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INFORME DE PRÁCTICA PROFESIONAL PARA OBTENER EL TÍTULO DE LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

"Lack of Motivation during a Health Emergency (Pandemic) in a remote Internet-based Learning English Course"

Erick Eduardo Benítez Bravo

Asesores:

Mtro.Víctor Hugo Guzmán Ortíz

Mtro. Julio Alejandro Flores

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Introduction

During the years 2020 and 2021 The world faced a terrible Health emergency because of a Pandemic which was caused by the coronavirus disease (Covid-19). The origin of the first case was in Wuhan China. All the countries around the world closed public places and institutions including schools and colleges avoiding crowded places. These unprecedented strategies redefine homeschooling and teachers and students participate in an Emergency On-line education. The motivation of students affording the big changes had a terrible and stressful impact on their academic performance.

Since then, students have had to seek for new alternatives in order to maintain their educational progress without giving a pause in their careers. The educational system had to re-address the directions and teaching techniques for our common welfare in order to prevail students' health and avoid more cases of COVID-19. For this reason, the whole view and objectives were adapted into a technology-oriented class model creating a genuine virtual class environment which had as many advantages as disadvantages. It is well known by most students that there is an enormous difference between face-to-face classes and taking a seat in front of the computer. Many disadvantages were witnessed by myself during the process and performance of my Professional Practice.

The concept of taking an online course may be a favorable technique when educational designers come to talk about theory-based subjects such as math or even history, however, language classes appear to make an extra effort to create an adequate and effective environment with an educational purpose and it was the main complication that was noticed by a great number of teachers and students who were working hand-to-hand in order to reach a common objective; learning, and at the same time it is about motivation and enthusiasm, specially focused on language classes like English online classes.

The learning process of a language implicates the use of social and linguistic skills that prove the effectiveness of learning, which means, using the language in real contexts of daily life established, for example: role-playing games and dialogues. It may be even considered as a dependence on partners (Mundy and Jarrold, 2010).

There is evidence in existence whose content shows a lack of interaction during the online classes, which may affect the motivation to learn creating a stressful and counterproductive learning process.

This work can be a perspective for future English teachers and professors whose objective remains on English online classes looking for some ideas to apply during an atypical, stressful and demotivated online course because of a health emergency. The present Report presents a variety of aspects that can be explained in order to provide solutions, techniques and alternatives that can be employed during an atypical online course.

Setting and Context

The name of the Educational Program assigned in Professional Practice was "TOEFL IBT simulator maker", which consisted of designing and selecting material for a software whose goal or main purpose was to promote the practice of English grammar for achieving a satisfactory score on TOEFL IBT simulator. The main objective was to make a selection of suitable material and resources for students from Benemérita Universidad Autónoma de Puebla (BUAP) to improve their grammar skills. The tasks designed by the Practitioner or Teacher in training consisted of looking for activities and videos for reviewing and testing language performance of students. The department of Professional Practice of the Faculty of Languages collaborated with the area of *Informatic sciences,* specifically with the Faculty of Programming Engineering for designing the software and material that will be used during the course, to be used as a simulator of the TOEFL IBT; therefore, during the Professional Practice my partner and I were working with engineering bachelors designing the material for the "TOEFL IBT Simulator maker" However, because of the current Pandemic, the workplace was home with a remote internet connection . Not only BUAP, but also, the whole universities were working on this modality.

The mentor explained to the Practitioners the methods and formats that were needed for the Educational Program, the way the material had to be presented and sent, the schedules for future meetings and the material had to be ready to check at any time.

The folder was divided into 42 sub-folders, each one having the name of a question. The questions were taken from the book *Longman COMPLETE COURSE FOR THE TOEFL TEST*, only from the grammar part. The grammar test consisted of 42 questions with different grammar topics (from B1 to B2). Once the theoretical part was explained, the work began. The first week was slightly easier in comparison since I did not have a student to prove the material in order to test the questions. However, On January 18th, I contacted a student of the Faculty of languages who offered her help to test the material. The sessions started with two classes for the first two grammar topics. At this point, it is important to mention that there are some grammar topics that had a time to work with longer than only 1 hour (such as passive voice, past perfect or even the use of articles). The student agreed on studying 2 topics per day from Monday to Thursday so we could reach the necessary hours for the Professional Practice guidelines (which requires 60 hours in order to be completed). The following chart includes the grammar topics that were taught during the course. It is important to mention that there were topics that required more than one single session.

