

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



TOPIC:

PROPOSALS TO HANDLE THE NEW ONLINE CLASSES MODALITY AND ITS EFFECTS ON THE INTRINSIC MOTIVATION OF THE SECOND-YEAR STUDENTS OF THE MODERN LANGUAGES DEGREE OF THE SCHOOL OF SCIENCES AND ARTS OF THE UNIVERSITY OF EL SALVADOR TAKING THE COURSE INTERMEDIATE INTENSIVE ENGLISH II IN 2021.

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ABSTRACT

The following research study addressed the topic of students' intrinsic motivation and how it was affected by the new online classes modality caused by the COVID-19 pandemic where areas such as the academic output, motivation, self-esteem, participation in classes, and attendance were impacted and consequences such as Irregular Attendance and Willingness to Participate in Class were discovered. Also, the research presented different existing techniques, such as Constructivism, Gamification, Collaborative Learning, as alternative to address the new classes modality and proposed an idea to handle it and the effects on the intrinsic motivation. The importance of this research lies in its immediate effect on how students have been affected in their academic output and how to counteract it using a proposal made by the research team using all the information gathered within the research. This proposal can be used by the Foreign Language Department as an idea to continue with the online classes modality as an alternative option.

Keywords: Foreign Language Department, Modern Language, intrinsic motivation, online classes, COVID-19, academic output, Constructivism, Gamification, Collaborative Learning.

INTRODUCTION

This research is based on the problematic situation: Proposals to handle the new online classes modality and its effects on the intrinsic motivation of the second-year students of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador taking the course Intermediate Intensive English II in 2021.

The Chapter I of this research includes the Problematic situation where it shows the importance of having internet access on the academic field and how this impact the academic performance. As well, it includes the research questions that as a research team will answer through the research path, the Objectives that are our goals to answer our research questions. In addition, the Justification that shows the importance of this research and how it can be used in the future with alternative solutions to the problematic situation.

The Chapter II has the Theoretical framework, and it contains the necessary information to have a better idea about this research. Starting from the background that give us preliminary data, the theories related to this research and the studies related to it. This data is also helpful to support our research.

The chapter III includes the research methodology that has been applied to this research. It contains the research paradigm, research approach, type of study, research design, research techniques, research instruments, besides, the population and sample.

The chapter IV contains the answers to the research questions that are presented clearly and precise, since they are a fundamental piece of this research work and they were obtained as a result of this research project; thus, responding to the emerging questions of the subject in question.

The chapter V is related to the conclusions and recommendations, the research team has made its conclusions based on the research questions. In addition, recommendations are presented based on the conclusions and results obtained from this research work.

Finally, this research team has presented the references and bibliography that were consulted to support the theory of this study, and also there will be the respective annexes of this research work like the instrument that the team used to collect information from the sample, and tables that were used in the diagnostic, since it is important information for this work.

CHAPTER I

1.1 STATEMENT OF THE PROBLEM

In 2020, the worldwide health condition that affected the population changed many aspects in our life. One aspect is the education system. The pandemic has resulted in schools shut all across the world. Globally, over 1.2 billion children were out of the classroom, as a result the education changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

“I believe that the integration of information technology in education will be further accelerated, and that online education will eventually become an integral component of school education,” said Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education, 2020. However, others believe that the unplanned and rapid move to online learning, no training, insufficient bandwidth, and little preparation, result in poor user experience that is uncondusive to sustained growth.

The University of El Salvador started to adapt their education system to the new reality, and it was difficult for them to continue with the students' education, mostly with careers that involves practicing in laboratories or with social contact. One of the impacted careers on the university was the Modern Language degree from the Foreign Language Department of the School of Science and Arts.

The IIA (Instituto de Investigación para el Aprendizaje), and the ICTI (Instituto de Ciencia, Tecnología e Innovación) made a research in October 2020, and they mention that almost the 80% of students haven't learned from the online classes' modality. "We're working on digitalizing the education system. This program has already begun, we're working on making budget allocations to be able to the students end their studies on online modality" said Nelson Fuentes, Minister of Finance in 2020.

At the University of El Salvador, the new online classes modality has changed not only the way of teaching for the professors but also the way of learning for the students that in just a couple of days, they adapted to this new modality. Taking into account that in spite of being students from a university, students are facing some complications to continue with their studies. The bad connectivity and the lack of resources that the students use are some aspects that they have to deal with. In addition, these same aspects are affecting the student's motivation, not only the intrinsic, but also the extrinsic motivation is being affected. Being said that, students have to make a huge effort on their studies since this is a new reality that they have to face to, becoming a stressful learning process.

In a small-scale survey that some students from the first year of the Modern Language career filled out, it was discovered that they are not completely prepared for this new modality. They feel insecure and skeptical about the new modality. Salvadoran students have not been exposed to this modality enough to be prepared for a drastically change. They expressed that adapting to this modality is hard for them.

In the survey's answers, the students explained that it is not easy to have online classes for them, neither for the teacher. Aspects such as "distraction, stress, anxiety, and depression" are affecting the academic input (performance) of the students. They don't have the opportunity to interact with their classmates and practice enough. For a degree that involved to learn and practice the new language acquired, according to the answers, is difficult to adapt. In addition, some students mentioned that the subjects they will be taking on the career are not suitable for the online modality, because not only skills such as speaking, and listening are involved in the classes, but also the practice that will not be the same as an in-person conversation.

Improve their language macro skills related to the language, practice the targeted areas, internet connection, the adequate equipment and place to receive the classes are some of the few answers the students provided about the way online classes affects their learning process.

Based on all the information that this research team could obtain from the students, and detecting that there exists a problem between the student's motivation, and the new online classes modality, the research team decided to make a further research about this problematic situation, and will research possible options to provide Proposals to handle the new online classes modality and its effects on the intrinsic motivation of the second-year students of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador taking the course Intermediate Intensive English II in 2021.

1.2 RESEARCH QUESTIONS

1.2.1 General Question

What is the proposal to handle the new online classes modality and the effects on the intrinsic motivation of the second-year students of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador taking the course Intermediate English II in 2021?

1.2.2 Specific Questions

1. What are the effects that the students of the second year from the Modern Language career taking the course Intermediate English II in 2021 are addressing with the new online classes' modality?
2. What extent intrinsic motivation of the second-year students from the Modern Languages career taking the course Intermediate English II in 2021 is affected by the new the new online modality classes?
3. What techniques exist as an alternative to handle the new online class modality?

1.3 RESEARCH OBJECTIVES

1.3.1 General Objective

To present a proposal to handle the new online classes modality and its effects on the intrinsic motivation of the second-year students of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador taking the course Intermediate English II in 2021.

1.3.2 Specific Objectives

-To identify what are the effects that the students of the second year from the Modern Language career taking the course Intermediate English II in 2021 are addressing with the new online classes' modality.

-To describe how the intrinsic motivation of the second-year students from the Modern Languages career taking the course Intermediate English II in 2021 is affected by the new the new online modality classes.

-To socialize the techniques to handle in an optimum way the new online class modality

1.4 JUSTIFICATION

This study research arises due to the situation of having problems with the online modality classes that affect the intrinsic motivation of the students from the second year of the foreign language career at the University of El Salvador. The online modality classes have been implemented since 2019 due to the COVID-19 pandemic, and El Salvador was not prepared to change its academic system. The university of El Salvador offers online and long-distance careers, however they were not able to cover all the careers to be part of the online modality, because most of the teachers were not trained to handle online classes, and also not all the students were able to have the necessary tools to face the online modality.

This study will help the research team to know how the relation between the intrinsic motivation and the learning process has been treated not only by students, but also by teachers. As well, to know how the students and teachers are handling this situation, and what are they doing to improve it.

