Student Motivation and Engagement during Online Classes in public schools of Prishtina

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“Motivimi dhe angazhimi i nxënësve gjatë mësimit Online në shkollat publike në Prishtinë”

“Мотивација и ангажирање на учениците за време на онлајн наставата во државните училишта во Приштина”

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Abstract

The closure of educational facilities as a result of preventive measures against the spread of Covid-19 has affected the education system in the world. Like never before, the traditional classes were switched to online ones in Prishtina. The need to rearrange teaching to distance or online format was seen as a priority, in order for students not to stop learning and getting educated. Students' motivation and engagement are crucial for an effective online classroom. The data was collected via two questionnaires and an observation list. This research has been conducted at three different schools in Prishtina, “Hasan Prishtina”, “Mitrush Kuteli” and “Asim Vokshi”.

Students provided answers to 80 questionnaires, and teachers provided answers to 13 questionnaires. There is also an observation list conducted in one class of each school during an online lesson. The questionnaires have been designed to get an idea of what motivates and engages the students in a web environment. This study identifies various methods, strategies, and websites that can be used during online classes in order to motivate and engage 5th grade students during online classes. Next, the study investigates the relationship between the teacher and educational technology, as well. The results of the research questions were mixed.

Keywords: *Motivation, Engagement, Elementary school, Online teaching, Students, Teachers.*

List of Acronyms

HP - Hasan Prishtina

MK - Mitrush Kuteli

AV - Asim Vokshi

SDT - Self-Determination Theory

SDEL - Self-Directed E-Learning

JK - Just Kidding

LOL - Laughing Out Loud

EFL - English as a Foreign Language

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Chapter I: INTRODUCTION

The pandemic crisis of COVID-19 has left its footprint on education all over the world. The outbreak of this deadly virus has forced educational institutions to close their facilities and online learning has become a must of all educational institutions like schools, colleges, and universities. Despite the fact that online learning has become popular in early 2020, it dates back to the late 60' in efforts made by Donald Bitzer, placed at the University of Illinois. Since then, numerous research activities on student motivation and engagement regarding the web environment have been well established in the literature. Loads of researchers have debated on the best way to engage and motivate learners and how to enhance their learning outcomes.

Likewise, confronting the tough challenges of the widespread coronavirus pandemic to educational institutions, online teaching has become a conventional method from primary to higher education. This strategy has gathered and engaged instructors and learners beyond regional restrictions. A major challenge of online courses is finding ways on how to help students learn autonomously, actively, and persistently (Lawanto, Santoso, Goodridge, & Lawanto, 2014). To begin with, according to Ryan and Deci (2000), students achieve better learning outcomes when they are actively engaged in learning; hence they get enthusiasm and satisfaction from what they are doing. Furthermore, the authors stated that students achieve better learning outcomes when they are actively engaged in learning, hence they get pleasure and satisfaction from what they are doing (Ryan and Deci, 2000). Whereas students' disengagement is linked with poor learning outcomes, and they show a lack of interest, as stated by Sanders et al. (2016).

Engagement is described as a student-centered approach that is focused on the connection of learning and learning environments (Axelson and Flick, 2010), involvement (Sun and Rueda 2012), and energy, effort, and time (Robinson and Hullinger 2008). Trowler and Trowler (2010) acknowledge that engagement is complex and dynamic. “There is substantial support for engagement as a student-centered focus on the active contribution (effort, energy, and time)

that students make towards their own learning through involvement and participation in activities in different modes of study" (Ferrer, Ringer, Saville, A Parris, & Kashi, 2020, pg. 2). Furthermore, researchers such as Dabbagh (2007), Lee and Reeve (2012), according to Skinner, Furrer, Marchand, and Kindermannet (2008), agree that the connection between motivation and engagement is direct and clear, with a focus on motivation leading to facilitation engagement.

The literature considers self-determination theory (SDT) ascertaining that student engagement arises from motivation (Dabbagh 2007; Chen and Jang 2010; Newbery 2012). Self-determination is making your own decision to do or think a particular way. For instance, self-determination is deciding to open a pasta business without asking for anyone's opinion, hence without outside influence. Furthermore, Yatz (2002) claimed that from an SDT standpoint, the learner makes the decisions linked with how they will behave during online classes. According to Mehra and Omidian (2011), the attitude that a student holds towards online learning will influence their enjoyment and the way they engage with their classmates.

Chapter II: Literature Review

Online classes are named “courses that are delivered completely on the Internet” (Tallent, 2006, pg. 20). The term online classes define courses that are transmitted to learners who are not present in the same room (Tallent, 2006). These may be communicated via WhatsApp, Viber, Google Classroom, or any website that the educational institution creates. Further, in the report of Mansour and Mupinga (2007), online classes are a sort of distance education. Several names are used to describe online classes, such as networked learning, e-learning, distributed learning, web-based learning, tele-learning, virtual or Internet learning. “Online learning refers to an instructional strategy in which the learners are geographically separated from the instructor, and the instruction is delivered totally through the computer” (Western Cooperative for Educational Telecommunications, 2004, pg. 1).

Nevertheless, as stated by Mansour and Mupinga (2007), there are numerous benefits of online learning over traditional classroom learning. One example is the removal of limitations such as time and space, thus learners decide where and when learning takes place (Beam, 1998). Thus online courses provide learners autonomy to tailor their learning speed and environment (Rusell, 2013). Furthermore, online classes offer the same instructional material to each student every time they need it (Allen, 2003). Farrel et al.(2018) argue that students tend to choose online learning rather than traditional classes due to better balance in their lives.

On the other hand, apart from mentioning the factors that increase the motivation and engagement of the students, it is essential to know what decreases them as well. Hartley (1999) pointed out the one important factor that may interfere with listeners' motivation is cognitive overload. As specified by the author, this factor has been shown mostly during the first few weeks of web environment courses (Hartley, 1999). His research indicates that students are more likely to feel fear and anxiety in a web environment, but associated with excitement (Hartley, 1999). First-time online learners are likely to show cognitive overload as well (Tyler-Smith, 2006).

To explain, the complexity of the course assignments may cause student stress and negatively affect student motivation to learn in web environments (Reinhart, 1999). As maintained by Vygotsky (1978), some learning assignments are far from the learner's zone of proximal growth. In fact, Fisher et al. (1978), pointed out that tasks were ranked as high, medium, and low difficulty, based on classroom observations of how satisfactorily learners accomplished those learning tasks. Learners spend plenty of time fulfilling heavy tasks, yet this activity is not positively connected to their learning. On the other hand, the engagement of learners was successful when students spent on medium and low difficulty tasks (i.e., positively linked with achievement).

Equally important, as stated by Oliver (1999), teachers spend 90% of their planning in searching for online learning resources. These materials should also have a content focus (Dehoney & Reeves, 1998). The author Duschatel (1997) asserted that content should be selected in a sense which provides authentic examples and contexts. Anyhow, it is the learner who decides which material to employ in his learning routine and how to use it. Nonetheless, when it comes to real interactions between the teacher and the learner, the web environment may not be the most suitable (Mansour et al., 2007). Particularly, when in a virtual environment, students can not interconnect with teachers or classmates, in other words, the ones who help them concentrate better on the session. "This social learning community encourages students' engagement and promotes their motivation" (Rusell, 2013, pg. 2).

Nevertheless, in distance learning, these kinds of engagements happen in the chat tool, thus needing extra time and work. Similar to eye-to-eye courses, online courses are not ideal for everyone (Kanninen, 2008). Hence, teachers need to find what works best in each learning environment, online or traditional (Ryan, 2001). In a distance learning environment, tools such as email, chat, and discussion forums, give the chance to the learner and the teacher to transfer information. In such environments, Rusell (2013) revealed that learners may feel isolated, because of the absence of physical contact.

On the contrary, in a research paper by Allen (2002), the author discovered that students showed higher levels of satisfaction when the technology worked well during online classes. Although the students may not like this way of learning because the internet can fail at any time, without warning, machines are hard to work with and a few students feel that online classes can not replace being physically present in the classroom (Allen, 2002).

Various researchers, such as Maki and Maki (2007), have found that online students can and frequently outperform traditional students. Hence, Maki and Maki (2007) stated that often teachers ask students to accomplish more in online courses than in traditional courses. Furthermore, they believed that "online instruction required strong methodology and opportunities for students to interact with each other and the instructor, to be effective" (Maki and Maki, 2007, pg. 527). In an experiment conducted by Robertson, Grant, and Jackson (2005), students reported that they learned and spent more time on a task during online learning. Other surveys have stated that online students are more likely to be engaged rather than traditional students (Dixson, 2015).

Granted that, according to Lim, Kim, Chen, and Ryder (2008), online students have higher achievement and perform better, and they perform better with teacher interaction and communication (Zhao, 2005). In spite of this, Dixon (2010) came down to three conclusions regarding the effectiveness of online classes. First, online instruction can be as effective as traditional instruction; second, to do so, online courses need cooperative/active learning and, as a third, a strong presence of the teacher (Dixson, 2010). Certainly, an interactive environment that includes group work, assignments, and feedback is required for success (Dixson, 2010). The author Levy (2008) noted that students value your position simply by reading their comments and posts. Further, it is stated by Graham et al. (2001) that a genuine discussion promotes significant interaction.

Finally, the teacher needs to be actively involved during the online class (Young, 2006). However, one important thing to remember is that teachers should be careful about being

highly active in discussions since too much teacher participation in discussions can decrease student participation (Levy, 2008). In addition, in line with Garrison, Anderson, and Archer (2001), it is crucial for students to feel connected not only to the instructor but also to the other students in the online class. The risk of learners feeling isolated in an online course is of huge concern and it is significant that learning and activities involve student to instructor and student to student communication (Song and Singelton, 2004).

To further prove, a study conducted by Garrison et al. (2001), found out that students who were connected to their teacher and other students reported higher engagement in the course. This finalizes that, to succeed, teachers need to create not only possibilities for students to interact with each other but they also should require that they do so (Garrison et al., 2001). For instance, during group projects, discussion forums, or peer reviews of others' papers, students are prone to feel more engaged in the online course. Finally, the path to student engagement is not through the type of the activity but "the numerous ways of creating significant communication between learners and with their teacher – it's all about connections". (Garrison, Anderson and Archer, 2001, pg. 8).

Moving to another topic, according to Barnard et al. (2009) effective and online learning requires a high degree of autonomy, self-directed learning practices, and the ability to manage one's own time and learning pace. "A higher locus of control has been found to result in better online-course performance" (Barnard, Lan, To, Paton, & Lai, 2009, pg. 76). However, as claimed by Rusell (2013), a crucial factor for influential engagement and positive attitude in numerous educational settings has been proven to be the students' motivation. Further, the author, Rusell (2013), stated that one of the best strategies that has been identified as a significant skill in internet learning is the self-regulation strategy.

In addition, research conducted by Barbour and Reeves (2009) revealed that the learners who were likely to succeed in online classes were the ones who had high motivation and good self-regulation skills. Similarly, other studies consider that self-regulated learning is an important

factor when it comes to students' success in a web environment, especially in K-12 settings (Kim, Park, & Cozart, 2014). Another similar term was created by Kim and Frick (2011), self-directed e-learning. SDEL stands for web learning environments where there are no peers or instructors accessible (Kim & Frick, 2011). Hence, the learners go through the material and instructions by themselves.

Equally important, Song (2000) has assembled three factors regarding learner's motivation in self/directing during online learning. These factors can be categorized as internal, external, and personal factors, in an online learning environment (Song, 2000). The author has described internal factors as features connected to the course that can impact the learner's motivation. On the other hand, the outside factors show components of the learning environment that can affect student motivation. And last, personal factors touch on "motivational influences caused by the learner" (Song, 2000, pg. 2).

Furthermore, Keller has developed a model of motivation, which has been applied by many institutions worldwide, ARCS. The ARCS model stands for attention, relevance, confidence, and satisfaction (Keller, 1983). In line with Keller's ARCS model, students would be more satisfied with the instructions if:

a) the tasks affect positively students engagement;
b) it incorporates real-world lessons and learning activities;
c) it boosts student confidence;
d) it makes students feel satisfied with what they have learned.

Moreover, researches done by Moore and Thompson (1990) and by Clark and Verduin (1991), show that distance learning can offer motivation and engagement just like in a traditional class, but only when instructors provide active feedback to the learners, when the interactivity of the students is high, and instruction when the technologies are appropriate for the tasks (Moore and Thompson 1990; Verduin and Clark 1991). As a result, in another experiment conducted by

Ritchie and Newby (1989), students confirm more positive attitudes and greater levels of performance in online classes when they experience high levels of interaction.

When it comes to online instruction, it provides opportunities in which students build interactive relationships among themselves and with the instructor also helping to bridge the physical and psychological gap that occurs in online courses (Chute, Thompson, and Hancock 1999). According to Durrington, Berryhill, and Swafford (2006) research in both online and traditional contexts suggests “that student interactivity contributes to positive student learning experiences and is a key to effective instruction” (pg. 191). “To encourage high student interactivity in an online setting, the learning environment must be supportive, open, and respectful” (Durrington et al., 2006, pg. 191). In order to meet this interactivity in an online environment, it is suggested that the first step for a teacher is to provide a syllabus that clearly and simply describes expectations for the course in general and notes specific guidelines for each assignment, instructions, and deadlines (Durrington et al., 2006). As stated by Muirhead (2001), these specific guidelines and instructions will help students to manage and organize their life effectively, so they have time for their education.

Accordingly, to own an open, respectful, and encouraging online class, the teacher can create a FAQ at the discussion area, to respond to frequently asked questions (Durrington et al., 2006). The teacher can post repeated questions from the students and answer them, or the students should be free to ask questions as well and then the teacher would answer. This approach implements a setting similar to the question/answer sittings that occur in a traditional class (Durrington et al., 2006). Teachers need to inform students of an average response time to their questions. When the teacher is not able to answer the questions, it is important to let the students know that they have received the email and they will answer as soon as possible.

Furthermore, the tone of the teacher is highly important and influences the atmosphere during the online class (Durrington et al., 2006). Next, it is suggested to use students' names during discussions. In an online environment, usually, the name of the student appears when they

speak, so it has never been easier to remember the students' names immediately. Humor is recommended as well. The teacher can use explicit clues such as JK ;-) or LOL. Furthermore, it is important that the teacher choose a topic that can be discussed from different points of view. For instance, to help the students more, the teacher can share articles that present varied perspectives. In this way, the teacher gives the chance for students to connect the content of articles to their ideas, improve their ability to implement course content to practice, and then include others' opinions into the discussion (Durrington et al., 2006).

Therefore, the student-moderated discussion strategy has been suggested by Durrington, Berryhill, and Swafford (2006). The interaction between students is as important, maybe more crucial than student-teacher during online courses (Durrington et al., 2006). According to Andrade, the process to encourage student-to-student and teacher-to-student interaction with this strategy involves as follows, first, the teacher should provide a variety of topics or the students can come up with their own; second, the student-moderator must define the expectations of the participants during the discussion (2005). Andrade has proposed that the student creates a rubric, “an assessment tool that lists criteria and levels of quality” (2005, pg. 27), and post it at the beginning of a discussion (Durrington et al., 2006).

The reason why a rubric can help regarding numerous purposes is that it shows their peers what is looking forward to them in terms of participation. For instance, if the topic is whether students should wear uniform to school or wear whatever they want, the student moderator may require discussion participants to tell the negative and positive side of wearing a uniform or search on the web about other authors’ opinion, and respond to at least two moderator postings. The student moderator can use the rubric after the discussion to reflect on their skills, as well (Durrington et al., 2006). Moreover, the rubric is helpful for the teacher, in order to evaluate the student-moderator and recognize what the student considers to be important. For a more engaged discussion, the teacher can comment as well.

Finally, the last strategy suggested by Dabbagh and Ritland (2005) for promoting student engagement is problem-based learning. PBL approach works in small groups. Each of these groups made of 3 to 4 students is given out a scenario based on real-world problems, and each group researches solutions to the issue (Dabbagh et al., 2005). The key to a successful PBL class is to give students chances to interact, strengthen rapport and know each other (Dabbagh et al., 2005). In this way, the students will learn how to support each other and partake in responsibilities in solving problems in other activities during the course. According to Dabbagh and Bannan (2005), the application of problem-based learning in an online environment is challenging for both, learner and the instructor. “The first challenge students encounter is that they cannot meet face-to-face to discuss their scenarios’’ (Dabbagh and Bannan, 2005, pg. 192). To mend this situation, the teacher can distribute small groups of students into different online chat rooms.

2.1 Recent studies

The COVID-19 virus situation has flipped out the offline teaching process (Sathishkumar et al., 2020). This event caused the teaching professionals to proceed towards web-based learning during the lockdown (Radha et al., 2020). According to the linked authors, online learning contributes to effective classes that draw the best in learners (Sathishkumar et al., 2020; Radha et al., 2020). “E-learning provides rapid growth and proved to be the best in all sectors, especially in education during this lockdown.” (Mishra et al., 2020). Note that online learning started even before the pandemic, mainly in developing countries, with the rising development of technology (Liesdistiana et al., 2020)

This section includes recent studies related to online education, student’s motivation, and engagement.

To start with, due to the pandemic, a lot of changes occurred in society around the world. According to Lomeli (2021), these changes are presented in elementary students’ mental health. The author’s research investigated how remote learning affects elementary students' mental

health (Lameli, 2021). By collecting interviews by participants as teachers, students and parents, the author concluded that a significant amount of anxiety, stress, and even depression, came from lack of social contact. Furthermore, the results found that, for the students, the home environment was impossible to study in, due to the lack of privacy. As mentioned in the research, the library was one of the most preferable places to study (Lomeli, 2021). The results of Lomeli's (2021) research suggested that not only adults but also elementary school students need help in developing skills to manage the pandemic.