-Relative clauses
-Inversions
-Paired conjunctions
-Time clauses
-Reduced relative clauses
-Reported speech
-Parallelisms
-Past tenses
-Passive voice
-Infinite and gerunds
-Three sessions with strategies for reading comprehension

The course lasted 4 months and was mainly taught using the direct method. As a matter of fact, there were occasions in which the immersive method had more importance for the teaching topics and the learning strategies were focused on distributed practice (due to the nature of the test).

The workplace for this odyssey consisted of a desk and a Lenovo computer at home. The term "Home office" has become very popular during the last two years. The time for the research of

material depended on the grammar topic; sometimes it was around three hours per day (even on Friday) in order to search the materials, however, sometimes I used to spend around 5 hours including the editing and uploading for it. The classes were usually in the afternoon and the platform used was Zoom, a very popular tool whose fame grew during 2020, this time, adding updates with a wider branch of tools for online classes. Zoom is an interactive tool, with less failures in comparison with Google Meet. Zoom is an interactive cloud-based platform that allows users to make video calls and conferences with audio and video while the screen can be recorded, webinars, live chats among other functions.

Objectives

General Objective

To expose possible reasons related to the lack of motivation that students may have experienced during the current COVID-19 pandemic considering the alternatives that may be taken towards these complications in English online classes.

Particular Objectives

To inform about the particular attitudes that helped in order to deal with the lack of motivation during the English online classes.

To expose the opinion about the current situation that compelled us to design an internet-based English course.

To explore alternative ways in order to mitigate the lack of motivation.

Problem Identification and Diagnosis

The first thing to mention here is about the content of the program. It consisted of the design of a TOEFL test simulator, whose role was to prove whether the student is fully skilled in order to obtain an approbatory score on the TOEFL IBT test, specifically the grammar section. The main purpose was to provide the program into a wide amount of material with the help of worksheets for using grammar exercises and tips to master the topic. Once the material was created, it was ready to be inserted into the program. On the other hand, before it was ready, it had to be tested in an online class.

As was mentioned before, once the task was completed (the design of the course), the next step consisted of searching for a student whose necessity consisted of reinforcing and testing their grammar skills. The interaction would have arisen the motivation to learn and maintain Teacher-Student interaction. By the second week of January, I had already contacted someone who was able to help. She was a student from the faculty of Languages, who was preparing herself to take the TOEFL IBT test around June or perhaps July. We agreed on a common schedule for the classes, and we started on January 20th with easy grammar topics. It can be considered as a good beginning, she was optimistic about the course, despite the technical difficulties. The technical difficulties were mainly due to the non-favorable internet connection, delaying the communication between the student and me. There were also problems with the computer devices, whose functions seemed not to answer or complete a task, with freezing and collapsing screens.

As the classes were being held, we started to experience more and more technical difficulties. By the second week of February, the Internet connection was not favorable in any sense, in other words, it was horrible. In normal circumstances I would have thought it was because of my old computer, however, it seems that the whole country had problems with the internet connection. This was a part of the contribution to the lack of motivation during the course. It was not only once, but also more times in which this occurred, which made us struggle with the devices and lose the desire to learn.

However, the most demotivating factor was present during the sessions of two hours or more. For instance, passive voice, around three hours, had to be used for this topic. The questions related to this topic contain a huge importance to ensure a high and approbatory score, therefore, the importance of this topic. Nevertheless, the student was perceiving the previously mentioned topic as something boring and useless to learn (She was, in fact, very confident towards her skills). The course was established to follow only the worksheet to accomplish the grammar topic. This was the key to the solution.

Apparently, all the material for the topic had to be taken from the TOEFL grammar book. My first idea was to search an alternative grammar book to enforce the acquired knowledge, however, this would increase the tediousness. Then, while I was reading the news on a British website, I found a video with a spoken part which contained a lot of passive voice content.

Immediately, the first idea that came to my mind was to use the video during the class, which was extremely useful because of two reasons; the first one is the review of the topic through grammar and listening, while the second one consisted of the alternative way to make the class less tedious. The resources were not limited only to British websites but also decided to include clips from TV shows, YouTube videos and internet blogs where millions of opinions are shared about free topics. In some parts of the class, the speaking skills were enforced as well by creating a little talk to express our opinions about the blogs and websites we viewed.