On this research, there will be not only basic information about the impact of the pandemic on learning process, but also information about the intrinsic motivation, and how the students are handling their motivation to continue with this modality and their studies, since there are different aspects that the students have to deal with.

In addition, this study will benefit not only student's community that will have proposals of activities or techniques to handle in an optimum way the new online class modality, but also the authorities from the foreign language department as a data research for further projects to improve the quality of the online classes, having an idea how this new modality affects the students' intrinsic motivation and to have proposals that can help the university to share with their teachers and new students.

Taking into account other studies as our data base support, and a field survey, this research team will provide a complete study, and this will be useful for the Foreign Language Department and probably other Departments at the University of El Salvador.

CHAPTER II

2. FRAMEWORK OF THE RESEARCH

2.1 Definitions of key terms.

- **Online:** (adj, adv) Connected to and shared by a system of computers, especially the internet.
- **Social network:** (Noun) A website or computer program that allows people to communicate and share information on the internet using a computer or mobile phone.
- **Intrinsic:** (Adj) Being an extremely important and basic characteristic of a person or thing.
- **Motivation:** (Noun) Enthusiasm for doing something.
- **Pandemic:** (Adj) (Of a disease) existing in almost all of an area or in almost all of a group of people, animals, or plants.
- **Transformative:** (Adj) Causing a major change to something or someone, especially in a way that makes it or them better.
- **Learning:** (Noun) The process of getting knowledge or a new skill.
- **Feeling:** (Noun) Something that you feel in your mind when you are happy, sad, afraid, etc.
- **Belief:** (Noun) An idea that you are certain is true.
- **Assumption:** (Noun) Something that you think is true without having any proof.
- **Perspective:** (Noun) The way you think about something.
- **Experience:** (Noun) Knowledge that you get from doing a job, or from doing, seeing, or feeling something.

- **Point of view:** (Noun) An opinion.
- **Interaction:** (Noun) An occasion when two or more people or things communicate with or react to each other.

2.2 Historical Framework.

In December 2019, the coronavirus disease (COVID-19) was detected in China, and it was spread throughout the world within a few months and was declared a pandemic by the World Health Organization on March 11th 2020. After that communication, the Salvadoran government and the minister of education published a ministerial circular saying that the class will be suspended due to the pandemic. “All the academic activities from the public and private sector, formal and informal are suspended for 21 days” (Carla Hanania, Minister of Education 2020). Since that suspension of education activities, all the students and teachers from different levels were forced to adapt the classes to the new modality, online or long-distance education.

The university of El Salvador (UES) offers some careers with the online modality or the long-distance education mode, and according to the UES official site, they offer Bachelor of Science Teaching, Bachelor of Mathematics Teaching, Bachelor of English Teaching, Bachelor of Educational Informatics, and Agroindustrial engineering for the long-distance modality, and for the online modality the UES offers Industrial engineering, Computer systems engineering and Bachelor of International Marketing.

The University of El Salvador was not completely prepared to offer the rest of the careers as long-distance modality nor the online modality, because few teachers were trained to handle online classes. Luis Hernandez, General coordinator of Online and Distance Education, in a

TVUES interview mentioned that the University of El Salvador started to train 800 teachers to make them capable to use the different digital platforms, so the teachers will be able to handle the online modality since they were not prepared for it. “We want to create a Technology Training Center due to the situations like the one we are currently facing, to endow with the necessary tools for academic and administrative processes” (Luis Hernandez, TVUES 2020).

In addition, the General coordinator of Online and Distance Education mentioned that there were some challenges that the University of El Salvador had to face, for example the lack of internet connection in some regions of the country, the payments of the teachers, because the University of El Salvador did not have enough budget to cover the payments for all the teachers nor to hire new teacher, and the lack of motivation in some students to continue to study their career, or the new students that will join to the University of El Salvador. “We expect to increase the number of the new students for the 2021 despite the pandemic situation, or at least to keep the same number of students that are currently coursing their career. The other challenge is to make the students stay and continue to study” (Luis Hernandez, TVUES 2020).

“The problem is that we have detected that some regions don’t have internet service, because the service providers don’t cover those regions which it makes difficult for the students to have access to the online class modality” (Luis Hernandez, General coordinator of Online and Distance Education, TVUES 2020).

2.2 Theoretical framework.

Transformative learning theory.

“Individuals do not apply old ways to new learning situations; instead, they find the needs to acquire new perspectives towards something to understand the change in an event better” (Jack

Mezirow, 2000). The Transformative Learning is the expansion of consciousness through which an individual can question themselves about their own feelings, beliefs, assumptions, and perspective on their purpose. Individuals who are undergoing such a transformative process are believed to completely rewire and transform their beliefs, assumptions, and experiences into brand new expressive perspectives. The Transformative Learning theory is an act that individuals conduct in order to be more self-motivated, self-governing, rational, collaborative, and empathetic. The experience is related to this theory since all the things that people learn are not only related to what they see or what they read, but also what they live. The experience can be from a small action like learning about how to use the social networks to a traumatic experience like the COVID-19 pandemic.

“We have a strong tendency to reject ideas that fail to fit our perceptions, labeling those ideas as unworthy of consideration-aberrations, nonsense, irrelevant, weird, or mistaken.” (Jack Mezirow, 1997). The individuals decide how to adapt their learning process based on their ideas, experience, and perception of their environment. There are aspects that can influence how they act. These aspects may be cultural, social, educational, economic, political, or psychological. And, based on those aspects and the habits they have, they will adapt their learning process to their life. In addition, the transformation of an individual is getting influential on the aspects mentioned before.

“The social cognitive theory by Bandura (1997), mentions that the expectations of self-efficacy determine what behaviors are initiated, how much effort is invested on them, and for how long will be the investment. Such expectations come from four sources: performance achievements

(own performance experiences success), vicarious experiences (observation of other people performing the same activities, or from our own imagination performing such actions), verbal persuasion (support received by the same way) and physiological states (interpretation of bodily signs to examine one's abilities)". J. Stover, F. Eugenia, and F. Uriel (2017). According to Bandura, the cognitive process has a place in a social context, and it occurs through a reinforcement, observation or a direct instruction. What an individual learns is based on social conducts and the observation of the environment. For example, we can learn something by observing others' actions or behaviors, and those learnings can be good or bad, depending on the social context.

Methods apply to online classes.

“Online-teaching doesn't have its own basis of teaching; it rather relies on traditional teaching.” M. Kerla and S. Zolota (2015). This means that professors have been adapting their traditional methods to online class modality. In traditional teaching, there exist three competences required: professional, methodical, and psycho-pedagogical, and adding the technological. Basically, the same competences, but having the technological competence in a higher level, since it requires a good use of technological resources. Professors must have a good engagement, communication and flexibility to adapt to changes, and all the principles to provide a good class environment.

Knowing that online classes use the traditional methods, we can mention some of them that can be used without inconvenience, the professor only has to adapt the traditional method to the online modality. “The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the

target language through the use of demonstration and visual aids, with no recourse to the students' native language " M. Kerla and S. Zolota (2015). By using this method, the professor can use some techniques like reading aloud, question and answer exercises, getting students to self-correct, conversation practice, etc. And, this method can be used in online modality to increase the interaction and participation with the students.

The communicative learning method is also useful for online classes, since it helps students to interact not only with the professor, but also with the other students during the class. In addition, the students improve their confidence and motivation, since there is a relationship between feelings, physical reactions, experiences and analytical skills. "Whole-person learning means that teachers consider not only their students' intellect, but also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn". M. Kerla and S. Zolota (2015).

Blended learning.

