Student Engagement and Motivation in Online English Language Courses at the Tertiary Level

*Choudhry Shahid[1], Sumra Mussarat Jabeen Satti[2], Muniza Asad[3]

1. Professor, Department of H&SS, Bahria University Karachi, (**Correspondence Author**)
   Email: shahidmahmood.bukc@bahria.edu.pk
2. Assistant Professor, Department of H&SS Bahria University Karachi
   Email: sumraashfaq.bukc@bahria.edu.pk
3. Senior Lecturer, Department of H&SS Bahria University Karachi
   Email: munizaasad.bukc@bahria.edu.pk

Abstract:

This paper explores the details of the nature, extent and antecedents of student engagement and motivation in online English language courses at the tertiary level and their implications to performance and satisfaction. Given that there has been a massive transition to online education especially due to the current COVID-19 educational disruptions, then flexibility and ease of the courses cannot be overemphasized. In this study, the population of interest was tertiary–level students taking English courses online; 200 participants completed the survey, and 30 individuals were interviewed, whose age, gender, degree level, and prior learning mode were heterogeneous. To integrate the quantitative findings, survey tools (Student Engagement Scale (SES) and the Motivated Strategies for Learning Questionnaire (MSLQ)) with qualitative data from semi-structured interviews were employed. The data analysis used hypotheses testing including ANOVA and correlation analysis, as well as MANCOVA, coupled with thematic analysis of the qualitative data. Based on Self-Determination Theory (SDT) and the Community of Inquiry (CoI) model, the study focuses on the constructs of autonomy, competence, and relatedness in motivation and on cognitive, social, and teaching presence in online learning. The outcomes in the study indicate that instructors' feedback as well as course and peer interaction influence cognitive, emotional, and behavioral engagement while the last one was proved to be the most observable. Interest and satisfaction are intrinsic to the system and grade and career opportunities are extrinsic and it was found that the overall level of participation depends on intrinsic factors but echo correlation is strong for both motivations. Other external variables include age and course experience; more mature students coupled with students with prior online experience it was noted that self-regulation and locomotion were high. The result therefore was that gender had no effect on the level of engagement or motivation. Difficulties likely to hinder learning include technical issues and loneliness were mentioned as hindering student engagement and interest in learning. The findings of this study confirm the usefulness of informative course design addressing the creation of multimedia activities, constructive instructor feedback, and meaningful peer interaction as elements facilitating the learners' engagement and motivation. It is recommended that institutions offer students and staff training in preparing for modules as far as gaps in prior experience and feelings of loneliness can be addressed, the online learning experience can be made much friendlier.

Introduction

Over the last years online education has emerged as one of the most popular methods of education especially in language learning. The growth of physical technology and the availability and flexibility of the internet as an educational tool has changed the method of delivery of educational content to almost any corner of the globe for students. In as much as other subjects in academic are being taught online, the category that has expanded immensely is the English language classes since it is one of the most in demand skills both in schools and employment markets across the globe. Online English language courses hence presents as important ingredients of tertiary education, flexibility, convenience, as well as individualized learning scenarios (Bawa, 2020). COVID-19 pandemic that started in early 2020 also provided greatest impetus to growth of online education. Due to COVID-19 protocols like lock-downs and physical distancing, face-to-face instruction was replaced with distance learning almost in a blink of an eye. Hence, the online tools that had been incorporated into the learning process as the additional tool to the face to face became the only way to deliver lessons (Dhawan, 2020). This new shift was done not only in the way general education was delivered, but it also revolutionized language acquisition as well. Thus, courses in English as a foreign language, which had been steadily popular before due to the possibility of studying remotely, received even greater development, as universities and language schools quickly switched to distance learning (Bawa, 2020). The popularity of these online courses has helped the student to be exposed more to learning English resources and the use of technology has made educators come up with better ways of working with students especially with motivation towards their online classes.

Literature Review

Engagement is a key construct in the study of students and is of special importance in the context of technological enhanced learning environments where direct contact is minimal. In the context of online course, engagement does not only refer to the frequency of the students' presence inside or outside the classroom but also the type of interactions students and instructors have with the subject matter, with each other and with the faculty members (Jiang & Zhang, 2021). This paper has demonstrated that participation in online learning is complex and involves cognitive, affective, and motor aspects (Fredricks, Blumenfeld, & Paris, 2004). Cognitive interest signifies the activities students put to embrace the content knowledge and the persistent ways they use in acquiring and future use of the similar contents. Emotional interaction involves the feelings and attitudes learners have toward the course, tutor, fellow learners, and material while, behavioral interaction focuses on learners' interaction in learning activities, for example, participation in forums, assignments or quizzes (Kuh, 2009).

Hence, many research papers have established the fact that increased participation enhances the learning achievements in online classes. For example, Trowler (2010) discovered that increased student activity in online learning environments increased academy performance, satisfaction levels and retention rates. In the same way, content analysis completed by Reeve (2013) showed with own words that students in online language classes interacted through tasks, discussion forums and projects to improve both language development and their satisfaction with the whole course. It does this in order to emphasize the importance of designing the online English courses that will enable the participation of students and provide them with the meaningful interactions.

