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**Кафедра філології**

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онлайн

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ЗАТВЕРДЖЕНО  
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**Qualifying paper**

Differences between motivating teenagers to learn English offline and online

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## Introduction

The **relevance of the topic** are the differences between online and offline motivational techniques applied by teachers in the process of teaching the English language. The research **aimed** to find out the differences in motivational strategies for English language teachers in both online and offline classes. The **goal** was to investigate which motivational strategies English language teachers use in an online class as opposed to an offline class.

The main questions of the research were:

- What motivational techniques are used by teachers in teaching English online?
- How are the motivational techniques in online classes different from offline ones?
- What challenges do teachers face while motivating learners in both online and offline education?

The **subject matter** focuses on the motivational techniques applied by the English language teachers in online and offline classes, and the object of the research is to compare and analyze the motivational techniques used by English language teachers in both online and offline classes.

The **hypothesis** assumes different motivational techniques that could be used in online and offline classes to teach the English language.

**Limitations** include the scope of the research questions and the lack of consideration for other subjects apart from teachers who teach English. The results of this study provide ground for creating real online and offline strategies for teaching English in a way that would include students and help them gain more.

# Part I

## Literature review

### 1.1 Online learning

Distance education has become a major topic in education. Many studies are made about distance education. The pandemic has disrupted the education of millions of students in different contexts. However, on a positive note, it has opened a window of opportunity for higher education stakeholders (Bender, 2004).

We consider the classic theories of distance education for example Otto Peters (1973, 2003, 2007), Börje Holmberg (1983, 2003, 2005), and Michael Moore (1973, 1993, 1997) (contributors to this publication). Their work was not only visionary for its time, but also of fundamental importance defining distance education as a field of education (Delling, 1971). In doing so, they separated the concept of "distance education" from the theory and practice of distance education that had emerged in the 19th century (Fritsch, 2001).

Certainly, the concept of distance education is exciting, and recent hardware and software innovations are making telecommunications distance education systems more available, easier to use, and less costly. There are many challenges about education, especially in distance education. It is important for us to learn how technology works to be able to provide similar learning opportunities. Furthermore, online learning can be advantageous for all individuals.

On the other hand, online learning can be useful for everyone. Studying online offers increased freedom, diverse learning opportunities, and the ability to save time and money. Learners can access educational content at their convenience, regardless of location or time constraints. It allows the educator and the student to set their own learning pace.



Over the past few years, online learning has become more popular as primary and higher education institutions have come to appreciate the potential benefits it can provide to students. By utilizing online courses, students are able to access educational materials and resources without being bound by the traditional constraints of time or location. This type of learning is also beneficial in that it allows for students who are not able to physically attend school or university due to geographic distance, personal commitments, or medical restrictions to still gain an education. Furthermore, online learning can be customized to fit individual needs and interests, providing greater educational opportunities for learners across all age groups.

From a scientific standpoint, studies have demonstrated that online learning has the potential to be more efficient than traditional methods such as lectures and hands-on activities. For example, within virtual learning environments, educators can provide personalized feedback that is tailored to meet the individual needs and performance levels of each student. Additionally, computer-mediated communication (CMC) between peers helps facilitate collaborative problem solving on a larger scale than would typically be possible in a classroom setting. Moreover, numerous studies have indicated that students enrolled in online courses tend to exhibit greater motivation and engagement with course materials compared with their counterparts enrolled in face-to-face classes.

## **1.2 Motivating learners**

What is motivation? Simply put, motivation is about why people choose one activity over another, how much might and dint they will expend on it, and how long they will continue the activity (Dörnyei, 2001, 2012). When students choose to participate in a language course with enthusiasm and are willing to put in enough effort even if the activity is challenging, they are considered motivated to learn and are likely to absorb and retain more of the lesson.

Individuals who lack motivation often show patterns of irregular class attendance, lack of diligence in their work, a quick tendency to give up in the face of challenges, and a declining interest in learning as time progresses. The definition of motivation provided above is straightforward. However, delving deeper and questioning people about the sources of student motivation may result in a variety of responses.

We heard the following typical responses from experienced classroom teachers: Students' perceptions of the usefulness of the target language outside the classroom.

Harmer (1991) explains the meaning of motivation as the “internal drive” that pushes somebody to carry out a task. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”. Lightbown and Spada (1999) note that motivation in second language learning is quite complicated to study which can be explained in terms of two factors: learner has communicative needs and attitudes towards the second language community.

Motivation, whether intrinsic or extrinsic, is a crucial element in students' success throughout their education journey. Teachers have a significant impact in fostering and nurturing this motivation in their students. However, it is important to acknowledge that motivating students can be a challenging task, given that each student is driven by different factors. It requires time, dedication, and effort for teachers to cultivate enthusiasm for learning, hard work, and self-improvement among all students in the classroom (Chiew and Poh, 2015).

Dörnyei attempted (1985) to integrate the multitude of existing motivational variables into a multilevel model which distinguishes three levels of motivation: Each of these reflects different dimensions of language learning:

- the social,
- the personal and
- the educational aspect respectively.

The theory of goal setting aligns well with expectancy–value theories, with Vroom's Expectancy theory being a key example. This is because students' commitment is strengthened when they are confident in their ability to achieve the goal (expectancy) and understand the significance of reaching it (value). Additionally, student motivation can be influenced by factors in their environment, such as institutional culture, parental and community support. Personal characteristics like age, gender, race, and social class can also play a role in determining motivation levels.

The surrounding environment can also affect student motivation including institute culture/organization, parental and community involvement. Personal attributes such as age, gender, race and social class can also affect motivation.

Another theory that both captures the dynamic dimensions of motivation and is relevant for teaching applications is self-determination theory. This theory was originally proposed by Deci and Ryan (1985-1991); it is about natural or inherent tendencies that support learners' effective behavior.

Determinism encompasses three motivational orientations that lie on a continuum of increasing self-determination: a motivation, extrinsic motivation, and intrinsic motivation. Motivation occurs when learners do not see the connection between their actions and the consequences of their actions.

Motivating learners is a critical component to successful and meaningful learning. An effective learning environment must foster an appropriate combination of autonomy, structure, feedback, rewards, recognition and challenge in order to increase the learner's intrinsic motivation.

Autonomy provides learners with a sense of choice and control over their own learning process. Structure offers guidance while allowing the learner to develop his or her own strategies for mastering material. Feedback from instructors or peers helps learners better understand what they have mastered it. Rewards provide incentive for engaging in challenging activities and offer recognition for accomplishment.

Motivation is widely recognised by researchers and educators as a key factor in successful language learning. Various studies (Jordan 1941, Dörnyei 1994, 2001, Dörnyei, Csizér 1998, Tschannen-Moran, Hoy 2001, Guilloteaux, Dörnyei 2008) have highlighted the importance of attitudes and motivations in the field of bilingual education and CLIL. Research by Nuffield (2000), Coonan (2005), Merisuo-Storm (2007), Seikkula-Leino (2007), Lasagabaster, Sierra (2009), and Mearns (2012) has explored the varying degrees of potential that attitudes and motivations hold in these areas.