"Learning by doing, by engaging in a stimulating mix of activities over which students have control, by developing excitement and interest in doing it themselves. It is a conception of learning which is orientated towards notions of investigations and enquiry". Ellis, Steed and Applebee (2006). Blended learning is a method that professors are using when having online classes. This method allows the professor to use traditional classroom activities and technological and digital media to create a good class. By mixing both traditional and digital

methods, students have more flexibility to customize their learning experience. Taking into account that not all students have access to a good online class modality, professors started to use this method. By providing different materials and resources to the students, these have better opportunities to increase the motivation to study. Professors can use online classes to explain a topic or to interact with their students, but also can provide materials that students can use to develop their self-efficacy skill. Students are not only expected to receive the information from the professor, since the information can be obtained by the material that the professor can share with them.

“Perhaps familiarity with the technologies and incremental experimentation with how students use them will help some teachers to reconceive of how technological media are associated with blended learning and teaching”. Ellis, Steed and Applebee (2006). Some professors that were used to using the traditional methods to teach, were like forced to adapt to technology, since online class modality started to gain field in the learning process. Students are familiarized with technology and how it works, and professors have learned by self-experience and also by students how to use that technology to provide class. The professors who learned from students created a good engagement with their students.

Gamification to increase the student’s motivation

“The world’s learning and development initiatives are evolving faster with the advancement of technology”. O. Goethe (2019). Most of the people are using technology to provide or acquire knowledge, and after the COVID-19 pandemic situation, schools started to use different tools to continue with the classes.

“The current education is often faced with lack of motivation and engagement of the students to be an active participant in the learning process, due to which, instructors are shifting to gamified learning to provoke students and motivate to take part in learning actively”. O. Goethe (2019). Applying the Gamification principles help teachers and students to engage with the content and class. Using gamification allows students to have a goal to achieve when participating in a game, that’s why it is one of the most useful principles during online classes.

2.4 Study related to the research.

Large class size affect the interaction between students and professors.

“In very large classes, it is likely that the vast majority of students in class will go through the entire term without experiencing a single interactive episode with the course instructor, whether it be person-to-person verbal exchange inside the classroom or a written exchange of ideas outside the classroom (e.g., receiving written feedback from the instructor on returned exams)”, (Joe C. 2012). Either on site or online class modality, the students’ satisfaction toward the class decreases if they are in a large class size, since the interaction with their instructor is almost nil. Some aspects that students’ satisfaction decrease on large class sizes is that professors don’t provide frequent feedback and assessments, as a consequence the quality of the learning process also decreases. It is important to have frequent feedback, in that way a student can determine if their learning is improving, or if it is necessary to have reinforcement. Also, it is good to have a good interaction between professor and students, because students can also provide feedback to the professor, and the professor can have an idea if the class is going well or need to change something.

“Smaller classes are more effective than larger ones when the goals of instruction are motivational, attitudinal, or higher-level cognitive processes”, Pascarella and Terenzini (1991). When having a small class size, the interaction between students and professors gets better, since students participation increases, and their comprehension skill improve, since there is an interchange of ideas between the students and professor, where professors can provide immediate feedback. While in a large class size, the use of comprehension skill in some students decrease, since some students are not participating, and don't provide their thoughts. When students are in a large class size, they think the participation is not important, because there are other students that can participate instead, and this can decrease the motivation of the students, since they may feel as if their opinion is not important or it is not necessary. It is also complicated for the professor to listen to all the students' opinions or answers when being in a large class size, because the time for the class is not enough, and other students may feel bored while listening only opinions about the same topic. That's why being in a small class size is better, since there is a constant interaction between the professor and students, and students increase their confidence when starting to participate more during the class.

Transformative learning and the students' motivation to continue to study.

“Mezirow's theory, expressed in lay terms, argues that every individual has a particular view of the world.” (Michel C, Carey, 2015). There is a research made by Mezirow that was made in 1978, sponsored by the U.S Department of Education (Jack Mezirow, 1978), where he could study why was increase of women returning to higher education, and he listed the reasons why those women decided to continue with their studies, and the reasons are: A disorienting dilemma, self-examination, a critical assessment of assumptions, Recognition of a connection between one's discontent and the process of transformation, exploration of options for new roles,

relationship, and action. Also, planning a course of action, acquiring knowledge and skills for implementing one's plan, provisional trying of a new role, building competence and self-confidence in new roles and relationships, and finally a reintegration into one's life on the basis of conditions dictated by one's new perspective. On that study, Mezirow could see that those women were following the transformative learning process pattern, where they were taking into consideration their own point of view, and experiences, or self-motivation to continue with their studies.

“Learning may be understood as the process of using a prior interpretation to construct a new or revised interpretation of the meaning of one's experience to guide future action.” (Jack Mezirow, 1978). The transformative learning is when an individual transforms their problems or any situations to make them more inclusive, reflective, open, and emotionally able to change. So, it will depend on each individual situation that he will use that problem to transform it into an opportunity to learn something new, and to find a way how the individual can adapt that situation to make it achievable. Since each student faces different problems or different situations, it is understandable that for some students it will be easy to achieve their objectives, and learn something new from those problems, since their situation could not be hard, like having a good environment, and good socio-economic conditions. Nevertheless, for those students that are facing bigger problems or situations, it will be difficult for them to convert those problems into an opportunity to learn something new, or to find a way to overcome it, since the most difficult situations an individual has, the fewest alternatives he will have.

Home environmental factors affecting students' academic performance.

“Home is understood as the place where an individual permanently lives, it can be individually or in groups. And, Home environment can be considered as the surroundings, where the individual live.” A. Obeta (2014). Students live in different conditions, and by different conditions we can understand that some students have their own room, good family environment, quiet place, accessibility to the tools that they use to study, like a steady internet connection, a good computer or electronic devices, etc. However, on the other side, there are students that live in small houses, with a problematic family, lack of tools like internet connection or a good computer to study in online modality. So, the home environmental factors can affect the students’ academic performance, since not having a good home condition, the student’s frustration can increase.

There is a study made on Abia State, Nigeria by Anthonia Obeta from the Michael Okpara University of Agriculture Umudike. This study mentions that not only parents’ level education, but also the socio-economic status can affect the student’s motivation and academic performance. “It is widely recognized that many factors are involved in child’s academic performance such factors as parental education level, occupation, income, social class and type of parenthood for instance the socio-economic characteristics of the family in school. They have a bearing also on the duration of his stay and achievement at school. The type of family and level of parents' education and their socioeconomic status influence the choice of school they place their children”. A. Obeta (2014).

“Students from low socio-economic backgrounds that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio-economic backgrounds while a combination of these environmental factors accelerate academic success”. A. Obeta (2014). Not having all the tools and resources to study in online modality will affect the academic input, since students feel demotivated when seeing that their internet connection is not good, or when their device does not support all the programs that the professor requires. Their parents cannot afford those resources, and the student can feel as if their parents’ economical situation affects his study performance. Not only the socio-economic situation affects the motivation of the students, but also the home environment, like living with a big group family, where having noises, and current distractions can interfere with the class. Also, living in a small house where not having an own space to study is a factor that affects the student’s motivation.

Students’ confidence to learn online.

“Among students who have taken at least one online course, about 25% reported being discontented, dissatisfied, and displeased with their online experience while nearly a third reported that online education was an extremely or somewhat poor choice for education and provided poor learning opportunities (Bristow Shepherd, Humphreys, & Ziebell, 2011)”. Brittany Landrum, 2020. This study made in the University of Dallas mentions that the majority of students lose motivation when being in online class modality. There are different factors that make students lose confidence when being in online class modality, like not having a good self-efficacy, time and environment management, or work and family support. In addition, students need to have a good self-discipline and organizational skill, because when coursing a subject in online modality, the participation, the assessment and the interaction with the instructor can be different compared to the face-to-face modality. Having a good discipline will help the students

to overcome the different assessment, and having a good confidence will help the student to increase the participation.