To include external resources to review, practice, and start a little dialogue moment during the class helped to reduce the tediousness that we had been experiencing during the last classes and encouraged the student to use dialogue while she was practicing the grammar topic that had been recently viewed. I am currently learning Swedish and often use external materials from the coursebook to practice. This way, we could accomplish the whole course and she got a very favorable score when took the test. Finding the adequate materials was not as complicated as one may think, in fact, scientific materials and articles can be found easily just by googling a topic that would seem interesting, this is what the diversity of materials offers for individuals who have already reached an advanced level. The diversity of materials avoided the repetitive use of texts that were used from the grammar book that was given at the beginning of the course, which reduced the fatigue related to the constant repetition of one single format.

Literature review

Since the very beginning we start learning, we engage ourselves with goals and aspirations, which forge our identity and grant us inspiration, a long-term feeling that may sometimes be not so facile to encounter with. As a matter of fact, inspiration may be related with situations that are situated beyond learning activities, giving as a result long term-learning **(Kaplan, 2009).** It can be assumed that motivation has an important role in education and learning, this may

embrace extra-curricular terms. However, talking about language learning and multilingualism, motivation is broadly defined by individual choices (reasons, goals, motives, values) and factors such as the investment they do (Including effort, time, attention) and the progress they reach during the learning process (Achievements and challenges) **(Ushioda, 2019).** Therefore, the motivation is associated with the language level or stage we aim to reach. During the TOEFL course, my student was motivated by reaching a favorable score on the test, which can be considered an educational goal that raises motivation. On the other hand, a good reason to continue with the course was that she used to talk about future in foreign countries with her acquired level, this is, therefore, an external factor.

There is another factor that may affect motivation and worth mentioning, environment. Due to health reasons, the course was taught on an online platform, with virtual classes and virtual material. Classroom environments during online courses was one of the most mentioned topics on internet researchers since last year. Creating an adequate classroom environment is essential in order to encourage students' motivation and learning when it is correctly applied by the professor **(Jones, 2009)**. The reality shows a different thing, creating an online environment was a difficult task to achieve for many reasons not only for me, but also for an enormous number of teachers throughout the country. Therefore, motivation was affected in a considerable part of students from all educational levels. Dissertation and abandonment were present as well.

Multiple factors include a relationship between motivation and performance, for instance, social factors. They build a concrete scheme that reflects how the social environment and the effort we make to reach educational goals. We could name it as "task value", a big effort and goal to reach whose importance goes beyond an ordinary value that we can find in any other task. Thus, task value is present when we talk about an exceptional goal. Once the previously mentioned goal is identified, the biggest expectation that we grant our effort is to reach success and a good result. Cook also mentions:

> Empirical studies (nearly all of them outside of medical education) show that both expectancy of success and value are associated with learning outcomes, including choice of topics to study, degree of involvement in learning (engagement and persistence) and achievement (performance). Task value seems most strongly associated with choice, whereas expectancy of success seems most strongly associated with engagement, depth

of processing and learning achievement. In other words, in choosing whether to learn something the task value matters most; once that choice has been made, expectancy of success is most strongly associated with actual success. *(Cook, 2016, pp 1003)*

It is also important to mention how our capability in an online-based course depended enormously on technology and the way we handle it. This may involve stress and frustration as the course moves forward, therefore, a student is vulnerable to experiment with them, and their motivation will be affected as well. A considerable number of students had their first approach towards technology as a daily medium to work and study, therefore, many did not trust by first instance in technology. It is pointless to claim that technology is perfect, it fails and can be easily corrupted. Hence another reason to distrust technology nowadays.

However, teachers and students worked hand to hand to create a technological environment, functionable and genuine. Technological environments have a direct influence on motivation and learning perspectives, the internal mechanism of motivation is a direct contribution to self-directed learning. (Pan, 2020) In my instance, I witnessed that my student was not able in many cases to feel comfortable with her technological environment. During the sessions the student motivation was not the same as the one that she could have had in a real classroom. Rotgans and Schmidt (2012) also mentioned that motivation can be seriously affected by students' perception and affectivity.

Is it possible to measure the motivation that has been mentioned so insistently? Certainly, during the current pandemic, a good indicator for this could be reflected through dissertation. Students from all around the globe did not have any other alternative rather than leave the career and obtain any other work or occupation. In our country, this situation was present even before the pandemic, but nowadays, it is a serious situation. Rather than only motivation, it is also a clear representation of inequality that many students suffer each day, just speaking generally before we immerse ourselves into our next topic to speak about.