Learning a language is a multifaceted process that involves not only acquiring new skills but also developing new ways of thinking and communicating, as well as understanding and embracing cultural differences (Williams, Burden 1997, Dörnyei 1998, Gardner 2001). This process also requires empathy towards individuals with diverse cultural backgrounds and experiences. As a result, the motivation to learn a language is influenced by various factors that may not be present in other areas of motivation research. It is therefore understandable that models of language learning motivation are diversified and continuously developing (Dörnyei 1998).

Nevertheless, before the end of the last century, there was little overlap between general motivation research and research on motivation for learning a second or foreign language. Although this difference was somewhat resolved in the second half of the last century, it is still generally accepted that language learning is a process so distinct from the learning of most other skills and subjects that it entails its own motivational phenomena (Dörnyei 1998). Numerous theories, models, and frameworks regarding language learning motivation have been created and evolved since the mid-20th

century, with new ones continuing to emerge today, according to Dörnyei and Ushioda (2011).

### **1.2.1 Factors contributing to learner motivation to learn offline**

There are many different definitions of motivation, especially in language learning. Which refers to the way that students are taught must affect their motivation. When students become disinterested in the teacher's approach, they are likely to lose or diminish their motivation, which is crucial for personal and academic growth (Márton, 2017).

Learning plays a significant role in development, and motivation is a key element in determining a student's success in the learning journey. Many factors can contribute to a learner motivation to learn, such as intrinsic factors like personal interest and curiosity, or extrinsic factors such as rewards or punishments. Intrinsic motivation commonly comes from the learner themselves and can be driven by a quest to understand difficult ideas, discover intriguing topics, or achieve a sense of fulfillment (Theobald, 2006).

In their publication "Ten Commandments for Motivating Language Learners", Dörnyei and Csizér (1998) presented their findings after conducting a survey of 200 EFL/ESL teachers in Hungary. The article, which was published in *Language Teaching Research*, is about the top ten motivational strategies as determined by the teachers' ratings. Each teacher was asked to assess the importance of 51 motivational techniques and indicate how frequently they utilized them in their classrooms. Dörnyei and Csizér provided specific recommendations on how to implement each strategy effectively based on the teachers' feedback. The top ten strategies, along with corresponding suggestions from the researchers, were presented in a list.

A key guideline for motivating language learners in a second or foreign language classroom is to set a personal example by demonstrating the desired behavior. To create a pleasant and supportive classroom atmosphere,

it is suggested that teachers carefully plan their lessons, show dedication and motivation, display genuine behavior, and demonstrate sensitivity and acceptance.

The researchers highlighted the importance of incorporating humor, laughter, and smiles in the classroom, as well as involving students in enjoyable activities and friendly competitions. Additionally, they stressed the significance of presenting tasks in a proper manner. In order to effectively present tasks, Dörnyei and Csizér suggest that teachers should offer explicit instructions, offer assistance on how to complete the task, and explain the significance and practicality of each task.

Additionally, it is crucial for teachers to establish a positive rapport with their students. Dörnyei and Csizér have established a widely recognized principle that stands on its own - essentially, they suggest motivating students to seek your approval.

Boost the learners' self-assurance in their language skills.

To ensure that students consistently encounter triumph, it is advised by Dörnyei and Csizér to provide continuous encouragement, normalize errors as a natural part of the learning process, and assign tasks that align with the learners' capabilities.

Ensure that the language classes are engaging and captivating. To promote learner autonomy, Dörnyei and Csizér suggested that teachers should carefully choose engaging and diverse tasks and supplementary materials. They should also vary the tasks and tap into students' interests, rather than relying on tests or grades as the main driving force for learning. Additionally, teachers can pique curiosity by introducing unexpected or exotic elements into the classroom environment.

To foster a climate of creativity and imagination, Dörnyei and Csizér recommended that teachers actively promote original ideas, foster curiosity through encouraging questions, and engage students in collaborative learning by involving them in organizing the educational experience. Additionally,

they emphasized the importance of personalizing the learning process by allowing students to have a say in selecting the materials used.

So, teachers can promote learners' self-confidence in different ways in a second or foreign language classroom. For example, they can focus on the positive aspects of their learners by showing their learners what they can do rather than what they cannot and by giving them a chance to make a useful contribution in class. They can also make the students feel that they can come forward to offer help, and making the teaching context relaxing and less stressful. Motivation can also be preserved when students feel that they can demonstrate a positive social image and show their strength.

Similarly, learners' social image can be enhanced in an environment where learners are not criticized or humiliated and where students can work in groups so that the norms of tolerance and acceptance are established. In addition, many research studies in educational psychology (Benson, 2010; Little, 1991) have pointed out that encouraging learners' autonomy is beneficial to learning. Teachers can foster learning autonomy in different ways, including sharing learning responsibilities, involving them.

Extrinsic motivation often involves external sources, like praise or incentives which are used to motivate the learner to perform well. Another factor that can contribute to learner motivation is having clearly defined goals and objectives. By setting clear goals for themselves, learners can create milestones which can help them stay motivated throughout the learning process (Crooks & Schmidt, 1991).

Furthermore, providing meaningful feedback during instruction can help learners adjust their performance or strategy when they experience difficulty in understanding content. Ultimately, providing learners with the necessary resources is crucial for ensuring that they feel supported in their learning journey, enabling them to stay motivated, interested, and engaged in their studies.

### **1.3 Online motivating**

When teaching online or in a physical classroom, engaging and motivating students can be a constant challenge. Online courses can pose particular difficulties compared to traditional face-to-face classes, as there is often a lack of physical interaction with students in real-time. Without in-person communication, non-verbal cues and emotions that educators typically depend on in the classroom may be overlooked (Dörnyei, 2017).

As technology continues to evolve, so too does the way people are motivated. Online motivating is a relatively new concept that uses digital methods to help individuals reach their goals. It works by providing individuals with personalised feedback and goal-oriented tasks that help them stay focused on achieving their objectives. By utilising online tools such as progress trackers, automated reminders, and feedback loops, users can receive real-time support that helps keep them motivated in their pursuits.

Studies have demonstrated the positive effects of online motivating, showing improved motivation and satisfaction levels among participants after using this type of intervention. Furthermore, research has revealed that having access to data-driven assessments and personalised analysis can be an effective way to identify areas of development and improvement within individuals as they strive towards success. With the rise in popularity of digital technologies across many aspects of life, it is likely that online motivation will become increasingly popular in future applications as it provides an effective tool for people looking to make the most out of their potential.

The field of distance education has developed in the shadow of traditional in-person learning and often has to work alongside it. Teachers and students who are accustomed to traditional learning often bring their established methods and assumptions into the realm of distance education. This results in distance learning inheriting some of the issues present in traditional education, such as a focus on teacher control and external



motivators like exams and grades. However, there has been a recent shift towards addressing these issues and promoting intrinsic motivation in distance education.

According to Zimmerman (1989), self-regulation provides a management perspective on learning that integrates motivation, emotion, and strategy use to achieve desired outcomes. In the literature, self-regulation is not usually viewed as a motivational theory by itself. In turn, if motivation is about why and how students are inspired in the learning process, self-regulation provides an important explanation for the "how" question by examining students' use of cognitive and metacognitive strategies in managing the learning process.