“When evaluating online classes, students report fewer opportunities to interact with the professor and a lack of connectedness and engagement.” Brittany Landrum, 2020. Not having a good engagement and interaction with the professor makes the students feel as if their participation during the class is not important or irrelevant. That’s why professors must create a good atmosphere during the class, the professor must work on the engagement with their students. In addition, something that the students have to take into account to overcome the online class modality is to have technological knowledge. And, the professor must learn how to address any technological concern.

CHAPTER III

3. METHODOLOGY

3.1 Type of research

In this research, we will use the Qualitative type. This type of research has an interest of knowing opinions, perceptions or appreciations about the problematic situation of the research. In addition, Qualitative research is used to understand how people experience the world (Pritha Bhandri, Jun 19, 2020, An introduction to qualitative research). So, we can do a further investigation based on the different perception and opinions related to a specific topic.

3.2 Study type.

Following the same path, this research will use the descriptive type. Based on *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management* article, by Patricia Shields and Rangarajan, the descriptive research is used to describe characteristics of a population or phenomenon being studied. As well, Shona McCombes mentioned that in this type of research, the researchers don't control the variables but only observes and measures them.

In addition, the descriptive case also *“is a story about a real-world situation facing people or groups and how they addressed it. It includes a concise but thorough account of the facts of the situation and expert commentary to help the audience understand the causes of the problem, the forces behind the solution, the outcomes of implementation, lessons learned, and connections to*

theories, concepts, policies, and tools relevant to the situation.”

The reason of this design is that we can identify the effect that the new online classes modality has on the intrinsic motivation of the second-year students of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador taking the course Intermediate English II in 2021 and propose techniques, bases on the research and experts' commentaries, to handle the new modality and minimize the impact on the student population.

3.3 Paradigm and Research Design.

We decided to follow the Constructivism paradigm. This paradigm takes the base that “knowledge is not considered as absolute and accumulated, since in the social environment, all the phenomena are in constant evolution” (Gergen, 2007)

As part of the qualitative research, the research team took the Non-Experimental designs, and since the research does not include any experiment or manipulation of the environment, the cross-sectional study design has been chosen.

3.4 Population and sample.

As mentioned before, the students of the Foreign Languages department represent the universe from which the data will be obtained. The target population within this universe is represented by the students of the Modern Language degree. In addition, the sample of this research is a simple random sample represented by thirty (30) students of the second year of the degree before mentioned taking the course Intermediate English II in 2021.

3.5 Technique.

Taking into consideration all the design of the research, the techniques to be used are:

1. The interview: this technique will inquire information on the experts' side point of view and knowledge.
2. Small-scale Survey: the survey will be answered by the students from the population and sample selected.
3. Bibliographic: the research team will use bibliographic sources to support the information provided by the experts and the whole research itself.

3.6 Instruments

3.6.1 Students Survey

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SCHOOL OF SCIENCES AND ARTS
FOREIGN LANGUAGE DEPARTMENT



Age _____ Gender: F / M

Before answer the survey: Kindly, we ask to answer the following questions that the student from the School of Sciences and Art from the University of El Salvador is providing you. The goal of this survey is to know what are the effects that the students of the second year from the Modern Language career taking the course Intermediate Intensive English II in 2021 are addressing with the new online classes' modality and how this is affecting their motivation.

Part 1: Select the option in the scenario that you can relate the most.

1- Do you think that having only online classes for a career that involves languages influence the motivation to participate and/or attend the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

2- During the online classes, which one of the following devices and/or related are you tend to be distracted?

1-TV 2-Celphone 3-Music 4-Videos/Movies

3- In the following expression "I prefer to search by myself on the internet more information to clarify doubts than participate during the class to clarify my doubts", how do you identify yourself during the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

4- Every day, do you feel motivated to attend the online classes?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

5- Is the teacher using games, roleplays, and similar during the class?

1-Never 2-Sometimes 3-Most of the classes 4-Always

6- In the following expression "I like to participate in the games, roleplays and/or activities during the class and use the information learned during the class with my classmates", how do you identify yourself during the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

7- In the following expression “I tend to participate in the class because I know it helps me to practice and learn more when the teacher asks a question or ask for a volunteer”, how do you identify yourself during the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

8 - In the following expression “I do all the class activities just because the teacher will ask for answers rather to practice and learn more about the topic”, how do you identify yourself during the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

9- In the following expression “I participate in class activities just because are evaluated”, how do you identify yourself during the class?

1-No Identify 2-Somehow Identify 3-Identify 4-Highly Identify

Part 2: Describe your experience on the following open questions.

10- In your own words, please describe how is your motivation in class during the new online classes' modality?

3.6.2 Expert Interview

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FOREIGN LANGUAGE DEPARTMENT



The following interview is made to be answer by experts in online classes modality field. The findings will be to support the research made by the students of the first year from the Modern Language career taking the course Intermediate Intensive English II in 2021 for their graduation project.

- 1- Besides not being in front of the students, what is the biggest different during and online class than a presential class?
- 2- Do you usually notice that the students are not motivated in the class?
- 3- What do you think is the reason?
- 4- What do you do to avoid the lack of participation?
- 5- Based on your experience, what are the best techniques to drive an online class adequately?

3.7 Recruitment Process

In order to get the participation of the students, it is necessary to follow the next step:

It is very important to get in contact with the teacher in charge of one of the groups taking the course Intermediate English II from the Foreign Language Department to get the permission to pass a survey to thirty (30) of his students to collect important data to know the student experience about the new online classes modality at the University of El Salvador.

Something very important to take into consideration is the sample was randomly selected and to keep the privacy of the students only sex and age are requested as personal information on the survey, and this data will be kept confidentiality and it will be only used by the research team for academic purposes.

3.8 Data Analysis

After passing the surveys to the students, and made the interview with the experts, all the information gathered will be presented as a descriptive text supported by mind maps, and flow charts presenting the ideas and online teaching techniques from the experts, and the analysis of the answers of the students from the survey.

Followed with a complete analysis of how the student population is facing the new online classes modality that will answer the research questions and reaching the objectives of the research. All these steps will take the research from and state of generic knowledge to a specific knowledge on the study field.

CHAPTER IV

4. “ANSWERS TO THE SUBSIDIARY QUESTIONS”

First of all, this chapter will list the effects that students had to face during the beginning and development of the new online classes' modality. In addition, describing how this affected their intrinsic motivation. Finally, a list of techniques will be provided as alternatives to handle the online classes' modality. At the end of this chapter, the research team will provide a proposal as an alternative to handle the new online classes modality that can be used for the Foreign Language Department to develop future class programs.

To present the answers of all the items previously listed, it has been designed a descriptive text and concept map to know more about the effects that student have been facing during their meeting classes caused by the new online classes' modality, how their motivation is affected, and also existing techniques that can be used to face the new educative reality. For the first two subsidiary questions, they were answered in a direct way, and for the third question, it was answered as with a declarative chart.

4.1 Effects That Students Of The Second Year From The Modern Language Career Taking The Course Intermediate English II In 2021 Are Addressing With The New Online Classes' Modality.

When the new modality begun, students have the advantage to stay at home and take the classes. “One of the factors that students had to face at the beginning of the new online class modality is

internet service. As a result of the service providers don't cover all the regions.” (Luis Hernandez, General coordinator of Online and Distance Education, TVUES 2020). Having this context, it is necessary to go deep into the effects that students have had to face during the new online classes' modality. The effects are listed below:

4.1.1 Irregular Attendance and Willingness to Participate on the Meeting Class.

The classes attendance and participation on its activities was highly affected with the new modality according to information gathered from a questionnaire that students from the second year of the Modern Languages degree of the School of Sciences and Arts of the University of El Salvador filled out. Most of the students mentioned that they attend the class, but they prefer not to participate, or to have the minimal interactions so others can have the opportunity to practice or solve their doubts.