Moreover, another research conducted by D' Souza et al. (2021) in the Philippines, assessed teachers' beliefs regarding technology-based teaching in their EFL classrooms. In a survey including 205 language teachers and 317 students, the results found that technology in the language class was more positively associated with male teachers. However, regarding students' learning motivation and engagement, it was found that both, male and female students have a high level of language learning engagement (D' Souza et al, 2021).

Furthermore, Munroe's (2021) research focuses on the possible solutions to motivating students in a web environment. According to the author, motivation is defined in three parts: attendance, performance, and engagement (Munroe, 2021). Hence, it is the key to successful student learning and their educational experience. While the engagement played an active role in the learning environment or process (Munroe, 2021).

Finally, research conducted by Nugroho, Haghegh, and Triana (2021) concentrated on finding EFL teachers' teaching activities in Indonesia and insights into the emergency online teaching among the global pandemic. The instrument for this research was interviewing 27 EFL teachers, specifically 17 females and 10 males. The results revealed several online teaching activities, such as integrating social media, using online discussions and forums, and designing interactive exercises. However, the teachers faced some challenges along the way, such as technology tools and the lack of providing quick feedback. Acknowledging the challenges, this study found possible solutions. It recommended for teachers to follow professional programs, design a

detailed lesson plan for an online environment, and create interactive online activities (Nugroho, Haghegh, & Triana, 2021).

Chapter III: Research Methodology

The study is a mixed research that included a class observation (qualitative) and two questionnaires (quantitative), one for 5th-grade students and one for English teachers, that specified the thoughts and beliefs about students' motivation and engagement in an online environment, the likeness and effectiveness of online classes during the pandemic, and the usage of traditional teaching aids during online classes. This research made an effort to observe teaching methods used by the English teachers in online classes. Thus, the collected data is analyzed, interpreted, presented, and organized in various graphics.

The research was conducted in three public elementary schools in Prishtina, ''Asim Vokshi'', ''Hasan Prishtina'' and ''Mitrush Kuteli elementary school''. For this study, a total of 80 questionnaires for 5th grade students and 15 for the English teachers were distributed, in the earlier mentioned schools. Regarding the students' questionnaire, from 80 filled questionnaires, every response resulted in usable responses. Concerning the English teachers, from 15 questionnaires, 13 resulted as usable responses (2 were not used due to lack of English teaching staff). Moreover, observations during three different online classes (one class per school) have been conducted and were followed with an observation checklist. The observations were conducted in the Zoom platform. Zoom, being one of the most used platforms during the pandemic, supplies students and teachers with video and online chatting aids. It can be used on smart or desk phones or computers, hence providing teachers and learners several methods to enter the class session. The teacher scheduled their class in the Zoom application, then copied the invitation details, which were sent to the students and to the researcher via email.

3.1 Aims and Objectives

The main aim of the study is to identify various methods used during online classes, in order to motivate and engage 5th grade students in online classes. This research aims at providing data that can help teachers to improve the use of educational technology for English teaching, as well. It aims at discovering the E-Learning methods that the English teachers use for more engaging classrooms and the tactics they use in order to motivate their students. Next, it aims to investigate the relationship between the teacher and educational technology, specifically hardware (handheld devices) such as laptops, tablets, and smartphones.

3.2 Research Questions

- Do teachers find it more difficult to teach online during the pandemic rather than having regular classes at school?

- Do teachers still depend on and use traditional teaching aids, such as textbooks and notebooks, during online classes?

- Are students more engaged during the online classes or during traditional classes?

- Are students highly motivated when the teachers create a positive learning environment and use interactive online activities, and YouTube videos?

3.3 Research Hypothesis

- The teachers find it more effective to use E-Learning during the pandemic rather than having regular classes at school;

- During the online classes, teachers still depend and use the traditional teaching aids, such as textbooks and notebooks;

- Students are more engaged during the online classes than during traditional classes,
- Students are highly motivated when teachers create a positive learning environment and present different interactive online activities and YouTube videos.

3.4 Participants

Participants in this study were 5th grade students from three different elementary schools in Prishtina, ‘’Asim Vokshi’’, ‘’Hasan Prishtina’’ and ‘’Mitrush Kuteli elementary school’’. From HP school, 26 students were randomly selected in different 5th grade classes; from MK school 27 students were selected, and in AV school 27 students were selected as well. The target audiences were a mixture of both genders. The students had 15 to 20 minutes available to fill the questionnaire.

English teachers were participants of this study, as well. Every English teacher that worked at ‘’Asim Vokshi’’, ‘’Hasan Prishtina’’, and ‘’Mitrush Kuteli’’ elementary school was selected. In detail, there were 5 teachers from ‘’Hasan Prishtina’’, 4 teachers from ‘’Asim Vokshi’’ and 4 teachers from ‘’Mitrush Kuteli’’ elementary school. The target audience was planned to focus on a mixture of both genders, but only females were teaching English in these schools. The English teachers had a 24h policy to fill the questionnaire.

Regarding the class observation, ‘’Hasan Prishtina’’ elementary school, class consisted of 20, 5th grade students and one English teacher and one intern from the University of Prishtina, English Language department; ‘’Asim Vokshi’’ elementary school class consisted of 15, 5th grade students and one English teacher and ‘’Mitrush Kuteli’’ elementary school consisted of 10, 5th grade students and one English teacher.

3.5 Instruments

In order to gain data for this study, the instruments that were used were 80 questionnaires for students, 13 questionnaires for the English teachers, and online class observation. In detail, 23 questionnaires were distributed in Mitrush Kuteli school, 24 questionnaires were distributed in Hasan Prishtina school and another 24 questionnaires were distributed in Asim Vokshi School.

The student questionnaire was made of 20 questions that were the same for all students. As for the response options, the 5 points Likert scale was used: from Strongly agree to Strongly disagree; and from Never to Always. The students' questionnaire was focused on being clear for 5th grade learners; hence, students had to tick only one answer. While for the English teachers, a questionnaire of a total of 14 questions was handed out. The questionnaire consisted of 14 questions, 13 of them being multiple-choice and only one requiring written response, or open ended question. Each detail and additional information was noted and mentioned in the Results part of the thesis. Regarding the online class observation, one class of 5th grade per school was observed during one online session.

Questionnaire for Students

The students' questionnaire aims to gather information on students' motivation, engagement, and attitude toward English online classes. Participants in this study were 5th grade students from three different elementary schools in Prishtina. In detail, 27 students were selected from ''Asim Vokshi'', 26 students from ''Hasan Prishtina'' and 27 students from "Mitrush Kuteli" elementary school. Before the questionnaire was distributed, the teacher explained the reason why the researcher joined the class for a day and, together with the researcher, gave some information about the questionnaire and how to fill it. The researcher provided help while the students completed the questionnaire, and made sure that they ticked only one answer per question. The questionnaire was translated into Albanian language for the students for a better understanding and clarity.

THE STUDENT QUESTIONNAIRE

PLEASE USE ✓ TO RESPOND	Strongly Agree 😃	Agree 😊	Undecided 😐	Disagree 🙁	Strongly Disagree ☹
1. I find online studying gives me a feeling of deep personal satisfaction					
2. My aim is to finish the online class while doing as little work as possible					
3. I do not find my course very interesting so I keep my work to a minimum					
4. I find online classes interesting and often spend extra time trying to obtain more information about the topic of that class					
5. I work hard at my studies because I find the online material interesting					
6. I prefer online classes to be challenging so I can learn new things.					

7. I am so nervous during an online exam that I cannot remember facts I have learned					
8. I am highly motivated when the teacher creates a positive learning environment and presents different interactive online activities and YouTube videos					
9. I find that, when the teacher is talking during online classes, I think of other things and don't really listen to what is being said					
10. I work hard to get a good grade even when I don't enjoy the online class					

In your experience, how often have you done each of the following during online classes?

PLEASE USE ✓ TO RESPOND	Never ☹	Sometimes 😕	Often 😐	Very often 😊	Always 😃
11. Asked for advice from my teacher, online					
12. Used email to communicate with the teacher					

13. Received prompt written or oral feedback from my teachers					
14. Worked on an essay or assignment that required integrating ideas or information from various online sources					
15. I feel highly engaged during online classes rather than inside the classroom					
16. Worked with other students on projects during online class					
17. Engaged in discussions using online discussion groups/forums					
18. Made an online presentation					
19. Used online library resources					
20. Discussed my grades or assignments with my teacher online					

Questionnaire for teachers

The teachers' questionnaire aims to gather data on teachers' methods and strategies during online classes in order to motivate and engage the students, the types of applications they use

in web environments and investigates the knowledge of the know-how needed for online teaching.

THE TEACHER QUESTIONNAIRE

1. Has your school previously provided you with any information (through a seminar, guide, etc) about how you may be using online learning tools in the classroom?

☐ Yes

☐ No

If "yes", please elaborate on what information your school provided you with.

_____

2. Has your school, during the pandemic, provided you with any information (through a seminar, guide, etc) about how you may be using online learning tools in the class?

☐ Yes

☐ No

If "yes", please elaborate on what information your school provided you with.

_____

3. Was this the first time you taught online?

☐ Yes

☐ No

4. I can easily open and share the online meeting link with my students

☐ Yes

☐ Sometimes

☐ No

5. I can easily write and reply to emails

☐ Yes

☐ Sometimes

☐ No

6. Do you find it more effective to use E-learning during the pandemic rather than having regular classes at school?

☐ Strongly Agree

☐ Agree

☐ Undecided

☐ Disagree

☐ Strongly Disagree

7. Which e-learning platform do you use when teaching online? a. E-Shkollori b. Google Meet c. Zoom. d. Viber, Other: Which one? _____

8. Please ✔ if you have used these online services: (more than one answer is possible)

☐ Lecture Capture - recording, storing, and distributing videos of class lectures

☐ Online class discussions

☐ E-mail to, from, between students

☐ Student group tools such as discussions, file exchange, email, wikis, blogs, etc.

☐ Real-time communication among participants (e.g., Skype, Zoom, etc - NOT Chat)

☐ Screen sharing

9. Please ✔ if you have used these teaching aids: (more than one answer is possible)

☐ Used the same class textbooks

☐ Asked students to use the same class textbooks

☐ Asked students to take notes on their notebooks

☐ Asked students to use hard copy dictionaries

10. Please ✔ if you have used these online teaching methods (more than one answer is possible)

☐ Presentations (Google Slides, Microsoft PowerPoint, Prezi, SlideShare)

☐ Online Whiteboard (a learning space where both teachers and students can write and interact with students in real-time via the internet)

☐ Flipped Classroom (the students are required to review class material prior to the current lesson, hence reserving current in-class time to put what they have learned in the teacher-guided activities such as debates, problem-solving, in-depth discussions)

☐ Game-Based Teaching

☐ Class Blog

☐ Discussion Boards and Forums

11. Please ✔ if you have used these online teaching strategies (more than one answer possible)

☐ Create a positive learning environment

☐ Set clear expectations with students

☐ Build a strong online classroom community.

☐ Adapt your lessons to work online

☐ Connect with parents and keep them involved

☐ Regularly communicate with individual students.

12. Please ✔ if you have used these online class activities (more than one answer possible)

☐ Youtube Video

☐ Online quizzes (eg., Kahoot)

☐ Course assignments

☐ Topic overview

☐ Class discussion

☐ In-class activities

☐ Student demonstrations

☐ Storytelling

Other:_____

13. Have you required students in any of your classes to use a website as part of an online class?

☐ Yes

☐ No

If yes, please list all the websites you have required students to use as part of your online class (whether in class or for homework/study)

_____

14. If I were to teach 5th graders for the first time in online classes, what is one piece of advice you would provide me with?

_____

_____

_____

_____

Observation checklist

Regarding the online class observation, one class of 5th grade per school was observed with a list, consisting of the following features: instructional design, time management, student engagement, and student motivation. Each class observation lasted one class hour (25 minutes long).

OBSERVATION CHECKLIST

Lesson topic	
Grade of the students	
Class time	

FEATURE	**NOTES**
INSTRUCTIONAL DESIGN	
□ The class displays signs of preparation and planning and reflects a proper flow □ Online materials for this class are age-appropriate and easily accessible □ The teacher presents the learning goals to the students □ Materials are ready to reach and free for every student who is not present in the class for different reasons □ The class session implements a variety of textual, visual, auditory or kinesthetic tasks to improve student knowledge □ Materials applied in the class are the same materials as used in the classroom	
TIME MANAGEMENT	

□ The teacher makes time for reviews, questions, or debates □ The teacher maximizes in-class time, using applications or active learning □ The teacher, before the class, adapted technology appropriate to the lesson and found online resources such as links	

STUDENT ENGAGEMENT	
□ Before assigning active learning tasks (such as teamwork, group discussions, essay writing, etc.) the instructor first provides clear instructions □ The teacher controls the active-learning exercises □ The teacher allows learners to have a voice regarding the session plan □ Students take part in active learning exercises that are goal-aligned □ The teacher checks on students who do not engage in discussions and restrain particular ones from dominating □ The teacher cancels possible disruptive behaviors in order to not affect the learning environment □ The teacher gives chances to learners to ask questions and delivers immediate answers, during the lesson □ The teacher builds possibilities for student-student interaction (such as the use of chat, breakout rooms, collaborative google docs) □ The teacher is present, active, and engaged as well (the camera need to be on, the teacher should be in front of the camera, checks	

for Q&A in the chat, turns the mic on or off if needed, and has canceled distractions) □ The teacher applies names and compels references to correlate students' interests, values, beliefs, languages and cultures, family members, etc. in the course of the learning experience	

STUDENT MOTIVATION	
□ The teacher shares their enthusiasm. When the teacher is passionate about teaching, students will be much more enthusiastic regarding learning □ The teacher applies proper supplies and materials to stimulate the students (competing games, video, music) □ The teacher manages to promote a peaceful competition, hence within-group games linked to the class material □ The teacher builds a supportive and secure environment for learners □ The teacher promotes motivation through having learners work with one another by giving assignments □ The teacher inspire self-reflection □ The teacher sets high goals but achievable □ The teacher includes assessments that are proper for a distance learning environment and gives instant feedback □ The teacher evaluates students formally and informally when given different tasks □ The teacher inquires feedback from learners □ The teacher uses methods that enhance learners' motivation	

3.6 Procedure

Two separate questionnaires were used to collect data, one focused on English teachers and the other one focused on 5th grade, elementary students.

The English Teacher Questionnaire gathered information on how teachers use E-Learning during online classes. The questionnaire instrument was designed to identify teachers' proficiency in computer equipment and applications as well. On the other hand, the Online Student Questionnaire gathered information on students' motivation, engagement, and attitude toward English online classes. These questionnaires were handed out to 80 elementary school students and to all available English teachers of the three public elementary schools “Asim Vokshi”, “Hasan Prishtina” and “Mitrush Kuteli” elementary school. Each student was given the same questionnaire which was filled out anonymously and individually. Regarding the class observation, each English teacher shared the Zoom link and the observation list was filled while the online class was being held.

Chapter IV: RESULTS

4.1 Students' Questionnaire

The students' questionnaire aims to gather information on students' motivation, engagement, and attitude toward English online classes.

4.1.1 Analysis of the Students' Questionnaire Results

The following questions have been conducted with 5th grade students from "Hasan Prishtina", "Mitrush Kuteli" and "Asim Vokshi" elementary public schools. In detail, there are 26 answers from students from HP school, 27 answers from MK, and 27 from AV school. Students were advised that the questionnaire is anonymous and they were advised that it won't affect their grades in any way. For all the multiple-choice questions, the students were allowed to tick only one.

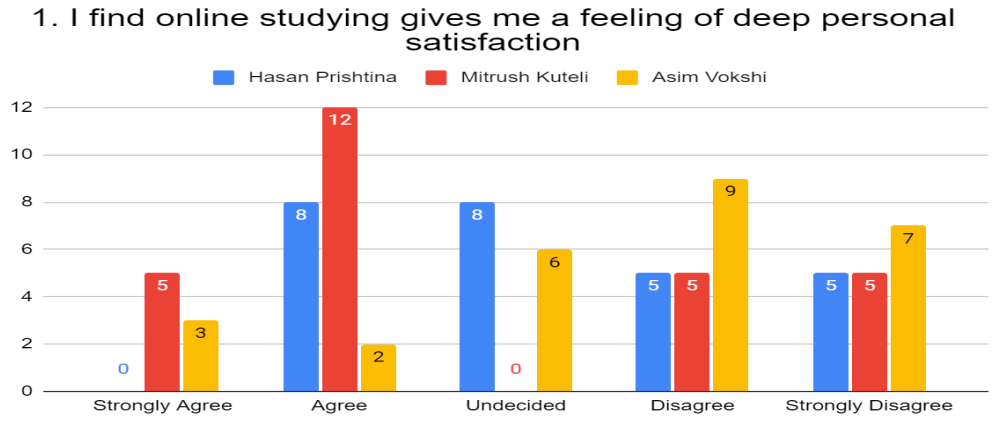


Figure 4.1: Students' personal satisfaction feeling during online classes

As shown in Fig. 4.1, 5 MK, and 3 AV 5th grade students strongly agreed that online studying gives them a feeling of deep personal satisfaction. Whereas the highest percentage turned out to agree *to* section, with the responses of 8 HP students, 12 MK students, and 2 AV students. 8 HP students and 6 AV students have been undecided if online studying gives them a personal satisfaction feeling. Next, 5 MK, 5 HP, and 9 AV students disagreed. Forasmuch, 5 MK, 5 HP, and 7 AV students strongly disagreed. As mentioned previously, Allen (2002) pointed out that

students showed higher levels of personal satisfaction when the technology worked well during online classes.