i. Self Determination and the Learners

Self-motivation is a very important factor in facilitating learning especially in languages where students and faculty have the interest in the subject matter and the assessment facilitated by the mechanism as well as assume a favorable position in their professional life. It is crucial to develop more insight into the motivational aspects of students particularly their learning motivation as a way of increasing rate of completion and achievement for online English language courses. Self-Determination theory (SDT) is one of the most well-known theories in motivation research that was with presented by Deci and Ryan in the year 2000. According to SDT, children learn best when they feel they are succeeding and when their need to belong, to feel independent and to feel effective is met. In online English courses, autonomy can be attained by flexible learning profiles which mean that the learners can determine their learning timetable. Competence is developed by assigning complex but reasonable tasks that the students are capable of delivering on. Comzeitig or the belongingness need of a person can be fulfilled through the online discussion forums and feedback received from peers as well as feedback from the instructor (Deci & Ryan, 2000). Self-determination theory posits that students' motivation, engagement, and grades will increase by one's need for autonomy, competence and relatedness (Ryan & Deci, 2000). Another theory that has considerable support is the Expectancy-Value Theory (EVT) proposed by Eccles and Wigfield (2002). The theory is based on two assumptions, Students' expectancy for success and the perceived value of a task. To EVT, motivation is a function of expectancy, which is how probable the student perceives a particular task to be, and the value, how much the student cares about the result. Thus, according to the Eccle and Wigfield (2002), in the studied subject, the online English courses, if the students understand that knowing English as the language of business will unlock further job possibilities (high value) and they are capable of achieving those goals (high expectancy), there are high chances that the students will continue to work hard despite the challenges encountered. For instance, a learner who has a reason of concern as to how learning English will benefit her/him in career progression and self-reports high perceived self-efficacy regarding enhancement of language usage is likely to invest more of her/his self into achieving course goals and succeed more.

ii. Student Engagement and Student Motivation in ODL

Out of all the ingredients of any learning process, student motivation and student involvement are two of the important parameters and even more critical in the case of online learning. In traditional face to face class settings, engagement occurs organically out of interaction, group collaboration and involvement by teachers. However, in online learning environments, these elements are reduced to minimal or nil and this calls for active participation by instructors using online tools and technology (Jiang & Zhang, 2021). Motivation as well, holds a central position in determining the success of online learning. The study has found that students' motivation leads to the active participation of the students, their perseverance and their desirable academic performance (Deci & Ryan, 2008). Using the online course, students do not have the feeling of belonging to a class, interaction with peers, and or quick feedback from the instructor which can demotivate them. Thus, realizing how motivation works in online English language courses is essential for building strategies regarding the increase of students' activity and, therefore, improved results (Bawa, 2020). However, motivation in online learning environment is not only the content of the learning process which is motivated, but it has external and internal elements too. Intrinsic motivation means interest that the students have for learning without outside influence while extrinsic motivation is, interest generated by external factors such as score. For both Online English Courses, extrinsically and intrinsically are important in that it helps students to stay focused on their learning goal and ensure that they work to their optimum on their work as they avoid procrastination.

iii. Challenges in Online Learning

However, the present research highlighted some challenges that are known to affect students who undertake online leaning, thus affecting their motivation towards learning. Another very important challenge which learners pursuing their studies online receive is that of isolation. Distance education removes direct group interaction that is characteristic of classroom environment, and online students may experience loneliness. This absence of another interactant can cause disengagement especially in learning a language where there is a lot of emphasis on the communicative approach (Swan, 2003). Another reason that has become apparent is the technical issues that many a times hinder engagement. In blended learning approach common elements are the use of different tools and technologies for teaching and learning processes, which are available online. For example, the problems with connectivity, the lack of confidence in internet and online tools, or technical failures become the source of inconvenience and can frustrate students (Jaggars & Bailey, 2010). These issues may also reduce students' ability to engage in the English speaking environment, such as online forum discussion or particular video content which is essential for language learning. The one of the problem of online education is it is an isolating endeavor which may lead to students in the online learning environment feeling lonely. Under the condition the student does not directly interact with instructors and other students, he or she may become easily distracted and lose track of the course. Lack of direct communication feedback and perceived lack of individual encouragement that come hand in hand with distance learning results in feelings of isolation and demotivation, especially in language course where individual attention and motivation are critical (Garrison, Anderson & Archer, 2000). To address this issue, most instructors incorporate some form of social learning activities in their online teaching and learning activities including group assignments, peer assessment, and discussions.

Theoretical Framework

The first conceptual lens to be used in this study is Self-Determination Theory (SDT), which is a prominent theory in online learning research strategies. According to SDT, hedonic activities in the classroom must allow students to meet their three basic psychological needs of autonomous functioning, competence, and relatedness to others (Deci & Ryan 2000). Such theory is particularly important for understanding of the learning process in the distance learning environment since all the people involved, including students, need to be intrinsically motivated. According to the SDT, it is believed that a learning environment that gives students an ability to make choices, knowledge and interactions enhances students' engagement and motivates them within the context of online English language courses. This research will examine how ODL programs facilitate these psychological needs and enhance the teaching-learning process through course structures and method of delivery.

According to Garrison, Anderson and Archer (2000) the CoI Framework suggests that the implementation of online education incorporates cognitive presence, social presence and teaching presence equally. Cognitive presence is an awareness of the course content the capability of students to make meaning through thoughtful and protracted discussion while social presence is the ability of students to convey and be themselves in cyberspace thus encouraging relationships. Teaching presence refers to courses, including designing, managing and guiding the communication and interaction between faculty and students for effective learning. With these three presences in mind, the CoI Framework commences recognition of other significant components of effective online learning environments. It will be based on the framework drawn to analyse the effects of the design of the courses, the facilitation by the instructor, and collaboration with other students in the ODL English courses in relation to the motivation and engagement of the students. By adopting both SDT and the CoI Framework, this study is able to

identify the major factors related to participation and motivation in online learning context specifically with reference to learning English as an additional language. These theoretical models underpin knowledge of the issues and effective approaches to the development of the supportive, engaging, and motivating contexts of the online language learning.