Importantly, self-regulated learners are motivated, confident, and strategic. They plan their studies, set goals, monitor their progress, and reflect on their learning. They often feel positive about their learning and know how to manage negative emotions such as boredom (Cho & Heron, 2015). As expected, self-regulated learners usually perform better than learners who are not good at managing the learning process (Bernard, Brauer, Abrami, & Surkes, 2004).

Self-regulation is important for distance learners because they will improve control of the learning process (Garrison, 2003). Self-regulation strategies such as cognitive strategies, metacognitive strategies, and resource management strategies are important self-regulation skills expected of distance learners who are expected to self-manage their learning. Distance learners who effectively use these strategies to regulate their learning tend to be more proactive in the ODL process, achieve better outcomes, and are more likely to persist (Stephen, Rockinson-Szapkiw & Dubay, 2020).

Importantly, Lee and Choi's (2011) review found that lack of self-regulation was the main reason for distance learners quitting online courses, and that promoting self-regulation is an important means of addressing the dropout problem in MOOCs and other ODDE courses suggested (Alario-

Hoyos, Estevez-Ayres, Pérez Sanagustín, Kloos, & Fernández-Panadero, 2017).

Additionally, online motivation provides individuals with access to others who are working toward similar goals, as well as helpful resources and tools that can help keep them motivated when times get tough. By having someone or something providing positive reinforcement when needed, it can be easier for people to stay motivated and reach their goals in a timely manner. Ultimately, online motivating is an excellent tool for helping individuals stay motivated, focused, and on track towards achieving all of their desired outcomes.

Thuan Pham : There are many factors that have had an impact on motivation in learning, for example :

- Attitudes, feelings towards the language community and the target language;
- Beliefs about self, expectancies about own attitude to succeed, self efficacy and anxiety;
- Goals, perceived clarity and relevance of learning goals as reasons for learning;
- Involvement, the extent to which the learner actively/consciously participates in the language learning process;
- Environmental support, the extent of teacher and peer support as well as the integration of cultural and outside of the classroom support into the learning experience;
- Personal attributes, aptitude, age, gender as well as previous language learning experience.

Learner motivation is an essential factor for successful learning outcomes for students engaging in online coursework. Research indicates that intrinsic and extrinsic motivations, along with personal characteristics such as self-efficacy, sense of autonomy and competence, are important to consider when evaluating what drives student motivation to learn online.

Intrinsic motivation can be seen as a desire to explore and engage with the content while extrinsic motivation may come from external rewards or outcomes such as grades or recognition from peers. Self-efficacy is an individual's belief in their own ability to successfully complete tasks, which is an important component of learner motivation. Additionally, providing students with a sense of autonomy in their learning process by allowing them to make choices and have control over their learning activities can be beneficial for student success.

Teachers should strive to build relationships based on trust with their students. This, of course, is much easier to accomplish in face-to-face education, where teacher and student meet in person daily, with physical presence and real-time conversations. Building trust in distance learning is a bigger challenge for teachers because it is not easy to converse with students in person, it is definitely necessary to use some kind of intermediate tool, e.g. telephone, or the internet. In any case, building mutual trust between teachers and their students is paramount in order to end the mistrust that a teacher and student often experience, as teachers themselves admit (Rimm-Kaufman, 2010).

It is boring for a student if the teacher can not start the online class, they will immediately start to be convicted and they will not pay attention. I think it would be good for teachers to learn or go to courses where they can learn to use their computer and the most important websites and systems correctly.

But just as a platform may be new to a teacher, students may not be able to use it. Educators must provide instructions on how to upload, submit, and finish an assignment in order to help students complete a 30-minute task

successfully, especially if they are unfamiliar with the platform. Online learning can be challenging for both teachers and students. It is important to incorporate interactive activities in online courses to assess learners' comprehension of the material. A few activities that are great for challenging learners include sorting activities that let them prioritize and organize information, scenarios that allow them to apply their knowledge to real-world situations, and knowledge checks and quizzes that measure their ability to apply the information they have acquired.

Another way to reward and motivate students is to give them the opportunity to secure their points - offer them extra credit up front. If they are engaged in the course and are working on their assignments/projects/exams regularly, they get 5 points extra credit for submitting according to the course schedule. Even so they should not have a problem finishing the course by the end of the term, and you give them an extra motivation to do tasks. Because a bigger task can be scary and students don't want to start, they prefer smaller tasks which seem to be easier (Schunk & DiBenedetto, 2020).

Giving frequent, early, positive feedback that supports students' beliefs that they can do well.

Important to lay out estimated completion times for each project. This approach helps manage expectations by emphasizing the importance of proper preparation and dedicated time for tasks. It is also important to clearly outline to students what they need to do in order to succeed. Gamification of online learning involves incorporating elements of game design, such as rewards, challenges, and levels, to enhance engagement and enjoyment. By including features like badges, points, and progress markers, learners can be encouraged to complete courses. Personalizing course content according to each student's background and interests can further promote engagement with the material. Providing personalized feedback and recommendations for additional courses can also be beneficial.

Giving students access to digital coaches like virtual tutors or AI-powered learning assistants can establish a personalized learning setting,

encouraging students to stay engaged in online education. Interactive virtual classrooms that use live video chats, whiteboard tools, and collaborative document sharing platforms can help maintain student interest in the course material and promote a sense of community among remote learners.

## **PART II**

### **Factors contributing to learner motivation to learn online**

**(research conducted in 2022)**

#### **2.1.1 Research instrument**

The second part of the paper puts emphasis on the practical part of the topic. It defines the goals of the study, the purpose of the section.

Motivation carries a major importance when it comes to studying a language. Based on my questionnaires, I wanted to reveal how important it really is. I conducted my investigation between November, 2022 and March, 2023.

#### **2.1.2 Research participants**

I visited one school to research how motivated pupils were to study English online. I visited Classes 7-9, and in total 26 pupils filled out the questionnaire.

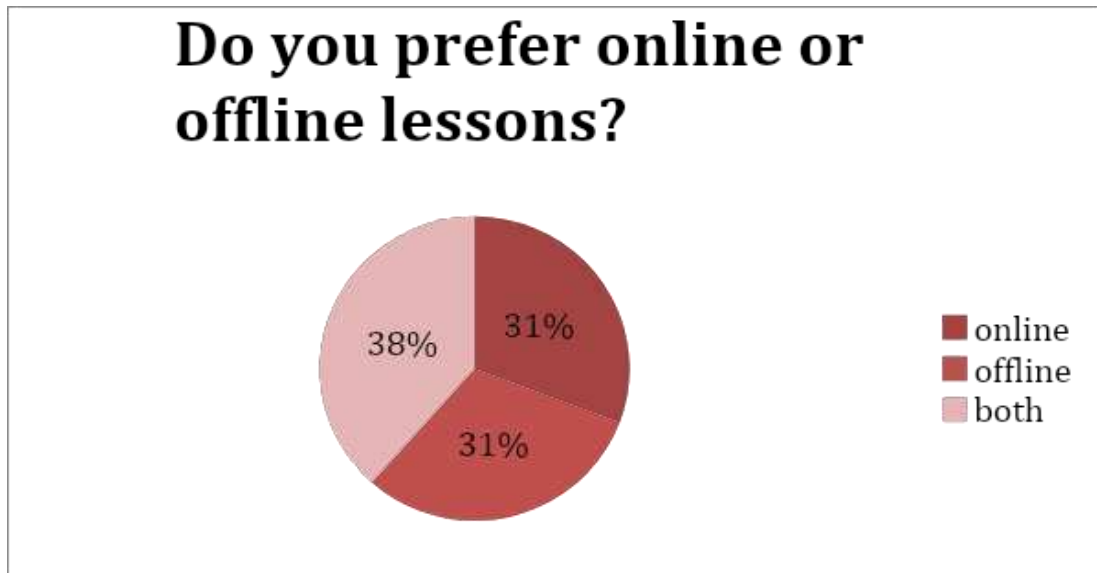
#### **2.1.3 Procedure of the research**

All of the questions in the questionnaire are related to the English language and to how motivated learners are to study it. There are 29 questions. The first part contains questions about the effectiveness of online learning and then I inquire about how, in their opinion, this can be influenced.