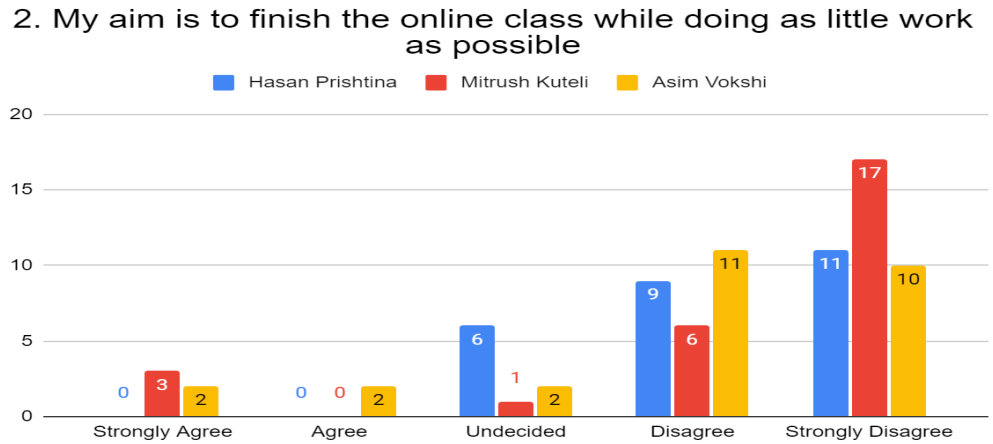


Figure 4.2: Students' aim in online classes

Figure 4.2 illustrates one of the students' aims when having a class in a web environment. 3 MK and 3 AV students strongly agreed that they do as little work as possible in the online class. Only 2 AV students agree to this aim. 6 HP students, 1 MK student, and 3 AV students were undecided about this aim. Whereas, 9 students from HP, 6 students from MK, and 11 students from AV disagreed that they aimed to do as little work as possible while learning online. Finally, 11 HP, 17 MK, and 10 AV students strongly disagreed with this statement. Going back to Maki and Maki's research, in order for students to succeed, they need strong methodology and opportunities to interact with each other and with the instructor (Maki and Maki, 2007).

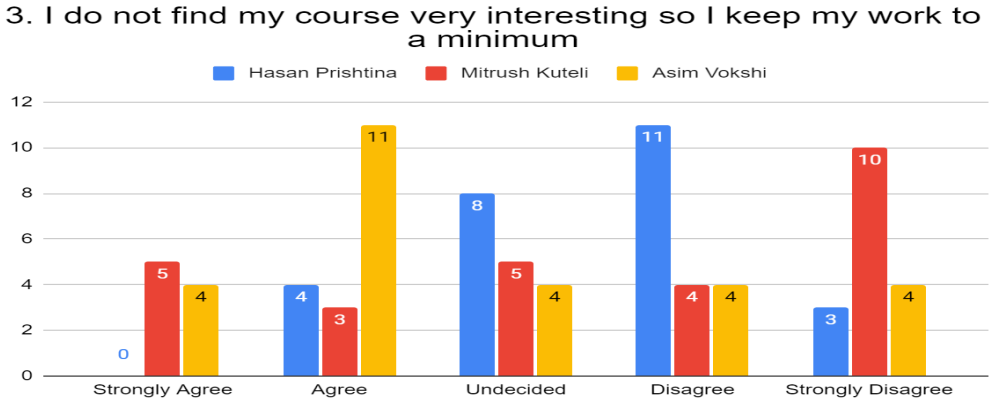


Figure 4.3: Students' work attitude during online classes

What was predicted from the answers of the 2nd statement, was shown in the following question. In figure 4.3, 5 MK students and 4 AS students strongly agree that they keep their work to a minimum when they do not find the course interesting. 4 students from HP, 3 from MK, and 11 students from AV agreed to the statement. However, 11 students from HP, 5 MK students, and 4 AV students were undecided. On the contrary, 11 students from Hasan Prishtina, 4 students from MK, and 4 from AV disagreed; and 3 HP students, 10 MK, and 4 AV students strongly disagreed. According to Keller's (1983) model of motivation, the ARCS model, instruction will be more motivating to the learners if the tasks positively affect students' engagement, it incorporates real-world lessons and learning activities if the assignments boost student confidence and it makes students feel satisfied with what they have learned.

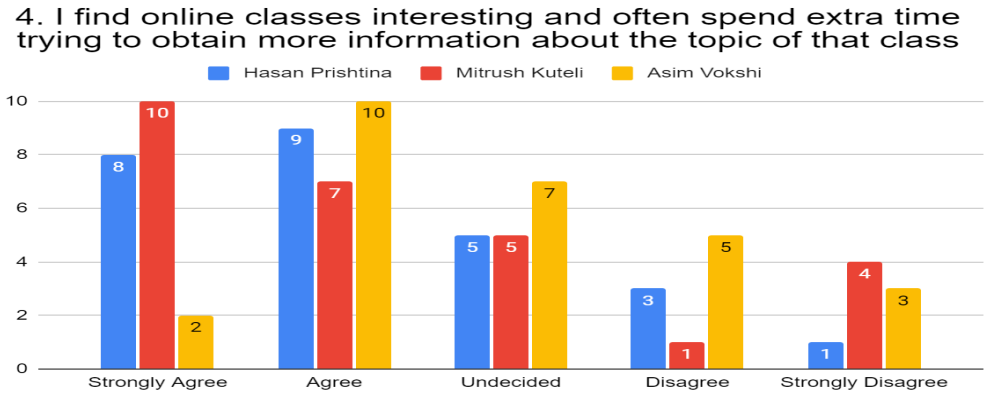


Figure 4.4: Students' preference for online classes

The fourth statement also shows similarity in the given answer by the groups of students. As seen in Fig. 4.4, 8 HP students, 10 MK and 2 AV students strongly agree to spend extra hours on finding more information about the topic when the online class is interesting. Similar results on the agree section, 9 HP students, 7 MK, and 10 AV students agree. Whereas, 5 students from HP and 5 from MK, together with 7 from AV school were undecided. 3 students from Hasan Prishtina, only one student from MK, and 5 students from HP school disagree, thus they do not spend more time on the topic; and only one student from Hasan Prishtina, 4 from MK, and 3

from AV strongly disagree. According to Rusell (2013), a crucial factor for influential engagement and positive attitude in numerous educational settings has been proven to be the students' motivation, and one of the best strategies that have been identified as a significant skill in internet learning is the self-regulation strategy.

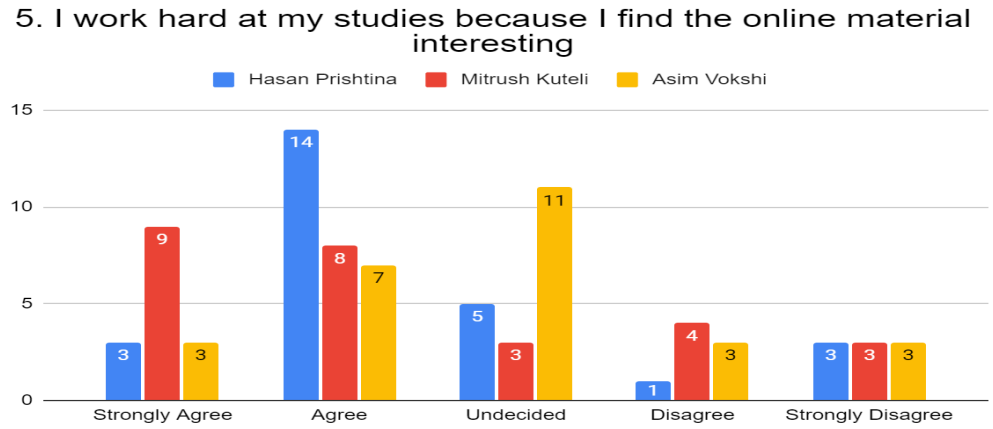


Figure 4.5: The material used in online classes

As shown in Fig 4.5, the general prediction based on the questionnaires before was confirmed by the students as well. 3 HP students, 9 MK students, and 3 AV students strongly agreed that they work hard when the material is interesting. Furthermore, 14 HP students, 8 MK students, and 7 AV students agreed. 5 HP students, 3 MK students, and 11 AV students were undecided. There were a small number of students who disagreed and strongly disagreed. With only 1 student from HP, 4 from MK, and 3 from AV disagreed on working hard when the material is eye-catching. Similarly, 3 students from each school, HP, MK, and AV, strongly disagreed with the statement. As stated by Oliver (1999), teachers spend 90% of their planning searching for online learning resources. These materials should also have a content focus (Dehoney & Reeves 1998). Further, it was asserted that content should be selected in a sense which provides authentic examples and contexts (Duschatel, 1997). Anyhow, it is the learner who decides which material to employ in his learning routine and how to use it.

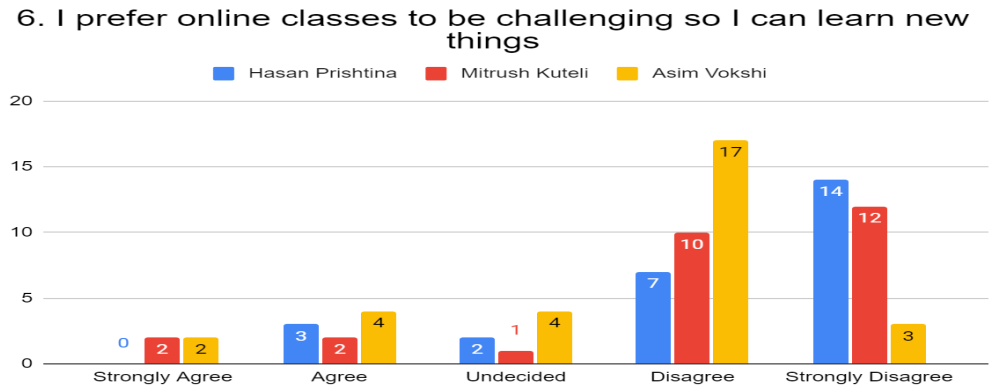


Figure 4.6: Students' preference of online classes being challenging or not

As results show in Figure 4.6, most of the students of the three schools disagree regarding the preference of the classes being challenging. 2 students from MK and AV strongly agree that they prefer classes to be challenging in order for them to learn more, followed by 3 HP students, 2 MK and 4 AV students agreeing to the statement as well. 2 HP students, 1 MK and 4 AV students could not decide on their preference. Finally, 7 HP students, 10 MK and 17 AV students disagreed on this statement; and 14 HP students, 12 MK and 3 AV students strongly disagreed. This proves Hartley's (1999) point that one important factor that may interfere with listeners' motivation is cognitive overload. According to the author, this factor has been shown mostly during the first few weeks of web environment courses (Hartley, 1999). His research indicates that students are more likely to feel fear and anxiety, but together with excitement (Hartley, 1999). First-time online learners are likely to show cognitive overload as well (Tyler-Smith, 2006).

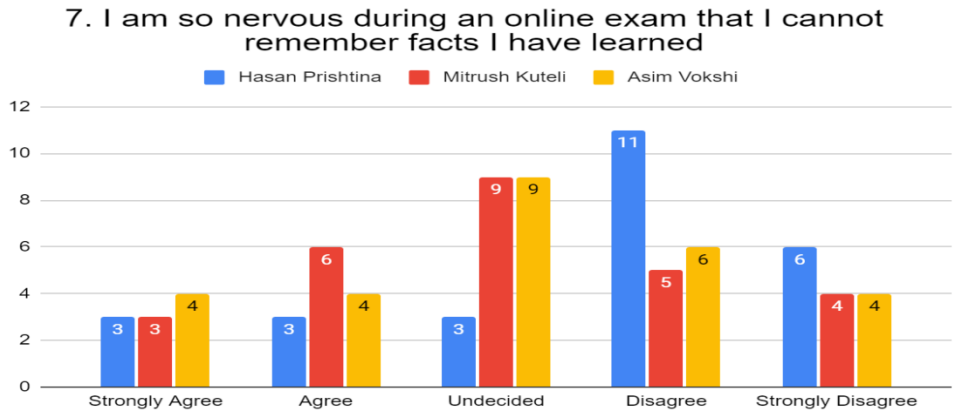


Figure 4.7: Students' taking online exams

Fig 4.7 provides a difference in decisions given by students regarding online exams. 3 students from HP, 3 from MK, and 4 from AV, strongly agreed that they forget what they have learned when taking an online exam. 3 HP students, 6 MK, and 4 AV students agreed. Next, 3 HP students, together with 9 MK students and 9 AV students were undecided. With the highest percentage, 11 HP students, 5 MK students, and 6 AV students disagreed, followed by 6 HP students, 4 MK, and 4 AV students who strongly disagreed. This was predicted by several researchers. The difficulty of the course can cause student anxiety and affect student motivation to learn in a web environment (Reinhart, 1999).

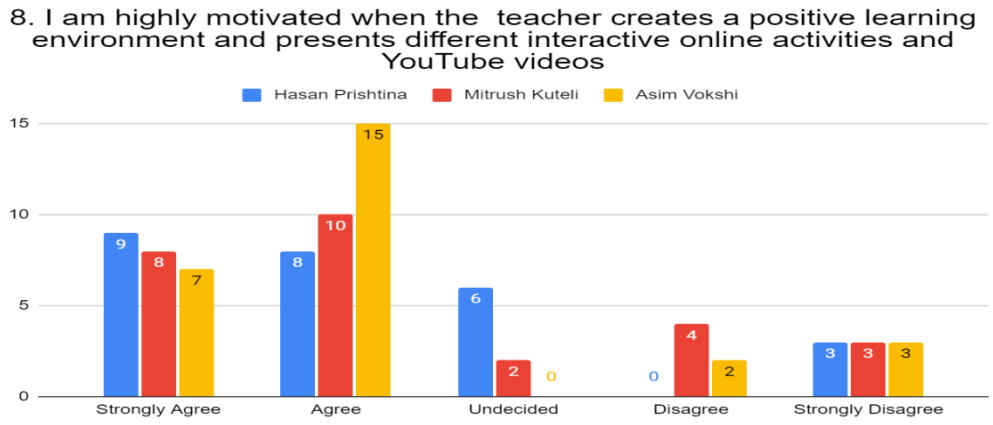


Figure 4.8: The motivation from teachers during online classes

Figure 4.8 also shows similarities in the given answer by both groups of students. 9 students from HP, 8 from MK, and 7 from AV, strongly agree that in cases when the teacher creates a positive learning environment, they get highly motivated. Followed by 8 students from HP, 10 students from MK and 15 students from AV agree to the statement. 4 MK students and 2 AV students disagree, and 3 students from each school strongly disagree with the statement. This proves that students confirm more positive attitudes and greater levels of performance in online classes when they experience high levels of interaction (Ritchie and Newby, 1989).

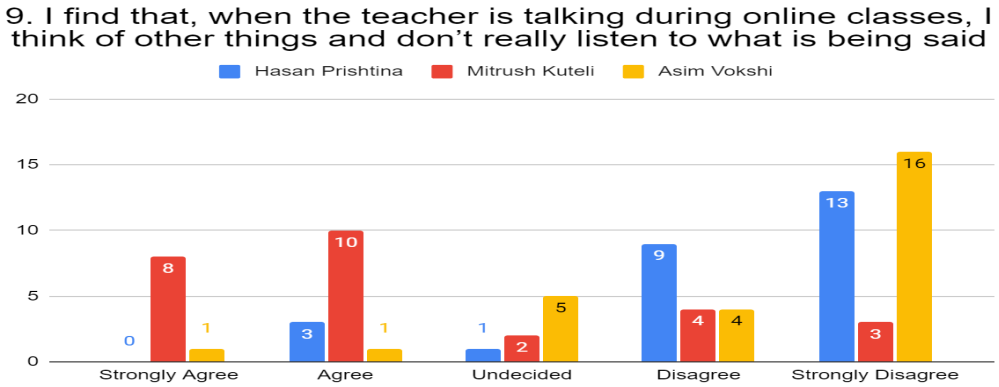


Figure 4.9: Students' focus during online classes

Fig.4.9 shows whether students are focused when the teacher is talking in online classes. 8 students from MK and 1 from AV, strongly agree that they think of other things while the teacher is talking. 3 students from HP, 10 from MK, and 1 from HP agree. Further, 1 HP student, 2 MK, and 4 HP students are undecided. This shows, as by many researchers, that the web environment may not be the most suitable when it comes to real interactions between the teacher and the learner (Mansour et al., 2007). Thus, it is hard for the learners who need their social supporters in order to focus more on the class (the teacher and their peers).

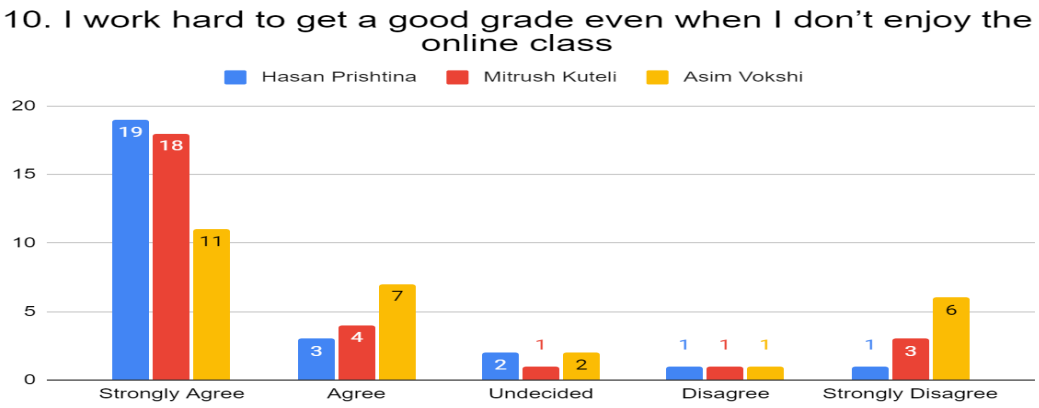


Figure 4.10: Students' enjoyment of online classes

This statement also shows similarity in the given answer by both groups of students. 19 students from HP, 18 students from MK, and 11 students from AV, strongly agree that they work hard to get a good grade, even though they do not enjoy the class. Followed by 3 HP students, 4 MK students, and 7 AV students that agreed. On the other hand, 2 HP students, 1 MK, and 2 AV students were undecided. Only a small percentage of students disagreed, 1 student from each school, HP, MK, and AV; and 1 HP student, 3 MK students, and 6 AV students strongly disagreed. This proves that learners spend plenty of time fulfilling heavy tasks, yet this activity is not enjoyable.

