The Effect of an Online Learning Group Program on Learning Motivation of English As a Foreign Language Among Iranian University Students

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Article Info	ABSTRACT
	This study aims to investigate the influence of an online group learning program on the learning motivation of Iranian university students studying English. A total of forty-four undergraduate university students, consisting of 25 males and 19 females, aged between 18 and 30, participated in this research. To assess motivation, the theoretical framework developed by Dornyei (2005; 2009) was employed, focusing on three motivation aspects: ideal L2 self, ought-to L2 self, and L2 learning experience. The primary research instruments included pre- and posttest surveys, as well as semi-structured interviews. To identify differences in motivation scores across the three aspects, a paired sample T-test was employed. The results indicated a significant improvement in L2 learning experience following the implementation of the program. However, no significant differences were observed regarding the other two motivation aspects. Notably, the findings revealed that the most motivating aspect was the availability of engaging learning resources and tools, while the most demotivating factor was related to technological barriers. Additionally, the interview data indicated that a majority of the students had a positive overall experience with the project. Given the growing importance of English in Iran across various educational contexts as a global language, it becomes increasingly vital for educators and curriculum developers to place emphasis on understanding and addressing the motivational factors that impact learners, in light of the positive outcomes observed in select programs, including the one examined in this study.

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1. Introduction

Nowadays learning English in universities is as important as learning our mother tongue and the enrollment for English as a foreign language (EFL) has increased significantly in higher education in Iran. The rapidly increasing enrollment has raised the question about what factors had motivated the students to learn English (Fakulta, 2012). An important factor about the English program at universities is that even though recently there has been a curriculum shift from the traditional grammar translation teaching method to the current performance-based method, the program has remained traditional in terms of technology integration. For example, the most technology- relevant component used has been a DVD that accompanies the textbook.

With the easy access to Internet and technology, the need to integrate Computer Assisted Language Learning (CALL) programs into foreign language learning is inevitable. Students of this generation grow up with computer technologies and this provides them an alternative method of studying a foreign language in addition to their traditional method. Opportunities are limited for students to interact with native speakers in their real time situation. Using online EFL learning programs provides great opportunities for students to meet native speakers of English, and various authentic materials can be easily accessed on these online communities.

Moreover, technologies increase the students' motivation (Ushida, 2005; Warschauer, 1996). Motivation is an important factor in second language learning and it has been widely investigated in the recent years. With the growing role of English in all aspects of education in Iran, more attention should be directed to motivation. Another trend in the EFL field is the emerging technology integration into curricula. One widely-recognized potential of technology applications in education in language learning is that it can stimulate students' motivation (Chapelle & Jamieson, 1986; Kinizie, Sullivan & Berdel, 1988; Suivan, 1993; Warschauer, 1996). However, the motivational effect of technology in EFL classrooms has remained largely uninvestigated.

Therefore, the present study hopes to contribute to this body of research by investigating the effect of online learning community program effect on students' motivation. The Dornyei (2005; 2009) new theoretical approach was used in this study for L2 motivational self-system and this new approach of EFL shed lights for CALL practitioners and language programmers to do better technology research studies to motivate their students. The present study specifically aimed to investigate the effect of online learning community program on EFL students' learning motivation based on Dornyei (2005; 2009) framework. In line with this aim, the following research questions were posed:

1. Is there any significant difference in students' motivation regarding the scores on ideal L2self, ought- to L2self and L2learning experience prior to and after the administration of online learning community program?

2. What type of motivating and demotivating features can be found in online learning group program?

2. Review of the Literature

This section reviews the relevant literature. Empirical motivation studies in CALL context and EFL setting are reviewed and gaps identified in these areas are used to develop the design of the current study.

2.1. Major Approaches to L2 Motivation Research

The research studies on motivation in Second Language Acquisition (SLA) , have a history of about half a century done by Gardner and Lambert in the late 1950s. Over the past few decades, this social psychological approach, especially the distinction between integrative motivation and instrumental motivation, has been most influential and became classic in the field of L2 motivation research. The current literature review was done based on Dornyei (2003) theoretical framework on four categories: (a) the social psychological approaches by Gardner &Lambert,1959); (b) cognitive psychological approach: self-determination theory, goal theory and attribution theory; (c) situated approach by Dornyei (1994) based on task motivation and (d) the process- oriented approach by Dornyei (2001). The different lines of L2 motivation research together have enriched the body of SLA research and contributed to our understanding of language learning process and individual differences.