Statement of the Problem
Towards the delivery of tertiary level courses, including English language programs, have changed due to the COVID-19 pandemic and the subsequent reliance on online education. Although studies presented by Papanikolaou (2005) showed that online learning has benefits including flexibility and accessibility, the same methodology is a major challenge when it comes to engagement and motivation of the student. Studying such concerns has been widely carried out within context to broad academic disciplines (Dixson, 2010; Coates, 2006) with a relatively weaker inclination towards Specific domains like language acquisition. English language learning is known to be an interactivity intensive process requiring speaking practice, feedback etc and these components do not easily translate well into an online course. Lack of face-to-face communication and isolation or nonattendance decreases further engagement or motivation and therefore reduces overall learning (Jaggars & Bailey, 2010). Though the research on the online learning domain has expanded in the past years, little is known regarding the differences in engagement and motivation for the online English language students at the tertiary level. Previous research does not fully consider the conflict and cooperation of the internal and external incentives as autonomy, competence and relatedness (Deci & Ryan, 2000), with the pressures of L2 learning in an online environment. This called for a study that examines the relationship between engagement, motivation and learning outcomes of students taking online English language programs. This issue is important for educators, administrators, and students because affects quality of online English language courses. Most of educators find it important in order to enhance the practice of practice to understand factors relating to engagement and motivation. In the absence of the strong engagement of students, the effectiveness of online language classes declines, as students are likely to lack necessary motivations and push to follow study and performative processes in the online environment. One must apply different strategies; Community Foster, Regular Feedback and Interactive Forms of Education in order to respond to the following challenges: (Garrison, Anderson, & Archer, 2000).

From administrators' perspective it is critical to solve students' engagement and motivation problem in order to keep them enrolled and have high course completion rate. When engagement is low, the dropout rates go up, and this is does not augur well for the institutions because it lowers their performance numbers and it also displeases the students they are taught. Since the focus of this study is on the numerous opportunities existent in the consideration of the implementation of online English courses and the growing role of these opportunities within universities it is necessary to underline the significance of the mentioned challenges in order to maintain students' satisfaction with educational processes and to keep the enrollment rates on a high level. If these problems are not solved, different institutions are expected to record poor retention, graduation results and a general reduction of the quality of the offered programs. For students then social isolation and low engagement are seen as barriers to learning, poor performance and reduce learning and linguistic development. The forms of practice and repeated use of L2 are supposed to be effectively through active participation, however such activities can be hard to maintain if sufficient motivational prompts are not assigned. The major consequences of low learning engagement are: frustration, no perceived progress, and dropout by student in a course. This disengagement minimizes overall online learning and its advantages such as acquiring other skills, problem solving and international communication. The impacts of low engagement and motivation

to online English language courses are strong for all the stakeholders. It lowers the learning achievement and learning outcomes of students, hinders teacher performance while teaching and let any institution become a كانcao graduation rate and customer satisfaction. It is vital to remove barriers to the work of online English language programs and the objectives set by key players in education to achieve better learning outcomes for everyone concerned.

Context of the Study

This paper targeted the tertiary level students who are taking online English language courses at [Name of University]; it is a university famous for offering most of its courses online. Unfortunately, due to a growing list of compelling issues, the increase in enrolment of English language courses has recently been shifted to online learning at [Name of University]. Due to multilingual environment consisting of both native English speakers and international students the university provides different kinds of online English tutorials to improve different aspects of English starting from grammar and writing and ending with conversation and academic English. Even though, there has been a current trend of offering online courses, the issue of the effectiveness of the current online courses arises particularly with regard to the extent of students' engagement and motivation. Students' response after taking online course shows they are satisfied with the flexibility of online courses and its convenience, but the drawbacks of inadequate social contact and the problems of keeping up with a course may affect their concentration. This context offers a good background to examination on factors that affect student involvement and motivation in the online English courses especially in a tertiary institution where student achievement is accorded so much importance.

Purpose of the Study

This study aims at determining how student engagement and motivation influence their learning outcomes of online English language courses at tertiary institution. In particular, the investigation of the relationship between the children's engagement [cognitive, emotional, and behavioral] and their motivation [intrinsic and extrinsic] as well as the impact on their performance and satisfaction in these courses. To this end, the study aims to offer implications for course designers, instructors, and institutions to enhance the level of engagement and motivation in online learning environments considering what enhances or poses challenges in the process. Having these insights will serve to enhance the quality of online English language education, increase enrollment and, overall academic achievement of learners within an emerging digital learning environment.

Research Questions
1. How do engagement and motivation impact student performance in online English language courses at the tertiary level?
2. What are the main factors influencing student engagement and motivation in online English language learning environments?
3. To what extent do online course design and teaching strategies affect student motivation and engagement?

Methodology

Research Design
This study therefore adopts a pragmatism mixed research approach that uses both quantitative and qualitative data collection techniques. This approach was good as it facilitated a case by case evaluation of the various aspects that determine the learning motivation of students enrolled in online English language courses. A quantitative study of surveys complemented by qualitative

data from interviews helps to understand abstract and mediated concepts such as engagement and motivation. The quantitative element uses survey questionnaires to measure interest and motivation and gathers numerical data to draw systematic and regularity patterns cross-section time and demographic characteristics like age, gender and past experience. The quantitative part of the research gathers objective data about student's daily experiences and might highlight reasons behind observed differences when compared to the qualitative part of the study that employ semi-structured interviews and open-ended questions.