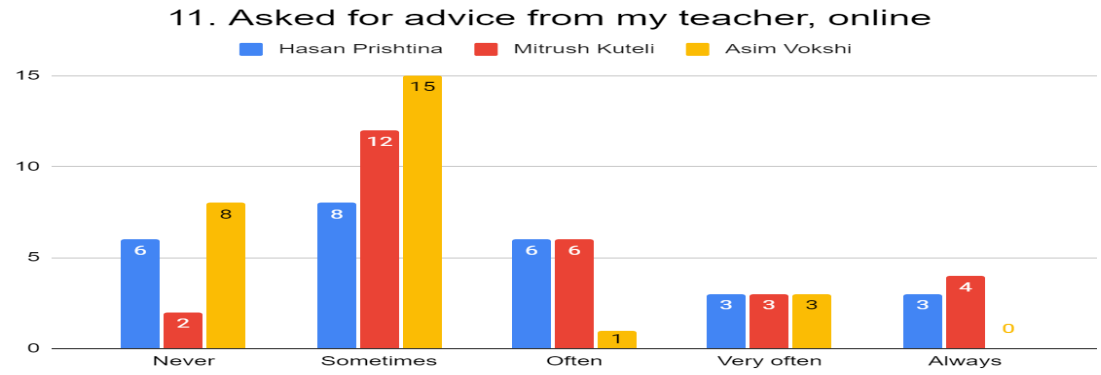


Figure 4.11: Asked for teachers' advice, online

As seen in Fig. 4.11, 6 students from HP, 2 from MK, and 8 from AV have never asked for advice from their teacher during online classes. 8 students from HP, 12 from MK, and 15 from AV have sometimes asked for advice. 6 students from HP, 6 from MK, and 1 from AV have often asked their teachers for advice. On the other hand, 3 students from each school, HP, MK, and AV have asked for advice very often.

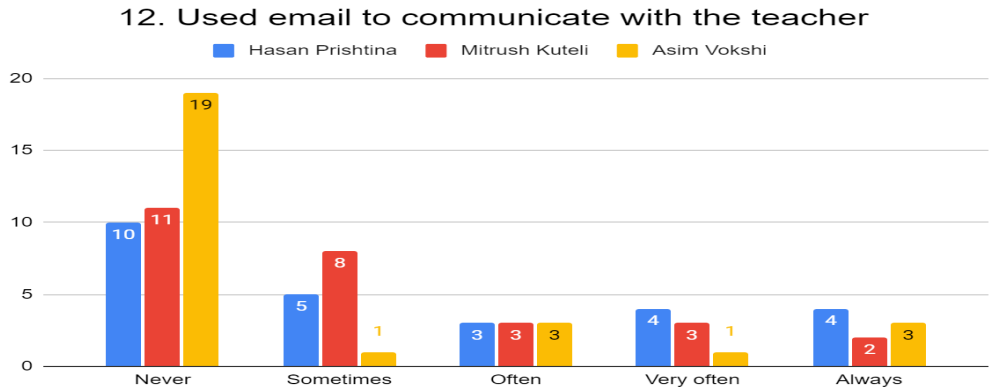


Figure 4.12: Communication between students and teachers through email

Fig.4.12 shows whether students have used email to communicate with their teachers. 10 students from HP, 11 students from MK, and 19 students from AV stated that they never used email to communicate with their teachers. 5 HP students, 6 MK students, and 1 AV student expressed that sometimes they have used email to communicate with their teachers. 3 students from each school, HP, MK, and AV, have often used email to communicate with their teachers. 4 students from HP, 3 from MK, and 1 student from AV school have used email to communicate very often. Last, 4 HP students, 2 MK, and 3 AV students have always communicated with their teacher via email. According to Rusell (2013), in online learning settings, the communication between the teacher and students is exchanged mostly between online tools, such as emails. Thus, in such environments, Rusell revealed that learners may feel anxious and isolated, because of the absence of physical contact (Rusell, 2013).

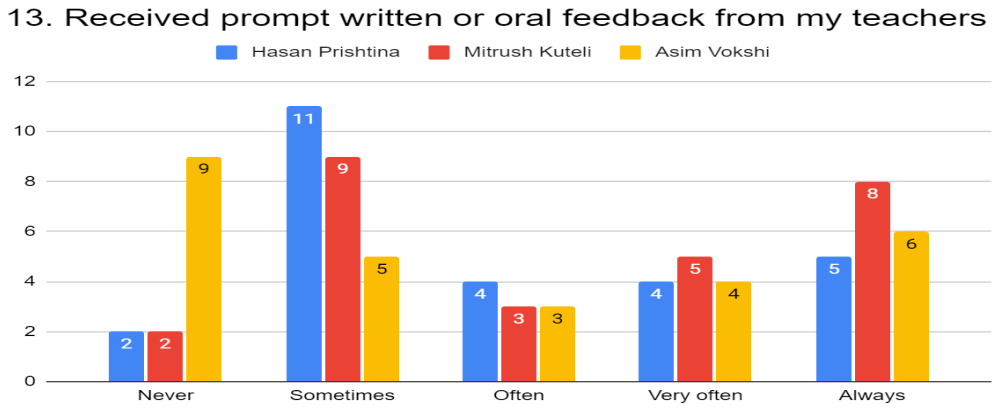


Figure 4.13: Feedback from teachers to students

Fig.4.13 shows whether students have received prompt written or oral feedback. 2 students from HP, 2 from MK, and 9 students from AV have never received any kind of feedback from their teachers in web environments. 11 students from HP, 9 MK, and 5 AV students have sometimes received feedback from their teachers. 4 students from HP, 3 from MK and 3 AV students have received feedback often. Whereas 4 students from HP, 5 from MK, and 4 AV have received feedback very often; 5 students from HP, 8 from MK, and 6 AV students have always received prompt written or oral feedback. This proves Dixon's (2010) point that an interactive environment that includes group work, assignments, and, especially, feedback are required for success.

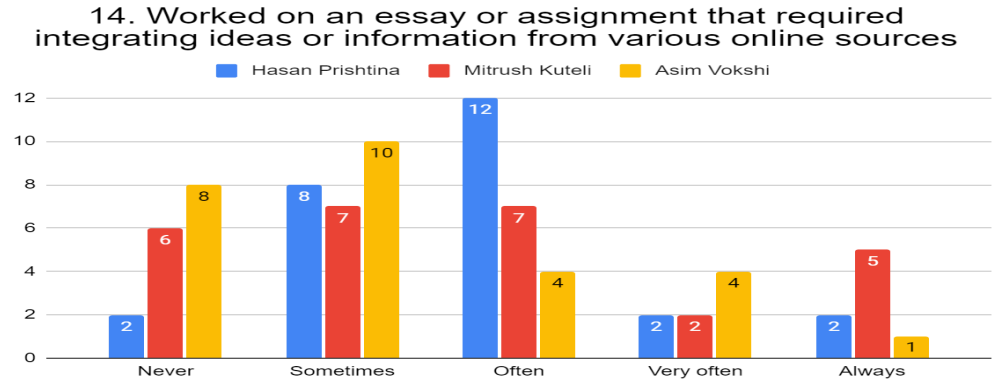


Figure 4.14: The usage of various online source by students

As results show in Figure 4.14, 2 HP students, 6 MK students, and 8 AV students have never been required to work on an assignment that required searching for different online resources. 8 students from HP, 7 students from MK, and 10 students from AV have sometimes used online resources for their essays or assignments. 12 HP students, 7 MK students, and 4 AV students have used online sources often to complete their tasks. 2 students from HP, 2 from MK, and 4 from AV have used online sources very often, whereas 2 HP students, 5 MK students, and 1 AV student have always integrated ideas or information from various online sources. This supports Andrade's (2005) strategy that the teacher should provide a variety of topics or the students can come up with their own, then the students should search on the web about the topic.

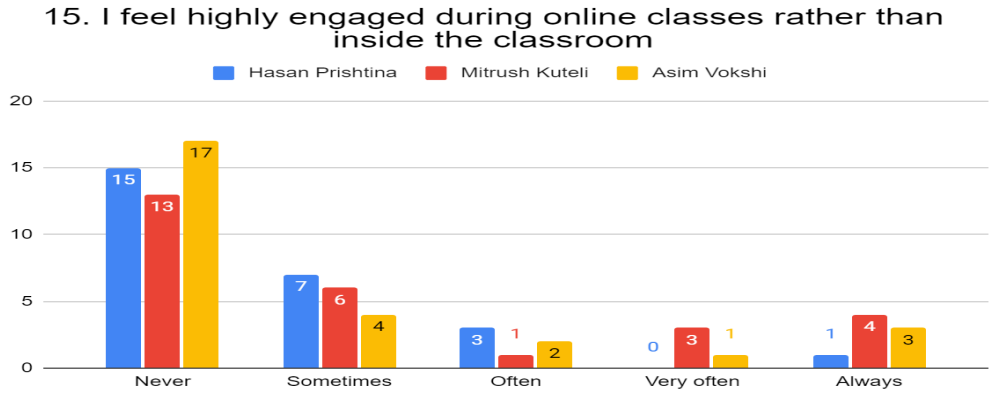


Figure 4.15: Students' engagement during online classes

Fig. 4.15 shows whether students feel highly engaged during online classes rather than inside the classroom. 15 HP students, 13 MK students, and 17 AV students do not feel engaged; 7 HP students, 6 MK students, and 4 AV students sometimes feel highly engaged during online classes; 3 students from HP, 1 student from MK and 2 students from AV often feel more engaged in online classes rather than inside the classroom; 3 students from MK and 1 student from AV feel very often engages and last, 1 HP students, 4 MK students, and 2 AV students feel always highly engaged during online classes.

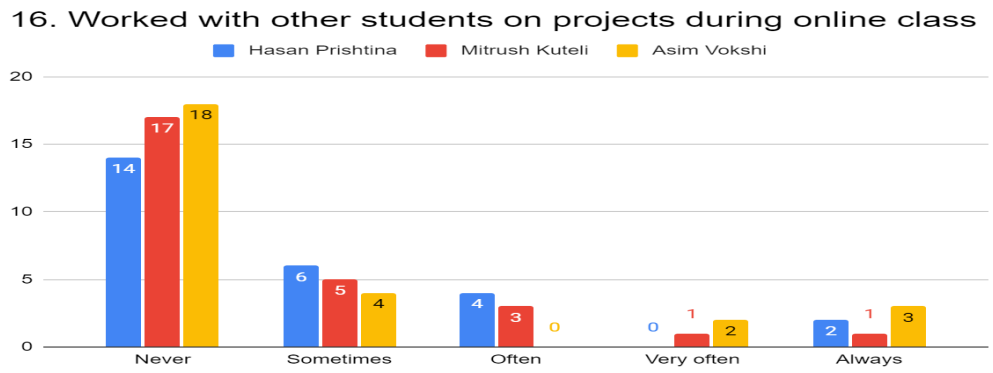


Figure 4.16: Peer/group work during online learning

Figure 4.16 statement shows similarity in the given answer by the students. 14 HP students, 17 MK students, and 18 AV students have never worked with other students on projects during online classes; 6 HP students, 5 MK students, and 4 AV students sometimes; 4 HP students and 3 MK students often worked with other students in projects, 1 MK students and 2 AV students very often; and 2 HP students, 1 MK student, and 3 AV students always. This is proven by Garrison et al., (2001) who found out that students who were connected to their instructor and other students reported higher engagement in the course. According to the author, to succeed, teachers need to create not only possibilities for students to interact with each other but the requirement that they do so (Garrison et al., 2001). For instance, during group projects, students are prone to feel more engaged in the online course.

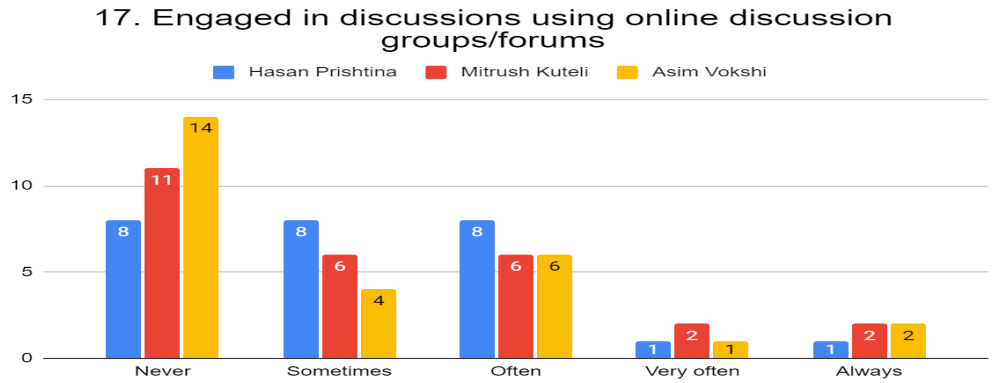


Figure 4.17: The usage of online discussion groups/forums

As results show in Figure 4.17, 8 students from HP, 11 students from MK, and 14 students from AV have never participated or engaged in online discussion forums or groups; 8 students from HP, 6 students from MK, and 6 students from AV have sometimes participated; 8 students from HP, 6 students from MK and 6 students from AV have often engaged in online discussion forums or group. Whereas a low number of students have participated often or always; 1 student from HP, 2 students from MK, and 1 from AV have participated very often; 1 student from HP, 3 students from MK, and 2 students from AV have always engaged. The effective usage of discussion groups/forums has been proven to own an open, respectful, and encouraging online class (Durrington et al., 2006). This approach implements a setting similar to the question/answer sittings that occur in a traditional class (Durrington et al., 2006).

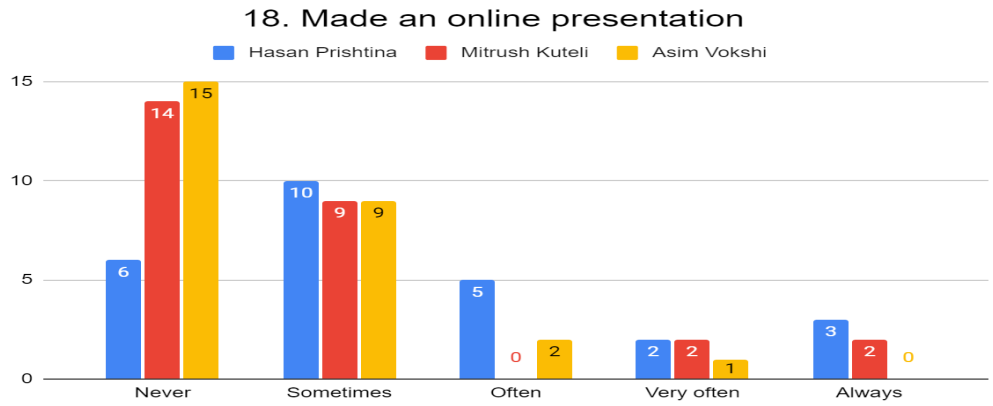


Figure 4.18: Online presentations

Figure 4.18 shows whether students have made online presentations during online classes. 6 HP students, 14 MK students, and 15 AV students have never made a presentation during online learning; 10 HP students, 9 MK students, and 9 AV students have sometimes made online presentations; 4 HP and 2 AV students have often made online presentation; 2 HP, 2 MK and 1 AV student have made the online presentation very often; finally, 3 HP students and 2 MK students have always made online presentations. According to Keller's ARCS model, tasks, such as presentations, positively affect student engagement (Keller, 1983).

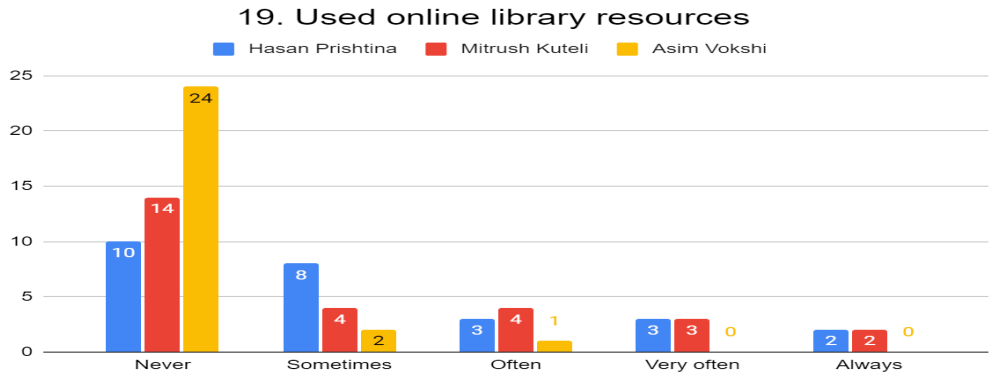


Figure 4.19: Library resources

As results show in Figure 4.19, 10 HP students, 14 MK and 24 AV students have never used online library resources; followed by 8 HP students, 4 MK and 2 AV students have sometimes used online library resources; 3 HP students, 4 MK and 1 AV student have used it often; 3 HP students and 3 MK students have used it very often; 2 HP students and 2 MK students have always used the library resources.