2.1.1 The Social Psychological Approach

Gardner et al initiated motivation research in SLA in the late 1950s (e.g.Gardner& Lambert, 1959) in Canada, where the social situation was mostly known as confrontational coexistence of English and French speech communities. Gardner greatly focused on the social dimension of motivation in L2 learning; they emphasized that foreign language learning was deeply affected by socio-cultural factors as language attitude, geographical issues and cultural considerations (Gardner & Lambert, 1972). Thus, this line of motivation research concerned largely with macro-level social-effective factors that is the collective motivational disposition of a society. According to Gardner (1985), motivation is the collaboration of effort plus willingness and positive attitude toward learning a language.

The most developed part of this line of research was the distinction between integrative motivation and instrumental motivation which had an effect on all SLA-related research in this area (Crook & Schmidt ,1991, p.471). Integrative orientation motivation referred to the "sincere and personal interest in the people and culture represented by the other group" (Gardner & Lambert, 1972, p.132) but instrumental motivation referred to the applicable advantages and benefits of learning a new language. Thus, the integrative line of motivation consisted of a large number of

empirical studies and dominated the L2 motivation research till late 1980s (Gardner, 1985; Oller, 1981).

2.1.2 The Cognitive Approach

The cognitive approach was proposed during 1990s, as a response for changing the scope of motivation in SLA. Schumann's (1998) *stimulus appraisal* theory, which was rooted in cognitive neuroscience, also fell into this category. The two important theories of stimulus appraisal and self-determination theory are most relevant to L2 motivational self-system. Schumann (1998) stated that the stimulus appraisal rooted in cognitive neuroscience and is a different framework for motivation research. In this theory, there is five dimensions of motivation namely novelty, pleasantness, goal/need significance, coping potential, and self –and social-image.

For Schumann's neuropsychological approach, there was an empirical study adopting the entire framework in this approach, to the best of the researcher knowledge. But a few studies referred to stimulus appraisal theory. For example, Wen (1997) investigated motivation and language learning, and the results indicated that students were intrinsically motivated to learn English with the purpose to understand the culture. That is, if students thought that with the great efforts they could manage the learning tasks, they would more likely be motivated in their English study.

Brown and Noels are two known scholars who advocated the combination of self-determination theory into L2 motivation research (e.g. Brown, 1994; Noels, 2001; Noels, Pelletier, Clment, &Vallerand, 2000). Human beings have an innate tendency to explore and manage new situation so that their behaviors are self –determined motivated efforts. From this approach, a new pair of concepts-intrinsic motivation and extrinsic motivation-became popular. According to Noels, Pelletier and Vallerand (2000), intrinsic motivation arises from the inner needs for the activity, while extrinsic motivation occurs when carrying out the activity aims at achieving some instrumental end or fulfilling other purposes. The most advantage of cognitive approach is that it is rooted in the theories in cognitive psychology.

2.1.3 Situated Approach

In the early 1990s, there was a change in L2 motivation research from macro-level sociocultural factors to individuals' immediate learning situations. For example, Dornyei (1990) was trying to determine the relevance of Gardner's approach to the foreign language (FL) context. This research can be viewed as a starting point for the shift to the situated approach.

Crookes and Schmidt (1991) outlined three levels of situational factors for motivation research: (a) classroom level, (b) extracurricular level, and (c) syllabus level. Dornyei (1994) also put the situational approach into three categories (i) course-specific factors, (ii) teacher specific factors, and (iii) group specific factors.

Factors at these levels were thought to have more effect on individuals' motivation than the general sociocultural factors in the broader intercultural community. It is worth mentioning that the situated approach is in line with other approaches to motivation. The first two levels in this model (language level and learner level) are based on social and psychological approach and the cognitive approach to motivation respectively, and the third level (learning situation level) is the main aspect of Dornyei's situated approach in the field of motivation.