Language learning classes rely on a considerable amount of grammar explanation with examples, games and a wide selection of activities that can be held for a specific topic. The importance of grammar has a consistent goal, understanding. Grammar is essential to understand and construct sentences (rather than only memorize them). During the course I went through, that was the main objective, and it had a great impact on student's motivation. It is also important

to mention that different approaches to grammar were present along the course, not being specifically taken from the coursebook. Mobile devices and websites represent a clearly evolved methodology that we are experiencing, grammar has also a big role here (games, texts, examples, exercises). In words of Refrat (2010):

> Users of any learning materials should have confidence in using a particular learning tool. Confidence highlights the importance of students' feeling confident in their ability to succeed. Satisfaction emphasizes the contribution of feeling satisfied after a learning experience for motivation to continue. *(Refrat et. al, 2020, ppp 15)*

Taking into consideration the previous statements (and considering the current digital era we are surrounded by), it is not any surprise for anyone that a student could easily handle a technological device, however, the feeling of satisfaction with it encourages our necessity, perseverance, and ambition to learn. Once I noticed my student had enough motivation dealing with grammar and technology at the same time, at least to continue until the last grammar topic in the course. However, technology involves another aspect, which relays not only on grammar checking and construction, but rather, an aspect that is gaining an incredible importance and utility since the last year (I claim this because, during the last year, I made use of them because I am currently learning a foreign language), virtual assistance.

A whole article could be written to mention every single virtual assistant and how it could be used in order to achieve language learning goals, nevertheless, this is not the case. Virtual assistants may even make mistakes; therefore, this is not a 100% reliable tool, at least not as one to be used the whole time (especially during a teaching course, where grammar is the main topic to handle with), however, they are a huge help when we try to pretend genuine interaction between individuals. For instance, Google translator includes a function which is extremely useful and beneficial as we could use it as we make dictations.

Those uses can be present in conjunction with high expectations and uncertainty, two important factors that may affect motivation in many aspects. High expectations are present at the moment we learn. We enjoy reaching our goals and discovering new things, as well as increasing our skills. Reading, writing, and listening may be practiced without any external help (In some circumstances), however, speaking has some issues to deal with, therefore, the high expectations fall apart. The fact of not being able to practice the spoken skills may be frustrating, especially

because many of the learners were under lockdown, here dwells another aspect which is uncertainty. It is completely normal to feel insecure and with hundred doubts towards our performance related to speaking skills. As Li mentions:

> When operating under high-expectation conditions, reducing uncertainty is an effective way to foster intrinsically motivated interaction. When the user expects the virtual assistant to cope, but it fails, uncertainty immediately rises because of the unexpectedness of such behavior. However, an informative response soon afterwards serves to decrease this uncertainty, since it removes the user's uneasiness about the hidden causes of the unexpected event. *(Li et al., 2021, ppp 22)*

It could not be claimed that motivation was stopped by uncertainty, but rather a certain strangeness was experienced by the student when I asked her to try Google Translator dictation tool so she could prove her pronunciation with a technology-based assistant. It exhibits the necessity of real and face to face interaction that was present under normal circumstances. In face-to-face contexts and environments, corrections and instructions tend to be clearer (in many students' words). During the last year, teachers and students experienced new emotional experiences that are directly linked with stress and represent a visible influence on their performance and intrinsic motivation, an essential element when we talk about a common objective. Thus, intrinsic motivation has an enormous influence on whether the student wants or not to continue with a course, especially when it is perceived by them that the professor teaches by the very obligation of doing it, rather than doing them because they are able to do it, this has an enormous influence on motivation *(Panisoara et al. 2020).* It is not surprising that most students would have preferred face-to-face classes instead of the online learning implementation, however, in some aspects, there is a benefit which almost nobody between learners speak about; ease. We are currently experiencing the evolution of technological hand to hand with educational aspects, this includes adaptation to the circumstances. Even before the pandemics, many professors were already using technological tools (beyond social networks) as an extra stimulus to the class topics and interactive tools that may be parted from traditional classes. Nowadays, it is totally common to speak and hear about online learning, it brings the possibility to learn no matter the place and time (as long as we have internet connection) (Schlenz et al. 2020). It is a very positive aspect that the student and I noticed as we continued

with the course. Based on my perspective, many students focus their attention on disadvantages (which are not denied) like distractions that are related to the educational system, on the other hand, many notice that online learning and settings mean a huge saving of money, time, and risk (talking about city delinquency and insecurity, very common in our country).