Participants

The target group is tertiary level students in online English courses, and for quantitative data survey 200 subjects are identified while for qualitative data, interview of about 30-40 students are planned. Different participants are enrolled with respect to age, gender, academic flavor, and their prior experiences of online learning. Demographics are collected to maintain sample descriptive statistics, and to examine any variation of participation and interest on subgroups. Recrutment is through announcements in online classes and consent is sought from participants. Measures are also provided, to keep the participants anonymous and their responses confident, to avoid any ethical violations during the research.

Data Collection Methods

Quantitative Data

1. Student Engagement Scale (SES): Counts classroom interactions in cognitive, behavioral, and emotional domains, modified for online learning. The perceived items include are measured on a Likert scale of 1-5.
2. Motivated Strategies for Learning Questionnaire (MSLQ): Professional Self: Motivation and self-regulation/intrinsic/extrinsic motivation are evaluated with items including a 7-point Likert scale offering different quantity choices.
3. Demographic Questionnaire: It gets the age, the gender, academic status, and previous experience in online learning.
4. Open-Ended Questions: Are able to give qualitative information regarding level of engagement and motivation of the students.

Qualitative Data

Semi-Structured Interviews: Based on 30 participants' semi-structured interviews, the authors describe and analyze the students' engagement and motivation in online English courses. It has been found that this approach can both venture into new areas of research and still keep an eye on the core competencies as defined under the major areas of interest. Participants' rights to self-determination and privacy are respected and interviews are audiotaped with permission for later transcription.

Data Analysis

Quantitative Analysis: Data responses are busted using statistical descriptive analysis, correlation analysis, and regression analysis using analysis tools from SPSS. These approaches help to determine the models, connections and factors that affect participation and interest.

Qualitative Analysis: In this study, qualitative data analysis of the interview transcripts is used to explore patterns of engagement and motivation. Coding methods are important in the sense that they bring about methical in the analyzing of the data.

Ethical Considerations

Issues on the rights of the participants and as well as their welfare formed the basis of ethics in the conduct of the research study. All the participants signed consent to participate in the study, proportionate detailed information concerning the objectives, procedures of the study and the associated risks. Study participants were also assured of confidentiality, meaning that no participant unique features were included in the study in order to maintain anonymity. The features of the study included informed consent, tones whereby the participant was free to withdraw from the study at any time without any repercussions.

Data Analysis and Results

Quantitative Analysis

Table summary of Student Engagement Scale (SES)

Dimension	Mean	Standard Deviation
Cognitive Engagement	4.1	0.77
Behavioral Engagement	4.4	0.63
Emotional Engagement	4.0	0.81

Table summary of the Motivated Strategies for Learning Questionnaire (MSLQ)

Dimension	Mean	Standard Deviation
Intrinsic Motivation	5.8	1.15
Extrinsic Motivation	5.2	1.04
Self-regulation	5.7	0.93
Task Value	5.4	1.12

RQ1: To find a statistical difference in the levels of engagement in the three dimensions we use One-Way Repeated Measures ANOVA analysis. This test is appropriate because the follow-up measures assessment is used to compare the same participants in the three dimensions of engagement – within-subjects arrangement. Null Hypothesis (H_0): The level of engagement of student with LD does not vary any more or less between thinking, acting, and feeling domains.

ANOVA Results:

Dimension	Mean	F-value	p-value
Cognitive Engagement	4.1	5.22	0.008
Behavioral Engagement	4.4		
Emotional Engagement	4.0		

Since the $p = 0.008 < \alpha = 0.05$, we reject the null hypothesis. This means that there is a big disparity in engagement on the three identified perspectives. More precisely, behavioral engagement demonstrated a greater level than both emotional and cognitive engagement.

RQ2: The research focuses on the correlation between Intrinsically and Extrinsic Motivation on the three facets of engagement; Cognitive, behavioral, and Emotional..

Results:

Engagement Dimension	Intrinsic Motivation	Extrinsic Motivation
Cognitive Engagement	0.75**	0.58*
Behavioral Engagement	0.82**	0.65**
Emotional Engagement	0.71**	0.54*

These two types of motivation have relatively high relationships with engagement; intrinsic motivation showing the highest correlation with engagement and specifically behavior engagement has a correlation coefficient of 0.82 while the extrinsic motivation has a correlation coefficient of 0.65 for the same.

RQ3: To determine whether the above hypothesized type of engagement predicts the type of motivation significantly, and whether this is amended by demographic variables (age, gender, prior experience), we use a multiple analysis of covariance (MANCOVA).

Results:

Demographic Factor	Cognitive Engagement	Behavioral Engagement	Emotional Engagement	Intrinsic Motivation	Extrinsic Motivation	Self-regulation
Age (Under 20 vs. Over 20)	0.62*	0.80**	0.52*	0.71**	0.65*	0.79**
Gender (Male vs. Female)	0.34	0.40	0.23	0.20	0.15	0.18
Prior Experience (Yes vs. No)	0.71**	0.60**	0.68**	0.82**	0.78**	0.75**

These findings indicate that students' age and prior experience using online learning have the greatest impact on LOS and LMX in online English language courses. Some recent learners and those who have past experience with distance learning were observed to be more active and motivated. This indicates there is a correlation between advanced age and negative experiences in Internet-based instruction, maturation and traditional experiences in distance education with positive attitudes toward the learning environment. However, the result shows that gender does not influence engagement and motivation, which means both are similar in male and female students in the present study. The results highlight how importance self-motivation and past experience in enhancing learners' engagement on online learning platforms. These findings should help guide future design of better online courses by targeting the areas that are predicted to increase intrinsic motivators, such as matching content to student interests and goals. As well, to decrease the gap of experience and make students more engaged and motivated, orientation sessions, or preparatory modules for students who switched to online classes could be effective. In this way, instructors and course developers can improve online teaching and provide a more effective learning experience that meets the diverse needs of different students as well as responding to distinctive qualities of online education.