Research studies in this area were mainly done through qualitative method to obtain more information about the learning situation and to identify motivation factors. Ushida (1997) in a study on students' motivation changes due to learning context indicated that learners' past learning experience has an important effect on shaping their motivation.

2.1.4 The Process Oriented Approach

The process- oriented approach mostly focuses on dynamic nature of motivation because the learners tend to demonstrate "ups and downs" in their motivation and showed some changinges over time. These changes in motivation over time, which were neglected in the past, became the basic point of attention in Dornyei in the late 1990s. Dornyei (2001) outlined three phases of the change that appears in the process of motivation (a) pre-actional stage, when the motivation is just happened and initiated, (b) actional stage, when the learner needs to maintain the motivation and keep it, (c) post -actional stage, when learner evaluates the activity process retrospectively.

Since this approach is new in the field, there is not much empirical study on that. Koizumi and Matsuo (1993) showed that after a decline of motivation in the 7th grade English as foreign language (EFL) students, they started to develop realistic goals for their EFL study. So, their motivation was stabilized. Gardner, Masgoret, Tennant, and Mihic (2004) showed a little tendency in motivation in Canadian university students. The results of some studies by MacIntyre, MacMaster, and Baker (2001) showed that the dynamic aspect of motivation is a critical and unique aspect of motivation.

2.2 Motivation Research and CALL

The enrollment of English in higher education forces us to do studies on CALL and motivation in learning language. Some researchers who studied about motivation and CALL believed that motivation is a by-product of the technology application (e.g. Gruber-Miller & Benton, 2001; Jiang & Ramsay, 2005; Stepp-Greany, 2002; Strambi & Bouvet, 2003; Weasenforth, Biesenbach- Lucas & Melono, 2002). Warschauer (1996) conducted a study on the effect of CALL context and students' motivation on the university students in ESL and EFL writing classes in the Unites States. All these classes had CALL components in which they used computers for

writing and communication (e.g. word processing and emailing classmates). His findings showed that the students had greatly a positive attitude toward the computer-assisted program, writings and communication, which means that students with more computer knowledge and more previous experience were generally more motivated in using computers in class. Some factors related to teachers, about how they integrated computer-based projects into the curriculum, resulted in different motivation. A factor analysis of the questionnaire items contained three themes emerged from the factors that were assumed to contribute to motivation in the CALL context: (i) communication, this factor motivated the students to communicate with other speakers of language around the world; (ii) empowerment, in which, CALL context helped the students to enhance their personal power and made it less embracing to write in the target language; and (iii) learning, by which students indicated that with computers their learning was faster.

Benton (2001) analyzed the application of a MOO (Multiple-user Object-Oriented) project in Latin courses and gathered data from students' daily journals at the end of the course. He found that MOO was motivating for the students. Moreover, three themes emerged from students' comments: (a) it provided different learning recourses from the textbook; (b) the visual and spatial aspects helped them to learn about new cultures; and (c) it was simply fun to learn with MOO. It is true to relate this study to Schumann's stimulus appraisal theory in that the first two ones are related to novelty, and the third theme related to pleasantness.

Stepp-Greany's (2002) study was a large scale survey on students' perception of the technology factors. This study was done on 322 students from 15 sections of the first and second semester Spanish classes. The technology applications used in these classes were Internet activities, CD-ROM, electronic pals and discussions. The findings showed that lack of relevance between the technology components and the overall coursework may not lead to increase motivation. Moreover, limited proficiency level may decrease the students' motivation.

Weasenforth, Biesenbach-Lucas and Meloni (2002) studied the integration of electronic discussion into coursework in six advanced university-level ESL classes. It was observed that the framework and the application were quite electronic. The findings showed that the novelty of this technology application and its relevance to professional work motivated the students to learn language.

