Motivation for online learning in higher education: students of English

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UČITELJSKI FAKULTET

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SAŽETAK

Motivacija je fenomen koji uključuje spremnost na uključivanje u neku aktivnost bilo zato što ta aktivnost ispunjava osobu ili zato što vodi do ispunjenja nekih drugih ciljeva. Motivacija se može podijeliti u dvije kategorije: na intrinzičnu i ekstrinzičnu motivaciju. Intrinzično motivirana osoba obavlja aktivnost zato što joj aktivnost donosi radost i zadovoljstvo, dok ekstrinzično motivirana osoba obavlja aktivnost zato što po završetku aktivnosti dolazi neka vrsta nagrade. Motivacija može nastati iz različitih motiva. Jedan od način kako se osoba može motivirati je kroz korištenje samoohrabrivanja.

Cilj ovog istraživanja bio je istražiti jesu li i kako studenti engleskog jezika Učiteljskog fakulteta u Zagrebu održavaju motivaciju te jezične vještine engleskog jezika tijekom dva mjeseca online nastave. Istraživano je jedanaest studentica primarnog obrazovanja i engleskog jezika Učiteljskog studija u Zagrebu. Fokus je bio na načinima na koje su sudionice održavale svoju motivaciju. Također, istražile smo jesu li profesori utjecali na motivaciju sudionica. Samoohrabrenje je u istraživanje uvedeno nešto kasnije kako bi se vidjelo je li samoohrabrivanje utjecalo na motivaciju sudionica, tj. je li samoohrabrenje učinkovit način motiviranja.

Zadnja stavka ovog istraživanja je održavanje jezičnih vještina engleskog jezika. Fokus je bio na pitanju jesu li te kako sudionice održale svoje jezične vještine engleskog jezika tijekom online nastave.

U istraživanju je sudjelovalo ukupno jedanaest (N=11) sudionica čiji je zadatak bio pisati dnevnik dva mjeseca za vrijeme trajanja online nastave. Zadatak je bio osvrnuti se na motivaciju svaki dan nakon online predavanja. Prije početka istraživanja sudionice su dobile općenite informacije te smjernice na što se trebaju osvrnuti u svojim dnevnicima.

Rezultati pokazuju da je održavanje motivacije tijekom online nastave bilo izazovno. Sudionice su izrazile da ih profesori mogu uvelike motivirati, ali i demotivirati. Kada se radi o samoohrabrenju, rezultati pokazuju da sudionice smatraju da je samoohrabrenje korisno, no nema značajnog povećanja u motivaciji. Rezultati također pokazuju da je održavanje jezičnih vještina engleskog jezika teže tijekom online nastave, nego za vrijeme nastave uživo.

Ključne riječi: motivacija, samoohrabrenje, jezične vještine engleskog jezika

ABSTRACT

Motivation is a phenomenon which includes willingness to take action either because the action is enjoyable, or because it leads towards an accomplishment of other goals. There are two types of motivation: intrinsic and extrinsic. An intrinsically motivated person does an action because it brings joy and satisfaction, while an extrinsically motivated person does an action because completing an action brings a reward. Motivation can be caused by different motives. One of the ways a person can motivate himself/herself is through practising self-talk.

The aim of this study was to investigate whether, and in what way, the students of English at the Faculty of Teacher Education managed to maintain motivation and English skills during the two months of online schooling. We investigated eleven students of primary education and English language at the Faculty of Teacher Education in Zagreb. We focused on the ways the participants managed to maintain their motivation. Also, we inquired whether or not the professors influence the participants' motivation. In addition to that, later on in the research we introduced self-talk to see if positive self-talk would affect participants' motivation positively. In other words, we wanted to research whether or not self-encouragement is affective.

The last thing we focused on was the maintenance of English language skills. We were interested into whether or not and in what way the participants managed to maintain their English language skills during an online learning.

The eleven participants (N=11) kept a diary for two months during an online learning. The participants had to write an entry into their diaries every day after their lessons. In the beginning of the research, the participants got general information that included topics they should include in their diaries.

The results show that the participants struggled with maintaining their motivation during an online learning. The participants expressed that professors can be a great source of motivation, but can also cause demotivation. When it comes to self-talk, the results show that the participants think it is useful, however it did not increase their motivation significantly. The results show that maintaining English language skills is more difficult during online learning that during face-to-face learning.

Key words: motivation, self-talk, English language skills, diary

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1 Introduction

Motivation is a phenomenon that is innate to every single person. However, it is difficult to describe. A good description of a motivation would be that it is a force that encourages one's behaviour towards achieving one's goals (Jakšić, 2003). Motivation can be divided into two categories: intrinsic and extrinsic motivation. Intrinsic motivation is a type of motivation where a person does an activity because he/she enjoys the activity itself, the activity brings the sense of accomplishment and inner satisfaction. On the other hand, extrinsic motivation refers to the type of motivation where a person is doing an activity in order to accomplish some other goal/s. Activities that serve as 'triggers' and lead to motivation are called motives.

Motivation is interesting to research in terms of face-to-face education because it gives the researcher an insight into students' interests and motives. However, face-to-face schooling differs from online learning, and so does motivation. Each person has different sources of motivation, therefore one motive could highly motivate one person, while the other person could be completely unaffected by it.

Self-encouragement in a form of a self-talk could potentially be a good motivation motive. In order for self-talk to serve as a motive, it needs to be positive. Helmstetter (1982) defined situational self-talk as way of talking to yourself in a kind manner, where you shift your perspective from negative to positive. By practising situational self-talk it is possible to slowly change our attitude and be more motivated.

In this paper we study the motivation for online learning during the online schooling due to Covid-19 pandemic. The participants are eleven students of English and primary education who are in their final year of their integrated undergraduate and graduate studies. The focus in on the motivation the students have or do not have for attending and participating in online lessons. Furthermore, later in the research we introduce self-pep-talk as another way of gaining motivation for online learning. We are also interested into the way English skills (reading, writing, speaking and listening) have been preserved during the same period of time. The participants kept a diary in which they noted what motivated them and how they preserved their English skills. Based on the participants' diaries, we hope to see how motivated the participants were during the online learning and whether or not they managed to maintain their English skills.

2 Motivation

Motivation is a phenomenon that is quite difficult to define accurately. According to Jakšić (2003), motivation is a force that encourages one's behaviour in order to fulfil one's wishes and needs. It stimulates people to act accordingly to reach their goals, it increases the desire for taking action and influences the decision-making process. According to Koludrović & Ercegovac (2015), motivation affects the quality and quantity of knowledge, skills and competencies. In other words, motivation is the key influence on the amount and quality of new information one can learn. Things that cause motivation are called motives. In Maslow's theory of motivation, motives are arranged in a pyramid that consists of five levels. In order for a person to move up, the motive that is lower needs to be satisfied.
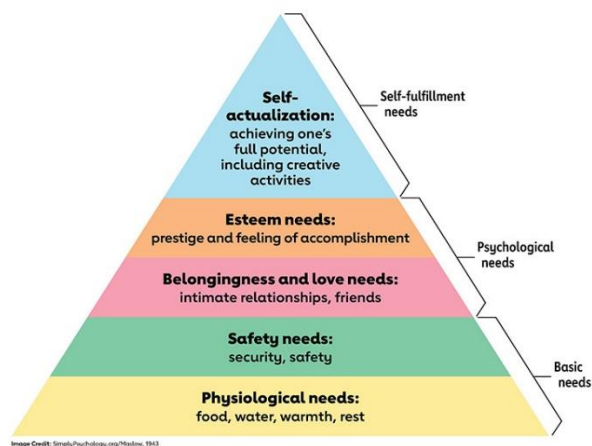
Picture 1: Maslow's hierarchy of needs

Motivation can also be explained through motivation cycle. The cycle begins with a motive which guides a person towards the goal. The action itself is the instrument for reaching the goal. However, before reaching the goal, there are some barriers that could be physical, social and personal. After overcoming the barriers, the goal is reached and the new goal usually occurs (Šverko, Zarevski, Szabo, Kljaić, Kolega, Turudić-Ćuljak, 2008).