Something that cannot be saved to invest is persistence between interaction, especially among students and face-to-face feedback. Besides motivation, persistence is another element whose role contains an enormous importance on online learning. As Yu mentions:

> Learning persistence is a critical element for successful online learning. The evidence provided by psychologists and educators has shown that students' interaction (student-student (SS) interaction, student-instructor (SI) interaction, and student-content (SC) interaction) significantly affects their learning persistence, which is also related to their academic emotions. *(Yu et al., 2020, ppp 1)*

Taking into consideration the previous quote, many experts were foreseeing a model to follow talking about how to handle online settings. In our national context, many students did not count on two important elements; stable internet connection and functionable devices. The situation was not expected, however, as a mediator, interaction tended to be as authentically similar to a face-to-face context making an effort to increase motivation. Nevertheless, the role of mediator was not limited only to attitude aspects, but rather, a selective dilemma about platforms and resources which could be an indispensable tool to implement in online courses. As it was explained in the problem report, a significant solution to increase motivation was to collect external resources in order to make the course and classes less stressful and more interactive including a wide selection of papers, documents, blogs, videos and other tools that can be found without any cost. That sort of decision was also present even before the pandemic as professionals had to choose what e-learning resource or material would bring a significant learning and information process. Professionals may engage in the use of certain platforms and online resources based on their satisfaction level and results that they bring (Daniel, 2019). In our cases, the most common platform, which is called Zoom, was quickly taken by many as an effective and easy to use platform due to its simplicity and interactive tools. As a matter of fact, it presents less technical difficulties and problems to use in comparison to Google Meet and Microsoft Teams, which present many limitations. Zoom includes an adequate setting of tools

that are useful related to the language teaching branch. Proving that the simplicity and usefulness affects not only the mediator but also the student who is taking the class with a positive impact on motivation to continue with the course.

Taking into consideration that the motivation to learn depended on the last factors, adding other contexts as subjects (In our case, language learning as a background), things may result differently from what we expected or idealize (As many things in life, to be honest). Through the current pandemic, multiple E-learning methods have peaked. Our efforts to reach the authentic classroom environment is simply admirable. Nonetheless, motivation can also be influenced (In that sort of instance) by external factors as well. One highlighted relationship between continuance and motivation is clearly influenced by methodology, resources, and relationship with the mediator/teacher, however, it must not be forgotten that other factors such as economical background, external responsibilities and responsibility take an important role, as well (Fadiño, 2019). The before mentioned aspects are present even in face-to-face courses, in our case, the student had other responsibilities that affected motivation and continuance. There were occasions in which the learner had to cancel the class and postpone the topic for the next class. This is just an example between a million similar cases and situations; however, it works as an opportunity to deal with external responsibilities and have a clear mind to the class.

Of course, when it is spoken about motivation, satisfaction with the course is also important in order to pass a course and learn. Talking about personal experiences, the activities that engaged more satisfaction and motivation by participating were the activities with a wide creative input to practice. In the online context, it may be interpreted as the use of tools that engage students' participation and mutual collaboration to reach a specific learning goal. If a task is carefully analyzed, it can be determined about how engaging and creative it is. Activities that promote intrinsic creativity and initiative may often give as a result satisfactory experience for students when they achieve a task (Bailey, 2020). The new platforms we used (as well as materials and external resources) had a noticeable impact on the course and gave positive experiences to speak about, for instance, the score that my student got.

Hence, this is a clear example of how satisfaction and motivation share a common bond for a learner, no matter the educational environment (Whether it is face-to-face or online).

At this point, a factor that has been almost forgotten takes a high relevance. It has been written about context and external factors that may have a direct influence on motivation (According to the article I'm about to quote). It is enough just to observe the context of the Languages Faculty, the predominant gender among students is clearly feminine. An enormous part of the students' matricula are women. Now the point is clearer, women. Genre has also a great importance when it is spoken about motivation when the goal is to learn a new language (Owa-Baldwin et al., 2020). The author has witnessed how women's perseverance is bigger at participating and sending tasks (not only during the TOEFL course), but this is also clear evidence of the before mentioned aspect. The students of the course showed perseverance, creativity, enthusiasm to participate, and responsibility. On some occasions, men do not have the same amount of creativity and enthusiasm that women exhibit. Creativity engages a huge relationship with vocabulary input, an extremely important aspect during the first phases of a language learning (Meara, 1995).