Ushida (2005) provided a theoretical statement which was based on combining two different theoretical frameworks to understand about different aspects of motivation. Gardner's socioeducational model was used to explore and understand the relevance of motivation, attitude, and L2 achievements. Dornyei's situated model was used to test the immediate situation. A modified version of the Attitude/Motivation Test Battery (AMTB), prepared by Gardner, Tremblay, and Masgort (1997), was also used to measure the students' motivation. The findings

showed that students' motivation was greatly high in the online class and it remained stable during the course.

Darhower (2007) investigated the effect of implementing virtual learning communities by 70 English native learners of Spanish and L1 Spanish learners of English in an online program weekly. The findings showed a positive relationship between the program and the learning procedure. Generally, it showed that involvement in an online learning community provided a pleasant setting for language learners to build and rebuild their self and social identities and improve their learning process besides enhancing their motivation.

In summary, however, there are so many studies on motivation research focus on CALL context; most of these studies unfortunately did not mention any systematic theoretical framework basically to analyze learners' motivation from the existing important approaches to motivation research without making any differences to the theoretical frameworks behind each of these terms.

3. Methodology
3.1 Participants

In this experimental study, 44 BA students (25 males and 19 females) in the age range of 18 to 30 from Najafabad University were selected by systematic sampling. The participants' experiences with technologies related to online project were summarized in Table 1. The information about experience on technology was collected through a background information section in the pretest. A consent form was also given and filled out by the participants. (See Appendix 1)

Table1. The Participants' Experiences with Technologies Relevant to Online Project
Prior experiences with technologies

Type of experience	Number
Never heard of these programs	6
Heard of but never used these programs	10
Tried one (or more) once or twice but may still need technical assistance to them	19
Tried one (or more) a few times and do ***not*** need technical assistance to use to	17
Consider themselves experts of using these programs	2
Total	44

Table 2. Prior experience using online communities (e.g.: online forums or bulletin boards) for academic studies

frequency	Number of students
Once a week or less	37
2-5 times a week	6
More than 5 times a week	1
Total:	44

3.2 Research Design

In this experimental study a concurrent transformative mixed method design (Tashakkori & Teddlie, 2003) was used. The quantitative and qualitative data were collected at the same stage during the study in order to capture a comprehensive picture of the research problem, and an existing theoretical framework was used in this study. The quantitative data (for RQ 1) and the qualitative data (for RQs) were collected and analyzed at the same time. Quantitative data about their motivation before and after the online learning community project as well as qualitative data from their open-ended responses were collected and analyzed at the group level. The second layer of the study was at the individual level. For the quantitative part of the study (RQ1), to understand whether there was any significant change in the participants' motivation that was resulted from their participation in the online community project a repeated measure design was employed. The participants were asked to complete the questionnaire (see Appendix 1) before (pre) and after (post) the online project. This maximized the amount of data that could be gathered from a relatively limited number of participants.

3.3 Instruments

To measure the students' motivation prior to and after the online project, a questionnaire was used.

The questionnaire consisted of included 18 Likert scale items based on Dornyei (2005, 2009) framework. To make sure about the validity, learning situation level components by Dornyei (1994) for foreign language learning Ushioda's (1997) results on motivational factors related to individuals' motivation was used. Participants'L2 ideal self was assessed by items 7 to 11, and the L2 ought-to self by items 12 to 18. To check the reliability of the questionnaire, a pilot study was done using test-retest method on a small group of English learners. A correlation of 0.7 was obtained as satisfactory.

3.4 Procedure

For implementing the program, three English sessions, one hour every day from Saturday to Tuesday in a semester were administered. The instructor was a native speaker of Persian but highly fluent in English. Most of the class time was used for the students to perform role plays in order to practice and enhance their performance. The main task for the students was short conversation and they were expected to practice and be ready for 30 minutes before the class begging.

In this project, the students participated in an online EFL learning community by making communication with the other EFL students, providing feedback on the pronunciation and sharing their experience on learning English. Then, their activities were analyzed by the researcher.