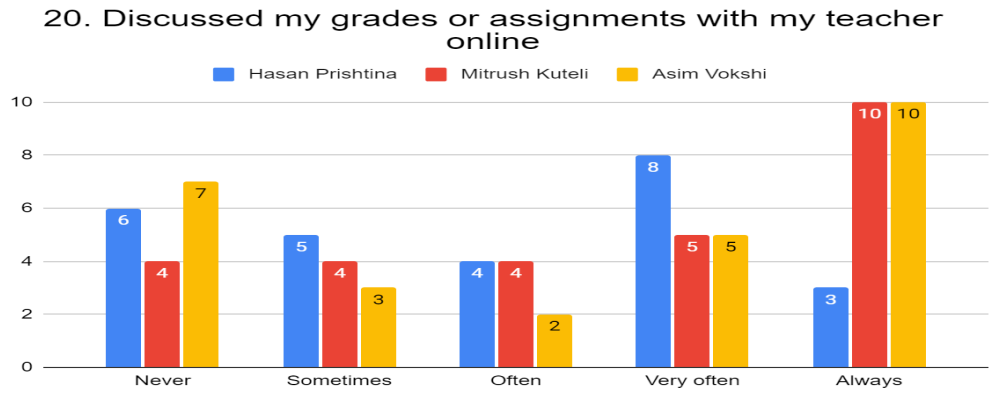


Figure 4.20: Online discussion about grades/assignments

As seen in Figure 4.20, 6 HP students, 4 MK and 7 AV students have discussed their grades or assignments with their teacher online; 5 HP, 4 MK, and 3 AV students have sometimes discussed their grades or assignments, 4 HP, 4 MK, and 2 AV students have often had this discussion in

online class; 8 HP, 5 MK, and 5 AV students have very often; and 3 students from HP, 10 students from MK and 10 students from AV have always discussed their grades or assignments with their teacher during online classes. To prove, Dixson (2010) has stated that an interactive environment needs to include assignments and feedback for success.

Data analysis

There was no reluctance while conducting the research, thus the teachers were willing to participate in the study. The respondents were assured that the questionnaires are anonymous, hence they were asked to provide their honest answers. In detail, there are 5 answers from HP teachers, 4 answers from MK teachers, and 4 answers from AV teachers.

4.2 Teachers' questionnaire

The teachers' questionnaire aims to gather data on how teachers use E-Learning during online classes in order to motivate and engage the students. The questionnaire was designed to identify teachers' proficiency in computer equipment and the types of applications they use in web environments, as well.

4.2.1 Analysis of the Teachers' Questionnaire Results

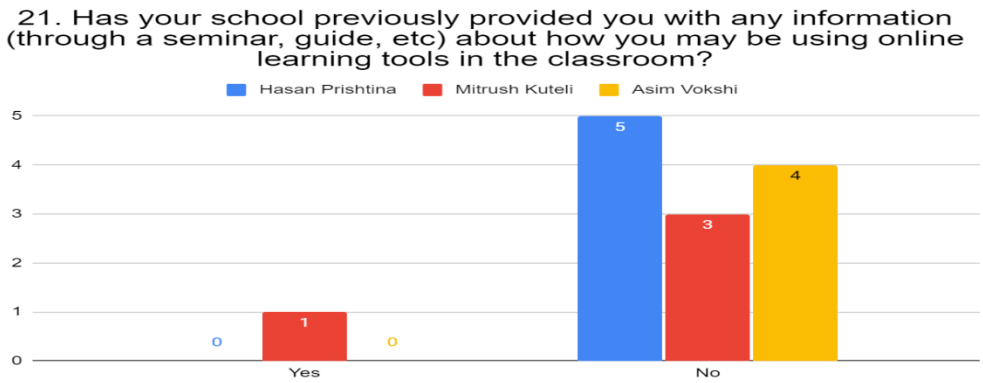


Figure 4.21: Previous information on online teaching by the school

Educational technology tools and the internet have surrounded our society for decades now. According to Mahini, Forushan, and Haghani, there are two major tasks that teachers should complete in technology-based education: first, planning and providing electronic content for learners, and second, creating good relations between teacher and learners (2012). As seen in figure 4.21, only one teacher from MK has been previously provided, so before the pandemic, with information on how to use online learning tools in the class. On the other hand, 5 teachers from HP, 3 teachers from MK, and 4 teachers from AV have not been previously informed regarding the usage of online learning tools in the classroom.

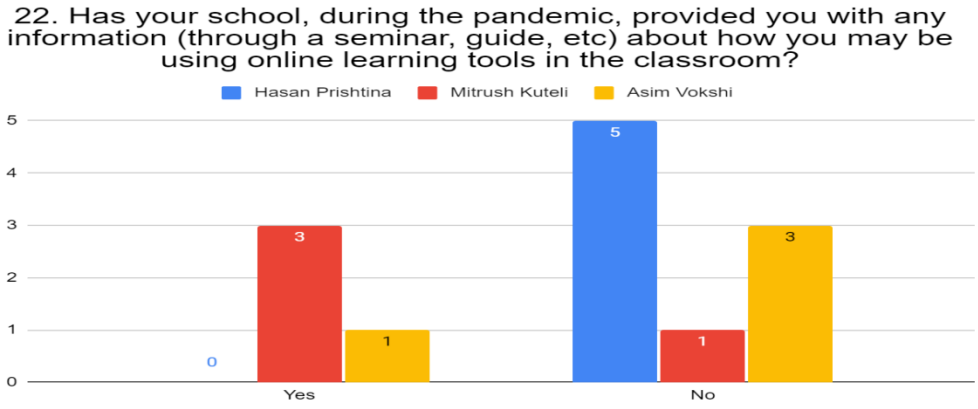


Figure 4.22: Information on online teaching by the school

For effective online teaching, the teacher should have knowledge regarding technology tools, strategies, and methods. Thus, the teacher is the main helping hand when learners need information on how to access technology tools. This is the reason why it is highly important for teachers to be informed regarding online teaching. As seen in figure 4.22: none of the HP teachers, 3 teachers from MK, and only one teacher from AV have been informed about the use of online learning tools in the class, during the pandemic. On the other hand, 5 teachers from HP, 1 teacher from MK, and 3 from AV have not been provided with information regarding the use of online learning tools during the pandemic.

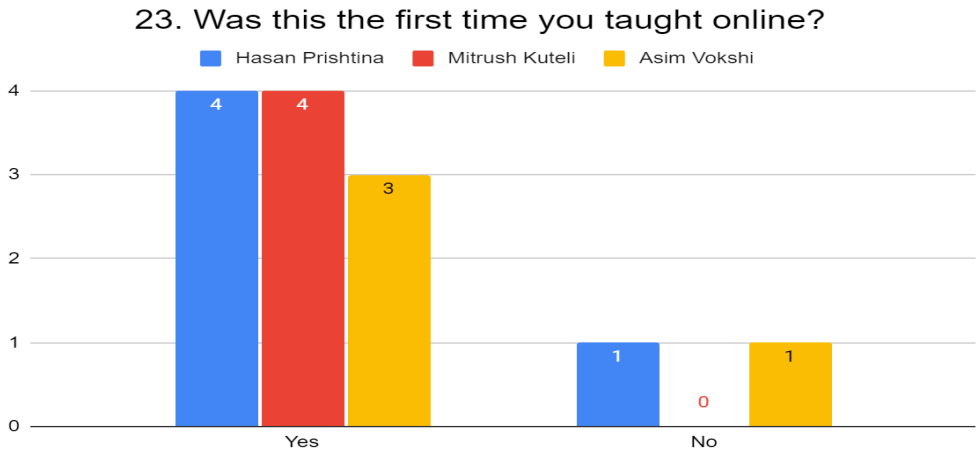


Figure 4.23: Online teaching

Experience in online teaching leads to more effective teaching and a more satisfied class filled with learners of different ages. The third question also shows similarity in the given answer by the teachers. 4 teachers from HP, 4 teachers from MK, and 3 teachers from AV have stated that this is their first time teaching online; however 1 teacher from HP and 1 teacher from AV have taught online before.

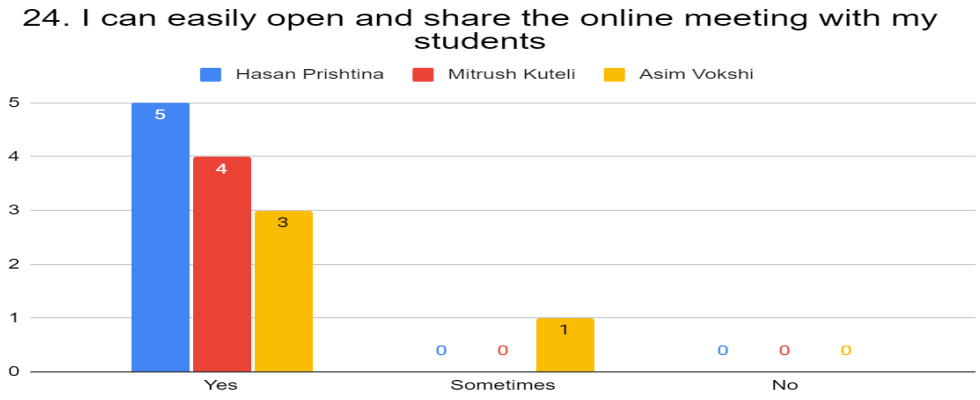


Figure 4.24: The start of the online meeting

Figure 4.24 shows that a high number of teachers easily open and share the online meeting with their students; with 5 teachers from HP, 4 teachers from MK, and 3 teachers from AV. In contrast, only 1 teacher from AV has ticked the *sometimes* option.

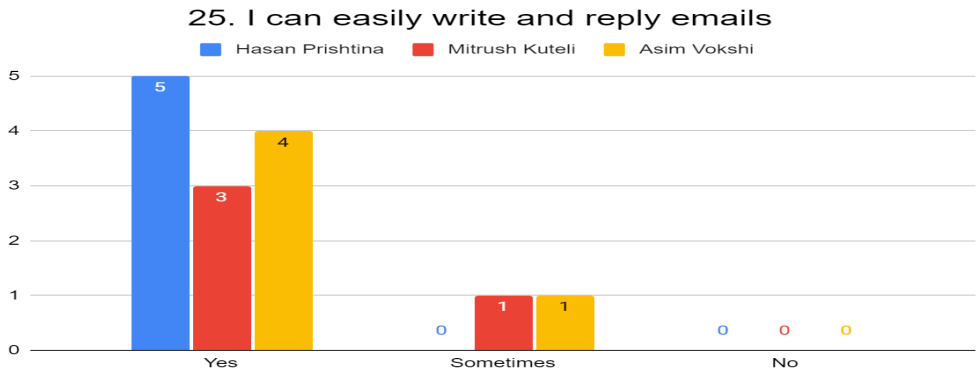
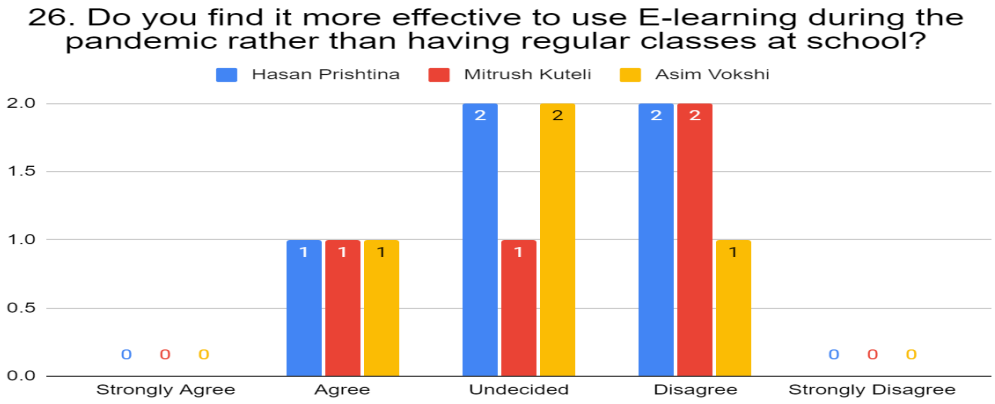


Figure 4.25: Teachers' writing and replying email skills

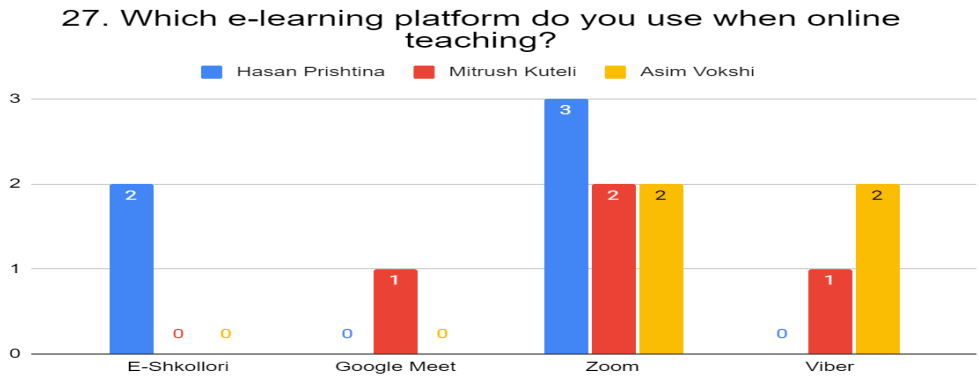
In Fig. 4.25, 5 teachers from HP, 3 teachers from MK, and 4 teachers from AV have asserted that they can easily write and reply to emails; 1 student from MK and 1 student from AV can sometimes easily write and reply to emails, and none of the teachers have ticked the No option.



4.26: E-learning effectiveness during the pandemic

As seen in Fig 4.26, there was a difference in decisions given by the teachers. None of the respondents strongly agreed with the statements. Whereas 1 teacher from HP, 1 teacher from MK, and 1 teacher from AV agreed that they find E-learning more effective rather than regular classes during the pandemic. A high number of teachers have been undecided on which one was more effective during the pandemic, with 2 teachers from HP, 1 teacher from MK, and 1

teacher from AV. On the other hand, 2 teachers from HP, 2 teachers from MK, and 1 teacher from AV have disagreed. None of the teachers have chosen the option of strongly disagree. It is worth-mentioning that researches conducted by Moore and Thampson (1990) and by Clark and Verduin (1991), prove that distance learning can be as effective as traditional, but only when instructors provide active feedback, the engagement of the students is high, and when the tools are appropriate for the tasks (Moore and Thompson 1990; Verduin and Clark 1991).



4.27: Online teaching platforms

When online teaching took place in Prishtina, due to the pandemic, at first, the easiest solution for both students and instructors was to use Viber and Zoom. Later, in April of 2020, E-Shkollori platform was launched by the Municipal Directorate of Education (DKA-MDE). A password and a username were sent to every student, parent, and instructor via message. The role of the parents in the platform was to track their progress on different assignments and homework. As seen in Figure 4.27, only 2 teachers from HP have used E-Shkollori for their online teaching; only 1 teacher from MK has used Google Meet; further, 3 HP teachers, 2 MK teachers, and 3 AV teachers have used Zoom, lastly, 1 teacher from MK and 1 teacher from AV have used Viber for their online classes during the pandemic.

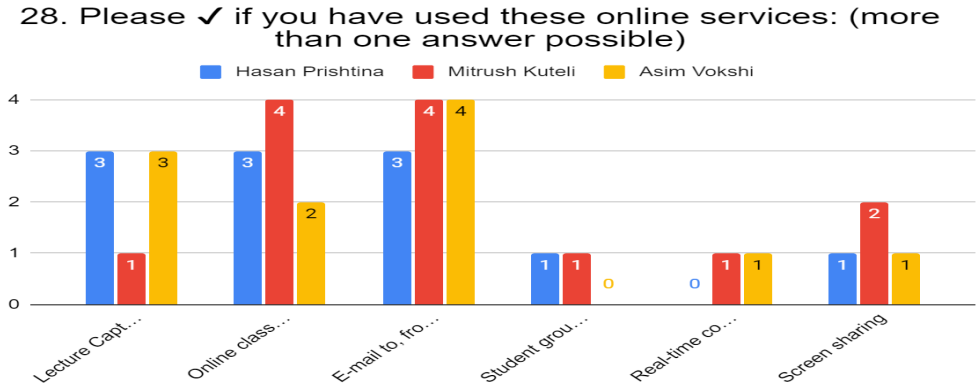


Figure 4.28: Online services usage

Different educational platforms work their way on adding different online services in order to engage students. It is crucial for teachers to ask their students to use these services for a more interactive experience. 3 teachers from HP, 1 teacher from MK, and 3 teachers from AV have used the lecture capture service (recording, storing, and distributing videos of classroom lectures); 3 teachers from HP, 4 from MK, and 2 teachers from AV have had online class discussions; 3 teachers from HP, 4 from MK and 4 from AV have sent an email to students and have received back; 1 teacher from HP and 1 teacher from MK have used services such as discussions, file exchange, email, wikis, blogs, etc; 1 teacher from MK and 1 from HP have had real-time communication with their students; and finally, 1 teacher from HP, 2 teachers from MK and 1 AV teacher has shared their screen.

