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Revitalizing Learning Motivation in English Language Teaching (ELT) Students: A Study of the Influence of ICT during Lockdown

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Abstract

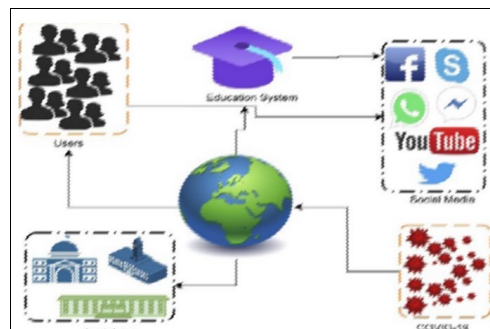
The outbreaks of COVID-19 had a tremendous impact on almost all facets of schooling and caused substantial disruptions. Education got completely transferred to online mode in most countries around the world. Online learning was the best solution for continuing education during the pandemic, especially in School Education. This study aims to determine the "Revitalizing Learning Motivation in English Language Teaching (ELT) Students: A Study of the Influence of ICT during Lockdown". The objective of this study is to evaluate the learners' new experiences in online education and assess the feasibility of virtual learning methods. This was achieved by analysing fifty (50) learners' responses to the survey-based questionnaire. A descriptive statistical method was used to test the validation of the study. It is found that the main problems that influence and impact online ELT learning during the COVID-19 pandemic are related to technical, academic, and communication challenges. The study results show that most ELT learners are not satisfied with continuing online learning, as they could not fulfil the expected progress in language learning performance. Overall, this research sheds light on the evolving landscape of online language education, emphasizing the significance of adapting to new technologies while addressing associated challenges.

Keywords: COVID-19 Pandemic, ELT students, learning challenges, online learning, ICT facilities, ICT skills, usage of ICT for learning.

Introduction

In practically every country in the world in 2020, a new coronavirus pandemic significantly impacted many areas of life, including education. Several educational institutions have shifted to distance learning to keep students studying

throughout the pandemic. Though it ensured that by and large studies were not adversely affected, in many cases, it was experienced that loneliness can result in demotivation, stress, and boredom.



Source: <http://surl.li/hefer>

Fig 1: Social media for Knowledge Acquisition and Dissemination

Information and communication technology (ICT) technologies allows teachers and students to maintain communication and ICT plays a crucial part in running the educational system. They also had an impact on how teachers and students felt about their studies and how motivated they were to teach as well as learn. Yet, as language learning is a communicative process, it may be challenging for students and teachers to learn the language while doing it at a distance. This study aims to share the experiences of students learning English through various ICT tools online. There hasn't been much research done on this topic yet, however, related sources have been studied and reviewed.

Literature Review

People have been influenced in one way or another since the coronavirus illness epidemic in 2019 (COVID-19 pandemic). Lockdowns across the nation have had a significant impact on people of all ages and professions. According to UNESCO (2020), the eruption has also had an impact on the global education system and changed the lives of 1,576,021,818 students in 188 nations. The administrations faced an unprecedented task in ensuring that education would continue despite the lockdowns (Chang & Yano, 2020). Diverse strategies have been implemented by numerous nations to address the problem in education.

(Chang & Yano, 2020) discussed in their study that the educational ministries and other stakeholders took significant national decisions to address the outbreak's issues, including those pertaining to the education system. For continuing education, nations including Egypt, France, Italy, the United States, and the United Arab Emirates (UAE) have adopted online platforms and distance learning techniques. Massive open online courses (MOOCs) were employed in China, Korea, Mexico, Rwanda, Iran, Peru, and Thailand. Apps, television, or other media were used to present the lessons. Through these channels, teachers could also receive training. Collaboration between the education ministry, various school networks, and the telecom industry was required to guarantee that student learning persisted (UNESCO, 2020).

The use of ICT will help students improve their IT skills, lifelong learning, and technological knowledge. In recent years, there has been a notable surge in the use of the Internet and other technology in education. Because of its practicality and efficiency, it doesn't require a lot of people's time. Information and communication technologies (ICT) and other various technological innovations include radio, television, computers, the Internet, social networks, and other technologies (Yunus *et al.*, 2013).

Language teachers have a good opportunity by learning through ICT, like the Internet. Relationships and language learning, communication with people from other cultures are crucial. Also, ICT relates to accessibility, taking part in global class projects, using software that is increasingly popular for video conferences, such as Skype, Zoom and Google Meet. (Dudley & Hockly, 2014). ICT integration into education is important, according to many academics (e.g., Mwalongo, 2011; Garrett, 2009), they suggest that it enhances student autonomy. Also, research demonstrates (Mwalongo, 2011; Garrett, 2009) that ICT may be used by students to change their learning, for instance, by providing them with assistance in a variety of ways.