According to Ryan & Deci (2000), motivation can vary in the level (the amount of motivation) and in the orientation. The level of motivation answers the question "How much motivation does someone have?", while the orientation focuses on the attitudes and goals that prompt the action. Furthermore, two people can have an equal amount of motivation but different orientation, e.g. one person can be driven by the prize that comes with the completion of the action, while the other appreciates the cognitive gain and is not interested in the prize that much. Deci &

Ryan (1985) developed a self-determination theory where they divided motivation into two types based on the orientation: intrinsic and extrinsic motivation. Intrinsic motivation is the motivation where the person is doing something because it is joyful and enjoyable, while extrinsic motivation refers to doing something in order to reach the wanted outcome and get something by it. Intrinsic motivation is interesting in terms of education because it results with high-quality learning and creativity. The results of various research show that students who perform better in exams have higher levels of intrinsic motivation. Apart from intrinsic and extrinsic motivation, there is also a concept of amotivation which could be described as a state of lacking the intention to act (Ryan & Deci, 2000).
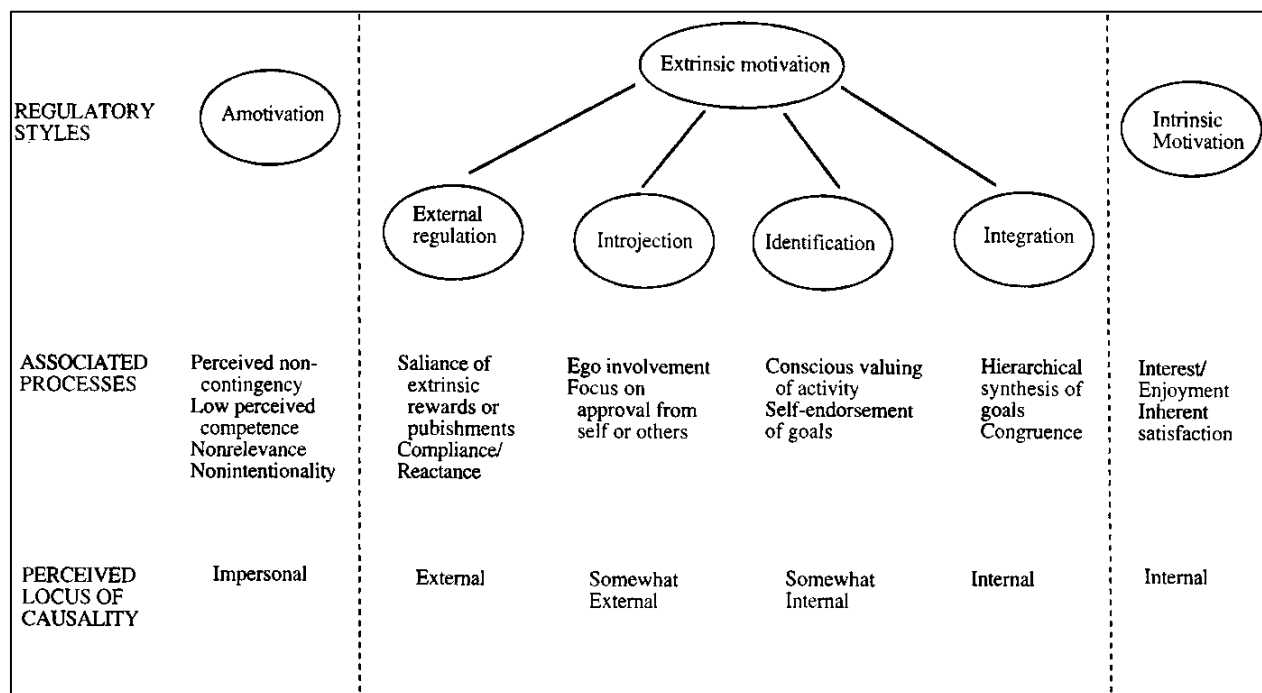
REGULATORY STYLES	Amotivation	External regulation	Introjection	Identification	Integration	Intrinsic Motivation
ASSOCIATED PROCESSES	Perceived non-contingency Low perceived competence Nonrelevance Nonintentionality	Saliance of extrinsic rewards or pubishments Compliance/ Reactance	Ego involvement Focus on approval from self or others	Conscious valuing of activity Self-endorsement of goals	Hierarchical synthesis of goals Congruence	Interest/ Enjoyment Inherent satisfaction
PERCEIVED LOCUS OF CAUSALITY	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

(Extrinsic motivation spans External regulation, Introjection, Identification, Integration)

Table 1. A taxonomy of human motivation (Ryan & Deci, 2000)

2.1. Intrinsic motivation

Ryan & Deci (2000) define intrinsic motivation as the doing of an activity because it gives inner satisfaction. A person who is intrinsically motivated does something because it brings joy, fun and a sense of accomplishment. That person is not oriented on any kind of prize that comes with completing the action. Intrinsic motivation is, in a way, innate to all people because from birth throughout life people are curious and want to learn and explore new things. That curiosity is a part of intrinsic motivation. However, the amount of intrinsic motivation varies from person to person.

Connected to that, not every person has the same amount of intrinsic motivation for the same activity – some people are more interested in e.g. exercising, while some are more interested in e.g. studying. Some argue that intrinsically motivated people find that the "reward" lies in doing the activity, while others argue that intrinsically motivated activities are those that satisfy innate psychological needs. There have been various ways to measure intrinsic motivation, but the "free choice" and "self-reports" are the two predominant approaches. In the "free choice" experiment people are rewarder for doing a certain activity at first, but later they are left alone and told that they do not have to do the task anymore. The room they are in is full of other activities so the participants could start doing any of those, or choose to do the original activity. If the participant returns to the original activity, it means that he is intrinsically motivated. The longer the participant does the activity, the higher the intrinsic motivation is. In the "self-report" approach participants report upon their interest an enjoyment. However, those experiment tend to be more task-specific and are conducted in more general domains, such as studying one's intrinsic motivation for school (Ryan & Deci, 2000). Although people have certain amounts of intrinsic motivation in them, there are factors that elicit intrinsic motivation and those that reduce it. Self-Determination Theory (later SDT) studies social and environmental factors that enhance and reduce intrinsic motivation, while Cognitive Evaluation Theory (later CET), tries to specify those factors in social context. CET claims that interpersonal events bring the feeling of competence, therefore increase the intrinsic motivation due to psychological needs that are fulfilled. However, the feeling of competence is not enough to increase intrinsic motivation. Only the combination of the feeling of competence and a sense of autonomy will lead to higher intrinsic motivation. Research show that students who are encouraged to be autonomous, rather than controlled by teachers, show higher intrinsic motivation. On the other hand, if the students are overly-controlled, their motivation will decrease, and so will their desire to learn. Intrinsic motivation is at its highest in early childhood, after that it decreases due to social demands (Ryan & Deci, 2000).

2.2. *Extrinsic motivation*

According to Ryan & Deci (2000), extrinsic motivation occurs when an activity is done to achieve some other outcome, e.g. doing homework solely to avoid the punishment that comes otherwise. When it comes to education, most activities in school are done because of external factors, in other words – students do the work because they have to, not because they want to. It is

a great challenge to motivate the students to do the activities autonomously. Within the SDT there is a subtheory called Organismic Integration Theory (OIT) which studies different types of extrinsic motivation. External regulation (Table 1) is a type of extrinsic motivation where an activity is done just to satisfy a demand. Introjected regulation (Table 1) is one step above external regulation, it says that an action is done due to pressure and in order to avoid guilt. Similar to that, ego involvement could be described as acting in order to maintain self-esteem. The next level of extrinsic motivation is identification. It is a state in which the person does the activity because he believes the behaviour corresponds with his personality, e.g. memorizing something because it is important for something else we value (Ryan & Deci, 2000). Integrated regulation is the most autonomous of all types of extrinsic motivation. It happens when the person has identified with the regulations and assimilated them to self. It is similar to intrinsic motivation, but it belongs to extrinsic due to the fact that the action is still done to achieve some other outcome, not because the action is satisfactory (Ryan & Deci, 2000).