### **2.2 Presentation of Results**

Based on the responses, there does not appear to be a clear consensus on whether online teaching is as effective as face-to-face teaching, with roughly equal numbers of respondents choosing "yes," "no," and "not always." In addition, the number of people who prefer online courses, offline courses or both seems to be roughly equal.

Figure 1. Students' preference



Based on the reactions, there does not show up to be a clear agreement on whether online educating is as successful as face-to-face educating, with generally break even with numbers of respondents choosing "yes," "no," and "not continuously." In expansion, the number of individuals who favor online courses, offline courses or both appears to be generally equal (see Figure 1.).

In terms of variables that might occupy from a web lesson, the foremost commonly cited diversions were clamor or development within the foundation, messages or notices on electronic gadgets, and a need of an environment conducive to learning. Be that as it may, a noteworthy number of respondents showed that there was nothing to occupy them from considering online.

When it comes to inspiration, the answers are more shifted. Whereas most respondents detailed feeling spurred by openings to make strides grades and rectifications, there was less agreement on whether time outlines for completing assignments or a great relationship with instructors would increase inspiration. Whereas most respondents said they felt propelled by the opportunity to form rectifications and get input on their work, there was less understanding on whether moo grades were viable as a motivational instrument.

Based on these answers, students' inspirations for online learning can shift broadly. A few studies are persuaded by curiously course fabric or a inviting instructor, whereas others appreciate the comfort of not having to physically drive to school. Several academic studies have failed to uncover significant breakthroughs in online education. While online learning offers convenience and flexibility, it may not always provide revolutionary advancements in educational outcomes compared to traditional methods. Additional research and innovation are necessary to further enhance the effectiveness of online learning environments.

### **2.3.CONCLUSION**

Motivation has long been a major issue for most English teachers. The first step in addressing the issue of motivation is that teachers need to understand and appreciate the role and importance of motivation in all learning. In English language learning, it is important for teachers and textbooks to motivate students. After all, without motivation, there is no knowledge.

Motivation, especially language learning, has many definitions. In Language learning in particular, it is the type of teaching that influences the motivation of the learner. If learners find the teacher's methods boring, their motivation will be lost and will gradually decline.

According to the results, there is a lack of consensus on the effectiveness of online teaching and student preferences. Distractions such as background noise and electronic devices can hinder online learning, but many students find the convenience and sense of accomplishment motivating. Therefore, it is important for English language teachers to create a comfortable online learning environment, provide interesting and engaging course material, and give opportunities for feedback and corrections to motivate their students.



My pedagogical conclusion is that English language teachers should continue to adapt to online teaching and find ways to keep their students engaged and motivated.

## **Part III**

### **Difference between motivating teenagers to learn English offline and online**

**(research conducted in 2024)**

#### **3.1.1 Research instrument**

In my second research, I investigated the differences between online and offline learning among teachers. The research took place in the period between February and April 2024.

#### **3.1.2 Research participants**

The questionnaire was distributed online among English teachers. Thirty teachers answered the 17 questions of the survey. The teachers were asked to indicate their opinion about online and offline education.

#### **3.1.3 Procedure of the research**

In general, the respondents were given a choice of answers, but there was also the possibility of giving their own answer. The questions involved the motivation to conduct online and offline education. I wanted to know the methods of motivation in both online and offline teaching.

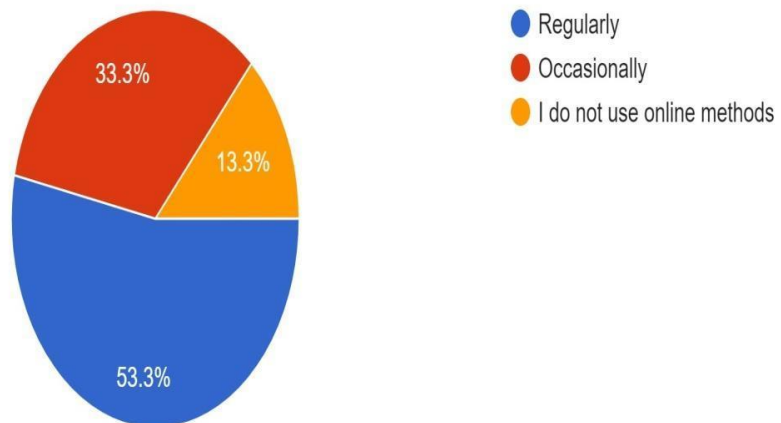
### **3.2 Presentation of Results**

The results of this research brought out the differences concerning the motivational strategy used by the teacher in online and offline education. The results can be of big help in the development of both types of education and will help students be more engaged and interested in the process of learning, no matter the environment.

Figure 2. Online teaching methods

How often do you use online teaching methods for teaching English?

30 responses

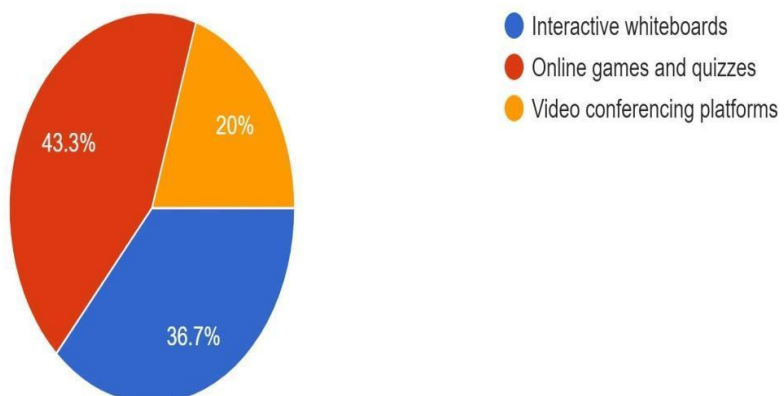


In the first question, I am asking about online teaching methods. The asked teachers biggest part regularly use this kind of methods, and only 13.3% do not use it at all (see Figure 2).

Figure 3. Online tools for motivation

Which online tools do you find most useful for increasing motivation during online classes?