As well, they mentioned they were distracted doing other things, or they didn't feel confident to participate. Other students mentioned they participated in the class only if the teacher asked for their participation. “On regular classes, the students tend to participate more than virtual classes where external factors affect their motivation”, express Professor Jose Gomez.

Jack Mezirow said: “The Transformative Learning theory by Mezirow, says that the individuals decide how to adapt their learning process based on their ideas, experience, and perception of

their environment.” (Jack Mezirow, 2015, Columbia University), supporting the information of this research.

Related to the attendance and participation, the experts said that comparing the regular classes (face to face) with the online modality, the student’s attendance decreased, and they mentioned that some aspects that affects the attendance are the bad connectivity, lack of tools or lack of motivation.

4.1.2 External Elements which interferer with the development of the class, for students and teachers.

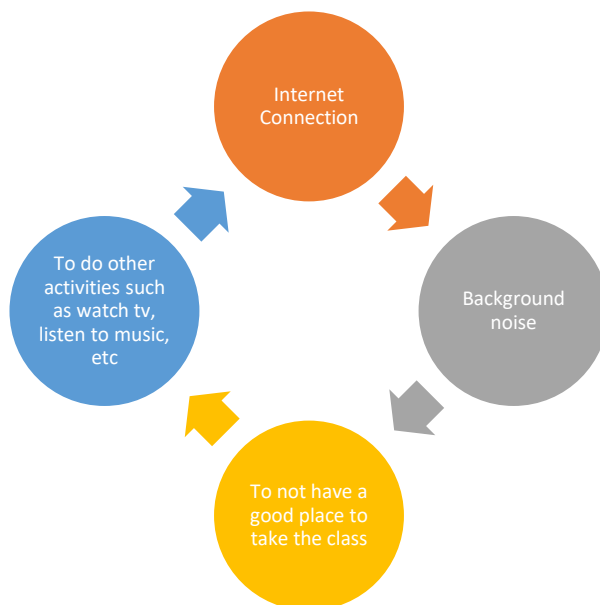
Professor Mónica Rivas mentioned that students feel like teachers are invading their privacy through the cameras, and that’s why students prefer to keep the camera off, and not participate during the activities of the class, since students don’t want to share the background environment they have in their home. In addition, experts mention that the motivation to attend the classes or to participate can be affected by the problems students have in their house, like the conditions of the house, or to have a small house and a big family, and students feel they don’t have their own space to concentrate in the class.

Most of the students expressed that during the classes sometimes they were doing other activities that were not related to the class. Since they are at home, they listed activities such as cooking their breakfast or lunch, watching tv, texting, checking social media websites, listening to music, babysitting a family member, to mention a few. This affected their concentration on the class and

caused they decided to not participate during the class because they were not fully aware of the topics they were learning. Compared to a class at a regular classroom at the university, the teacher could get the attention of the students, even though factor such as background noise outside the class, the temperature of the environment, and other affect the student's concentration, creating an environment where student could participate.

Antonia Obeta mentioned: “Students from low socioeconomic backgrounds that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio-economic backgrounds while a combination of these environmental factors accelerate academic success.” (Anthonia O. Obeta, (2014), Home environmental factors affecting students’ academic performance.). This supports the research with the idea on how a small factor such as the home environment has not only a highly affectation on a student's learning process, but also an indirect impact on their motivation.

External Elements which affect students during the class



4.1.3 Less opportunities to participate in meeting classes have increased by large class groups.

Professor Jose Gomez said, “Large class groups rest the opportunities of participation to students in class, rather than small groups”, which explained why many answers from the students’ survey mentioned they decided to stay in silence to give to others the opportunity to participate.

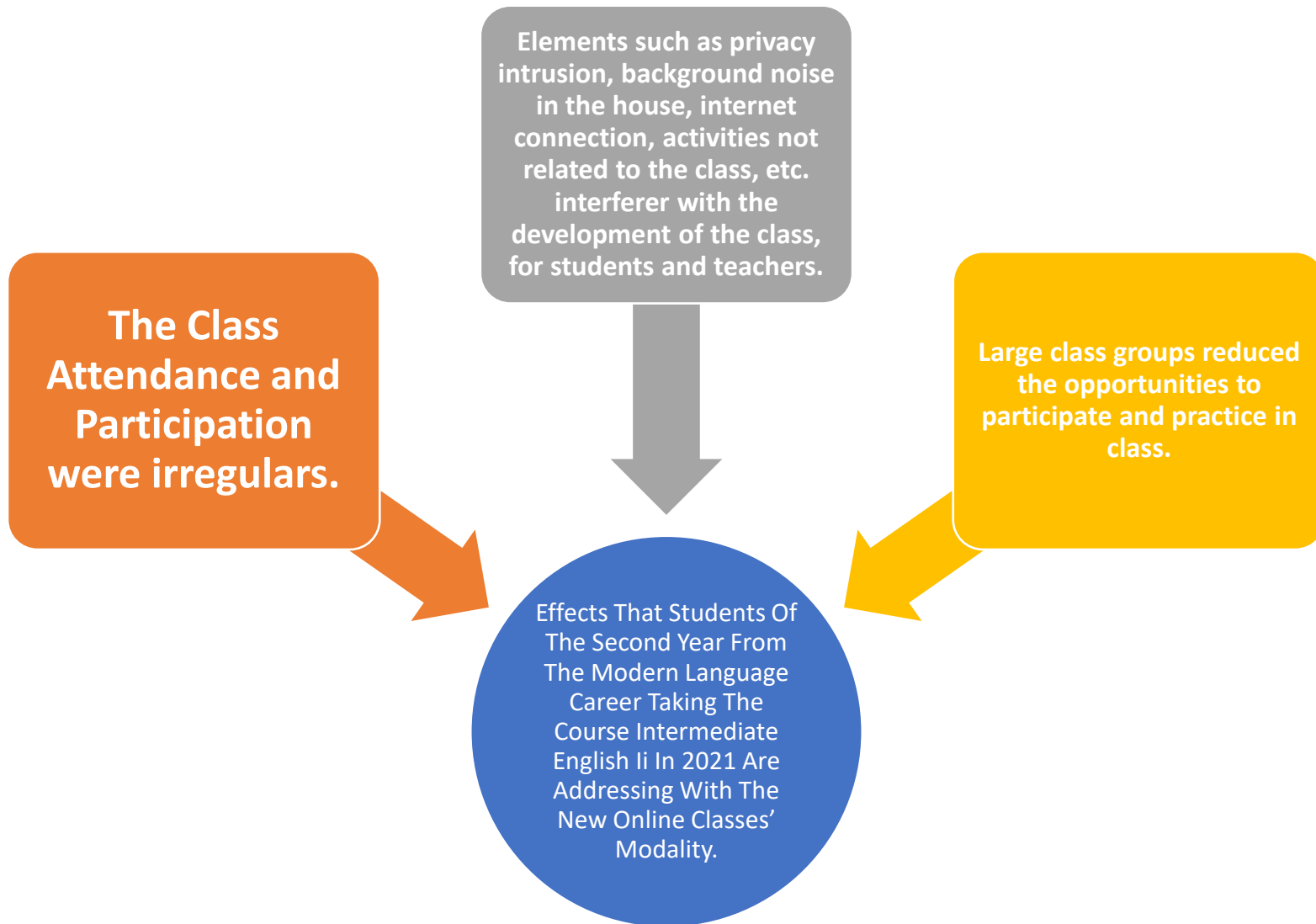
In 1986 McKeachie said: “Class size and method are almost inextricably intertwined. Thus, the research on class size and that on lecture vs. discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes” (McKeachie (1986)). Having this in mind, the original classes were designed to create a participative environment within the students having small groups. These students could practice with a peer or group, but in a big group in an online classroom these opportunities decreased, giving us a new effect that students had to address.