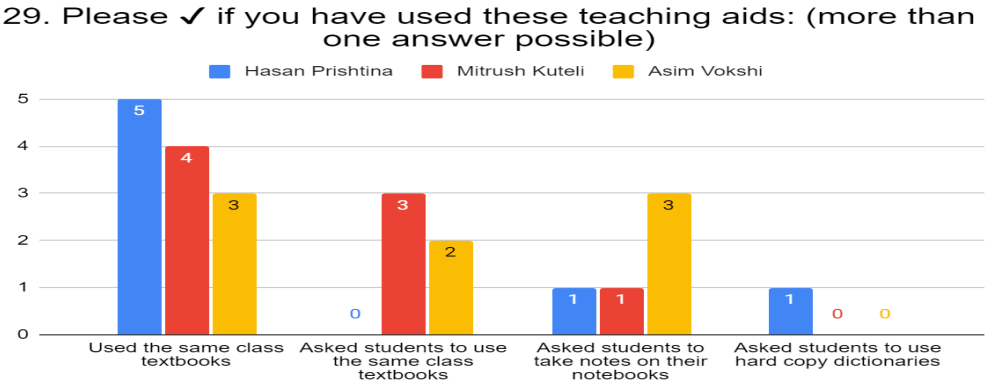


Figure 4.29: Teaching aids usage

Using online resources for teaching a topic or for activities in traditional class has always been hard because of the lack of monitors, laptops, and educational tools in general when teaching physically in the classroom. On the other hand, teaching online during the pandemic was a good opportunity for English teachers to use different online resources. 5 teachers from HP, 4 from MK, and 3 from AV have used the same class textbooks when teaching online; 3 teachers from MK and 2 from AV have asked students to use the same class textbooks during online classes as well; 1 teacher from HP, 1 teacher from MK and 3 teachers from AV have asked students to take notes on their notebooks, and 1 HP teacher has required their students to use hard copy dictionaries.

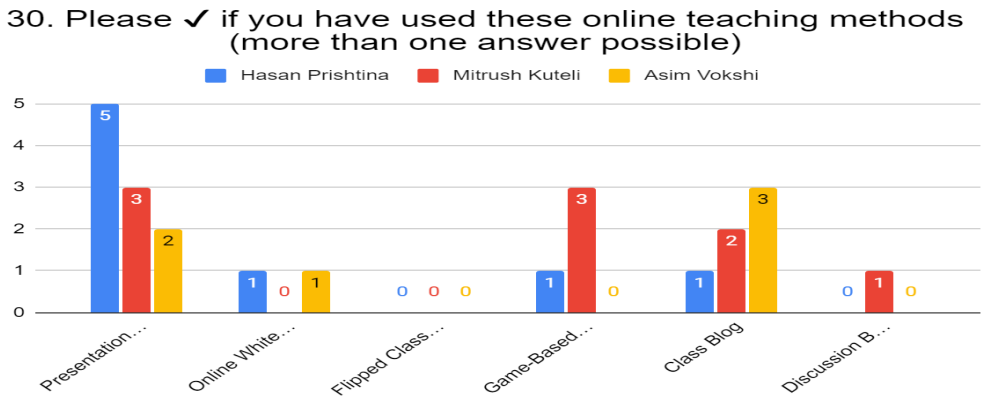


Figure 4.30: Online teaching methods

Different types of students require different teaching methods, this also applies to online classes. 5 teachers from HP, 3 teachers from MK, and 2 teachers from AV have used presentations (Google Slides, Microsoft PowerPoint, Prezi, or SlideShare) as part of their online teaching; 1 teacher from HP and 1 teacher from AV have used Online Whiteboard (a learning space where both teachers and students can write and interact with students in real-time via the internet); 1 teacher from HP and 3 teachers from MK have used the game-based teaching method, 1 teacher from HP, 2 teachers from MK and 3 teachers from AV have used class blogs, and only 1 teacher from MK has used online discussion boards and forums.

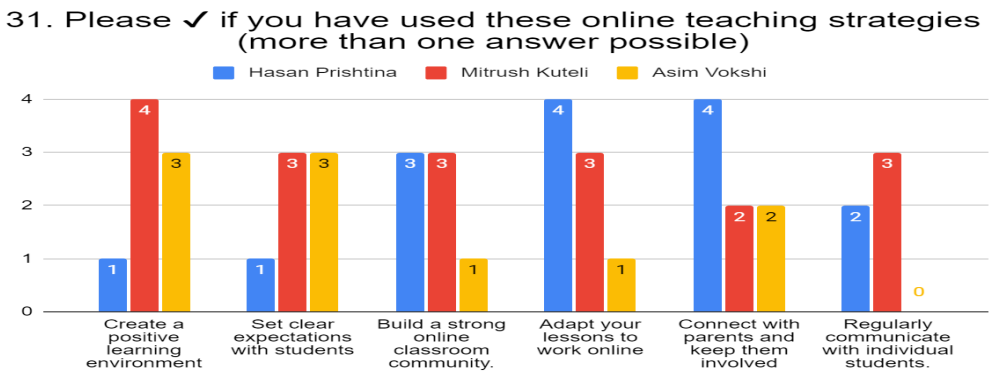
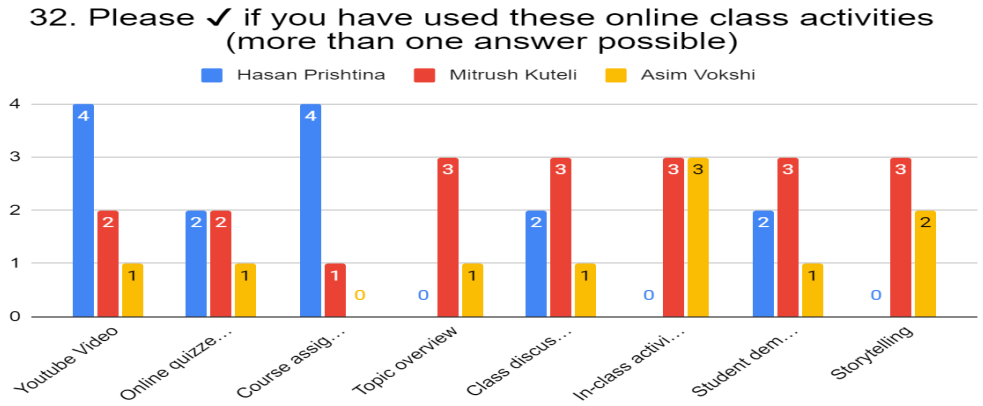


Figure 4.31: Online teaching strategies

What was predicted at the students' questionnaire was shown in the following question. 1 teacher from HP, 4 teachers from MK, and 3 teachers from AV have used the strategy of creating a positive learning environment; 1 teacher from HP, 3 teachers from MK, and 3 teachers from AV have set clear expectations with students; 3 teachers from HP, 3 teachers from MK and 1 teacher from AV believe that they have built a strong online classroom community; 4 teachers from HP, 3 from MK and 1 teacher from AV have adapted their class lessons to online topics; 4 HP teachers, 2 MK teachers, and 2 AV teachers have been connected to students' parents as well, to keep them involved with their kids' success; 2 teachers from HP and 3 teachers from MK have communicated on a regular basis with individual students.



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4.32: Online class activities

Interactive online class activities are used to motivate and engage students during online classes. 4 HP teachers, 2 MK teachers, and 1 AV teacher have involved youtube videos during their online classes; 2 HP teachers, 2 MK teachers, and 1 AV teacher have included online quizzes in their classes; 4 HP teachers and 1 MK teacher have required course assignments; 3 MK teachers and 1 AV teacher have overviewed the topic, an activity that usually happens at the beginning of the class, 2 HP teachers, 3 MK teachers, and 1 AV teacher have included class discussions; 3 MK teachers and 1 AV teacher have integrated in-class activities, 2 HP teachers, 3 MK teachers, and 1 AV teacher have asked their students to demonstrate during an activity; and finally, 3 MK teachers and 2 AV teachers have included storytelling activity in their online classes.

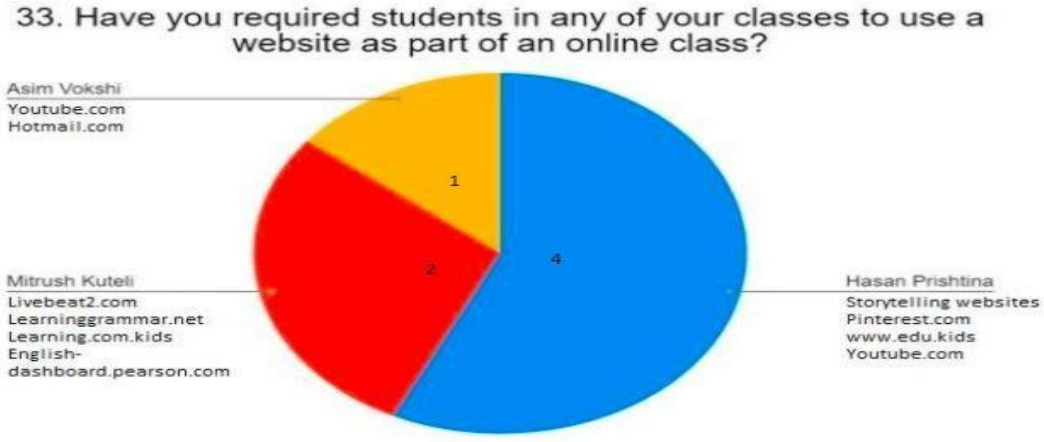


Figure 4.33: Websites usage in online teaching

Plenty of websites full of activities are available online, especially in the English language. As described by many researchers, integrating educational websites during online classes affects students' motivation and engagement. Figure 4.33 illustrates that 1 teacher from AV uses Youtube and Hotmail when teaching online. Next, 1 teacher from MK uses Livebeat2.com and Learninggrammar.net; and the other teacher from MK school uses Learning.com.kids and English-dashboard.pearson.com. Last, 1 teacher from HP uses storytelling websites; 1 HP teacher uses Pinterest.com; 1 HP teacher uses edu.kids website, and 1 HP teacher uses Youtube.com.

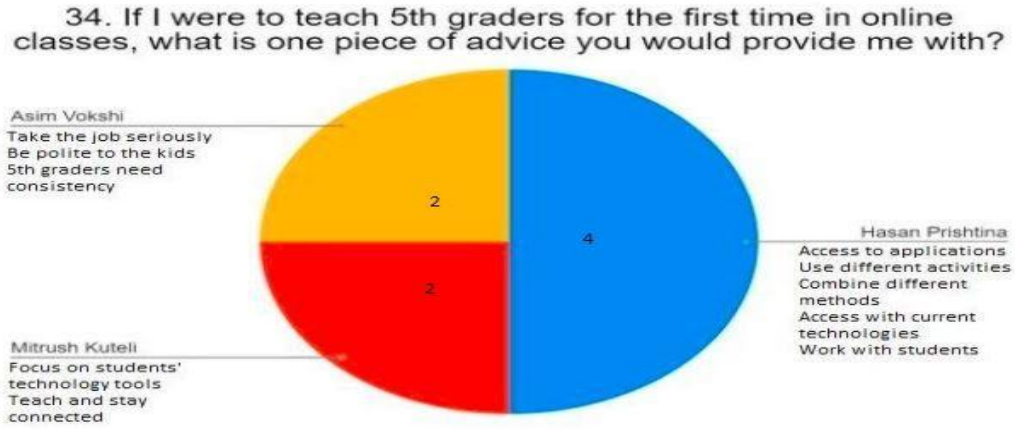


Figure 4.34: Advice for online teaching

The last question of the questionnaire demanded the teachers to write a piece of advice for new teachers who are teaching for the first time 5th grade students, in an online environment.

From HP school the teachers wrote as follows:

Teacher #1: *"Students should have access to the necessary applications for online learning and use different activities".*

Teacher #2: *"Combine different methods, provide video lessons, create quizzes, try to organize interactive classes in online meetings".*

Teacher #3: *"Make sure that students are equipped with the current technologies for online*

learning and that they are prepared to use them".

Teacher #4: *"Work with students, they understand better than their parents".*

From MK school the teacher wrote as follows:

Teacher #1: *"First, you should be aware of how many students have access to technology tools and if they know how to use the platform. Next, you should discuss this issue with the headteacher and the manager and take extra classes to show them how to get involved in online classes".*

Teacher #2: *"Start by introducing yourself, welcome and meet your students. Present the material and make the online class more attractive with different activities, readings, and practices. Guide them on how to study and motivate them with good words".*

Last, from AV school the teachers wrote as follows:

Teacher #1: *"Take the job seriously, be polite to the kids and try your best to teach them"*

Teacher #2: *5^{th} graders need consistency: choose a strategy, and stick with it for a while. Staying organized should be a team effort; you are going to want a system for toilet breaks, homework, supplies, and more. Most importantly, use students to keep it all together. Let them socialize, do not let students go crazy doing whatever they want".*

4.3 Observation list

The observation list aims to gather information on how an online English language class is conducted and focuses on noting how the teacher motivates and engages the students. The observation was conducted in three schools "Hasan Prishtina", "Asim Vokshi" and "Mitrush Kuteli" elementary public school.

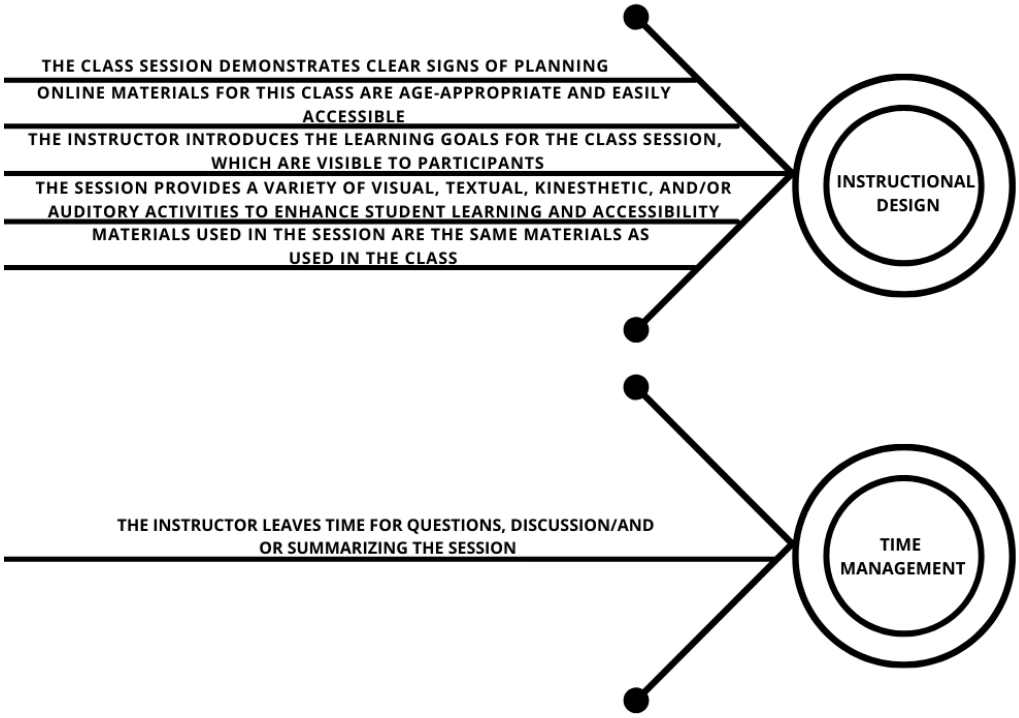
4.3.1 Analysis of the Observation Results

Note that the teachers used the same teaching book for English at every school, but the topics were different.

Analysis of the Observation Results at Hasan Prishtina elementary school

Lesson	Camping
Grade of the students	5th grade
Class time	10:00-10:25

Figure 4.35: General information about the online class observation in Hasan Prishtina school



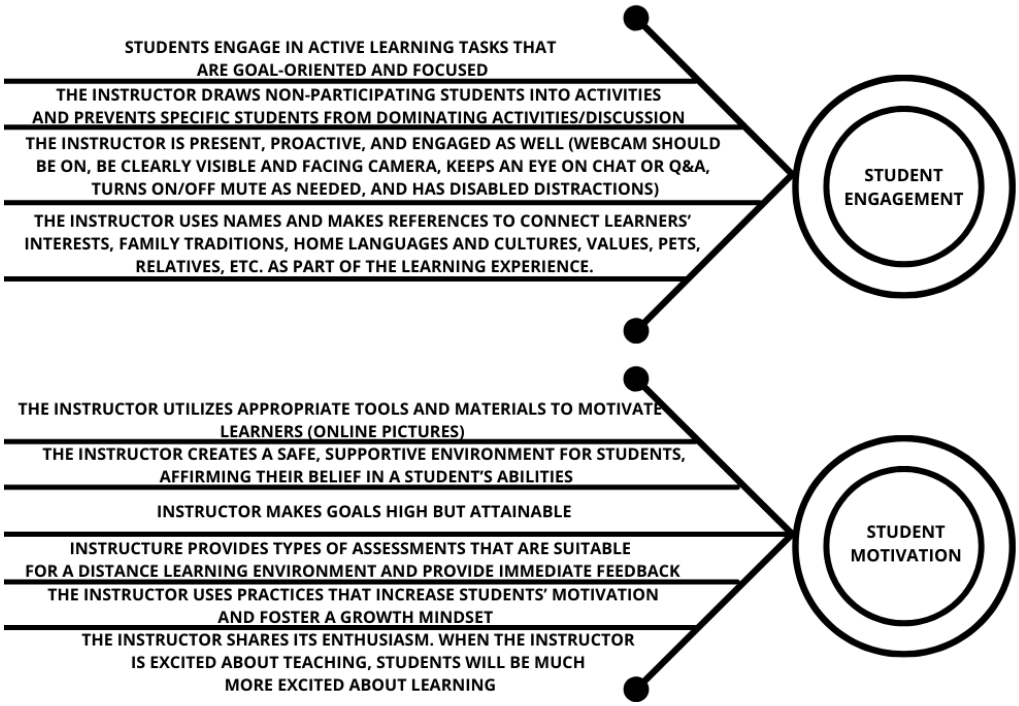


Figure 4.36: Completion of the observation list (Hasan Prishtina school)

As seen in Figure 4.36, the English teacher at HP school had planned the online class before and came with clear instructions, used materials that students had in hand, and had clear goals. The HP teacher left space for any questions students may have at the end of the class. Regarding engagement, the students were very active and focused; as for the motivation, the teacher's enthusiasm could be seen and this skill was the key for stimulating the students during the whole class.