In order to do an activity, a person has to be externally motivated. Predominantly, people get externally motivated because they want to feel valued from those they care about. In SDT that is described as a sense of relatedness. It is important for the educational setting because it is applicable to why students do the work they are not intrinsically motivated to do – it is to feel respected by the teacher.

3 Demotivation

According to Dornyei (2011), demotivation can be defined as a decrease of motivation. In order for demotivation to occur, the person has to have at least some motivation to begin with. Furthermore, author mentions 'demotives' as the triggers which decrease an action tendency. In other words, demotives are negative influences that decrease motivation therefore causing demotivation. However, not every negative influence can be categorized into demotives. For example: powerful distractions that are more attractive than the original action (because the person is distracted by something that interests him/her more and that does not hold negative value), the gradual loss of interest in a long-lasting activity and the realization that the risks of pursuing the goal are too high. By Dornyei's definition, demotivation consists of specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action. Furthermore, it does not imply that all the positive influences diminished, the positive motives might still be present. However, there has been a strong negative demotive that caused

demotivation. While demotivation is connected to external causes, amotivation, on the other hand, is lack of motivation that occurs when the person realises that the goal is unrealistic (Dornyei, 2011).

The research conducted in 1998 and 2001 by Oxford (1998, 2001) studied the relationship between teachers and demotivation. The results showed that teachers can, in fact, be great demotives and cause demotivation in students. Based on the students' responses, Oxford formed three categories of teaching approaches: the autocratic approach, the democratic/participatory approach and the laissez-faire approach. The autocratic and laissez-faire approach held the majority of negative influences. In other words, teachers who were either over or under controlling impacted the students' motivation in a negative way. Another research, conducted by Dornyei in 1998 also showed that the teacher was the biggest demotivating factor. Some other demotives were inadequate school facilities, reduced self-confidence, negative attitude towards the L2 and attitudes of group members. Another study, conducted by Kaivanpanah and Ghasemi (2011) researched the demotivating factors in learning English as a second language. The results showed that there were five major demotivating factors: learning contents, materials and facilities, attitudes towards English Speaking Community, the teacher, experience of failure and attitude towards Second Language Learning.

When it comes to second language learning specifically, demotivation could possibly be one of the main reasons for language learning failure (Vidak, Sindik, 2018). Mihaljević Djigunović (2012) carried out a research to study the motivation Croatian students have for language learning. The results showed the presence of two demotivators: the teaching setting demotivator, and the learning difficulties demotivator. The teaching setting demotivator, included the teacher, teaching materials and teaching methodology. The learning difficulties demotivator is related to lack of pre-knowledge and seeing English as too complex. Results from the Vidak and Sindik's (2018) research conducted in 2013 showed similar results. The strongest source of demotivation, according to the authors, was the teaching setting (teacher, teaching materials and methodology). When it comes to gender, year and the programme of study, there were no major differences in the level of demotivation. Research carried out by Hu (2011) showed that the major demotivator was the insufficient vocabulary. In addition to poor vocabulary, the main demotivator was the teacher (monotonous teaching, punishment and poor teacher-student relationship).

4 Self-talk

According to Helmstetter (1982), there are five levels of talking to self. Level one is called Negative Acceptance and it is a way of self-talk where you not only say, but accept bad and negative things about yourself. Level two consist of self-talk that begins with "I should/need to/ought to..."), however it is yet not efficient and nothing changes. By reaching level three, the self-talk starts to work positively for the person. In this phase the person recognizes the need to change and decides to do so. Level four is the most underused, yet the most effective kind of self-talk where the person is talking positively about self and is ready to implement true change in order to improve. The final level, level five speaks about a unity of spirit and is connected to religion.

Starting to use self-talk could seem to be confusing or even ridiculous at first. The easiest way is to assign a few minutes each day and write down a short self-talk speech. If the speech does not seem motivating enough, it can be rephrased to be more positive. Another way is to think of level one negative examples and rephrase them into positive statements. It is important to be specific. For example, the negative statement "I struggle with doing my homework." can be rephrased into the positive statement "I enjoy my studies, understand the purpose and I will get past this homework.".

Another positive, yet very simple way to talk to self is through Situational Self-Talk. "It is the kind of self-talk that adjusts situations by adjusting how we look at them" (Helmstetter, 1982). In other words, when we feel overwhelmed or demotivated to do something we must do (e.g. house chores, homework, studying), a few words such as "This will be fun." before the action and a few such as "This was not so hard." could actually shift our mindset from negative to positive. By using Situational Self-Talk day by day, we slowly change our attitude and turn our emotions and feelings towards certain things, which previously seemed daunting, from negative to positive. Situational Self-Talk does not include detailed preparation, it occurs in the moment and can be used anytime and anywhere. However, it is mostly used when one finds oneself in a situation which one would rather not be in. The author gives an example of answering a phone call a person has been avoiding for quite some time. Instead of using level one self-talk and saying "Oh no, I can not do this.", the person should use level four self-talk and say "I like solving problems and I never avoid it. I'll solve this problem now, too.". That way the mindset is shifted from negative towards positive and the situation becomes bearable in this case, or even pleasurable in other cases. By investing a few seconds into using Situational Self-Talk, many future hours of despair are spared.

On the other hand, Gonzales, Metzler & Newton (2011) conducted a research that studied the effectiveness of pep-talk on athlete (football players) inspiration, situational motivation and emotion. There were two groups: a control group and an experimental group. Experimental group was shown an inspirational video, while the control group was shown a benign video. The results showed that the experimental group was inspired to play and compete, but not highly motivated after they watched the clip. The control group showed decrease in inspiration and motivation. What is more, the control group showed an increase in amotivation. When it comes to emotions and dominance, the experimental group showed an increase in both, while the control group showed a decrease in domination.

5 Language anxiety

"Anxiety in any of its manifestations has a detrimental effect on the process of foreign language learning" (Lisnychenko A., Dovhaliuk T., Khamska N., Glazunova T., 2020). According to Horwitz et al (1986), foreign language learning can be particularly stressful for some people and it can cause language anxiety. Although language anxiety is more typical for the language learning beginners, it affects experienced learners as well.

Language anxiety can occur in many different ways. According to Lisnychenko *et al* (2020) foreign language anxiety is caused by the evaluation of oral and written speech, therefore, there are three main anxiety types: communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension manifests through difficulty in speaking. It is very likely that even the experienced learner who feels anxiety in the foreign language classroom will not want to participate in the lesson, Therefore, the communication between the teacher and the student is disrupted or even non-existent. According to Horwitz *et al* (1986), students felt the need to rehearse and prepare their answers and speeches in detail in order to feel comfortable while speaking in class, however that comfort disappeared when it came to participating in language role-playing. Another example of language anxiety is the fear of failure (test anxiety). It can be seen in the situations where the student can not recall any of the studied material even though he has studied enough and knows the answer before and after the exam. Negative evaluation manifests through the constant worry that the teacher or even a peer will give negative feedback towards the student's speech. Therefore, students who have language anxiety experience the need to understand everything the teacher says. Directly linked to that, the students feel as if they can not use the language through speech as long as it is not brushed up perfectly (Horwitz *et al*, 1986).