“According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level.” (K. Cherry, 2019). During the beginning of the pandemic situation, this interaction with classmates was highly cut, leaving the students only to listen to the class and barely asking questions.

“We have a strong tendency to reject ideas that fail to fit our perceptions, labeling those ideas as unworthy of consideration-aberrations, nonsense, irrelevant, weird, or mistaken.” (Jack Mezirow, 1997). This explains why students during the classes tend to decrease their willingness not only

to participate but also to continue with their studies. Some of them taking the decision to quit the course. Absenteeism, and quitting the course or the semester were other effects that the new online class modality brought, and the students had to address quickly and take a decision on how to face it.

Effects of the New Online Classes' Modality



4.2 How Much The Intrinsic Motivation Of The Second-Year Students From The Modern Languages Career Taking The Course Intermediate English II In 2021 Is Affected By The New The New Online Modality Classes?



Ryan, R. M. (Faculty : Department of Psychology : University of Rochester)

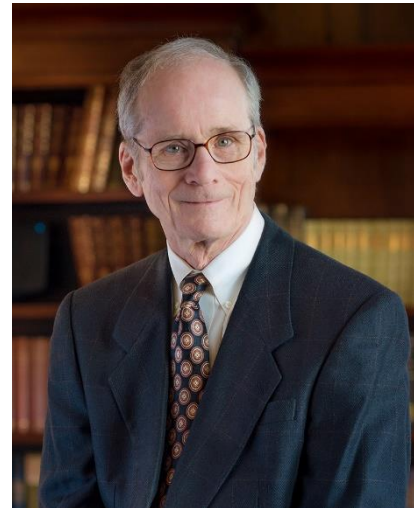
“In a regular class, the participation is different. The students tend to participate in the activities, being motivated by themselves, other students, or the teacher. But the pandemic situation has affected this motivation, and now they stay quiet.” mentioned the Professor Jose Gomez. As well, Professor Mónica Rivas explained that at the beginning of the new modality classes, students were motivated to continue attending classes, it was something new, but the time passed, and the students lost interest in the classes and were demotivated to participate and to attend the classes. Professor Jose Gomez said that

before the pandemic situation, students only have common external factors that they got used to and did not affect their motivation to attend the classes (or affects but not to give up on the course). Common factors such as waking up early in the morning to attend a class at 6 AM, being in a traffic jam before arriving at the classes, or to combine studies and a job.

The pandemic of Covid-19 added a new big external factor to the equation that affects the motivation of the students, said Professor Jose Gomez. Having classes at home was new, but problems such as bad internet connectivity, external noises, and the student’s family

itself helps to demotivate the students during classes. The participation in class has decreased significantly, mentioned Professor Jose Gomez. “Not only external, but also internal factors can change people's motivation to achieve a challenge. Each person has its own goals and engagement to overcome a situation.” -Self-determination theory, (Deci, E. L., & Ryan, R. M. (1985).

Students expressed that the pandemic situation gave them the opportunity to have a new challenge but then this became a new factor that affects their motivation, because they were not only fully prepared to face it, and they do not feel fully competent. This demotivated them to continue. “Competence, autonomy and relatedness are psychological needs that an individual person requires to understand the motivation” (. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.)



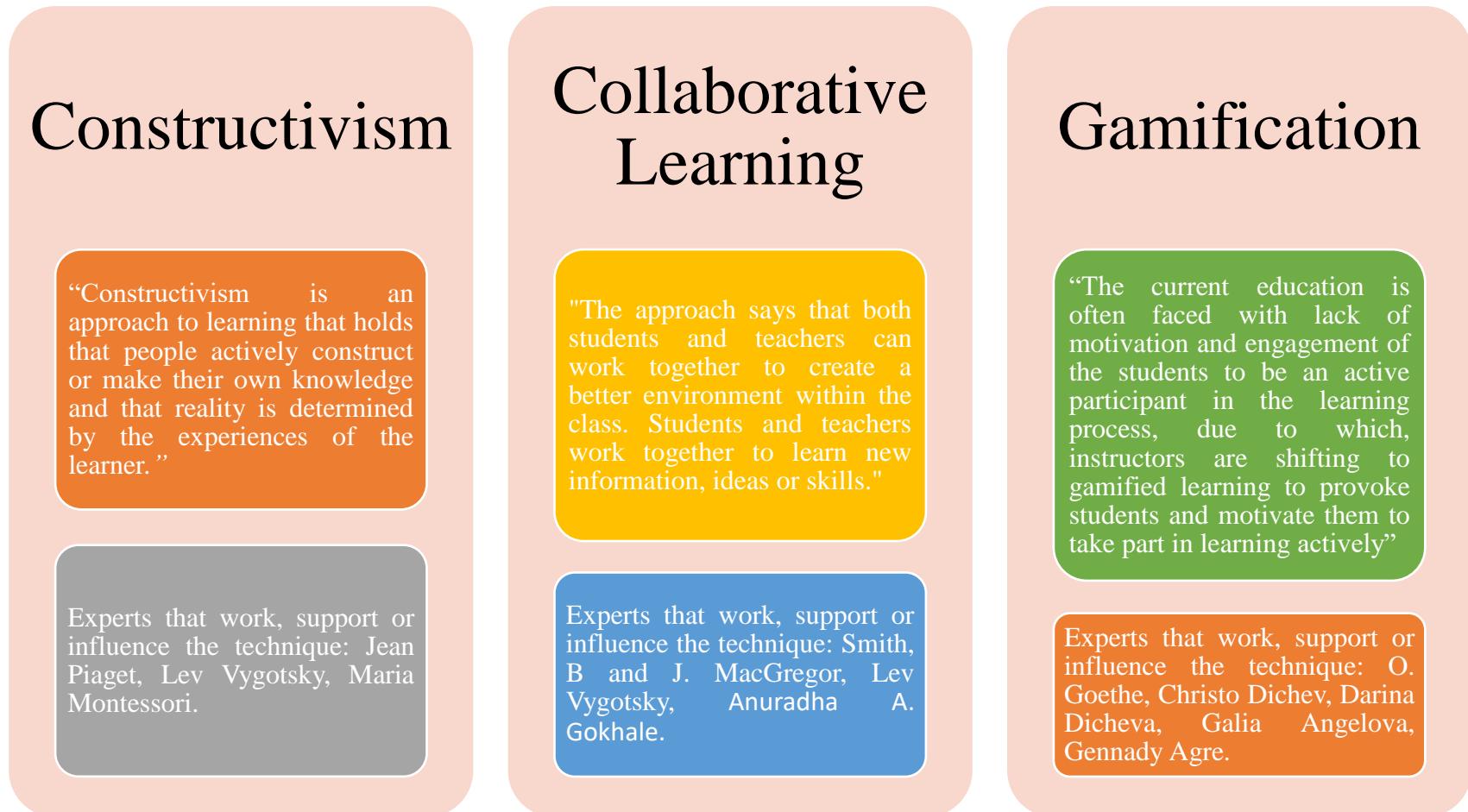
Deci, E. L (Faculty : Department of Psychology : University of Rochester)

“Students are more satisfied with online learning if they generally liked online courses, perceived online courses as an appropriate way of learning, or were somewhat familiar with the course background (Beqiri, Chase, & Bishka, 2010)”, this supports the ideas expressed by Professor Jose Gomez and Professor Mónica Rivas, and the students on the survey when they mentioned student are motivated if they feel comfortable, and in safe class environment; which means they like what they are learning, they want to continue learning,

and they have the willingness to make an effort on it. All that has an influence on the student's intrinsic motivation.