The researcher used (Appendix 2) as an appropriate online community to introduce to the target group of students. The students' level in EFL program was from beginner to advanced. There were 291 online users and more than 70 posts and responses on a single day. (Appendix 4 in the core paper)

The tasks which were used in this online project were: *Recourses for studying English, Speaking and listening practice and General Study and Advice and Discussion.* The students were asked to post their pronunciation samples and give feedback to others. The project lasted for 4 weeks and during this time the students shared their experiences, posted samples and received feedbacks and the prepared journals and turned it to the researcher at the end of the first week. In the second week, they learned more about their experience and the other one's stories and they post at least one sample of pronunciation. In the third week they continued practicing pronunciation and short conversation drills and in the last week they were prepared for an imaginary summer trip to England.

3.5 Data Analysis

In this section we refer to research questions and the way that they were analyzed.

1. Is there any significant difference in students' motivation regarding the scores on ideal L2self, ought- to L2self and L2learning experience prior to and after the administration of online learning community program?

Independent variable (IV) was the test condition, and the dependent variable (DV) was the students' score from the motivation subscales on the questionnaire. The range of DV was from 6 to36 for the L2 learning experience subscale, 6 to 30 for ideal L2 self, and 6 to 42 for the ought-to L2self (see table 2). Participants' responses in the pretest and posttest of the motivation scale were converted to numerical scores. Point 6 was considered for the response "strongly agree" and point 1 was considered for the response "strongly disagree" for. Each participant received a total score for each of the three aspects of motivation. Higher scores showed higher level of motivation. Then, the participants' score from the pretest and posttest for each of the

three subscales were submitted to SAS to examine if there were any significant difference in each aspect of motivation between pretest and posttest.

Table 2. Motivation Scale with Reliability Indices

Number of item	Possible range of scores	Test-retest reliability(pearson)	Internal consistency relaibility (Cronbach''s α)	Test	Retest
L2 learning experience	6	6to36	.74**	.75	.80
Ideal L2self	5	6to30	.73*	.76	.66
Ought-to L2self	7	6to42	.87***	.79	.83
Total motivation score	18	6to108	.79**	.77	.83

Note: * = p < .05, ** = p < .01, *** = p < .001.

2. What features of the online program were as the motivating and demotivating features for the students?

Research question number 2 was answered by analyzing participants' responses to the questions included in the questionnaire. Data were entered and coded in Microsoft Excel. The researcher and co-rater at first worked independently to read all the responses and code the data. Then they categorized similar units of meaning and compared them to each other. After achieving a common set of categories with a careful explanation for each, the co-raters used the new list of the obtained categories to recode the data.

4. Results

This section presents the results of the study in order of the research questions. For the RQ 1both descriptive and inferential statistics were used. For RQ, data gathered from the participants' responses were listed and summarized and inter rater reliability of coding was reported.

Descriptive statistics for RQ1 consisted of three subsections, because there are three aspects of motivation. For each subquestion, the test condition was the independent variable, and the dependent variable was the participants' scores from the questionnaire. The numbers of students were 44. The descriptive statistics for each of the three motivational aspects in pretest and posttest are summarized in Table 3.

Table 3. Descriptive Statistics of Participants' Motivational Scores

		N	Mean	SD	Skewness	K
IdealL2self	Pretest	43	25.93	3.91	-0.89	-0
(Maximum score: 30)	Posttest	44	25.91	3.61	-0.91	-0
Ought-to L2 self (Maximum score: 42)	Pretest	44	17.98	5.65	1.20	1.
Ought-to L2 self (Maximum score: 42)	Posttest	44	18.25	6.28	1.25	1.
L2 learning experience (Maximum score: 36)	Pretest	44	27.84	5.67	-0.28	-0
L2 learning experience (Maximum score: 36)	Posttest	44	29.5	5.34	-0.84	-0