When it comes to distance learning, research show that students feel language anxiety in online surroundings as much as they do in face-to-face learning. Some factors that are connected to language anxiety in online surroundings are lack of instant feedback, lack of opportunities for speaking practice and lack of confidence when working on one's own. In addition to that, the communication between teachers and students can be interrupted due to various technological difficulties which leads students to stop paying attention and give up upon any interaction with teachers during the lessons (Lisnychenko, Dovhaliuk, Khamska, Glazunova, 2020). The research conducted by Lisnychenko, Dovhaliuk, Khamska, and Glazunova showed some interested results when it comes to language anxiety types. The results regarding the communication apprehension showed that the students felt the communication anxiety and were afraid to participate in spontaneous speaking in lessons more than they felt it in face-to-face lessons. Also, the fear of negative evaluation increased as well. Students felt as if they were the worst ones in class and their anxiety lever raised. However, the results showed that students did not fear tests as much as in person-to-person lessons, and their fear of saying the wrong answer decreased.

6 Online learning

Although online learning has been the predominant way of conducting lessons during the Covid-19 pandemic, it is not a complete novelty when it comes to teaching and learning. Distant learning has been present from the middle 1800s and, due to rapid technological developments, it has been modified into online learning (Paul & Jefferson, 2019). It is now easily accessible to everyone with an Internet connection. It is very convenient, flexible and time-efficient thus it is suitable for people who do not want to sacrifice work and family time yet are committed to life-long learning.

Before the pandemic, online learning has been used at the Faculty of Teacher Education in Zagreb (and other universities), but mostly as an additional support to the face-to-face lessons. Since the pandemic restrictions have been reinforced, the majority of courses have been transferred into online mode. While online learning seems to be completely different from traditional face-to-face learning, in core, the two share many similarities. Both, online and face-to-face learning, require a preparation from the teacher (designing curriculums, preparing materials and lessons, motivating students to learn, grading students' work), and the students are still obliged to attend lessons and study (Paul & Jefferson, 2019). However, face-to-face lessons seem to be more teacher-centered, while online learning tends to be more student-centered. In 2016, Raspor, Gojšić and

Rozman researched the self-evaluation of the students' developed competences during seminar presentations in the online program. Their participants (students from Slovenia, Croatia and Serbia) often did not engage in discussions and were reluctant to turn on their cameras or microphones. Therefore, the researches wanted to gather students' feedback in order to encourage better communication and to make them aware of presentation competences. The results showed that students improved when it came to checking all technical equipment before the presentation and they provided feedbacks to their colleagues. On the other hand, the students did not improve in terms of participation in discussions and turning on their cameras. This example shows that online learning, although student-centered in theory (the students had to hold a presentation), does not involve students as much as it should.

When it comes to motivation, some argue that students find it difficult to stay motivated enough to complete the course. Research conducted in 2013 by Atchley *et al* showed that students enrolled in online courses had a lower completion rate than those who were enrolled in traditional face-to-face courses.

Online learning nowadays is conducted through many platforms, e.g. Zoom, Google Meet, Microsoft Teams, Edmodo, Merlin and etc. Many universities designed and introduced their own online learning platforms that can be used only by the students who attend that particular university. Platforms enable teachers to conduct lessons with all students at the same time, but it is also possible to divide students into smaller groups. Furthermore, communication is enabled through sound, pictures, video and sharing materials among participants. Participants can also send text messages within the platform and communicate in that way as well. When it comes to time management, some online learning platforms offer limited time frame for online video lessons, while some are not limited in that way.

7 Diary studies

According to Blandford (2017), the most common techniques for gathering data in qualitative research are: observation, contextual inquiry, semi-structured interviews, think-aloud, focus groups and diary studies. However, as the technology is rapidly developing, new techniques, such as remote interviews or observations through games, blogs and virtual words, are emerging. In all of the mentioned techniques, except for diary studies, the researcher has an active role. In diary studies the researcher's role is mostly passive – he/she gives the instructions, while the participants are active, they observe themselves and then write their observations down in the diary.

Opposed to that, when using other data gathering techniques, the researcher is active and more involved into the process. The researcher should thoroughly prepare everything for the observation, as well as take detailed notes while observing.

In diary studies, the participants can record data whenever they want – it can be routinely at certain part of each day, when the observed behaviour occurs, or any other time that is convenient for them (Blandford, 2017). In addition to that, there are many possible ways of keeping a diary. In the research carried out in 2017 by Šamo, two participants kept a diary in hand-written forms, while the other three participants did it digitally. Furthermore, diary entries can diversify when it comes to how detailed they are – some might be extremely detailed, while some may contain only the basic information that is needed. According to Consolvo and Walker (2003), the Experience Sampling Method requires participants to note down their current state of mind in short form – usually the participants answer a short questionnaire. On the other hand, diaries offer more freedom – the participants can recall their emotions, opinions, memories or any other detail they find relevant. According to Sheble & Wildemuth (2009), some of the strengths of the diary studies are that the data is noted close to the time of occurrence, information that are written down in the diary would not be available to researcher in any other form apart from the diary and the participants can honestly express their thoughts in writing because there is no pressure that occurs when somebody is keeping a close eye on them. However, there are weaknesses to diary keeping as well as there are strengths. According to Sheble & Wildemuth (2009), diary keeping is time consuming and that can stop participants from taking part in the research. Furthermore, underreporting and partial recording can occur, as well as behaviour modification. In addition to that, in the semi-structured diaries the questions could affect the answers. According to Sheble & Wildemuth (2009), diaries can be classified based on their key aspects. There are a few key aspects, but the classification that is most relevant for this research is the classification by the degree of structure. The authors classify the diaries as unstructured, semi-structured and structured. Structured diaries are very specific, while unstructured diaries are open-ended and with minimal guidance. Semi-structured diaries are somewhere in between – there is some structure given by the researcher, but those are mostly guidelines and the participants have the freedom to write down anything of relevance in terms of those guidelines. Furthermore, there are also semi-structured diaries that are in form of a log – there are a lot of open-ended response categories.

8 English language skills

According to Bashir *et al* (2011), language is a formal system of signs governed by grammatical rules of combination to communicate meaning. In order to successfully learn any language, one must obtain four sets of target language skills: listening, speaking, reading, and writing skills. When it comes to learning a second language, the first skill a new learner is exposed to is listening skill. Because the new learner does not have the knowledge to either speak, read or write in the target language, listening is the first skill that develops. Learners get the opportunity to hear the language and focus on its' intonation patterns and sounds. When the learners hear certain vocabulary items, they will eventually try to repeat the words. Therefore, the second language skill that a new learner develops is speaking. Speaking is one of the most important skills of all, if not even the most important one. In the past, people communicated exclusively through speaking due to the fact that not many knew how to write or read. Speaking can be divided into three categories: interactive (face-to-face conversations, telephone calls), partially interactive (giving a speech), and non-interactive (recording a speech) (Bashir *et al*, 2011). However, when it comes to maintenance of skills, speaking might be the hardest skill to maintain. It can be due to lack of an interlocutor, fear of speaking in a foreign language, etc. After listening and speaking skills, the next to develop are reading and writing. Those can be acquired gradually at the same time, but if not, reading will usually come first. Those four language skills can be divided into the skills regarding the direction (in or out) and the method (spoken or written) of communication. Listening and reading belong to receptive (input) skills, while speaking and writing are production (output) skills (Boonkit, 2010).

In order to maintain the language, one has to be in contact with the language. When it comes to maintaining language skills, a person has to put in a lot of effort to be exposed to various language input and work on producing language in terms of speech and writing. Exposition to language can come in many forms: watching TV/content in the target language on the Internet, reading physical books/magazines or reading through digital devices, listening to lessons, audiobooks, podcasts, stories, writing homework, messages etc. This research inquires the way English language skills have been maintained during an online learning period when face-to-face communication has been reduced to an absolute minimum.