4.3 Existing Techniques As An Alternative To Handle The New Online Class Modality.

In the following chart are presented a list of existing techniques that education experts and the interviewed experts had used on their classes to handle an online class modality environment. Each technique has their own structure, procedures, experts and explanation on the Framework of the Research.



*Researchers design: “Existing Techniques As An Alternative To Handle The New Online Class Modality”

4.4 Proposal to handle the new online classes modality and its effects on the intrinsic motivation^{1,2}

Pre-Phase: Plan the Game

- During this phase, the authorities have to take a decision of the modality of the classes: online, on-site courses, blended courses/online. The decision can be made by making a census where students can answer a small survey to know their perspective of the type of classes based on the subject.
- Also, authorities have to take into consideration the law related to presential classes. Based on the investigation, students are interested in taking classes partially or fully at a classroom due to their academic output.
- Authorities and professors have to create a data list of available tools that can be used for online modalities. After that to train the professors on how to use them.

Side Note: the survey has to evaluate the student willingness to take On-site courses, blended courses or only online classes.

According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level.” (K. Cherry 2010)

Phase 1: Select the Game

- This phase will be critical in order to know which subjects/courses have the priority of presential classes and which do not. The department authorities and professors have to analyze which macro skills will be impacted based on the type of classes. Courses such as basic and intermediate, where the students learn not only the basis of the language but also practice what they learn, have to be carefully planned. We have to remember that one part of the learning process is the interaction of the students with their peers.

Side Note: The courses have to be divided according to how much interaction the student has to have with their peers and professors based on the macro skills. Example: courses such as basic and intermediate level, students have to improve a lot of their speaking skills.

Phase 2: In-Game

- After dividing the courses and deciding which modality will be implemented, the course curricula have to be adapted to the new techniques presented on this research project: Constructivism, Collaborative Learning, and Gamification. The professor has to decide which technique(s) best fits his course based on the class content. It is not the same to teach grammar, and to teach a language basic level. The professors have to select the tools to be used, and before starting any formal class, use one class to train the student on how to use the tool(s) to be used on the class.

Side Note: The research team recommends using the techniques that have been researched on this research project, but professors also can add more techniques to the planning.

1. Researchers design.
2. This proposal has been made based on different research made by the following experts: Jean Piaget, Lev Vygotsky, Maria Montessori, Smith, B and J. MacGregor, Anuradha A. Gokhale, Goethe, Christo Dichev, Darina Dicheva, Galia Angelova, and Gennady Agre.

CHAPTER V

5. Conclusions and Recommendations

5.1 Conclusions

Thanks to the research experience, the theoretical research, and writing the research report, provided experiences that motivated the team to go further and achieve the objectives. Experiencing the worldwide health situation and taking courses in online mode, made this team realize that there are multiple factors that can affect the motivation to continue studying in online mode. So, being impacted by that situation, the research team decided to create proposals to handle the new online classes modality and show the effects on the intrinsic motivation. Once completed this research based on a qualitative approach, and based on the data collected and theories used in the theoretical framework, this research team concludes that:

First, the students from the Modern Language career taking the course Intermediate English II in 2021 addressed negative effects during the new online classes modality, affecting their development on the class, learning process, and immediate academic output. In the end, all these affected areas influence the educational path of both students and teachers planned to be followed during the semester.

Secondly, the students' intrinsic motivation is being affected by different external and internal factors that students faced during the online classes, which decreases when their home's environment interferes with the classes. Thoughts like not having a steady internet connection,

not having a good computer and being in a small house where the noise is something that cannot be avoided are external factors that affect the intrinsic motivation, and thoughts like being in a large size group, and participation is not important during online classes are internal factors that affect the intrinsic motivation. So, this research team supports Vygotsky's Social cognitive theory, where an individual learning process is based on the interaction between the people.

In addition, traditional techniques are useful for traditional classes and making changes to those existing techniques, using different ones, can be useful for the online modality, and it can be included on them (but are not limited) games and activities oriented to facilitate the learning process. These existing techniques rely on the interaction of the students, so they can build and use the knowledge of the class. They can be implemented on the meeting classes, so students and teachers can create a new way to front the new online class modality.

Finally, after collecting all the bibliographic information and the experience of students and professors, this research team has created a proposal that can be used to plan the courses in an optimal way, taking into consideration areas such as intrinsic motivation, and academic output. Asynchronous area was not added by the Foreign Language Department to the class plan¹.

1. This proposal can be read at the end of Chapter 4

5.2 Recommendations

“The inherent changes in the information society not only provide new opportunities for distance learning, in collaboration and throughout life, they also carry with them the germ of actions and shortcomings that can frustrate or demotivate the online student. This frustration can negatively affect the student's learning or even motivate the abandonment of it and, in addition, it can have repercussions on the teacher and can also harm the prestige and financing of the institution in which work formation takes place”. F. Borges (2005).

Thanks to the experience acquired from this research study process, contrasted with the conclusions, this research team is allowed to make the following recommendations to the students who are coursing the online modality classes, the professors and to the University. It is expected that these recommendations can be useful for future studies directed to overcome the intrinsic motivation of students that are taking online classes modality.

The students:

Taking into consideration some recommendations from the study “La frustración del estudiante en línea. Causas y acciones preventivas”, made by Federico Borges, Professor of Humanities and Philology Studies at the UOC (2005), and knowing that in an online modality class there are students well motivated for taking this modality, since they have good tools, good places and with a good communicative skill, nevertheless there are also students who are facing problems to have those tools, good places and with motivation issues. The recommendations for those students who are facing issues with this online modality are:

- To create an own space in the house where students can take the online classes without distractions. If the student lives in a small house where the noise and non-privacy is presented, they can talk with the members of the family to create a good atmosphere for that student. If there exists the option to select a semi-virtual class, or face-to-face class, the student can take this as a possibility.
- To select the best tools that can be used on a basic computer or smartphone that help the student to take the online classes, since it is not necessary to have a powerful device to use software like meets, emails, chats or any other where the professor can share the class.
- To keep a good communication with professors and classmates, since both are there to help each other with any inconveniences during the online class.
- To set goals that motivates to continue studying in the online modality.
- To carry out a responsible registration of subjects and/or agenda: time available, required effort and prior knowledge. The student must prioritize his areas of opportunities on this agenda.

The professors:

Based on the interview made by this research team, and the help of two experts, professors are being trained to be able to handle online courses involving tech knowledge, which is important for innovating the classes, but we need to take into consideration that the intrinsic motivation has been affected. “So this comes to force us as teachers to be creative, explore and always try to renew ourselves in terms of our material and our knowledge”. O. Alas (2021). The recommendations for the professors are:

- To motivate all the students to create good communication within the class, since this will help the professor to empathize with the students.
- To create dynamic classes by using existing strategies and technological apps available to catch the attention of students.

- To motivate the students to participate in classes and make them feel they are an important part of the class creating a safe class environment.
- To create a safe class environment where student can participate regularly without any type of fear.
- To create suitable lesson plans for the students, since long time classes with multiple tasks can be tiring in online modality (this based on the neuroeducation).

Foreign Language Department Authorities:

“We had a bit of a notion of theories about e-education or e-courses, but we didn't care much about it, because many times when we got to the classroom it was not so necessary to use the virtual Education platform. It was a merely complementary resource but not as a main resource to give a class as your greatest support.” O. Alas (2021). The University of El Salvador has provided different trainings that helps the professors to handle online classes, however experts stated that some of the trainings were taken out of the University. So this research team recommend:

- To guarantee a friendly access to the students to the online courses by providing accurate information about the virtual rooms and professors assigned, and official websites where students can check the information of the different courses.
- To negotiate with the government or any potential NGO to acquire equipment, like a mobile USB modem, computers, and more, for those students and professors who cannot afford it.
- To pay attention on the academic and administrative needs of the students, since these ones are highly related to the time used to be resolved (administrative processes take much time to be resolved and delay any academic process).