An accurate ambient to learn implies progress and satisfaction by learning, it has been exposed through years and the outcomes from it are evident. In terms of physical conditions, motivation can be perceived as a pressure present in our minds, whose stimulation acts as an activator in order to reach a goal (Woon et al., 2016). Hence the importance of understanding how motivation must be present during the process. Motivation can be granted by mediators' attitude and the way they handle the current online crisis. Students can experience direct influence on their motivation in case the mediator had a proper attitude (Fadiño, 2020). According to what I could experience, the way I handled the course included a positive impact on my student and her motivation. On many occasions we used to have a little talk at the beginning of the class so we could relax ourselves and share ideas while we expressed our feelings and ideas.

It can be thought sometimes that the quality of the learning process was harshly affected because of the current pandemic. This is a statement that contains 100% of veracity. There have been experts who classify it as a catastrophe with equivalent consequences to WWII, it is obvious that education would be clearly affected, especially because of reasons related to the lockdown. A considerable amount of people around the world presented symptoms related to

depression and anxiety at higher levels. A partial idea of covering the whole necessity of the students' community is something that cannot be claimed with ease, thousands of measures have been implemented in order to improve the educational system during the pandemic (Radu, 2020). However, there is still a long way to go to cover the whole necessity of the students' community. According to what I was able to experience, some students had many troubles by understanding the tasks and necessities that the professor was requiring, therefore, the misunderstanding is also related to the path that still must be improved.

Once the global lockdown began, the possibilities to continue with the face-to-face courses vanished. The only option to keep the progress of the learning processes was only through the e-learning mode. The previously mentioned statement implies a lack of aspects related to face-to-face classes and courses, whose importance include a vital importance in order to learn. Towards language learning, it is important to mention and highlight characteristics within a course under normal circumstances. Those critical points are widely engaged to a successful goal; interactivity, media and design, repetition and deepening of knowledge, practical real-life aspects, and fun (Rahm, 2021). Not only in Germany, but also in Latin America (specifically in Mexico, where I have lived my whole life) students from all educational levels demanded those before mentioned aspects to progress altogether with the learning processes and professors. The student I was working with mentioned that "not all the professors have the sense to teach with interactivity and patience during online classes, many reduce my motivation and decrease my interest in order to continue with the course, which is awful. I think I'm not the only one who is struggling to continue". Perhaps the problem is not only focused to university students, but also to all educational levels, therefore, the use of external materials was an accurate stimulus for her once we searched for them online.

The deepening of knowledge was possible when the grammar topics were explained with examples and real-life cases, used as examples as well.

The great challenge during the pandemic related to academical aspects was also a huge struggle against procrastination and their consequences. Many students around the globe perceived the lockdown as a branch of time and rest where no other possibilities were available. During the time within the self-isolation, maintaining a self-regulated learning was a very difficult goal to achieve (As a matter of fact, it is still the cause of dissertation among students).

Regulation turns to be an aspect that by being held by a professor becomes a stimulus towards a specific learning goal. However, at least here in Mexico, self-regulated learning faced obstacles because of the hard process to keep it, precisely related to motivation. During the current crisis, it is essential to keep self-regulated learning to preserve not only information and knowledge, but also well-being (Pelikan, et al., 2021). As I did it myself, I clearly spoke about how processes of self-regulated learning were a viable option in order to maintain our minds busy, checking progress and reviewing what had been taught in class. This seemed to be a good option for my student, due to her using some parts of the day once the classes finished to practice grammar and reading skills, this was a clear example about how self-regulated learning may also result as an alternative tool to prevent alarming levels of procrastination and, hence, lack of progress.

It also has to be mentioned that basic psychological needs (such as immediate feedback and motivation phrases, interpreted and exemplified by myself) have also a great influence on behavior during the classes and intrinsic motivation. Once determination has engaged with a psychological stimulus, it is almost sure that the behavior will change and the goals will be reached more accurately (Pelikan, et al., 2021). Therefore, hundreds of times I decided to clearly motivate my student while she was studying the grammar topics and needed help with the exercises. At the beginning, there was not any reliable relationship between us, this is the main reason why I decided to handle a trustier attitude towards her learning process and comprehension of grammar topics. This was, once again, an accurate parameter to handle during online courses along the globe from any subject. It can be recommended in order to improve the learning processes that involve each individual whenever they need motivation through physical needs. Once a reliable relationship is engaged, it will be clear that a change of attitude towards learning will be present.