9 Aim and research questions

The aim of this research is to determine whether, and in what way, the students of English at the Faculty of Teacher Education managed to maintain motivation and English language skills over the two months during online schooling. The research consists of two parts: the first part studies motivation, while the second studies the maintenance of English language skills.

Firstly, we were interested in the participants' motivation. What is more, our interest was on whether or not the teachers managed to motivate the students for online learning, and if yes – in what way. Secondly, we aimed to explore how the participants managed to maintain their motivation. Thirdly, we wanted to research how effective was the self-pep talk and whether or not it influenced the participants' motivation. Finally, our last research question looks into whether or not the participants maintained their English language skills (reading, writing, speaking, and listening) and in what way.

10 Methodology

10.1. Participants

This study focused on eleven students of The Faculty of the Teacher Education in Zagreb. The participants are enrolled into the study programme which specialises in primary education and English language. All eleven participants are females between 22 and 25 years old and they are in their final year of studies. Therefore, by finishing this particular programme, the participants will have gained competences to teach English throughout all eight grades of the primary school, as well as teaching the first four grades of primary school as class teachers.

Almost all the participants come from the northern or central part of the Republic of Croatia. Four of the participants live in Zagreb (PA2, PA4, PA5, PA10), five live in the cities that surround Zagreb (PA1, PA3, PA6, PA9, PA11), while only two participants live in Dubrovnik (PA7, PA8).

When it comes to academic achievements, based on the evaluation scale that is used in Croatian education system, the participants vary from very good (4 is the predominant grade) to excellent students (5 is the predominant grade). Some work while studying - some of them work part time, some full time, some in the education field, some in the fields that are not connected to education.

10.2. Instruments and procedure

Each participant was required to write a diary entry at the end of each day of online lessons. Since the timetables differ from participant to participant, and some are missing a few entries due to sickness, the number of diary entries is different among participants.

Throughout the research, all participants got the same instructions. The instructions were given in Croatia. Firstly, some general information was given before conducting the research. The participants had to give their consent to taking part in this research. By filling in the Google Form sent by the researcher, the participants agreed to participate, but also gave their consent to using their information for the sole purpose of writing this paper.

There were no restrictions given regarding the diary, it could have been handwritten in any format, or typed digitally. Furthermore, the participants could choose the language they want to use in the diary – it could either be English, or their mother tongue: Croatian.

The instructions that were given before the first day of the research were valid throughout the research. The instructions were to reflect upon these few pointers:

- How did you motivate yourself for the online lessons?
- Did you lose the motivation at some point?
- Upon what does your motivation depend?
- Is there something the professors did or said that motivated you?
- Did you read something today that would maintain your English reading skills?
- Did you listen to something today that would maintain your English listening skills?
- Did you talk to someone/speak in English today in order to maintain your English speaking skills?
- Did you write something today that would maintain your English writing skills?

11 Results and discussion

11.1. Diary

The participants (later PA) could opt for writing their diary by hand or digitally. Only three participants chose to handwrite their diary (PA1, PA2 AND PA3), one used her phone (PA10) and wrote the diary in the Notes app, while the remaining seven participants (PA4, PA5, PA6, PA7, PA8, PA9, PA11) wrote their diaries in Microsoft Office Word documents. All eleven participants wrote their diaries in Croatian.

Before the beginning of the research, the participants had to write down their expectations in terms of diary keeping. PA1 said that she did not know what to expect, but she hoped it would be useful. However, she did not think that her motivation would change significantly. Furthermore, she explained that she did not like to sit in front of the computer for several hours each day. When it comes to professors, in her opinion they gave the allusion that they did not put equal amount of effort into conducting online lessons as they would in face-to-face lessons. To her it seemed like the professors assigned more homework instead of teaching their part. She concluded that professors were probably as unmotivated as the students. Similar to that, PA3 thinks that her motivation would not be affected by the diary keeping because she loses motivation very easily. PA5 also stated that it was unlikely that her motivation would increase, but she was optimistic and willing to try. PA6, PA8, PA9, and PA11 hoped to understand the amount of motivation they had for specific courses, conclude what motivated them, and understand what caused their demotivation. Furthermore, PA8 expected that diary keeping would maintain her motivation, make her more aware of her English language skills, help grow even more as a person, and further develop her own skills and competencies. PA7 stated that diary keeping would be a chore at first and she feared that she would forget to write an entry each day, but hoped that after some time it would become a habit and a routine thing to do every day.

Overall, most of the participants did not think diary keeping would increase their motivation, however, they were willing to commit to it and had a positive mindset. Only few participants thought keeping a diary would help them understand their motivation and be a way of self-reflection (PA6, PA8, PA11).

11.2. Motivation

In their diaries, participants had to note down their ways and sources of motivation for online learning. There are various motives which motivate participants, but they can be sorted into a few categories: professors' influence, lessons, physical and mental well-being, rewards and external factors.

All participant noted down that professors influenced their motivation in some way. Professors' attitude, personality and empathy are the most important motives. All of the participants noted down that they felt more motivated when the professor would be friendly, supportive, understanding and motivated for the lesson. Furthermore, PA2, PA4, and PA10 were

motivated by professors who decided to talk about important topics that can be applicable into real life (e.g. how to work with children who are traumatized by the pandemic and earthquakes). Second most important motive is positive feedback. PA2, PA3, PA5, PA6, PA8, PA9, and PA10 stated that receiving positive feedback and praise from the teacher had motivated them to participate and attend lessons. What is more, PA1, PA5, and PA6 were motivated by one lesson that was held by the teacher they had had in their first year of studying. They said that they liked her way of teaching – she is a very good speaker and incorporates humour into her lessons.

Eight out of eleven participants were motivated by giving presentation in class and by listening to their colleagues' presentations. PA2, PA3, PA4, PA6, PA7, PA8, PA10, and PA11 stated that their motivation depended upon the topic – if the topic of the lesson was interesting, they would be more motivated to listen. PA5 and PA6 stated that humour was an important part of the lesson, therefore they felt motivated whenever it occurred. PA1, PA2, PA5 and PA11 stated that they felt motivated when the professor requested active participation because that way they were not just passive listeners. Furthermore, PA2 and PA10 felt motivated after they had conducted their lessons in schools, while PA6 was extremely motivated prior and after the Zoom lesson she had to conduct.

Physical and mental well-being is another motive. PA1, PA3, PA6, and PA10 stated that their motivation depended upon their mood. If they feel good, their motivation will be higher. Being well-rested is important to PA1, PA7, and PA8, while PA2 and PA10 felt more motivated after exercising. Furthermore, weather is also a factor that affected participants' mood and motivation. PA2, PA8, and PA9 reported on being more motivated when the weather had been sunny.

Rewards and external factors are important to PA1, PA5, PA6 and PA7. PA1 and PA5 used rewards for each completed action, while PA6 was motivated by the proximity of Christmas and holidays. Similar to that, PA7 used going home as a reward for fulfilling all of her obligations.

Based on the orientation, there are two types of motivation: intrinsic and extrinsic (Ryan, 1985.) The diary analysis shows that only one participant (PA8) is generally intrinsically motivated. PA11 stated: *"I would say I am the type of person who is more intrinsically motivated. I study because I am genuinely interested in it and I find the purpose and use for all the things I learn."* PA11 studied and attended lessons because it brought her inner satisfaction, while most of other participants had to motivate themselves extrinsically. However, almost every participant

mentioned at least one activity that was satisfactory and they felt intrinsically motivated by it (e.g. most of the participants enjoyed preparing for their English lessons in schools and enjoyed listening about topics that interest them). PA1, PA3, PA4, and PA8 stated that sometimes they attended lessons and did their homework solely because it was their obligation and they had to participate in order to get an attendance plus. That kind of completing the action in order to achieve some other outcome is an example of extrinsic motivation – the participants used fear of failure to motivate themselves.