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ANNEXES

ANNEXE A: ANALYSE OF THE INTERVIEW #1
Analyze of the Qualitative Interview: Level of Codification and Abstraction

Transcription of the interview	<u>Level 1</u> Identification of convergent and divergent patterns and themes.	<u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.	<u>Level 3</u> From codes and categories to theory.
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 1</p>	<p>-The external factors that affect the intrinsic motivation of the students before the pandemic situation were the regular ones (traffic jams, the weather, schedules to mention a few of them), which students easily overcome when they arrive at the classroom.</p> <p>-Compared to online classes, when the students were in the classroom, they tended to participate more because they were motivated by factors such as work with their classmates/friends.</p> <p>-The pandemic situation is a big external factor that demotivates the students and has a big impact on the intrinsic motivation, demotivating the students on their activities related to the class.</p>	<p>-The intrinsic motivation has been impacted by the new modality and the pandemic situation.</p> <p>-The students tend to participate in environments where they feel secure, and motivated to do it.</p>	<p>“We have a strong tendency to reject ideas that fail to fit our perceptions, labeling those ideas as unworthy of consideration-aberrations, nonsense, irrelevant, weird, or mistaken.” (Jack Mezirow, 1997).</p> <p>“The individuals decide how to adapt their learning process based on their ideas, experience, and perception of their environment.” (Jack Mezirow, 2015, Columbia University)</p>

<p>Transcription of the interview</p>	<p><u>Level 1</u> Identification of convergent and divergent patterns and themes.</p>	<p><u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.</p>	<p><u>Level 3</u> From codes and categories to theory.</p>
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 2</p>	<p>-Sometimes, the students feel that the pressure to participate in an online class is higher than a regular class.</p> <p>-The participation in class has decreased significantly during the new online classes’ modality. Students are most of the time quiet and do not react to the class. Problems with the internet connection or their house’s environment affects their participation willingness.</p> <p>-Due to the new online modality, the class groups are bigger than usual, leaving the students not only a small chance to participate, but also losing their willingness to participate. Leaving the opportunity to others, or just because they are doing other activities not related to the class: eating, watching tv, etc.</p>	<p>-Reduced opportunities to participate and practice in class due to large class groups.</p> <p>-External factors, such as internet connection or students’ house environments affect their willingness to participate during the class.</p>	<p>“Class- size and method are almost inextricably intertwined. Thus, the research on class size and that on lecture vs. discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes” McKeachie (1986).</p> <p>“Students from low socioeconomic backgrounds that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio economic background while a combination of these environmental factors accelerate academic success.” Anthonia O.Obeta, (2014), Home environmental factors affecting students’ academic performance.</p>

<p>Transcription of the interview</p>	<p><u>Level 1</u> Identification of convergent and divergent patterns and themes.</p>	<p><u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.</p>	<p><u>Level 3</u> From codes and categories to theory.</p>
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 3 and 4</p>	<p>-The usage of topics that catch the student's attention and likes them, so they can feel motivated to study, and participate.</p> <p>-The use of tools, such as Kahoot, Mentimeter, Zoom, and others to make the students participate and interact with each other.</p> <p>-Delegate a student or group of students to make activities (depending on the case, each class, or weekly), so all the students can participate and interact. Also, this will leave an impression that the students are important to the class too.</p>	<p>-Using more fashion topics in class motivates the students.</p> <p>-Using tools that make the class interactive catches the students' attention and interest in the class.</p> <p>-Interactive activities help to create a good environment in the class where the students feel comfortable and valuable to the class.</p>	<p>“Blended Learning emphasises an active aspect of learning: learning by doing, by engaging in a stimulating mix of activities over which students have control, by developing excitement and interest in doing it themselves.” Robert E., Aliya S., Andrelyn A. 2006 (Australasian Journal of Educational Technology p.321)</p>

ANNEXE B: ANALYSE OF THE INTERVIEW #2
Analyze of the Qualitative Interview: Level of Codification and Abstraction

Transcription of the interview	<u>Level 1</u> Identification of convergent and divergent patterns and themes.	<u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.	<u>Level 3</u> From codes and categories to theory.
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 1</p>	<p>-In a regular class, the participation is different. The students tend to participate in the activities, being motivated by themselves, other students, or the teacher. But the pandemic situation has affected this motivation, and now they stay quiet.</p> <p>-Some of the students think the new online classes modality is a challenge, and this demotivates them.</p> <p>-The pandemic situation has been affecting intrinsic motivation as the biggest external factor at this moment. This affects the motivation to participate in the class, decreasing the interest of the student of learning.</p>	<p>-The class Attendance and participation.</p> <p>-Their intrinsic motivation has been affected by the pandemic situation as the biggest external factor.</p>	<p>“According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level.” (K. Cherry 2019).</p> <p>Not only external, but also internal factors can change people's motivation to achieve a challenge. Each person has its own goals and engagement to overcome a situation. -Self-determination theory, (Deci, E. L., & Ryan, R. M. (1985)-</p>

Transcription of the interview	<u>Level 1</u> Identification of convergent and divergent patterns and themes.	<u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.	<u>Level 3</u> From codes and categories to theory.
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 2</p>	<p>-The participation during the class has decreased with the new modality. Students prefer to clarify any doubts after the class which affect their participation and their opportunity to interact with other classmates.</p> <p>-If the student thinks the participation/answer would be wrong, they prefer not to do it. To them, the virtual classroom is not a safe environment to share their thoughts or doubts.</p> <p>-Due to external factors, such as the background noise of the house, internet connection, and other, the student decides not to participate.</p>	<p>-The students prefer to contact after the class or investigate if they have doubts related to the topic.</p> <p>-The confidence of the students impacts on their willingness to participate during the online class.</p> <p>-External factors (background noise of the house, internet connection, etc.) affects the development of the class, for students and teachers.</p>	<p>Competence, autonomy and relatedness are psychological needs that an individual person requires to understand the motivation. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. <i>Psychological Inquiry</i>, 11, 227-268.</p> <p>“Constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner.” (Elliot et al., 2000)</p>

Transcription of the interview	<u>Level 1</u> Identification of convergent and divergent patterns and themes.	<u>Level 2</u> The reorganization of patterns/themes into “categories” or “codes”.	<u>Level 3</u> From codes and categories to theory.
<p>TRANSCRIPTION OF THE INTERVIEW #1 ON ANNEXES NOT INCLUDED</p> <p>Question 3 and 4</p>	<p>-A good option is to plan a dynamic class. Renovate the way to teach. To be creative, and not repetitive and traditional.</p> <p>-Renovating the material, and topics of the class to the ones that catch students’ attention the most help them to be motivated and stay in class learning and participating.</p> <p>-Using interactive tools, or different platforms to have the students’ attention in the class, so they can learn, tend to participate, and feel motivated with the class. So, the teacher won’t lose track of the class and the students attention.</p>	<p>-More dynamic classes to renovate the idea of virtual classes and leave behind the traditional class technique.</p> <p>-To renovate materials, topics, and ideas to the most fashionable ones, so the students feel motivated and attracted to the class.</p> <p>-The tools that the teachers use in class have to be not only related to the topics, but also to be attractive to the students, so they can influence their motivation.</p>	<p>“The current education is often faced with lack of motivation and engagement of the students to be an active participant in the learning process, due to which, instructors are shifting to gamified learning to provoke students and motivate them to take part in learning actively”. O. Goethe (2019). Gamification Mindset, Kristiania University.</p> <p>Collaborative Learning approach says that both students and teachers can work together to create a better environment within the class. Students and teachers work together to learn new information, ideas or skills. Smith, B and J. MacGregor (1992) Collaborative learning: a sourcebook for higher</p>

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