The abrupt switch to e-learning was a surprise for everyone, therefore, it was not a surprise that such a situation would imply and involve a huge number of problems that are still present until now. Specifically, emotional aspects whose impact is clearly reflected on motivation and well-being; therefore, intrinsic learning is also affected by this sort of problem, creating a delay in the learning process. This derives into problems like procrastination. In words of Holzer:

The COVID-19 pandemic has drastically changed everyday lives around the globe within a short period of time. To curb the spread of the virus, various containment measures were instituted. These included school closures and a switch to distance education, affecting hundreds of millions of learners (Holzer, et al., 2021)

This is the main reason why well-being deserves a huge part of experts' attention and mediation as the months within the pandemic move on. As I could also appreciate, my student reported how she felt while she had other classes; external aspects of daily life had the role of distractor, clearly affecting well-being.

In the current technological era, mastering (or at least having a wide idea about the most popular technological learning tools is a critical point that directly affects satisfaction and motivation. Learning motivation is also related to the use of technology that we are as well used to handle since a pair of decades ago (Haste & Hogan, 2012). Once we know how to employ those tools, our domain in the technological world and learning processes will obtain an incommensurable ease to extend our knowledge and creativity. This is what I could see during the course, the more technological devices and tools we knew how to handle, the better understanding we had to maintain the course and the progress along classes. Therefore, it is extremely useful to know and update our knowledge and skills related to technology. This will clearly increase our satisfaction and motivation within the courses we attend.

Problem Solving Proposal

The current situation compelled us to depend on the technology and its multiple uses, therefore, as a professor, we had to choose across many alternatives in order to obtain quality in our job and what we aimed to achieve. During the whole course (summarized in a statement), the alternatives of materials from websites turned out to be extremely useful tools to increase the learning and encourage practice. This can be considered a substantial solution to retain the information without stopping practicing. However, given the grammar aspects meant the main objective of the course, the constant use of websites and other alternatives to avoid lack of grammar can be clearly used only for this aspect; grammar.

In case a speaking improvement solution is required, the student should search for other alternatives to practice this skill, which can be easier or more difficult depending on the circumstances related to the current pandemic (internet connection, availability of devices, partners with the same goal, etc.). For instance, a student could easily contact someone who also needs to improve this skill and then practice by video call or even phone call, so they speak about specific topics related to the test. Even shadowing, a method that involves Google translator to check pronunciation.

In the case of listening and reading, the solution can be almost the same for grammar. The more we practice the skill, the better the result for those abilities will be. Therefore, a positive alternative for those skills can be related to topics of our interest such as scientific articles, album reviews, podcasts, informative videos, Tv series, etc. Hence, the alternatives resources can be found on the internet easily just guiding the search by one's interests.

Grammar required not only videos but also articles where the main topic was one of the interests of the student. Once I noticed she had a great desire related to traveling, I immediately knew how to handle some topics. For instance, the third conditional had one of the most accurate adaptations related to the topic of travels. The key for this topic was to speak about desires, a good adaptation apart from the grammar book, a remarkable achievement that will surely be applied in a professional aspect.

The election of materials and resources had as a priority to function under all the possible circumstances related to technological failures. For example, an unfavorable internet connection or technical problems of the devices. Just for mention a specific example, the platform Google Meet had the premium status for free since March 2020, however, around March (of this year), the benefits for google users were no longer premium, therefore, the application itself started to fail and decrease the use of time among videocalls and use of tools. There were also reports about difficulties to start meetings, corrupted images and failures when a video or audio track wanted to be played. This represented an unexpected move to other call meetings alternatives (Zoom, for instance). Once my classes started to be held on Zoom, I could experience an

improvement on the platform, since I had not used it since August 2020. My perspective changed totally, and I was able to share all the alternatives of materials to the class. The importance of sharing videos and audio tracks dwells on the development of skills such as listening and speaking; as the student gets more and more immersed in the target language, it is even more possible that the skill in development will grant positive results such as good performance in daily and professional life.

An aspect with a lot of importance for English fluency is the constant repetition of grammar structures along with the practice and production of them. Once I could notice how the knowledge was threatened by forgetting, I decided to apply different methodological approaches to complete the course and maintain a good level of acquired knowledge. One of them was to constantly repeat a previous grammar structure or topic including the current one. This required some certain level of creativity to engage the previous topics with the current and up-coming ones. At the same time, it was a useful practice in order to practice the speech and speaking skill which is extremely useful in general terms related to language learning.