For the last diary entry, the participants had to write their overall impressions about diary keeping experience and their motivation during this period. PA1 stated that diary keeping had helped her verbalise the feelings that occurred in the learning process. She concluded that, for her, professors were rarely the motives and that she functioned best under pressure. PA2 liked the experience and said that it had helped her put each day into perspective instead of automatically going through each day. PA3 said that diary keeping and using self-talk was important for motivation and it helped her calm down before the exam. However, her motivation was and maintained to be low. PA 5 stated that professors weren't motives, but it was motivating when they at least tried. PA6 expressed that her motivation mostly depended upon her mood and upon professors – if the professors were nice, she was more motivated. PA7 said she needed organization in order to feel motivated – her house needed to be clean, her relationships had to be stable and positive. She was less motivated than in face-to-face lessons, however studying was easier because she was not tired from commuting or spending time at the Faculty. PA9 concluded that, for her, professors were motivating because they were reasonable and understanding. Also, she said that diary keeping encouraged her to do at least one thing in the day just so she could write it down. Furthermore, she states: *"Self-motivation is a great tool for motivating yourself. I think it's important to convince yourself that you can do it all. When you say to yourself "You can do it!", there is a high chance that you'll actually do it."* PA9 is the only participant that would like to use self-motivation in the future. PA10 concluded that she was best motivated by physical exercise, while PA11 stated that diary keeping helped her see what motivated and what demotivated her.

It can be seen that most of the participants think the diary keeping was a positive experience, however they do not think that it helped to increase their motivation. Research conducted in 2013 by Atchley *et al* shows similar results – motivation is harder to preserve in the online environment.

Diary keeping encouraged thinking about what affects their motivation both positively, and negatively. Furthermore, it can be seen that professors are the most important motives. All participants state that if the professor has a positive attitude the chances that they will to is higher. Positive feedback, encouragement, and mood are also important for maintaining motivation.

11.3. Demotivation

One of our research questions inquires the loss of motivation during the online learning. All of the participant lost their motivation at least once during the research. PA2, PA4, PA5, PA6, PA7, PA8, and PA10 stated that they lost their motivation during the online lessons either because they felt tired or hungry. According to Maslow's theory of motivation, hunger and tiredness belong to the first level – physiological needs. If those needs are not fulfilled, participants will struggle with their motivation. Furthermore, there are other factors related to physical well-being that made the participants lose their motivation. PA1 stated that she had experienced back pain from sitting by her computer for several hours per day. Also, considering the fact that she wears glasses, she says that her eyesight had worsened due to looking at the computer screen for too long without any breaks. PA10 stated that she had experienced headaches due to the same reason as PA1. PA6 said she had been sick during the course of this research, so it made following online lessons challenging. On the other hand, PA5 mentioned being extremely stressed and unmotivated because one of her family members was severely ill. It is seen from this example that it is not enough for participants to be healthy in order to feel motivated, it is important that their loved ones are also healthy.

According to Dornyei (2011), demotivation can be defined as a decrease of motivation. In order for demotivation to occur, the person has to have at least some motivation to begin with. Furthermore, author mentions 'demotives' as the triggers which decrease an action tendency. One of the most common demotives was repetitive course material which makes the lessons boring. PA1, PA2, PA3, PA4, PA5, PA6, and PA7 stated that the online lessons were boring and that it made them lose their interest and stop paying attention. Furthermore, PA6 mentioned that she would sometimes be very excited about some lessons because she had expected an interesting topic, however the topic was not what she had hoped it would be so she, besides feeling demotivated, felt disappointment. Similar to that PA7, PA8 and PA10 stated that some of the topics that had been covered were well known because they had learned about those topics through other courses during

the five years of studying. Another common demotivator was a problem with Internet connection and/or technology in general. Apart from being forced to spend several hours per day in front of a computer/ a laptop/ a phone, PA5, PA8, and PA10 mentioned problems with Internet connection as something that made them lose interest. PA11 had problems with the quality of sound during some of the lessons so she could hardly hear the professor.

When it comes to online lessons active participation during the lessons, PA4 stated that she had been motivated until the moment she had to participate in the lesson. After she said what she needed in order to get attendance, her motivation decreased and she started doing something else. PA1, PA5, and PA8 reported that they struggled with motivation because of too long lessons, especially those that were prolonged by the teacher. Also, PA1 said that, besides too long lessons, too much study material was also a major demotivator because she felt as if the professors assigned more homework than they would in face-to-face lessons.

Group work and colleagues in general were also a demotivator for some participants. PA1, PA2, and PA5 said that group work was demotivating because not everyone participated in group work and it made them do all the work which was not fair. Furthermore, PA2 and PA7 expressed that they completely lost interest in the lesson when some of their colleagues would repetitively speak for too long while not saying anything new, instead they just talked about one thing for too long.

The proximity of the end of the semester and the proximity of Christmas made PA1, PA7, PA9, and PA11 slightly demotivated because it was hard to focus on school while the Christmas spirit was everywhere around them. Furthermore, PA7 expressed revising for the tests as a demotivator because she knew the end of the semester was approaching and she felt no desire to study anymore.

Professors have also been a major demotivator. PA2 and PA6 stated that professors' negative attitude was negatively affecting their motivation during the lesson, but PA2 was also demotivated to attend the next lesson. Furthermore, PA2 stated that one time the professor started giving negative feedback to others and it decreased her confidence. From this example we can see that negative feedback affects those who receive it, but those who hear it as well. PA5 and PA7 stated that they lost motivation when teachers did not alternate between different teaching styles and lesson structures. In addition to that, PA7 said: *"I do not feel motivated today because I have my English lesson in the school tomorrow. I tried very hard when it comes to preparing for it, but*

I know that the teacher will have many objectives. It frustrates me because I know that no matter how much effort I put into it, it will not be enough." PA8 was demotivated when the professors taught the whole lesson without involving students or asking any questions. It makes students passive and it is easy to lose interest.

To sum up, the participants tried to motivate themselves for online lessons, however there are various factors that served as demotives. Some of those demotives are: professors' attitude as the major demotivator, uncooperative colleagues, too long lessons, uninteresting lessons and unfulfilled physiological needs (such as hunger and tiredness). Kaivanpanah and Ghasemi (2011) presented similar results. They determined five major demotivating factors, one of which is the teacher. Mihaljević Djugunović (2012) carried out a research that showed that there were two major demotivators, one of which was the teaching setting demotivator which is very similar to our results.

11.4. Self-talk

Self-talk was introduced into the research in the last three weeks when the lessons were over and the participants had to study and take tests. Out of five levels of self-talk (Helmstetter, 1982), the diary analysis shows that the participants mostly used level four. The participants talked to themselves in a positive manner and managed to feel slightly better about themselves. Even though it may seem strange to talk to yourself in the beginning, it is beneficial for some. PA6 said: *"I've never used this kind of encouragement before the exam, but since this is my task now, I gave it a try. It was very weird saying these things out loud, but I realised that before every exam I have my own rituals where I repeat the sentence in my head: Let this pass as soon as possible and as good as possible. I've never thought this was a way of self-pep talk because I was not even aware of that until I started saying it out loud."* In this case, self-talk made the participant aware that she has been effectively using self-talk not only during the period of this study, but throughout her schooling as well.