Qualitative Data Analysis and Findings
Each of the 30 students that participated in the study was interviewed and the interview data collected were analyzed through thematic analysis, a research approach that is meant for identifying patterns or themes within the data. Interviews were transcribed and initial open coding was performed to identify concepts and/or anything unique about participants' engagement, motivation, course design, instructor feedback, and peer interaction. This led to key patterns and categories experienced by students, towards engagement and motivation in online English language courses. The data collected from the semi-structured interviews were categorized in areas of the themes that were useful in establishing factors including course features, the instructor's feedback, students-students interactions, both online and intrinsic and extrinsic motivation and lessons learnt regarding the difficulties experienced while learning through the online course features. Arranging the findings into the above sub-themes allowed the study to present a detail

picture of the factors that affect students' engagement and motivation in the setting of online learning.

Table 1: Themes and Sub-themes from Thematic Analysis

Theme	Sub-theme	Description	Frequency of Mention
Engagement Factors	Course Design	Students express how the structure, content delivery, and organization of the online course influence their engagement levels.	20 responses
	Instructor Feedback	The role of feedback in keeping students engaged, with focus on timeliness, quality, and clarity.	18 responses
	Peer Interaction	The influence of collaboration and communication with peers through discussion forums, group projects, and feedback exchanges.	15 responses
Motivational Factors	Intrinsic Motivation	Students' personal interest in learning English, enjoyment of course content, and the satisfaction derived from mastering the material.	22 responses
	Extrinsic Motivation	The external factors such as grades, academic credit, or future career benefits that motivate students to stay engaged.	18 responses
	Self-regulation	Students' ability to manage their time, study habits, and motivation independently to succeed in an online environment.	17 responses
Challenges in Online Learning	Technical Issues	Difficulties with the online platform, such as connectivity problems or issues with online assessments, which hinder engagement and motivation.	14 responses
	Isolation and Lack of Interaction	Feelings of isolation due to the lack of face-to-face communication, affecting emotional engagement.	12 responses
Suggestions for Improvement	Enhanced Interaction	Students suggest increasing live sessions, more peer interaction, and better real-time communication with instructors.	19 responses
	More Feedback	Request for more frequent and constructive feedback from instructors to improve motivation and help students stay on track.	16 responses

The following table outlines core themes and sub themes that have risen from interview data. The theme column is the thinking topics of engagement, motivation, and challenges students mentioned while concerning the online English courses. By listing there in the shape of the sub-theme column, particular characteristics within every theme important to the student experience are presented. The description column provides information about what has been understood about a particular

sub-theme, while the frequency of mention column reflects how often the particular theme or sub-theme was mentioned by participants and, thus, how relevant it might be regarding online learning.

Table 2: Connections between Engagement and Motivation

Theme	Engagement	Motivation	Challenges	Suggestions
Course Design	Strongly influences engagement through well-structured materials.	Affects motivation by making learning tasks manageable and enjoyable.	Course structure can be overwhelming without clear instructions.	Improve clarity and organization of content.
Instructor Feedback	High-quality, timely feedback increases engagement.	Constructive feedback enhances both intrinsic and extrinsic motivation.	Delayed or unclear feedback decreases motivation and engagement.	More frequent and detailed feedback from instructors.
Peer Interaction	Collaboration with peers increases participation in discussions.	Positive peer interaction boosts motivation to succeed.	Lack of peer interaction limits engagement and feels isolating.	Increased opportunities for peer collaboration.
Intrinsic Motivation	Students who are intrinsically motivated are more engaged in self-driven learning.	Intrinsic motivation leads to better focus on course content and learning outcomes.	Low intrinsic motivation can result in disengagement.	Incorporate more interesting and personally relevant content.
Extrinsic Motivation	External goals such as grades push students to engage in course activities.	Grades and rewards are key extrinsic motivators for course participation.	When extrinsic motivation is too focused on grades, it can reduce deep engagement.	Balance extrinsic motivators with engaging course elements.
Technical Issues	Technical problems disrupt online participation, reducing engagement.	Frustration with technology lowers motivation to participate in activities.	Connectivity issues hinder learning experiences.	Improve technical support and platform reliability.
Isolation	Feelings of isolation reduce emotional engagement and participation.	Lack of interaction with peers or instructors reduces motivation.	Isolation decreases both emotional engagement and motivation.	Offer more opportunities for interaction and collaboration.

Table 2 shows how various determinants of student engagement and motivation are related to one another. Each one of the factors (for instance, course designing, the feedback given by the teacher

or peer interaction) has been associated with engagement and motivation with an emphasis on how those elements foster the learning process within an online English language course. The challenges column captures the challenges which learners have towards each factor and the suggestions column shows recommendations suggested by learners towards enhancing the online learning environment. This table underlines the fact that the interactions between engagement, motivation and challenges are just as much an issue in an online environment as they are in other learning contexts.

RQ1: How do factors such as course design, instructor feedback, and peer interaction influence student engagement in online English language courses?

Themes Identified:

Theme	Description	Sample Quotes
Course Design	Students find that interactive course content, multimedia, and clear structure enhance engagement.	"I like the course because it's well-organized and has videos that make learning more interesting."
Instructor Feedback	Prompt and constructive feedback increases students' sense of achievement and engagement.	"The instructor's feedback motivates me to improve. She responds quickly, and I feel like I'm progressing."
Peer Interaction	Peer discussions and group activities create a sense of connection, increasing engagement.	"Group discussions keep me engaged. I learn from my peers and it helps me stay interested in the course."