30 responses

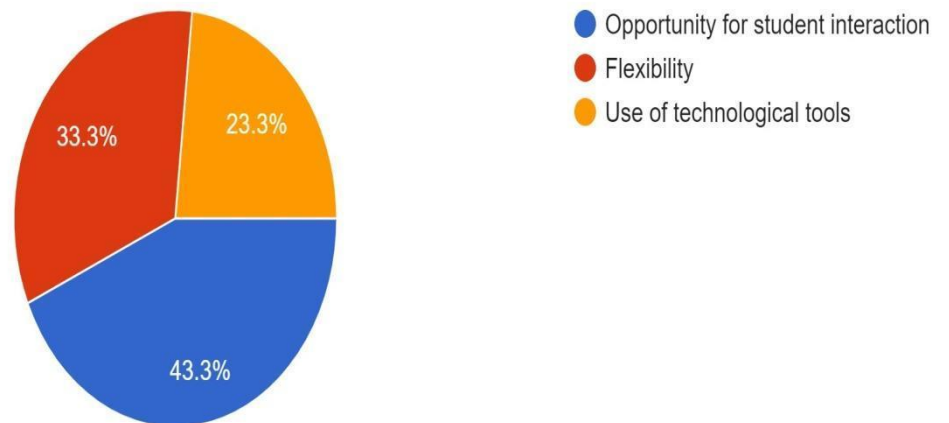


The most useful online tool for increasing motivation during online classes, in the opinion of the asked teachers, is online games and quizzes. But interactive whiteboards and video conferencing platforms also got many procents, like you can see in Figure 3.

Figure 4. Motivation for teachers

What motivates you the most during online teaching?

30 responses

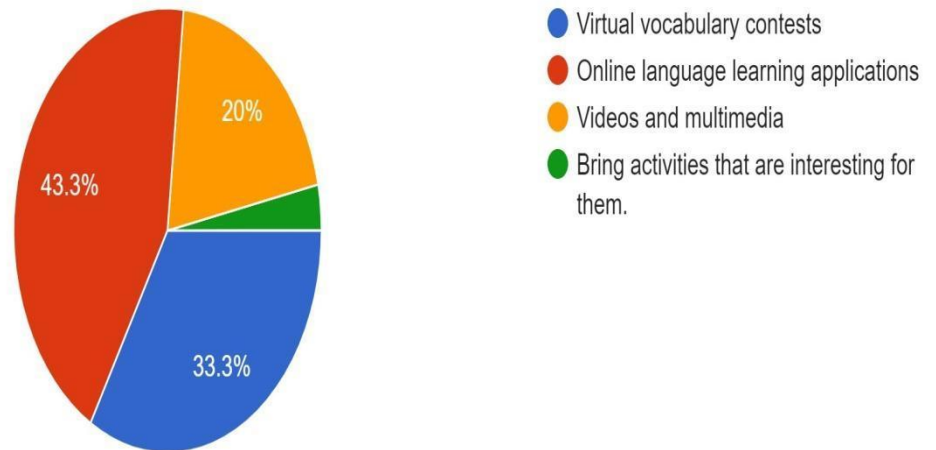


The teacher could not decide what motivates them the most during online teaching. They voted in almost equal percentages for use of technological tools, flexibility and opportunity for student interaction (see Figure 4.).

Figure 5. Grammar and vocabulary learning online

How do you encourage students to learn vocabulary and grammar online?

30 responses

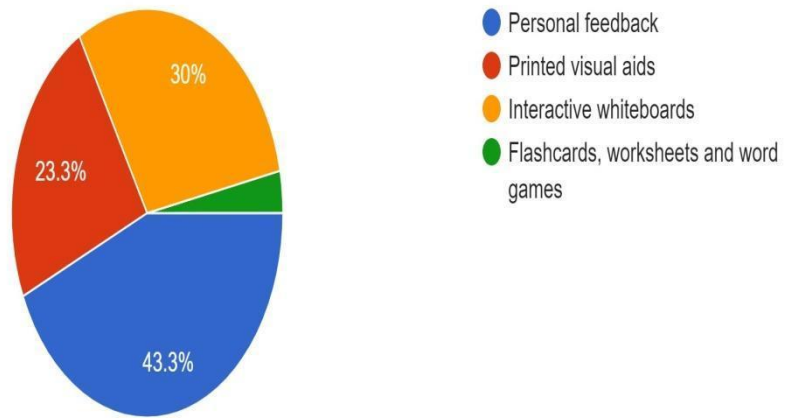


Bringing activities that are interesting for students is not the most popular encouraging tool to learn vocabulary and grammar online. The most vote online learning applications got (see Figure 5.), I think because it is like an already finished book for the students and they can complete their task in individual time.

Figure 6. Offline tools

Which offline tools do you find most useful for increasing motivation in English classes?

30 responses

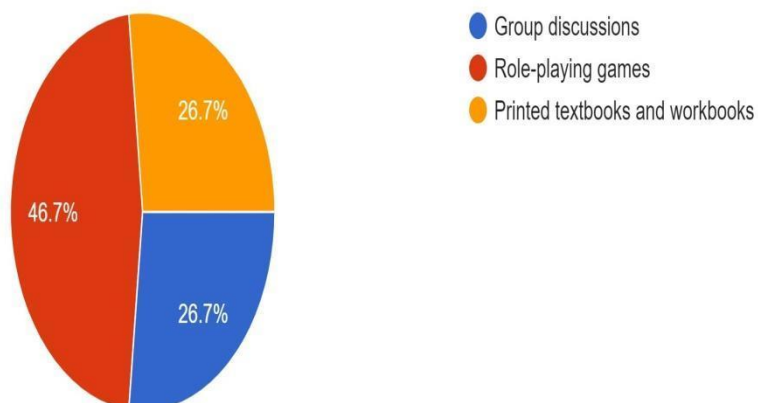


The most useful offline tool for increasing motivation in English classes is personal feedback. Not many vote got the printed visual aids and flashcards, worksheets and work games (see Figure 6.).

Figure 7. Offline motivation

What offline methods do you use to increase motivation in English classes?

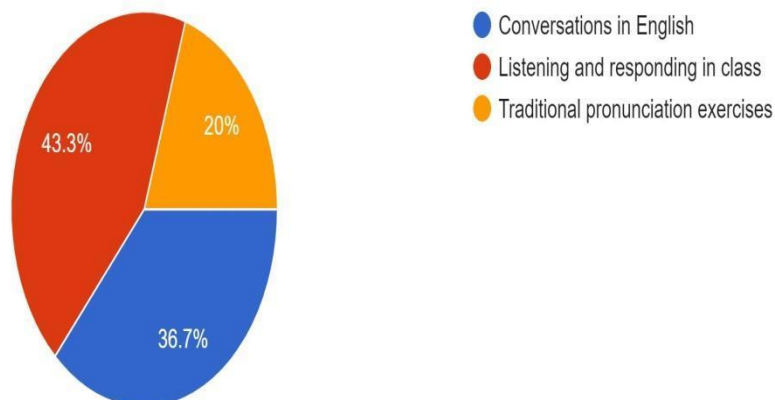
30 responses



Among the most used ways to increase motivation online in English classes is group discussions and printed textbooks and workbooks, but the most frequently used is role-playing games (see Figure 7.).