A visual percentage of the means of each aspect in shown in Figure 1.6 As revealed in this figure, the distributions of score from both the pretest and posttest were negatively skewed for ideal L2 self and L2learning experience. This demonstrated that participants had a good motivation in regarding to ideal L2self and L2learning experience prior to and after the project. Distribution of scores for both the pretest and posttest were positively skewed, and the percentage were low that showed this aspect of motivation was low before and after the program.
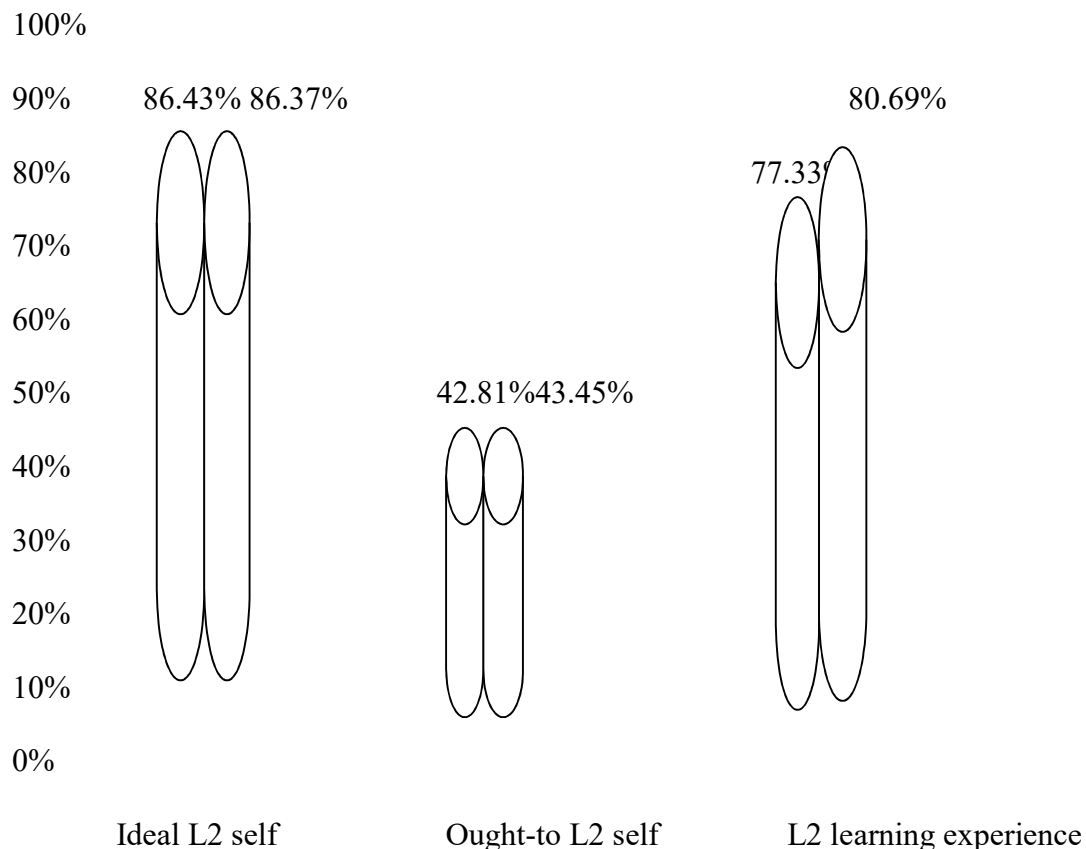
Figure 1. Visual percentage of the means of each aspect

After doing the descriptive statistics, the researcher performed inferential statistics to see whether there was any significant difference between pretest and posttest scores. For each of the subquestion , a paired sample t-test was used. The alpha level was set at .05. The effect size was computed for each t-test, in order to estimate the level of the effect. The findings showed that there was no significant difference between the pretest and posttest scores (42) = -0.28, p>0.5, d=0.05. For the second subquestion, the results showed that there was no significant difference between the pretest and posttest scores (43) = -0.45, p>.05, d=0.05 and for the subquestion, the results showed that there was a significant difference between the pretest and posttest scores (43) = -2.33, p<.05, d=0.22.

For motivating features there were 64 codes identified in the participants' responses for motivating features, and the themes are listed in order of frequency of codes from high to low. The final themes are shown in Table 4.