Self-talks differentiate from participant to participant. PA1, PA7 and PA10 gave themselves short motivational speeches and included situational self-talk to shift their mindset from negative to positive. PA1*"You can do it! You've passed the music course, but you think you won't pass this? Come on, it is not hard. Pretend like you're teaching the material to someone who is completely unfamiliar to it."* PA7: *"Come on, you have to start now otherwise you'll be late. The sooner you*

start, the sooner you'll finish and then you can chill all afternoon." "You've taken a two-day rest because you've deserved it, now keep up the good work." "You can do it, you have to do it!" "Good job so far, only a little longer and you are done." "Come on, PA7, you have two exams today. Although one is not graded you still have to take it seriously. and the second one is multiple choice, you'll know that, that's easy. Just today and tomorrow and you're done, you have to do this right." PA10: *"This is your second to last semester. You've passed everything so far, you can do the same now. There are only three exams. We never had less than now. This is supposed to be the easier exam period. The first exam is in three days, there is still plenty of time to learn everything. You've learned a lot so far, just a little bit and you're done."* These three participants focused on themselves and what they need to do in order to succeed, which is a type four self-talk according to Helmstetter (1982).

PA2, PA3, PA4, PA7, PA8, PA9 and PA11 were reassuring themselves. PA2: *"It doesn't matter if you fail, but you surely won't."* This self-talk helped her because fearing the test will not help her do better, but words of encouragement will. She adds: *"I know this, it will be great in the end." "The activities I prepared are excellent, the students will enjoy my lesson." "No matter the outcome, it's all right."* PA3: *"I will successfully learn all I need, and I will pass the exam. I will not be stressed. I will be relaxed and everything will go well. I will get up early and use the day for studying. I'll go through the presentations and notes. I will read the material a few times until I've memorized everything. The exam will not be hard, I will manage to do everything without major problems. I do not feel anxious because I know everything will be all right. I am not nervous. I will study with my friends, we will go through the materials together and help each other."* This participant starts each sentence with *I will* which is another example of situational self-talk where the participant is conscious of the importance of change and encourages herself through simple statements that result in action. PA4: *"You've learned this well, the question won't be that hard, I will have enough time to write everything down."* PA7: *"The only thing to do now is revision, relax and do it, you know it anyways."* PA8: "*Get this over with. You know this from before. This is easy. There's not too much of this. Read this entirely and you then you can take a walk, relax and enjoy."* Apart from this, PA8 used meditation as her way of calming down and motivating herself. PA9: *"I've been paying attention in class, I know this. Pass this exam now so you won't have to bother with it in your last semester."* PA11: *"You will pass this. The worst thing that can happen is that*

you'll pass it next time." These participants used reassurance as a tool for motivating themselves and calming themselves down.

PA5 and PA7 looked forward to other activities and it made them motivated to do what they had to then. PA5: *"Do this as soon as possible so you can spend time with friends later/sleep/spend time with boyfriend." "In order to graduate and move out I have to pass all my exams as soon as possible."* PA5 stated that had been the most effective self-talk because it made her aware of her life goals and what was on the way of achieving them. PA7: "*Come on, you have to revise this as soon as possible so you have time for everything else today."*

In their last diary entry, some participants reported that self-talk was beneficial for them, while some did not find many benefits to it. PA1 said: "*Self-talk is important because at the end of the day it is all about you and your decisions. It is very flattering to hear encouraging words from others, but they are worthless if you yourself do not decide to listen to it and take action."* PA3 concluded that positive thinking and self-talk was important because it helped her to calm down before the exam. PA8 said: *"Self-encouragement influenced me and raised my confidence. It helped me accept the fact that not all lessons will be interesting, but I can always find out more from reading the literature that has been written about the topic and in that way make up for not paying attention in class."* PA4 said that self-talk did not affect her motivation whatsoever, while PA5 did not feel the need to practice self-encouraging and she did it only because she had to. Similar to that, PA7 stated that self-talk was not important to her because when she knew something needed to be done she would do it regardless of anything else. However, PA7 is the only participant that included rest days without feeling guilty about it. She used self-talk to remind herself that she needed rest and can go back to studying when she is rested. Furthermore, she used various ways to motivate herself in the self-talks. These results are similar to the results from Metzler & Newton (2011). They concluded that pep-talk does not raise motivation significantly, but can be inspirational.

To conclude, the vast majority of the participants used reassurance in their self-talks. It made them calmer and studying together with test taking was easier. However, most of the participants state that self-talking did not significantly influence their motivation.

11.5. English language skills and language anxiety

As a part of this research, each day the participants had to note down their ways of maintaining English language skills. The results show that it has been very challenging to maintain English language skills during the two months of online schooling. PA1 stated that her English language skills got rusty during this period and that she would feel shame when she had to speak in English. She thought that a larger period of time would be necessary to bring her skill back to the level they used to be prior to online learning. On the other hand, some of the participants put a great amount of effort into maintaining the skills by teaching English at work (PA9 teaches a group of kindergarteners and a group of adult learners in a foreign language school), reading books in English in their free time, watching movies, TV shows, YouTube videos and listening to podcasts, audiobooks and music. PA6 stated that she read books in English on a daily basis using her Kindle device and that it helped her maintain her skills and broadened her vocabulary. However, 82% of the participants maintained their language skills only through attending mandatory English courses.

The skill that has been maintained well by all participants is listening. All of the participants attended English courses regularly and listened to the professors and colleagues throughout the lesson which made them exposed to English language at least two days in a week. In addition to that, the vast majority of the participants listened to music in English, and watched movies and TV shows. What is interesting is that all participants spent time on social media and by that were exposed to English language. The analysis of the diaries shows that listening and watching content on social media helps them maintain their listening skills because they listen to native speakers with various accents and language background.

Reading, as another English language skill, has mostly been maintained through reading articles for homework, and reading lessons plans from other colleagues. PA5 extended her reading outside of homework and she read articles about health, while PA8 read articles about health, nutrition and well-being. PA6 and PA7 report on reading subtitles in English while watching movies and TV shows. PA8 realised that her reading skills were worsening so she decided to read one CNN article per day in order to maintain and further develop her reading skills.

Speaking can be divided into interactive, partially interactive and non-interactive (Bashir *et al*, 2011). The participants engaged most in interactive and partially interactive speaking, while non-interactive speaking has not been recorded by any participant. Interactive speaking occurred during lessons when the participants spoke to the professors, while partially interactive speaking

includes giving presentations and conducting lessons. Speaking has also been maintained through conducting English lessons in schools. PA9 maintained her speaking skills the most through teaching due to the fact that she works as an English teacher.

Speaking in online lessons seems to be a struggle. PA1 admitted that she felt ashamed to speak in front of the professor and the rest of the colleagues. PA2 did not want to speak out loud very often because she thought her voice sounded childish over the microphone. PA7 stated that she did not have a problem with speaking in person-to-person lessons, however speaking during an online lesson was uncomfortable for her because she knew that while she was speaking everyone was looking at her face over the whole computer screen. The rest of the participants stated that their speaking skills had been maintained through storytelling (which was assigned for homework), occasional speaking in lessons, giving presentations, and conducting English lessons. In addition to that, PA1 and PA2 stated that they found themselves in the situations where they had a conversation with foreigners.

The skill that has been neglected the most is writing. Since the participants are student teachers, they have to write lesson plans for two lessons they have to conduct each semester. Apart from writing lesson plans, maintenance of writing skills was done only through doing homework assignment that were given in English courses. Only two participants (PA5 and PA9) engaged in writing outside of schoolwork, PA5 translated a business letter from Croatian to English, while PA9 wrote her preparation for work (she works as an English teacher).

Overall impressions written in the last diary entry show that PA1, PA2, PA4, PA5, PA10 and PA11 stated that their English language skills got rusty and that they tried to maintain them mainly through mandatory English courses and by watching/listening movies, TV shows and music. PA3 stated that she did not have enough time to maintain her English language skills. PA7 admitted that speaking and writing had been harder to maintain than reading and listening. Only two participants, PA6 and PA9 felt they had maintained their English language skills successfully. Towards the end of the research, by keeping a diary PA8 realised that her reading skills were decreasing, so she felt inspired to start reading more in English. In conclusion, it can be seen from the analysis of the diaries that receptive skills (listening and reading) have been easier to maintain than production skills (speaking and writing).