The chart below shows the notes taken during the observation of the online class, as well as the detailed comment for a better understanding.

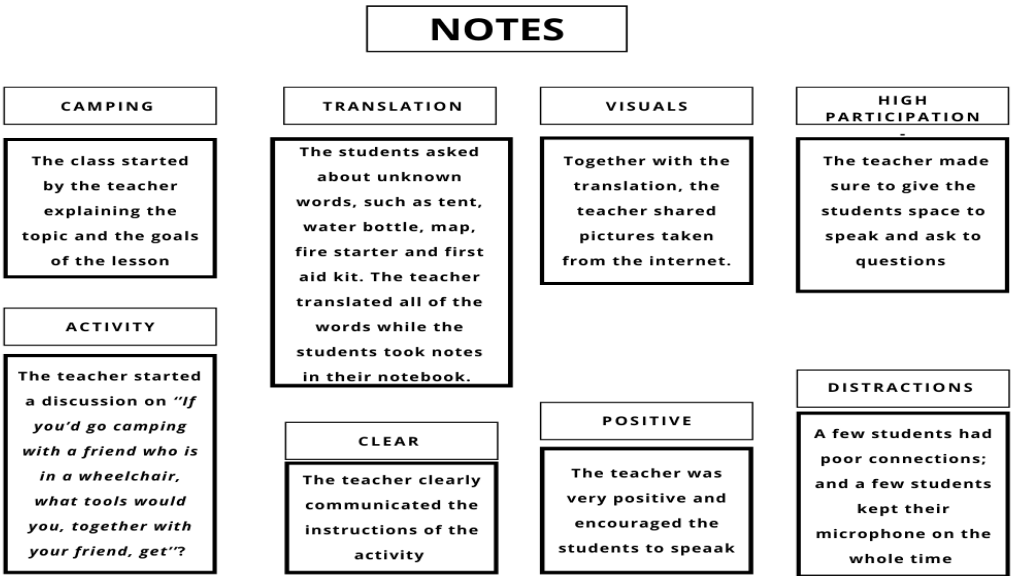


Figure 4.37: Notes that were taken during the online observation (Hasan Prishtina school)

Figure 4.37 shows the flow of the class, the activities, and some techniques noted during the observation. It was noticed that students enjoyed the presentation of the new words through pictures by the teacher and they enjoyed the meaningful discussion.

The graphic below shows the results from the online observation of Hasan Prishtina class.

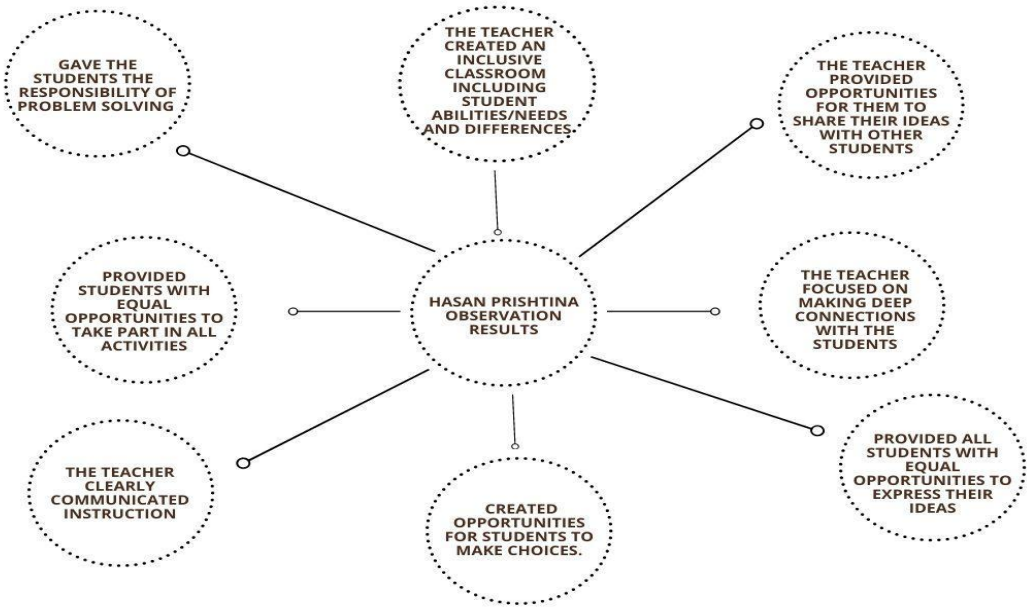


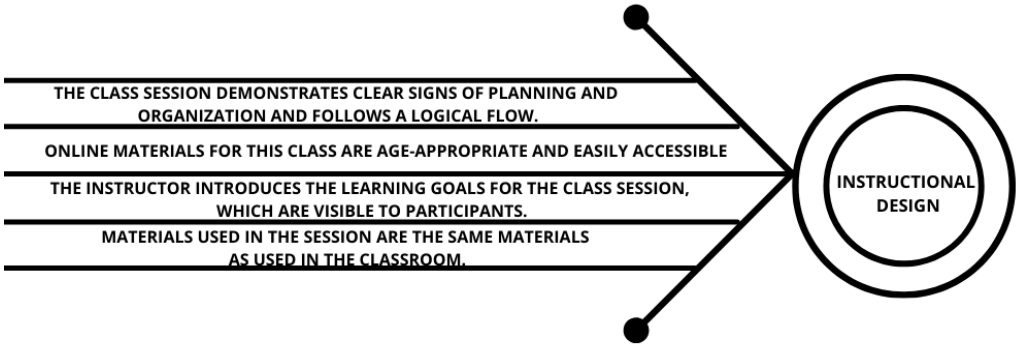
Figure 4.38: Observation results from online classroom observation (Hasan Prishtina school)

Figure 4.38 shows classroom observation results for the HP school, where our focus is the teachers' techniques and methods used for motivating and engaging the students during the online classroom. In detail, from the beginning of the online classroom, the teacher gave clear goals and instruction; at the same time the teacher tried on making connections with the students by being highly positive and asking them how they are doing; the teacher focused on having an inclusive classroom when opting for the discussion activity; next, the teacher tried to enhance the students' skills of problem-solving activities; then, the teacher provided same opportunities to discuss, make choices and every voice was heard with no distraction from other students.

Analysis of the Observation Results at Mitrush Kuteli elementary school

Lesson	Family members
Grade of the students	5th grade
Class time	12:00-12:25

Figure 4.39: General information about the online class observation in Mitrush Kuteli school



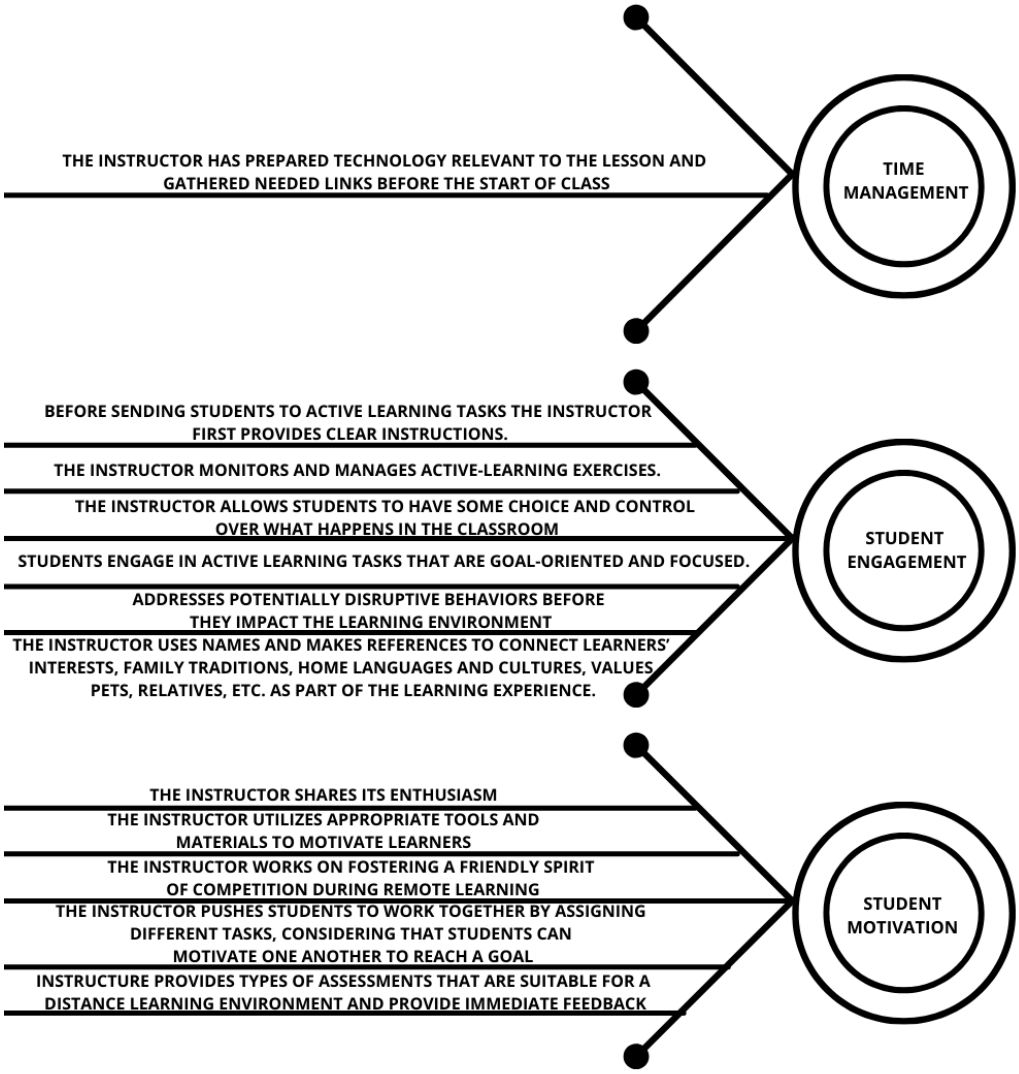


Figure 4.40: Completion of the observation list (Mitrush Kuteli school)

Figure 4.40 demonstrates the class flow when teaching in a web environment. The MK teacher has prepared the class program before; as the teacher showed organizational signs and clearly introduced the goals of that online classroom. The teacher used the same materials as used in the classroom, and had prepared the visuals (YouTube video) before the class started. Regarding student engagement, the MK teacher started the online classroom by asking the students which of the activities they wanted to participate in more and then required students to use different materials for the activity and later encouraged the students to work together and respect their peers. As for students' motivation, the teacher motivated the students by using different

materials, provided tasks that were suitable for the web environment, and encouraged a friendly spirit during the activity.

The chart below shows the notes taken during the observation of the online class, as well as the detailed comment for a better understanding.

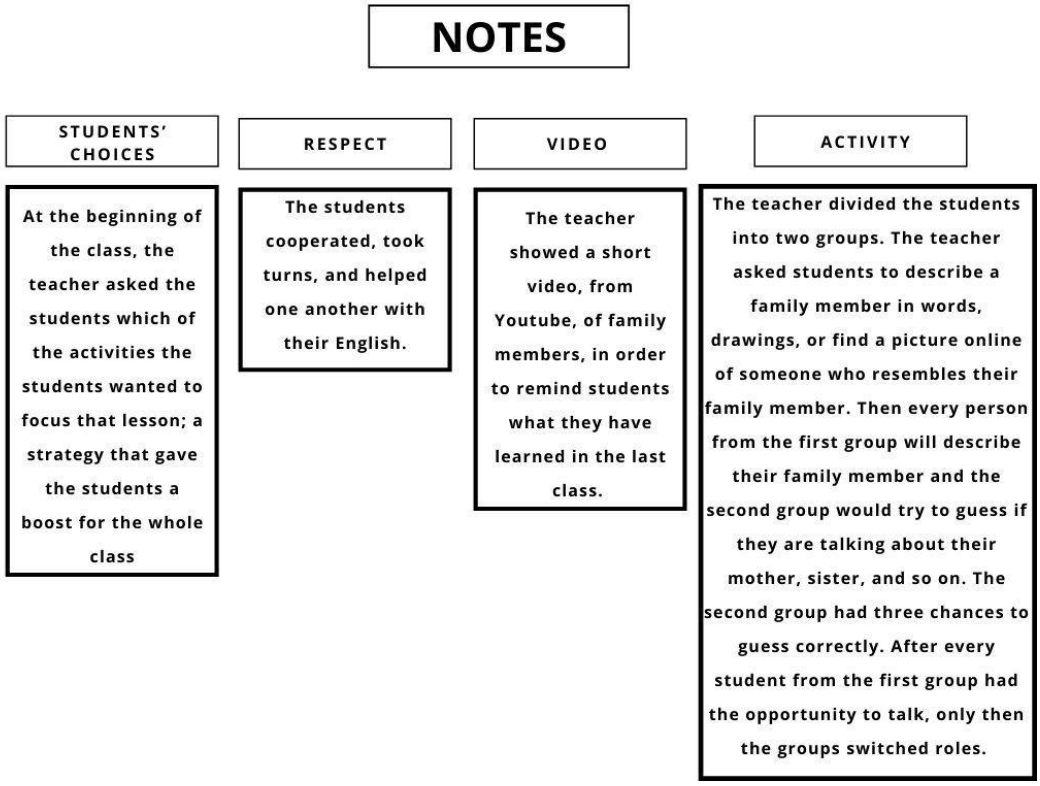


Figure 4.41: Notes that were taken during the online observation (Mitrush Kuteli school)

Figure 4.41 shows how the teacher started the online class, thus asking the students which of the activities they wanted to accomplish in that class. One thing that stood out during the class is the engagement student-to-student, and how they worked together to accomplish the activity.

The graphic below shows the results from the online observation at Mitrush Kuteli class.

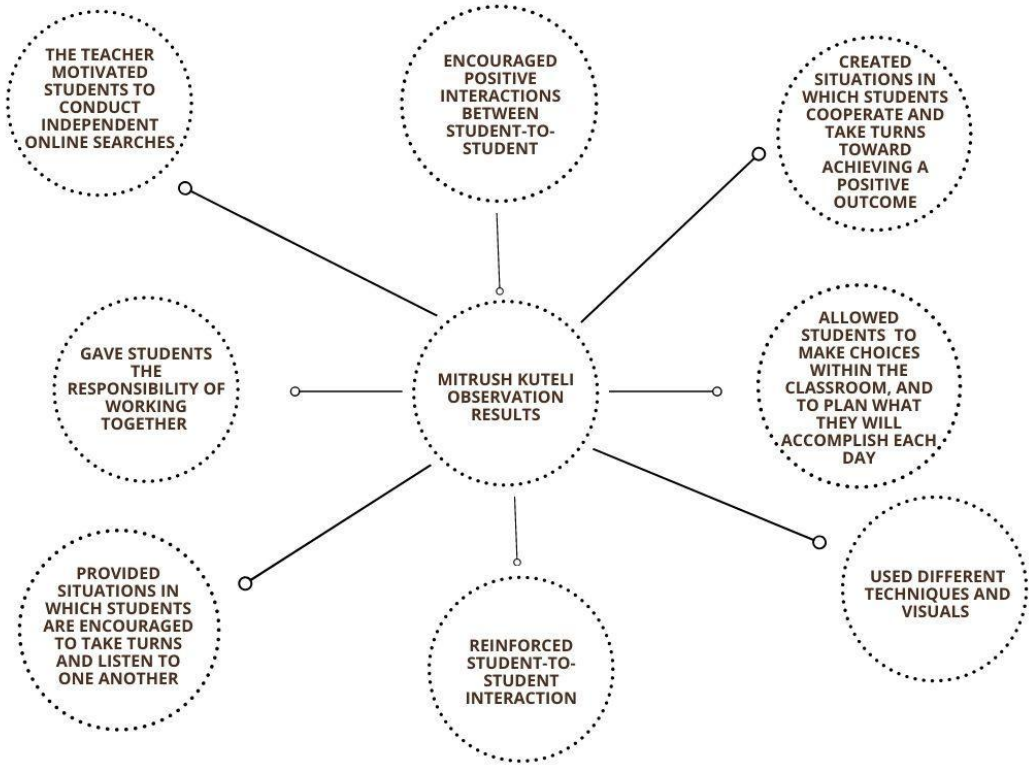


Figure 4.42: Observation results from online classroom observation (Mitrush Kuteli school)

Figure 4.42 shows classroom observation results for the MK school. In detail, the MK teacher had in focus to encourage the engagement of the students between one another, thus allowing them to work together, by creating situations for them to cooperate, by providing situations for them to listen to one another, and by enhancing cooperation. The MK teacher motivated the students by giving them the responsibility to make decisions and to find different visuals to show their work.