Table 4. Themes that derived from Participants' Responses about the motivating features

Themes of motivating features of the online project	Frequency
Learning resources & tools "many resources & tools to explore" "access to online resources" "there are a lot of good resources & study tips"	15
Knowing the existence of a large number of people who are also learning English and opportunities to connect to them "it's motivating to see so many people interested in English" "there are a lot of people out there learning English culture" "gives a chance to connect to people one might never have encountered otherwise"	11
Feedback from & interactions with others, including getting others" opinions/advice "getting other people's experience & advice" "others can help you with pronunciation & tone"	10
Opportunities to pursue personal interests in English culture or related topics "getting information about the country and visiting the country" "interesting topics"	7
Pronunciation sample activity (i.e. opportunities to practice pronunciation/ tones) "I really like the recordings & feedback" "to post voice samples to work on tones"	6
Reading about others' experiences of learning English	6

" I saw others did learn English immediately and it was encouraging" "viewing others from my class, their performance"	
Generic positive comments on the online project "forums are useful"	3
Friendly and helpful community/people "people were so helpful online"	3
Comments about English language learning in general, rather than specific about the online project "learning Mandarin is useful"	2
Ease of technology use "ease of access"	1
Total number of codes	64

For demotivating features, there were 55 codes identified from participants' response to open ended questions; the responses were categorized by the researchers. The final themes are listed in Table 4. As it was revealed, there were fewer items identified for demotivating features than for motivating ones. Regarding the answers, the most frequently mentioned theme were:1) lack of organization of the forum, 2) technology barrier, 3) lack of time, and 4) volume of work using in program.

Table 5. Themes derived from Participants' Responses about the Demotivating Features

Themes of demotivating features of the online project	Frequency
Generic negative comments on the pronunciation sample tasks "the repeated recordings we were required to post"	8
Lack of organization or functionality of the website/forums "the forum was kind of confusing to navigate"	7

Technology barrier "the audio clip posting - the new software & technology was a barrier for me"	6
Lack of time "I also work & aiming graduate school so I had limited time to assistance outside of class"	6
Volume of work "it was just too much work"	5
Overwhelming amount of information "a lot of unnecessary info"	4
Lack of posting etiquette by peers or unsupportive/rude comments from other members of this online community "harsh comments and criticisms of the forum users"	4
Language barrier "When people reply to recordings, they respond in Characters Mina: My reading isn't that strong so am not sure what is being corrected."	3
Doubt on the accuracy of the information or the qualification of the members who provided the info in this community "people who helps you might not always be a professor"	3
Lack of in-class reminders for a project like this one that is not part of the regular face-to-face class	2

"need more reminders about deadlines when not part of regular course curriculum"	
Incompatibility with individual learning styles/beliefs/perceptions "I am not a forums type of person... It just was not for me."	2
Irrelevance or inappropriate difficulty level of the topics "felt some topics were too advance"	1
Difficulty to gain membership of the community by new users "sense of community" that is hard to break if you are a new user"	1
Comments about English language learning in general, rather than specific about the online project "hard to completely learn the language"	1
Total number of codes:	55

5. Discussion and Conclusion

As can be seen from the descriptive statistics of the participants' scores on the three aspects of motivation, the participants scored high in ideal L2 self and L2learning experience and low in ought-to L2self. The motivation of the participants in this study came from their view of their ideals selves and the positive learning experience that they had with English learning. The participants believed that they would like to become fluent in speaking English and that proficiency in English was important for them to achieve their personal needs and goals. They were also motivated by what they had experienced in their English study.

As revealed by the results for RQ2, the participants' perception of the motivating features focused on the learning recourses and tools which were provided for them in this program and the great opportunity to connect and interact with other learners. This shows that online project has the potential to provide useful recourses to meet different individuals' need and to overcome the physical barriers of a face-to-face interaction.

There was no significant difference for ideal L2self and ought-to L2 self. This means that ideal L2self and ought-to L2 self are more stable aspects of motivation and so are not influenced by the four-week project. L2 learning experience seems to be a more dynamic and unstable aspect of motivation and have a tendency to change within a short period of time. This demonstrated that the project affected the participants' learning experience to some extent but did not affect their idealL2self and ought-to L2self a lot.

This study adds to the small existing body of literature which employs the newly conceptualized theory-the L2 motivational self-system-as the theoretical framework. What made it even more unique was that with the integrated technology component, it also explored the patterns of possible motivational changes in a technology based context, which had not been accessed by other studies based on this theory.