Figure 8. Help offline

How do you help students improve their English pronunciation and listening comprehension offline?  
30 responses

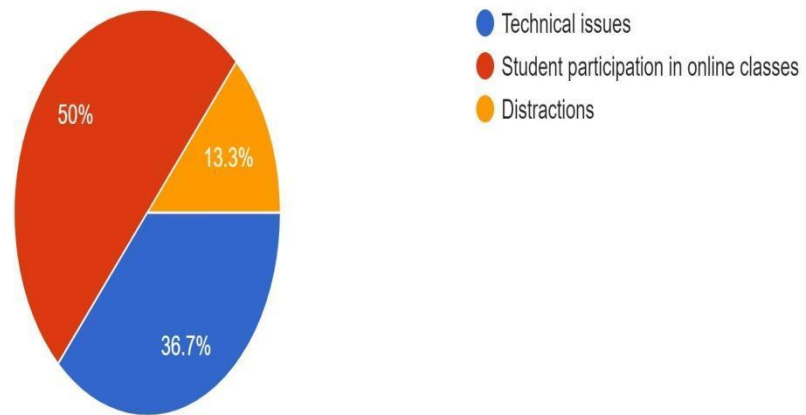


In the development of English pronunciation and listening in offline classes, the teachers chose the listening and responding exercises in the class as the most frequently used option. But some instructors prefer conversations in English and traditional pronunciation exercises for improving students' knowledge (see Figure 8.).

Figure 9. Challenges during online classes

What are the challenges you face in maintaining motivation during online teaching?

30 responses

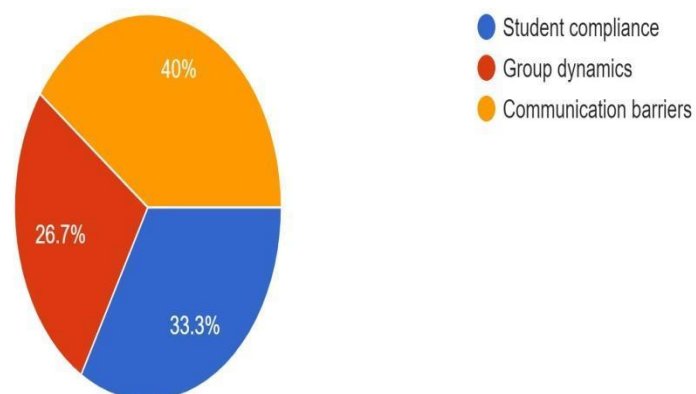


In the course of my work, I discuss the difficulties in maintaining motivation during online learning at a separate point. 50% of the respondents agree that the student participation in online classes is the biggest challenge (see Figure 9.).

Figure 10. Challenges offline

What offline challenges do you face in maintaining motivation in English classes?

30 responses



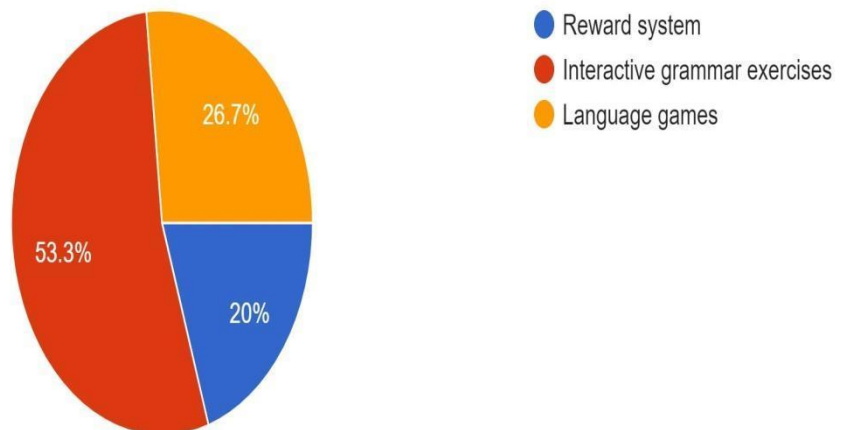


While during offline classes the biggest challenge is the communication barriers. While offline classes offer many advantages, such as face-to-face interaction and immediate feedback, they also present challenges. One of the biggest challenges reported by teachers is communication barriers (see Figure 10.). In a traditional classroom setting, communication barriers can arise due to various factors such as language differences, shyness, or lack of confidence.

Figure 11. Encouraging

How do you encourage students to learn English offline?

30 responses

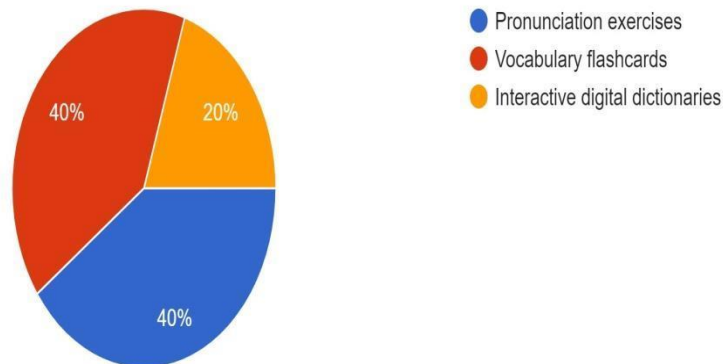


In the offline learning environment, teachers employ several methods to motivate students to learn English. Six teachers mentioned a system of rewards to motivate students. Stickers, certificates, or small prizes can be awarded to the children improving or actively participating in the class. Sixteen teachers mentioned practical grammar exercises to be most important. Such exercises make the students learn actively and grasp the grammar concepts in a better way. Eight teachers mentioned language games to encourage English learning (see Figure 11.). Language games will make learning English enjoyable for the students and help practice their skills in a very informal and interactive manner.

Figure 12. Supplementary tools

What supplementary tools do you use to help students develop their vocabulary, either online or offline?

30 responses

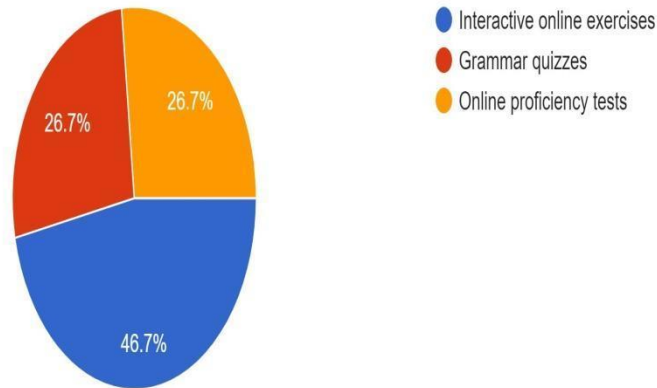


40% of teachers use pronunciation practice to enable students to improve their vocabulary. Such practice aims at teaching students to pronounce words in the correct way, thereby enhancing their speaking and listening skills. Other teachers, constituting 40%, use vocabulary flashcards for strengthening words and meanings. Flashcards are a good tool for vocabulary memorization and therefore help students enhance their word bank. 20% of teachers use active digital dictionaries to engage students in learning new words and their definitions (see Figure 12.). These dictionaries include audio pronunciations, example sentences, and more context for the understanding and application of the new vocabulary.

Figure 13. Online encouraging methods

How do you encourage students to master challenging English grammar structures through online methods?