Analysis of the Observation Results at Asim Vokshi elementary school

Lesson	Homework feedback on family members
Grade of the students	5th grade
Class time	14:30-14:55

Figure 4.43: General information about the online class observation in Asim Vokshi school

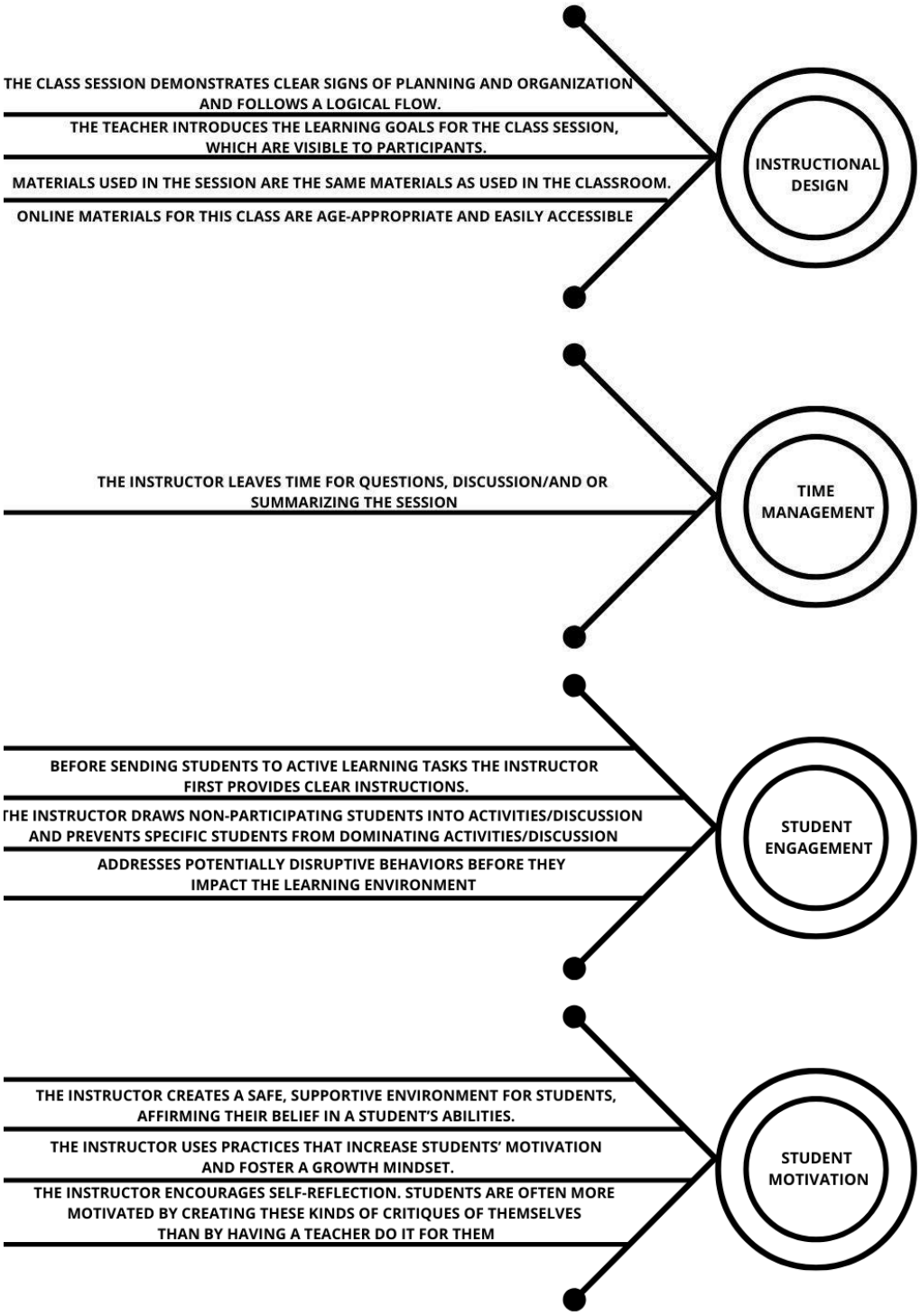


Figure 4.44: Completion of the observation list (Asim Vokshi school)

As seen in Figure 4.44 the AV teacher had prepared the lesson plan ahead, shared clearly the goals, and used the same materials as in the class. The MK teacher left time for questions at the

end. Regarding students' engagement, the teacher prevented only specific students from dominating the discussion by calling other students by their names and politely asking for their opinion. As for the students' motivation, the MK teacher made sure to create a safe environment, where every voice was heard, affirmed students' opinions by motivating them to talk, and encouraged self-reflection.

The chart below shows the notes taken during the observation of the online class, as well as the detailed comment for a better understanding.

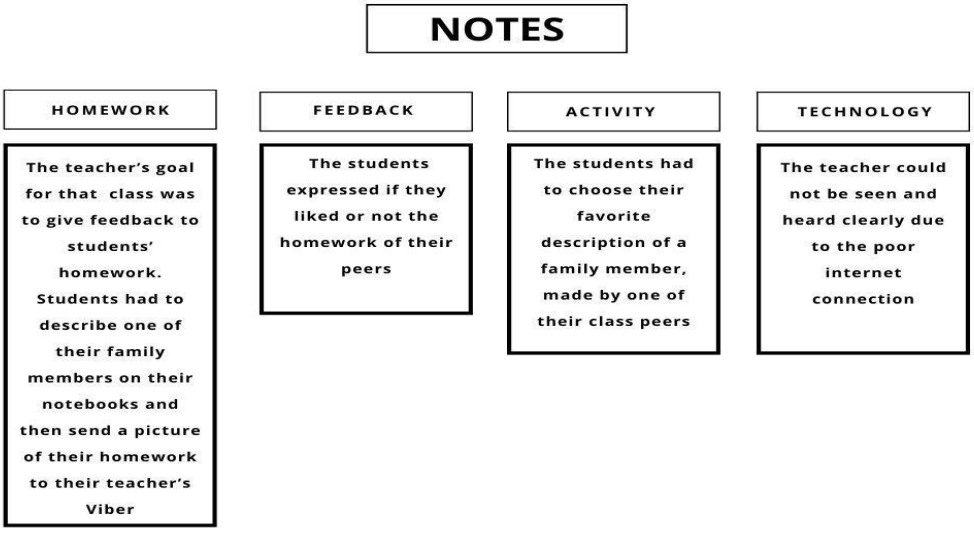


Figure 4.45: Notes that were taken during the online observation (Asim Vokshi school)

Figure 4.45 shows the lesson plan activity**.** The MK teachers' goal was to give feedback to the students' homework, not only by herself. The students had the responsibility to participate in the feedback and choose their favorite. One downside of this online classroom was that the teacher could not be seen or heard clearly because of the poor internet connection, thus the students asked a lot of times to repeat the instructions.

The graphic below shows the results from the online observation of the Asim Vokshi class.

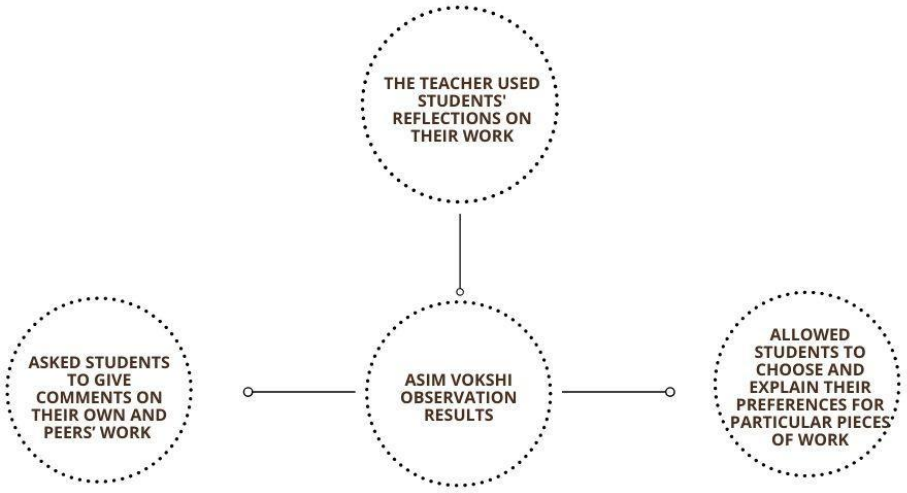


Figure 4.46 Observation results from online classroom observation (Asim Vokshi school)

Figure 4.46 shows classroom observation results for the school. The MK teacher gave feedback on the students' work and asked for their comments as well. To engage the students, the MK teacher asked the students to give comments on their own and peers' work, then gave the students the responsibility to choose and explain their most preferred work.

In conclusion of the results section, considering the students' questionnaire, most of the results are supported by different researchers. In brief, we can conclude that a high number of the students agree that online studying gives them a feeling of deep personal satisfaction and they strongly disagree that they do as little work as possible in the online class. Following the statement that when they find the class interesting, they work hard and spend more time searching about the topic; on the other hand, the students do not prefer challenging classes. Moreover, the students aim for a positive teacher who presents different interactive activities and a high number of students pay attention and focus when the teacher speaks; however most of them work hard to get a good grade even when the class is not interesting for them.

Most of the students never communicated with their teacher via email, and only sometimes asked for feedback, and only sometimes received feedback. They were often required to

integrate online resources on an essay, but almost never required to work in a group; almost never engaged in discussions, made presentations, or used the library resources. A high number never felt highly engaged during the online classes in comparison to being physically in the classroom.

Concerning the teachers' questionnaire, we can conclude that a high number of teachers were not informed about the online teaching nor previously or during the pandemic. For nearly all the teachers, due to the pandemic, it was the first time they had taught online; but they can easily open and share the link to an online meeting and write and reply to emails. Most of them have used Zoom to communicate with their students, and used many online services, along with different online teaching methods, strategies and conducted different activities.

Regarding the observation of the teachers of online classes, the teachers had in common a few methods. Concerning the instructional design, first, the teachers from HP, MK, and AV were prepared for the online class, meaning they had prepared the lesson plan before the online classes. Secondly, the teacher introduces the learning goals to the students orally or in written form. Thirdly, the online materials for the class were easily accessible and age-appropriate for 5th graders. Lastly, the materials used during the online class were the same as used in the classroom at school (the book and the notebook). Looking at the time management, the HP and AV teachers left time for questions at the end of the online classroom. On the other hand, the MK teacher had prepared ahead to show a video related to the class topic and did not allocate time in the end for questions.

Further, as for student engagement, the HP and MK teachers engage students in active learning activities; the HP and AV teachers prevent specific students to take too much time of sharing, and focus on giving every student a chance to share their opinion or idea; the HP and MK teachers continuously used the names of the students by inviting them to share, and the MK and AV teacher provided instructions before the task was given. In further detail, the HP teacher was actively present and engaged with the students. And, the MK teacher continually

monitored the task; allowed students to have control over the activity; and canceled disruptive behaviors immediately.

Finally, concerning the student motivation, the HP and MK teachers provided tasks that were suitable for online classes and gave immediate feedback; the HP and MK provided tasks that fostered a growth mindset; the HP and MK shared their excitement about online teaching; the HP and MK used online resources to motivate their students; the HP and MK teachers created a safe environment for the students. In further detail, the HP teacher set high goals but reachable; the MK teacher maintained a friendly spirit between the students during the activity and pushed them to work together, and the AV teacher encouraged self-reflection.

Chapter V: CONCLUSION

In conclusion, the gathered data clearly shows the answers to the research questions. During the process of this research, the answers given by students were not expected. The different questions that were asked helped us analyze the reasons why the students agreed or disagreed with a certain statement. Teachers have played a huge role in this research, by answering the questions with total honesty and not polishing their answers.

None of the elementary public schools in Prishtina had held online classes before the pandemic, thus it was a new start for a high number of both teachers and students.
Regarding the first hypothesis introduced in this research, *"The teachers find it more effective to use E-Learning during the pandemic rather than having regular classes at school"* was not supported by the gathered data from the teachers' questionnaire. A high number of teachers disagreed with the statement. In detail, 30% of the teachers have been undecided and 38% of the teachers have disagreed.

Textbooks are a great help for each course teacher, thus it gives all the plans, text, assignments, and tasks to cover a topic in detail. Regarding the second hypothesis presented in this research, *"During the online classes, teachers still depend and use the traditional teaching aids, such as textbooks and notebooks"*, was supported by the gathered data. 92% of the teachers have used the same class textbooks when teaching online; 38% of the teachers have asked students to use the same class textbooks during online classes as well; 38% of the teachers have asked students to take notes on their notebooks, and 7% of the teachers have required their students to use hard copy dictionaries.

Next, the third hypothesis regarding students in this research was *"Students are more engaged during the online classes than during traditional classes"*, which was not supported by the gathered data from the students' questionnaire, with 56% of the answers being "Never". As a

result, despite the rapid growth of online learning, many elementary students state they still prefer the traditional classroom setting.

It is well-known that the teacher plays an important role in students' motivation to learn. The last hypothesis was supported by the gathered data of the students' questionnaire. *"Students are highly motivated when teachers create a positive learning environment and present different interactive online activities and YouTube videos"* 30% of the students strongly agreed that in cases when the teacher creates a positive learning environment, they get highly motivated, followed by 41% of the students who agreed with the statement.

This research aimed at providing data that can help teachers to improve the use of educational technology for English teaching, as well. Specifically, it aimed at discovering the E-Learning methods that the English teachers use for more engaging classrooms and the tactics they use in order to motivate their students. From the gathered data, as for the online services used the most by teachers, 84% of the teachers send and receive emails to and from students, 69% of the teachers have online discussions and 53% of the teachers use lecture capture service. As for online teaching methods, presentations were used the most with 76%. Regarding online teaching strategies, 61% of the teachers confirmed creating a positive online learning environment for the students, 61% of the teachers adapt their class lessons to online topics and 61 percent of the teachers include students' parents as well, to keep them involved with their kids' success. Last, as for online class activities, the teachers have confirmed to be using most of the videos from Youtube (53%) and creating online quizzes (38%).

Furthermore, 53% percent of the teachers have shared the websites they use as part of their online classes. These websites are YouTube.com, Hotmail.com, Livebeat2.com, LearningGrammar.com.kids, English-dashboard.pearson.com, Pinterest.com, Edu.kids, and different storytelling websites. A few of the strategies and methods mentioned were used during the observation online class and seem to be effective, nurture motivation and involvement in relation student-teacher and student-student. The required advice from the teachers was highly helpful. The teachers pointed out that it is important to focus on whether

students have technology tools at home and if they know how to use them. Another crucial suggestion was to combine different teaching methods, such as including different activities, reading, practices, video lessons, and quizzes. Finally, it is highly important to be polite to the students and to focus more on them rather than on their parents.

For an effective online class, the teacher should have the technological skills to organize and keep the good flow of the class. This is the reason why this research paper aimed at investigating the relationship between the teacher and educational technology as well. 92% of the teachers have not been informed on how to use online learning tools in the classroom. Further, even after the pandemic, 69% of the teachers were still not informed by the school on how to teach online. For 84% of the teachers, the pandemic was the reason they taught online for the first time. 92% of the teachers can easily open and share the online meeting with the students, as well as 82% of the teachers can easily write and reply to emails.

What is important to mention is the fact that the teachers were all highly organized during the online class. Each student had the opportunity to share their ideas, in spite of the class being only 25 minutes long. The teachers clearly shared the goals of the class and instruction, and no student was left out. There was a high involvement from the students, and the respect was maximal to one another.

Finally, one piece of advice that stuck out the most from the teacher questionnaire was that 5th graders need consistency. The teacher suggested choosing a strategy and sticking with it for a while; a system for toilet breaks, homework, supplies, and more. In other words, with consistency, the students have a better understanding of classroom procedures. The teacher also suggested that staying organized is a team effort and that the students should be helpful in order to keep this system in place. In brief, consistency during online classes is important as a method that creates a flow when giving instructions online.

Chapter VI: LIMITATIONS AND RECOMMENDATIONS

There were a few limitations while conducting this research. Information regarding students was not given easily by schools.

4.1 Limitations

The first limitation worth mentioning is that a few parents did not like the idea of a researcher being part of their children's online class. But after sending long texts explaining what the research was about and after careful communication with them, the parents took it into consideration and agreed. This limitation led to another struggle, the 25 minute class period. Due to the pandemic, the new government measures required to reduce the length of classes from 45 minutes to 25 minutes.

Aside from this, another limitation that should be mentioned came from the participants of the questionnaires, the students. When they started to fill the questionnaire, they feared that the questionnaire would affect their English language grade. At first, a few headed up at the teachers' desk to ask if the first answer was correct, and then shared the answer with the peer who was nearby. However, after continually explaining to the students that the questionnaire is anonymous and that their teacher is not going to see or grade their answers, it made a difference.

Another problem that was encountered was the difficulty to meet all the teachers. Two of the respondents were on their last days of being Covid positive. This led to the time period stretching and making it last three weeks for all of the questionnaires to be conducted.

4.2 Recommendations

There are a few things that are recommended for any further studies. From personal experience, the observation instrument used for this research is suggested to increase the number of participants. The researcher is suggested to observe each teacher's class for more detailed information on how teachers motivate and engage students during online classes. Moreover, for further studies, it is recommended that the sample size be larger. For example, it can include more schools, and/or more students of different grades.

Students need to have access to devices such as tablets, smartphones, or computers for online classes and schoolwork. It is recommended that the Ministry of Education, together with the schools and teachers, identify the students who do not own technology tools and can not join online classes. They should find a solution so every student feels included and has a chance to gain knowledge like their peers, in the web environment. Furthermore, school pedagogies, in collaboration with teachers and parents, should identify students with special needs. It is recommended for teachers to design a different syllabus for them, and if needed, have extra classes with the students, in addition to the regular classes.

Attention should be paid to building teachers' knowledge and skill in the web environment. Schools should help teachers learn how to make online classes fun and effective. An idea for teachers is to open a group in Viber and share different activities that they had with their students and noticed that worked well towards their involvement and motivation. It is recommended for the teachers that even after the pandemic, they continue to keep online sessions when the students need them for homework or during summer/winter breaks.

Lastly, it is suggested that after publishing the research related to the engagement and motivation of students on the web, the author shares it as much as possible with other teachers dealing with online classes. This will help and inform them on different activities and approaches that they can later apply in their own classes.

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