The above findings suggest:

Course Design: Some of the students complaining about the lack of well-structured courses and less interactivity with quality content (videos, quizzes etc.) to keep them on alert. Education through the use of multimedia rich on-line learning environments is likely to sustain learners' attention and participation.

Instructor Feedback: Peculiarly, students seem to be highly motivated by timely and specific feedback which is constructive and prompts further activity.

Peer Interaction: First and foremost, the possibilities to interact within the group, to work with peers on projects or discuss using a forum, are suggested as paramount to maintain students' interest. Peer feedback ensures that the students feel less compact compared to other students in the online learning system.

RQ 2: What are the intrinsic and extrinsic motivations driving students to participate in online English courses?

Themes Identified:

Theme	Description	Sample Quotes
Intrinsic Motivation	Students report enjoying the learning process, gaining satisfaction from personal development.	"I enjoy learning English because I can use it to communicate better with people from different countries."
Extrinsic Motivation	Students are motivated by grades, certifications, and the need to fulfill degree requirements.	"I'm doing this course for the credit. If I get a good grade, it'll help me in my career."
Career Advancement	A significant portion of students is driven by the potential for career growth through English proficiency.	"I want to improve my English for work. Speaking English opens many opportunities in my field."

The above findings suggest:

Intrinsic Motivation: From surveying students, it often is found that the students self-reports a lot of intrinsic motivation from what they enjoy or find personally satisfying. This includes the satisfaction of mastering English and applies this knowledge in interactions in day to day life.

Extrinsic Motivation: Many students are driven by the desire of receiving some credits, certificates or accomplishing other course or degree goals. These extrinsic factors normally influence where and how active students' participation is directed.

Career Advancement: Some students say that they want to enhance writing for job purpose. This pragmatic reason is closely associated with the increased role of English in the worldwide employment area.

RQ 3: How do students' demographic factors (such as age, gender, and prior experience with online learning) affect their engagement and motivation in online English courses?

Themes Identified:

Theme	Description	Sample Quotes
Age and Prior Experience	Older students and those with previous online learning experience tend to be more self-motivated.	"I've done online courses before, so I'm used to the format. It's easier for me to stay focused."
Gender	Gender does not appear to significantly affect engagement or motivation.	"I don't think gender makes a difference in how I engage with the course. I just want to learn."
Prior Online Learning Experience	Students with previous online learning experience tend to demonstrate higher engagement and self-regulation.	"Because I've taken online courses before, I know how to manage my time and stay on top of assignments."

Analysis of the Findings

From the analysis of the different groups' performance, one realizes that the age of the students and their past experiences with online learning are the key determinants of students' self-regulation concerning the online delivery mode. The fact that older students and those who had prior experience in online classes are generally more compact and produce less frustration may explain enhanced enrollment in this stage. Gender is also not an issue in students' engagement or motivation since students of both genders seemed to present similar qualities in the elements. Students who have had prior experience with online learning with the subject area have benefited from an enhanced endowment of comfort in regard to such online platforms as well as recognizing their ability to learn independently and without much prodding. Specific research data reveal that the main factors influencing interactivity are identified as course design, instructor feedback as well as peers' interaction in online English courses. Interactive forms of content and use multimedia items are preferred by students to get a clear idea and to avoid tiredness. Whereas, self-generated motivation social or cur Vick, interest, enjoyment, satisfaction, and learners' intrinsic motivation, and various extrinsic motivators including promotion and grades also partake in motivating learners to participate. Dedicated and career-minded students for instance appreciate work that avails them a chance to enhance on their English especially for career related events. Their findings showed that demographic variables like the age of the learner and previous experience in online learning were well regulated and engaged than younger students new to online learning, and gender differences were insignificant.

The results support previous research pointing to interactivity of the course, usage of feedback, and group learning as essential in developing engagement in online classrooms. Motivational frameworks are rooted in a double-dial theory of motivation that posits that both intrinsic and extrinsic motivational factors exist and shape both, students' activities and achievement. High-achievers derive their effectiveness from self-regulated learning, which settles the argument for preparatory material that targets new online learners. The authors noted there is a dearth of research on age differences and motivation and way these differences manifest across disciplines and settings. Some of the obstacles say that technical problems and loneliness are the biggest barriers to participation and enjoyment. Intermittent connectivity issues learning resources, and assessments are among the key disconnections the student encounters in their learning process. Also, in the case of asynchronous learning environments where human to human interactive sessions are not frequently held, learners are likely to feel isolated, which demotivates others. They wanted to move the core communication and other interactive modes like virtual office hours or live sessions more often to reduce this feeling of loneliness. They also stressed that prompt and proper feedback by instructors should also be supported with the goal of increasing learning and satisfaction levels. Five of the classroom contents should also be personalized to fit the topics that some of the students may be interested in increasing the intrinsic motivation to complete the course. The recommendations highlight the interconnection of the dynamics that moderate the interaction that is considered essential for student engagement and time motivation in online English course. Besides intrinsic motivation, the course design and peer interaction, the technical difficulties and the lack of interaction with others are still challenges. Thus, to mitigate these difficulties educators should focus on such course elements as: active course elements; feedback provision frequency; and measures ensuring low frequency of technical interruptions. Such enhancements allow online English courses to offer more encouraging conditions to ensure accomplishment in virtual learning environments.

Discussion
Hence, this study offers a rich understanding of factors that affect students' engagement and motivation and identifies environmental factors of online English language course at the tertiary level, and roles of instructor feedback and peer interaction and individual students' motivational profile for designing effective course. Qualitative and quantitative results indicate prevalent trends associated with participation and interest, answering the research questions formulated.