The data from open-ended responses in this study demonstrated a wealth of information about the different dimensions and features that participants perceived as relevant to their motivation. The results of this study confirmed the distinction between the ideal self and ought-to self. The motivation scores from the participants' ideal L2self were high, it may be because of the most of them choose to study English because they were personally interested in English language and their motivation from ought-to self was relatively low because the reason for for them to take English was not to fulfill the language requirement.

One limitation of this study is the relatively small sample size for the quantitative part of the study, compared with other large scale studies. Another limitation of the study is the length of the online project. To measure the effect of the online project on students' motivation, if the time of the project is too long, other factors may affect their motivation. If it is too short, there may not be enough time to change motivation overtime. The researcher determined a four-week period as the length for the online project based on practical reasons from Darhower's (2007). Finally, there is a limitation related to data collection method for the open-ended responses. Eight participants mentioned that they felt the pronunciation activity as demotivating features. While other participants said that they felt the pronunciation sample as motivating features. Thus researcher couldn't be sure about their view.

With the increasing role of English in Iran in all aspect of teaching and learning it as an international language, it is crucial for teachers and program developers to care about the motivational drives of learners due to the positive feedback of some programs as the project under the study. Due to existence of different ways of making learners motivated so it is an important duty for teachers and program developers to work on the different methods and find the most suitable ones. While we are living in the technology era so integrating technology with the curricula is an effective way for the whole education community.

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تأثیر برنامه گروهی یادگیری آنلاین بر انگیزه یادگیری زبان انگلیسی به عنوان یک زبان خارجی در میان دانشجویان ایرانی

چکیده

این مطالعه با هدف بررسی تأثیر یک برنامه یادگیری گروهی آنلاین بر انگیزۀ یادگیری دانشجویان ایرانی در حال تحصیل زبان انگلیسی انجام شده است. در مجموع ۴۴ دانشجوی مقطع کارشناسی شامل ۲۵ مرد و ۱۹ زن بین ۱۸ تا ۳۰ سال در این تحقیق شرکت کردند. برای ارزیابی انگیزه، چارچوب نظری توسعه‌یافته توسط دورنی (۲۰۰۵؛ ۲۰۰۹) با تمرکز بر سه جنبۀ انگیزشی مورد استفاده قرار گرفت: خودایده‌آلی زبان دوم، خود اجباری به زبان دوم، و تجربۀ یادگیری زبان دوم. ابزار پژوهش اولیه شامل نظرسنجی‌های پیش و پس‌آزمون و همچنین مصاحبه‌های نیمه ساختاریافته بود. برای شناسایی تفاوت‌ها در نمرات انگیزش در سه جنبه، از آزمون تی زوجی استفاده شد. نتایج حاکی از بهبود قابل‌توجهی در تجربه یادگیری زبان دوم پس از اجرای برنامه بود. با این حال، تفاوت معناداری در مورد دو جنبۀ انگیزشی دیگر مشاهده نشد. شایان ذکر است، یافته‌ها نشان داد که بیشترین انگیزه در دسترس‌بودن منابع و ابزار یادگیری جذاب و بیشترین عامل بی‌انگیزه مربوط به موانع تکنولوژیک است. علاوه بر این، داده‌های مصاحبه نشان داد که اکثر دانش‌آموزان تجربۀ کلی مثبتی از پروژه داشتند. با توجه به اهمیت روزافزون زبان انگلیسی در ایران در زمینه‌های مختلف آموزشی به‌عنوان یک زبان جهانی، برای مربیان و برنامه‌نویسان برنامه درسی تأکید بر درک و پرداختن به عوامل انگیزشی مؤثر بر زبان‌آموزان، با توجه به نتایج مثبت مشاهده شده در برنامه‌های منتخب، به طور فزاینده ای حیاتی می‌شود.

واژه‌های کلیدی: بی‌انگیزگی ، زبان‌آموزان ایرانی، انگیزه، برنامه گروهی یادگیری آنلاین