Language anxiety, as explained in section 5, occurs in many different ways. According to Lisnychenko *et al* (2020), one type of language anxiety is fear of negative evaluation and another

is communication apprehension. It can be seen from the diaries that participants do not like engaging in speaking during the lessons because they feel their skills are not good enough. Another important factor to language anxiety is technology, due to difficulties with technology communication between teachers and he students can be interrupted and that causes students to stop paying attention and stop interacting (Lisnychenko, Dovhaliuk, Khamska, Glazunova, 2020). Most participants have, at least once, experienced some form of technological difficulty which stopped their interaction with the professor and participation in the lesson. PA2 even directly stated that she has more language anxiety now, than she had prior to online learning. A research carried out by Raspor, Gojšić and Rozman (2016) showed that students were not willing to participate in online lessons, as well as turn on their cameras of microphones. In our case, students do not want to turn on their cameras or speak because it makes them uncomfortable.

12 Conclusion

Overall, it can be concluded that diary keeping was a positive experience, however it does not significantly influence motivation. It has some beneficial factors, such as verbalising feelings and realising what are the major motives and demotives for each participant personally. It can be seen that professors are the major motives for participants and that their motivation depends on the attitude of the professor. What is interesting is that one of the major demotivators are also professors. If the professor is nice, friendly and understanding, the participants will feel motivated. However, if the professors are constantly giving negative feedback and teaching the same materials, the participants will not be motivated and will not actively participate in the lessons.

When it comes to self-talk, most of the participants did not find self-talk influential when it comes to motivation. Some of the participants reported on slight positive influence, while some practiced it only because they were required to. These findings are similar to the results of the research carried out by Gonzales, Metzler & Newton (2011). Their participants were inspired by pep-talk, but not significantly motivated. The same could be applied for this research as well, the participants thought it was a good way to feel better, however it is not enough to keep them motivated.

Maintaining English language skills during the online learning has been a great challenge for most of the participants. It shows that in order to maintain language skills, one has to be exposed to language. Although all of the participants were exposed to English language at least through lessons in English, it was not enough to make them feel as if their English language skills were at

the same level as prior to the online learning. Only few participants successfully maintained their language skills through doing various activities outside the activities that were required.

13 Suggestions for further research

This study was focused on a small sample of students from only one study programme. It would be interesting to expand it to the whole Faculty of Teacher Education and later to the whole University of Zagreb. Motivation is a phenomenon that is difficult to define and understand. It varies from person to person and it has many aspects that may or may not be logical. It would be appealing to investigate what motivates students from different study programmes and get an insight into the professors' influence on motivation. Further research could potentially help students learn about their sources of motivation. Furthermore, professors would be able to develop their approach to students in order to ensure motivation and positive learning atmosphere.

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Appendix 1: Giving consent to participating in the research

Pristanak na sudjelovanje u istraživanju

Poštovani,

u svrhu pisanja diplomskog rada, studentica 5.godine Učiteljskog fakulteta, Sandra Gregurić (greguric.sandra@gmail.com), pod mentorstvom doc.dr.sc. Kristine Cergol (k.cergol@gmail.com), provodi istraživanje o održavanju motivacije te jezičnih vještina engleskog jezika u jednom dijelu vremena predviđenog za trajanje online nastave (dva od, prema sadašnjim informacijama, četiri mjeseca). Cilj ovog istraživanja je istražiti jesu li, i kako, studentice Učiteljskog studija s engleskim jezikom održavale motivaciju i jezične vještine engleskog jezika za vrijeme održavanja nastave na daljinu (online nastave).

Tijekom istraživačkog postupka, od Vas će se tražiti da vodite dnevnik u obliku po želji u kojem ćete iskreno izraziti svoje iskustvo na temelju danih smjernica. Upute će se, s vremenom, djelomično promijeniti, no traženo će se uvijek odnositi na motivaciju.
Vaš identitet u potpunosti ostaje anoniman, a prikupljeni podatci biti će korišteni samo i isključivo u svrhu pisanja diplomskog rada. Sudjelovanje u ovom istraživanju je dobrovoljno i možete odustati u bilo kojem trenutku bez navođenja razloga i snošenja posljedica. Ukoliko imate dodatnih pitanja, molimo Vas, obratite se na gore navedeni e-mail.

E-pošta *

Važeća e-adresa

Ovaj obrazac prikuplja e-adrese. Promjena postavki

100%

- suglasnost na sudjelovanje u istraživanju te dajem svoj pristanak za korištenje podataka iz dnevnika u svrhu pisanja diplomskog rada.
- nesuglasnost na sudjelovanje u istraživanju.

Appendix 2: Guidelines

Slijede i detaljne upute:

1. Dnevnik može biti u bilo kojem obliku (a4,a3, na posebnim papirima, u bilježnici, u wordu...važno je samo da se ispunjava redovito i iskreno). Preporučam korištenje hrvatskog jezika, no ako misliš da ćeš se kvalitetnije izraziti koristeći engleski, može ☺

2. Molim te da dnevnik vodiš svaki dan kad imaš predavanja.

3. Svaki dan u bilješkama se osvrni na ove natuknice:

   a. Kako si se motivirala za online predavanja?

   b. Jesi li u nekom trenu izgubila motivaciju?

   c. O čemu ovisi motivacija pojedini dan?

   d. Postoji li nešto što je profesor/profesorica rekla/učinila kako bi te motivirala?

Ostatak pitanja odnosi se na održavanje jezičnih kompetencija na engleskom jeziku. Ukoliko je odgovor potvrdan, molim opiši ☺

   e. Jesi li danas pročitala nešto što bi održavalo tvoje reading skills?

   f. Jesi li danas poslušala nešto što bi održavalo tvoje listening skills?

   g. Jesi li danas razgovarala/govorila/koristila engleski jezik u govoru kako bi održala speaking skills?

   h. Jesi li danas napisala nešto što bi održavalo tvoje writing skills?

I za kraj, molila bih da te večeras (ili sutra ujutro) u svoj dnevnik upišeš DAY 0.

Zadatak za DAY 0 je kratko napisati što očekuješ (npr. hoće li ti ovo vođenje dnevnika pomoći u održavanju motivacije) od ovog istraživanja.

Molila bih te da budeš u potpunosti iskrena.

Za sva pitanja, tu sam!

Appendix 3: Additional guidelines

Draga sudionice, još jednom ti zahvaljujem na sudjelovanju u mojem istraživanju! Zamislila sam da istraživanje traje do kraja ispitnih rokova. Najavila sam sitne promjene u jednom dijelu pa evo javljam se s promjenom. Obzirom da predavanja uskoro završavaju, molila bih te da vodiš dnevnik prije učenja i prije samog ispita. Zamolila bih te da od danas pa do kraja prije svakog predavanja, učenja i ispita sama sebi održiš mali govor ohrabrenja i motivacije. Pri ispunjavanju dnevnika molim te da pokušaš zapisati što si otprilike rekla sama sebi u govoru ohrabrenja i osvrni se na to je li ti taj mini self-pep talk bio koristan i je li te motivirao više nego što si bila motivirana do sada. Ako imas kakvih pitanja, feel free to ask.

Appendix 4: Final guidelines

Draga sudionice, hvala ti na marljivo vođenom dnevniku! Kao zadnji zadatak, zamolila bih te da se kratko osvrneš na ovo iskustvo. Konkretnije, molim te da zapišeš jesi li bila više motivirana profesorima, samoohrabrivanjem ili nekim vanjskim utjecajem. Također, osvrni se na to je li te vođenje ovog dnevnika potaknulo da obratiš pozornost na važnost samoohrabrivanja i smatraš li je li ono uopće važno i učinkovito. I zadnja točka, osvrni se na svoje jezične vještine, jesi li ih uspješno uspjela održavati u ovom periodu.