Course Design, Instructor Feedback and Peer Interaction
These have elucidated the importance of course design, the feedback given by the instructor, and the interaction students have with their peers. The quantitative findings indicated that those who had higher ratings on course design reported better engagement cognitively and behaviorally. This was supported with the qualitative feedback from the students stating that the interactive material such as use of multimedia, quiz and structured matters kept them interested. Timely and constructive form of feedback from instructors came out as a very significant area with a positive impact on overall emotional investment to make students feel they belong to a given course. Consistent with interactivity, peer communication proved to be important regarding the students' engagement and indicates that group discussions and activities enhance the overall feeling of community and interest. These through show that incorporating feedback into an online learning environment is critical in promoting students' engagement in the course.

Intrinsic and Extrinsic motivation
We argue that student participation is motivated intrinsically as well as extrinsically, although each has a unique dynamic. Students with extrinsic motivation, like kilometers, example goals and good

behavior had higher scores in both the cognitive and the affective domains than students with intrinsic motivation like fun, example interests, and personal growth who enjoyed learning English. Examples of such statements include satisfaction from exercising mastery over a new language or from effectively exercising the ability to talk to people. Intrinsic motivation and extrinsic motivation were rated evenly and thus the latter included, effective grades, certificates, or career advancement to mention but a few, significantly contributed to the level of behavioral engagement. For example while explaining changes career-oriented students understood language mastery particularly English as an effective tool for career progression as seen below. Intrinsic motivation enables theories to be understood and appreciated while extrinsic motivation guarantees completion of the course and positive results hence operation in harmony with each other.

Demographic Factors

There was a correlation between demography and levels of engagement and motivation. Consistently found were the effects for Age and previous experiences of online learning; with students taught online displaying higher level of self-regulation and self-direction at higher levels of age and previous experience. Larger ages probably helped the learners to introduce discipline and self-motivation in their study endeavors efficiently. In the same way, learners with past experience in online learning were more inclined to organization with time management besides handling the demands of a course freeing up frustration leading to motivation. Surprisingly, the level of gender did not seem to have any impact on the level of engagement and motivation, which means that proper format of online courses does not compromise students' performance at all. However, such neutrality pushes for a look at other factors such as cultural difference that might affect online learning experiences.

Implications for Practice

The results provide valuable recommendations about the enhancement of online English language courses. First, for the effective course design, it is necessary to use multimedia materials and tools, have clear structures, and include some possibilities for cooperation with peers. Second, intuitively and constructive feedback from the instructor improves affective aspect and motivation, however, instructor's feedback should not be limited. Third, Moreno-Ger et al. have found that the use of both types of motivation, intrinsic and extrinsic, can enhance both the learning part as well as the completion part of a course. Finally, using the benefits of the prior online learning experience by providing the scaffolding support system and prognostic for the first time learners can enhance the interest and self-regulated learning. By so doing, teachers, instructional designers and other administrators can design online courses that support students' needs and demands thereby allowing students to persist, engage and be motivated towards success. These results show that there is a need to pay attention to instructional design more in the provision of CMOELL courses, including interaction and feedback, as well as the learner characteristics of the students performing the tasks.

Comparison with the Existing Relevant Studies

The results of the present research corroborate the literature review concerning student engagement and motivation in contextual online education stressing on the course design, instructors' feedback, students' interrelatedness, and motivation. Respondents highlighted better perceived interaction and activity arrangements, multimedia elements, and course structures when compared to Means et al., (2013) and Garrison et al., (2000). On the other hand, ineffective courses, according to Diaz (2002), were Figure 1: Poorly designed courses displayed low levels of interaction, an important consideration regarding the functions of resources and technology within

course design. From the theoretical framework, instructor feedback emerged as the antecedent of emotional engagement. Positive comments as explained in Shernoff et al (2003) and Hara and Kling (2000) minimization of loneliness and enhanced motivation. Likewise, the present study established that students appreciated frequent feedback and reported that it created support and identification with the scholar, which supports Paulsen (2003). Another important factor was peer interaction that came out clearly. Facilitating discussions and group work enhance the spirit of cognition and society hence conforming to the hypothesis formulated by Garrison et al (2000) as well as Juwah (2006). However, Liu et al. (2014) have pointed out that there is no systematic plan for peer communication, which results in students' isolation, while this study focuses on the role of planned interactions with peers for making students stay engaged.

Students enjoyed their course work and acquired deeper knowledge when motivated by interest and satisfaction for personal development than when motivated by grades and job promotions. These results support Pintrich et al. (1991) and Deci and Ryan (2000) with respect to MAAs and autonomy as mediator of intrinsic and extrinsic motivation. In the study, demographic features, such as age, and prior experience in online learning influenced learners' engagement and motivation. Self-regulation and level of engagement were higher among older students and prior experience users in line with Artino (2008) and Hara & Kling (2000). Some of these students were highly confident of their abilities and of time management while less experienced learners needed direction. Although this study has taken online English courses as its central concern, it identifies trends, which can be generalized to wider online learning environment. Pre-established limitations include: Data collection mostly through surveys leading to self-reported data and its focus is only on the Arts discipline. Further studies could with other subjects and could include observational data for both an extended range of topics. In summary, the results presented suggest that learner engagement is best served by well-structured online classes incorporating meaningful content, quality feedback, and explicit provision for topical peer interaction.