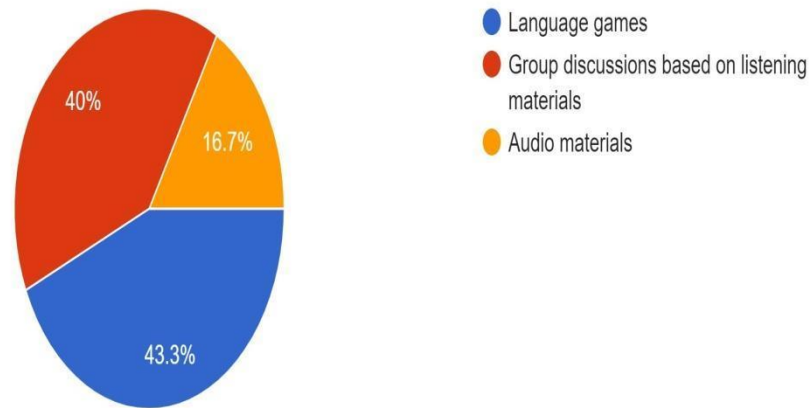
30 responses



Twelve teachers include role-plays of grammar structures in the lessons. Ten teachers use grammar exercises to reinforce grammar rules. Eight teachers use grammar games to make the teaching of grammar more interesting (see Figure 13). In this way, students can really practice grammar in context and develop their language skills. With all these offline activities combined, teachers make the learning environment dynamic and engaging for their students.

Figure 14. Improving skills offline

How do you help students improve their reading comprehension and listening skills offline?  
30 responses



Language games were the most voted method to practice reading comprehension and listening (see Figure 14.). These games help students participate in an interactive and enjoyable activity that reinforces language skills but also promotes comprehension and listening.

### 3.3 CONCLUSION

The results of this research have disclosed the differences in motivational strategies used by teachers in online and offline education. These findings are invaluable for the development of both forms of education and will help students become more engaged and interested in the learning process, regardless of the environment.

In online teaching, the following methods are used most often: online games and quizzes, followed by an interactive whiteboard and video conferencing platforms. Teachers are almost equally divided between finding technological tools, flexibility, and opportunities for student interaction to be the most motivating aspects of online teaching.

Interestingly, bringing interesting activities for students seems to be less popular for motivating students to learn vocabulary and grammar online. Online learning applications received the most votes, probably because they offer students finished tasks to be done at their own pace.

In offline classes, personal feedback was identified as the most useful tool to increase motivation, followed by group discussions. Traditional printed visual aids and flashcards received fewer votes.

When it comes to the development of English pronunciation and listening skills in offline classes, listening and responding exercises were identified as the most often used option, followed by conversations in English and traditional pronunciation exercises.

One of the major issues reported by teachers during online classes was keeping students active, with 50% of respondents agreeing that this is the biggest challenge. In offline classes, the greatest challenge to learners' skill development was communication barriers, showing the importance of effective communication between teachers and students.

In conclusion, a combination of offline and online activities—language games, group discussions, and personalized feedback—can help motivate students to learn English effectively in a traditional and an online learning environment.

## CONCLUSIONS

The main purpose of the research was to gain insight into the difference between motivational strategies used by teachers in online and offline education.

In online teaching, methods such as online games, interactive whiteboards, and video conferencing platforms seemed to work best in the motivation of the students. Flexibility and students' interaction ability in online learning were also very important in holding their attention.

Interestingly, while bringing interesting activities for students seemed to be less popular in motivating students to learn vocabulary and grammar online, online learning applications received the most votes, probably because these activities could offer finished tasks that could be fulfilled by the students at their own pace.

Personal feedback and group discussions were identified as the most effective tools for increasing motivation in offline classes. More traditional tools, such as printed visual aids and flashcards, were used less.

In offline classes, communication barriers were mentioned as the major drawback. Effective communication between teachers and students was of utmost importance.

Conclusion: The combination of offline and online activities, including language games, group discussions, and personalized feedback, can motivate students to learn English effectively in both traditional and online learning environments.

It is quite obvious that English language teachers will need to continue their adaptation to online teaching and find ways of keeping their students engaged and motivated, regardless of the physical learning environment. Through gaining insight into the differences in motivational strategies used in online and offline education, it is possible for teachers to make more effective and engaging learning experiences.



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## SUMMARY IN UKRAINIAN

Мотивація студентів - ключовий фактор успішного навчання. Вчителі відіграють важливу роль у розвитку та підтримці мотивації. Однак стимулювання студентів до навчання- це відповідальна і складна задача, оскільки кожен учень має свої власні мотивуючі фактори. Важливою є здатність вчителів використовувати різноманітні стратегії для збереження та збільшення мотивації.

Активна участь студентів у навчальному процесі, позитивне спілкування та надання зворотного зв'язку є ключовими аспектами успішного стимулювання до навчання. Забезпечення студентів необхідними ресурсами та використанням інтерактивних методів навчання є важливими складовими процесу мотивації. В цьому дослідженні було проведено опитування, метою якого було встановлення рівня мотивації учнів до вивчення англійської мови в онлайн-форматі. Дослідження відбувалося з листопада 2022 по березень 2023 року. Я відвідала одну школу, щоб дослідити, наскільки мотивовані учні вивчали англійську мову онлайн. Анкету заповнили 26 учнів з 7-го по 9-й клас. Усі запитання в анкеті стосувалися англійської мови та того, наскільки мотивовані учні вивчати її. Всього було 29 запитань. Перша частина містила питання про ефективність онлайн-навчання, а потім я дізнавалась, як, на їхню думку, це може бути покращено. За результатами дослідження не виявлено чіткої згоди щодо того, чи так само ефективно онлайн-навчання, як і навчання очно. За грубою оцінкою, число людей, які віддають перевагу онлайн-курсам, офлайн-курсам або обом, схоже на приблизно рівне. Щодо факторів, які можуть відволікти від онлайн-уроку, найчастіше згадуються шум або рух у фоні, повідомлення або сповіщення на електронних пристроях і відсутність сприятливого середовища для навчання. Проте значна кількість учнів заявила, що нічого не заважає їм навчатись онлайн. Щодо мотивації, відповіді були більш різноманітними.

Хоча більшість респондентів повідомляли, що вони почувають себе мотивованими можливістю покращення оцінок, менша частина погодилася з тим, що невисокі оцінки можуть бути ефективним мотиваційним інструментом. На основі цих відповідей мотивація студентів до онлайн-навчання може суттєво відрізнятись. Деякі студенти мотивуються цікавим матеріалом або привітним викладачем, тоді як інші цінують зручність не їхати в школу.

Кілька академічних досліджень не виявили значних проривів в онлайн-освіті. В той час як онлайн-навчання забезпечує зручність і гнучкість, воно не завжди пропонує революційні досягнення в освітніх результатах порівняно з традиційними методами. Додаткові дослідження та інновації необхідні для подальшого покращення ефективності онлайн-середовищ навчання.

У моєму другому дослідженні, я досліджувала відмінності між онлайн- та офлайн-навчанням серед вчителів. Дослідження проводилося протягом періоду від лютого по квітень 2024 року. Анкету розповсюджували онлайн серед вчителів англійської мови. Тридцять вчителів відповіли на 17 запитань опитування. Вчителям пропонувалося висловити свою думку щодо онлайн- та офлайн-освіти. Взагалі, викладачам була надана можливість вибору відповідей, але також була можливість вказати власну думку. Питання стосувалися мотивації для проведення онлайн- та офлайн-навчання. Я хотіла дізнатися методи мотивації як у онлайн, так і у офлайн-навчанні.