Another aspect to highlight from the career was the use of online platforms to assess the acquired grammar knowledge and make previous ideas before the student would take the TOEFL test. Making a familiarization of the student-platform is essential for the teachers who aim to train a certain group of people who aim to present an exam. All those aspects were used to reach a good score and all of them were learnt along the LEI career, recalling the subjects related to methodology.

Problem Solving Proposal

Although the student obtained a good score on the TOEFL grammar test, there are some aspects to mention here that need to be improved and tested in different forms (at least during the online courses). Once the hybrid courses start nationally, a considerable part of students will continue with online learning due to many aspects, therefore, it is logical to think about the adaptation that we enhance through our Professional Practice process, many of us did not have an accurate idea related to teaching and assessing, hence one of the main problems.

Face-to-face classes demand energy and more attention from students while they learn or even practice a game to test their acquired knowledge, it is 100% sure that they will participate

in the activities and, therefore, will learn while they play. This may decrease the boredom and encourage the students to overview the topics. During the online classes, most of the games have to be adapted to online formats without the same amount of interaction as in face-to-face courses, which means a less creative and exciting participation from students while they have to play a game. During my Professional Practice course, it was not a very viable idea because I had only a single student. It was pointless at some point, there was no interaction among students. Hence, here one failure, lack of interaction among students means lack of motivation.

Another failure is related to the course design, the grammar topics were strict at the beginning of the course, the first classes were not very creative and viewing 2 topics per day seemed to be exhausting. It is understood that the course demands a bigger focus on grammar, but it had a not very favorable beginning. This is the main reason I emphasize the use of alternative resources to enhance and practice grammar; tediousness will be reduced.

At last, but not least, another failure (which did not depend certainly on someone in particular) was the inefficiency of internet services. Sometimes the screen got frozen and the sound suddenly stopped. At certain parts of the course, we had to wait even 20 minutes until the internet connection would be back again, which represented time loss. Although this was not very common, it is important to mention as an aspect that may directly affect the performance of classes for future teachers and students. The necessary measures can prevent it most of the time with previous anticipation, however, sometimes technical difficulties are random.

The main conclusion that I can claim from all my experience becomes palpable when I report that my student had a favorable score on the TOEFL grammar test, obtaining a high score related to those topics. The main contribution was directed towards motivation and the elimination of boredom levels, which means, to interrupt routine and showing different alternatives to increase the knowledge understanding, the better comprehension of grammar topics eliminating tediousness. This represents a benefit to keep practicing once I commence the professional work and apply the knowledge including resources from different websites and collecting data that will be useful to work with. Nowadays, it is almost impossible to imagine a world without the internet, the information can come from almost everywhere. This can be either dangerous or advantageous for our learning, it depends on our own criteria to handle the situation.

The next proposal list aims to become a possible improvements list to apply during the online courses, especially in case more students will continue with this modality.

- Look for alternative and funny resources.
- Make interactive games in teams and encourage participation.
- Practicing the previous topics and recalling past topics.
- Use students' likes and preferences in order to create an entertaining course and class.
- To dedicate some time to speak about welfare to motivate.

During the period of Spring *2021* I was able to make the knowledge and perspectives wider gaining experiences and learning from each class and topic. Every day, there existed a possibility to grow, to increase my skills and learn new perspectives, however, the knowledge that had the biggest impact on my experience was human approaches to students, creating a bond where student and teacher could express themselves freely, increasing trustiness. The work team with my student and PPP will be recalled when I commence the professional life due to the good memories and experiences with motivation. It must not be forgotten that, rather than professors, we are humans, trying to understand each other, teaching not only a topic, but also life experiences, sharing thoughts, opinions in conjunction with a good attitude and optimism. Those aspects supported my perspective to handle the whole course, understanding one of the main necessities to learn and progress; motivation.

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Appendix

In English language, many words are derived from an activity. In this case, Nouns.

-Gardener- gardening

-Biologist –Biology

-Innovator –Innovation.

- Actor/actress –acting.

-Scientist- science

CORRECT THE SENTENCES:

1. The direction of the play said that he would like us to one hour early.
2. Twelve employment were hurt in the accident.
3. The chemistry who won the Nobel Prize was very happy.
4. My son wants to study engineer.
5. The carpentry told that he will finish the building next week.
6. No one is sure who the creation of this sculpture is.
7. Manhattan city plans has worked very hard.
8. We buy fresh bread that a bakery sells right on that corner.
9. The scientist department school is not very well equipped.
10. The company is very happy with the architecture who built this building.

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