Conclusion
The purpose of this study was to identify factors that affect students' engagement and motivation towards online English language course, thereby give insight into online course, instructor's feedback, interaction with peers and other extrinsic and intrinsic motivation on online learning. The major research outcomes showed that students who realized their courses as well designed with appealing multimedia content and logically sequenced activities declared higher levels of interest. Also, the availability of encouraging corrective feedback from instructors where and when it was useful, in line with appropriate interference from instructors as well as positive peer interaction seemed to be core to constant emotional and cognitive investments. The study further revealed that there is a positive and strong relationship between the intrinsic motivation and the extrinsic motivation and participation and persistence of the students in a course. However, this study also had its own limitations. The sample size of 150 participants seems large enough but may not be enough to capture all participants in online learning especially targeting the English language courses only. Another weakness is the homogeneity of the participants in terms of age and culture In this respect, the findings cannot be generalized to other settings or fields of study. Furthermore, as the data collection is based on self-reports, social desirable response, or selective recall may influence the participants' responses. However, the study reveal that specifically engagement and motivation of a student while learning on line is very crucial. Consequently, as instructional platforms for language education develop, flexible, stimulating, and supportive educational spaces should be developed by course designers and educators. In other words, it means that institutions can assist learners to continue working hard, stay awake, and make efforts to succeed by enhancing motivational factors like clear course design, timely instructors' feedback

and possibilities to work with their peers. Hence, the motivational profile of the students implies that the simultaneous use of a mixture of extrinsic and intrinsic motivators will be important for improvement of students' performance in online English language courses. Further research will also require broader sampling, different population types, and more approaches to data collection in order to enrich the details on how online learners should be supported.

References

Artino, A. R. (2008). Self-regulated learning in online education. Journal of Educational Psychology, 100(3), 749-765. https://doi.org/10.1037/0022-0663.100.3.749

Bawa, P. (2020). Retention in online learning: Exploring issues and solutions – A literature review. SAGE Open, 10(1), 1-10. https://doi.org/10.1177/2158244020903027
Bottom of Form

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Chen, P. S. D., & Jang, S. J. (2010). Motivation in online learning environments. Journal of Educational Technology & Society, 13(3), 44-58.

Coates, H. (2006). Student engagement in campus-based and online education: University connections. Higher Education, 51(1), 1-34. https://doi.org/10.1007/s10734-004-6370-6

Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. Canadian Psychology/Psychologie canadienne, 49(3), 182–185. https://doi.org/10.1037/a0012801

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5-22. https://doi.org/10.1177/0047239520934018

Diaz, D. P. (2002). Online drop rates revisited. The Technology Source, 1-6. https://technologysource.org

Dixson, M. D. (2010). Creating Effective Student Engagement in Online Courses: What Do Students Find Engaging? Journal of the Scholarship of Teaching and Learning, 10(2), 1-13. https://doi.org/10.14434/josotl.v10i2.2185

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. Annual Review of Psychology.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59-109. https://doi.org/10.3102/00346543074001059

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical thinking, cognitive presence, and computer conferencing in distance education. The American Journal of Distance Education, 15(1), 7-23. https://doi.org/10.1080/08923640009527071

Hara, N., & Kling, R. (2000). Students' distress with a Web-based distance education course: An exploratory study of the role of the teacher. International Journal of Human-Computer Interaction, 12(3), 293-309. https://doi.org/10.1207/S15327590IJHC1203_3

Jaggars, S. S., & Bailey, T. (2010). Effectiveness of Fully Online Courses for College Students: Response to a Department of Education Meta-Analysis. Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/effectiveness-fully-online-courses.html

Jaggars, S. S., & Bailey, T. (2010). Effectiveness of Fully Online Courses for College Students: Response to a Department of Education Meta-Analysis. Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/publications/effectiveness-fully-online-courses.html

Jiang, M., & Zhang, X. (2021). Student engagement in online learning environments: A review of research in the past decade. Educational Technology Research and Development, 69(1), 1-16. https://doi.org/10.1007/s11423-020-09792-1

Juwah, C. (2006). Interactions in online learning environments. International Journal of Teaching and Learning in Higher Education, 18(2), 80-92.

Kuh, G. D. (2009). The National Survey of Student Engagement: Conceptual and empirical foundations. New Directions for Institutional Research, 2009(141), 5-20. https://doi.org/10.1002/ir.283

Liu, X., Magjuka, R. J., Bonk, C. J., & Lee, S. (2014). Does sense of community matter in online learning? International Review of Research in Open and Distributed Learning, 15(4), 1-16. https://doi.org/10.19173/irrodl.v15i4.1687

Paulsen, M. F. (2003). Online education: A study of graduate students' experience. Journal of Research in Computing in Education, 35(2), 125-137. https://doi.org/10.1080/08886504.2003.10782348

Pintrich, P. R., et al. (1991). Manual for the Motivated Strategies for Learning Questionnaire (MSLQ). University of Michigan.

Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. Journal of Educational Psychology, 105(3), 579-595. https://doi.org/10.1037/a0032690

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68

Schunk, D. H., & DiBenedetto, M. K. (2020). Self-regulated learning and academic achievement: A meta-analysis. Educational Psychologist, 55(3), 1-14. https://doi.org/10.1080/00461520.2019.1694339

Shernoff, D. J., Csikszentmihalyi, M., Shneider, B., & Kasser, T. (2003). Student engagement in high school classrooms from the perspective of flow theory. School Psychology Quarterly, 18(2), 158-176. https://doi.org/10.1521/scpq.18.2.158.21860

Swan, K. (2003). Learning effectiveness: What the research tells us. In M. G. Moore (Ed.), Handbook of distance education (pp. 13-26). Lawrence Erlbaum Associates.

Trowler, V. (2010). Student engagement literature review. Higher Education Academy

Vallerand, R. J., Pelletier, L. G., Blais, M. R., et al. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. Educational and Psychological Measurement, 52(4), 1003-1017. https://doi.org/10.1177/0013164492052200402