Результати цього дослідження показали відмінності у стратегіях мотивації, які використовують вчителі в онлайн- та офлайн-навчанні. Ці висновки можуть бути дуже корисними для розвитку обох форм освіти і допоможуть студентам бути більш зацікавленими та залученими до навчання, незалежно від середовища. У першому питанні я запитую про методи онлайн-навчання. Більшість опитаних вчителів регулярно використовують цей тип методів, і тільки 13,3% зовсім не використовують його. Найбільш корисний онлайн-інструмент для підвищення мотивації під час онлайн-уроків, на думку опитаних вчителів, - це онлайн-ігри та вікторини.

Проте інтерактивні дошки та платформи відеоконференцій також отримали багато відсотків. Вчителі не могли визначити, що саме мотивує їх найбільше під час онлайн-навчання. Вони поділилися практично рівними відсотками між використанням технологічних інструментів, гнучкістю та можливістю взаємодії зі студентами. Привабливі активності для студентів не є найпопулярнішим інструментом для стимулювання вивчення лексики та граматики в онлайн. Найбільше голосів отримали онлайн-програми навчання, ймовірно, тому, що вони пропонують студентам готові завдання, які можна виконати у власний час.

У офлайн-класах найбільш корисним інструментом для підвищення мотивації в англійських класах є особистий фідбек. Найменше голосів отримали традиційні друковані візуальні посібники та картки, робочі листи та робочі ігри. Найбільш популярними способами підвищення мотивації в англійських класах онлайн є групові дискусії та друковані підручники та робочі зошити, але найчастіше використовуються ігри в ролях.



У розвитку вимови та вміння слухати англійську мову в офлайн-класах вчителі вибрали вправи прослуховування та відповіді у класі як найчастіше використовувану опцію. Проте деякі викладачі віддають перевагу розмовам англійською мовою та традиційним вправам з вимови для покращення знань.

Основною метою дослідження було отримання уявлення про відмінності у стратегіях мотивації, що використовуються вчителями у онлайн- та офлайн-освіті. У викладанні онлайн методи, такі як онлайн-ігри, інтерактивні дошки та платформи відеоконференцій, виявилися найбільш ефективними для мотивації студентів. Гнучкість і здатність до взаємодії студентів в онлайн-навчанні також були дуже важливими для утримання їх уваги. Цікаво, що, хоча привабливі активності для студентів здавалися менш популярними для мотивації студентів вивчати лексику та граматику онлайн, онлайн-програми навчання отримали найбільше голосів, ймовірно, через те, що ці діяльності можуть пропонувати готові завдання, які студенти можуть виконати у власному темпі. Особистий зворотній зв'язок та групові дискусії були визнані найефективнішими інструментами для підвищення мотивації в офлайн-класах. Більш традиційні інструменти, такі як друковані візуальні посібники та картки, використовувалися менше.

У офлайн-класах бар'єри комунікації були вказані як основний недолік. Ефективна комунікація між вчителями та студентами була найважливішою. Висновок: Комбінація офлайн- та онлайн-занять, включаючи мовні ігри, групові обговорення та персоналізований фідбек, може мотивувати студентів вивчати англійську ефективно як в традиційних, так і в онлайн-середовищах навчання.

Очевидно, що вчителям англійської мови доведеться продовжувати адаптацію до онлайн-викладання та знаходити способи залучення та мотивації своїх студентів, незалежно від фізичного середовища навчання. Отримавши уявлення про відмінності у стратегіях мотивації, що використовуються в онлайн- та офлайн-освіті, вчителі можуть створити більш ефективні та захоплюючі навчальні досвіди.

## APPENDIX

### Questionnaire as the main research tool

I am Zsófia Szabó, a full-time student of Hungarian Philology at the Uzhhorod National University, and also, a correspondence student of the Philology Department of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. I am writing an English bachelor thesis at the moment, in which I am investigating the differences between motivating teenagers to learn online and offline. My research is conducted under the supervision of Ilona Huszti, English language teacher. The data is collected anonymously, and you do not have to provide any data from which you can be identified. The answers and data received are collected and used for research purposes only. Thank you in advance for your participation.

How often do you use online teaching methods for teaching English?

- Regularly
- Occasionally
- I do not use online methods
- Other

What motivates you the most during online teaching?

- Opportunity for student interaction
- Flexibility
- Use of technological tools
- Other:

Which online tools do you find most useful for increasing motivation during online classes?

- Interactive whiteboards
- Online games and quizzes
- Video conferencing platforms

- Other:

How do you encourage students to learn vocabulary and grammar online?

- Virtual vocabulary contests
- Online language learning applications
- Videos and multimedia
- Other:

What offline methods do you use to increase motivation in English classes?

- Group discussions
- Role-playing games
- Printed textbooks and workbooks
- Other:

Which offline tools do you find most useful for increasing motivation in English classes?

- Personal feedback
- Printed visual aids
- Interactive whiteboards
- Other:

How do you help students improve their English pronunciation and listening comprehension offline?

- Conversations in English
- Listening and responding in class
- Traditional pronunciation exercises
- Other:

What are the challenges you face in maintaining motivation during online teaching?

- Technical issues
- Student participation in online classes
- Distractions
- Other:

What offline challenges do you face in maintaining motivation in English classes?

- Student compliance
- Group dynamics
- Communication barriers
- Other:

What motivational method do you find successful both online and offline?

- Interactive games
- Individual feedback
- Creative tasks
- Other:

What challenges do you face in maintaining individual student motivation online?

- Technical difficulties
- Student online isolation
- Lack of attention
- Other:

How do you encourage students to learn English offline?

- Reward system
- Interactive grammar exercises
- Language games
- Other:

Which online tools do you find most effective in supporting individual student motivation?

- Online conversation applications
- Personal development applications
- Virtual language learning platforms
- Other:

What offline interactive methods do you use to develop students' creativity in English classes?

- Small group task
- Creative writing projects
- Student-led discussions
- Other:

What supplementary tools do you use to help students develop their vocabulary, either online or offline?

- Pronunciation exercises
- Vocabulary flashcards
- Interactive digital dictionaries
- Other:

What offline activities do you use in English classes to help students better understand and apply grammar?

- Role-playing games for grammar structures
- Grammar exercises
- Grammar games
- Other:

How do you encourage students to master challenging English grammar structures through online methods?

- Interactive online exercises

- Grammar quizzes
- Online proficiency tests
- Other:

How do you help students improve their reading comprehension and listening skills offline?

- Language games
- Group discussions based on listening materials
- Audio materials
- Other:

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Кількість слів:

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<b>Схожість 10%</b>	Збіг: <b>43 джерела</b>	Вилучено: <b>0 джерела</b>
Інтернет: <b>9 джерела</b>	DOI: <b>0 джерела</b>	База даних: <b>0 джерела</b>
<b>Перефразовування 2%</b>	Кількість: <b>40 джерела</b>	Перефразовано: <b>380 слова</b>
<b>Цитування 12%</b>	Цитування: <b>83</b>	Всього використано слів: <b>1866</b>
<b>Включення 1%</b>	Кількість: <b>26 включення</b>	Всього використано слів: <b>250</b>
<b>Питання 0%</b>	Замінені символи: <b>0</b>	Інший сценарій: <b>1 слова</b>