Need for the Study

The COVID-19 epidemic caused a seismic upheaval in the global educational scene, requiring a quick change in the

teaching-learning process. This transition had its merits and demerits. On one hand, students embraced online education through various platforms, including virtual classrooms and radio programs, as traditional schools shuttered. However, a significant portion of students, lacking the necessary resources, grappled with the digital divide.

The pandemic's impact on education spanned all levels, necessitating educators and institutions to adapt swiftly to meet students' evolving needs. Challenges emerged for ELT (English Language Teaching) learners, including abstract presentation of language materials, unclear examples, curriculum overload, and a lack of engaging online classroom environments.

This study intends to investigate and comprehend the experiences of ELT students during the COVID-19 epidemic in reaction to these disturbances. Examining the difficulties and possibilities presented by this novel educational environment might teach us a great deal about the rapidly evolving subject of online language training.

Objectives of Study

- To Study the English language learner's opinions about ICT integration in ELT classes during covid-19 pandemic.
- To study the experiences regarding the transition from in-person to online teaching-learning.
- To study the teachers and students while incorporating ICTs in English Language Teaching.
- To study students' motivation through the integration of ICTs in their ELT learning during covid-19 pandemic.

Methodology Used for the Study

To learn how the lockout motivated pupils to learn the English language. To find out the researcher adopted a qualitative study with structured interviews with twenty qualitative questionnaires whose content validity was checked and were asked of 50 Jamia Senior Secondary School students belonging to class 11 and 12 in English Language learning. Responses were collected from all the students and percentage analysis was done.

Results & Discussion

The data was collected and analysed using statistical analysis and qualitative analysis was done fifty students (50) from the school Jamia Senior Secondary School from class XIIth. Students participated by responding to the questionnaire provided to them. There were 17 qualitative about the motivation of students to learn English during the lockdown. Students' thoughts about whether they would prefer to continue their studies using ICT tools during surveys have been created to gauge the COVID-19 pandemic.

Question-wise Analysis

Role of Technology in Learning

Table 3: Role of Technology in Learning

Responses in no.	Responses in%
25	50.0%
15	30.0%
7	14.0%
2	4.0%
1	2.0%
	0

Students were questioned about whether technology aided in their language study during the pandemic. A substantial of the students in according to Table no.3, 50.0% replied ALWAYS they benefitted from the technology, whereas 30.0% of the participants mentioned that they VERY OFTEN benefitted from ICT tools. 14.0% percent said that it was SOMETIMES for them to believe that technology played a fruitful role in their life. However, 4.0% of the students are sure that they get support from the technologies RARELY and 2.0% believed that technology NEVER supported and played a fruitful role in learning during covid-19 pandemic.

• Purpose and to the Extent were ICT used During COVID-19 Pandemic

Table 4: Purpose and Extent of ICT use

Item	Responses in no. (50)	Responses in%
Doing homework	30	14.9%
Attending online classes	30	14.9%
Chatting with friends	15	7.5%
Connecting with each other and learning	15	7.5%
Content creation	10	5.0%
Online quizzes	16	8.0%
Matching exercise	6	3.0%

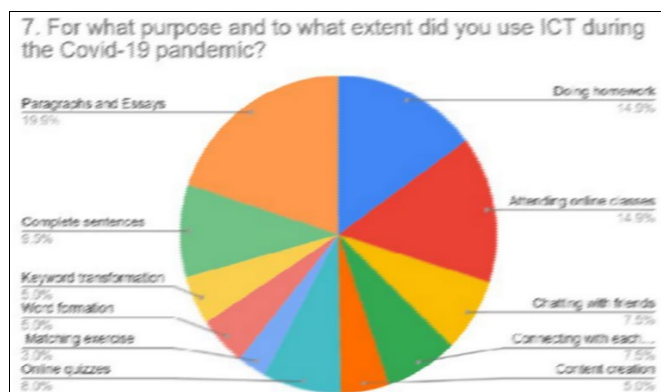


Fig 4: Purpose and Extent of ICT use

Based on Table No. 4 and Figure No. 4, during the COVID-19 pandemic, students' ICT usage varied in purpose and extent. Notably, 19.9% employed ICT for writing paragraphs and essays, 14.9% for homework, and 14.9% attended online classes. Smaller percentages engaged in activities like keyword transformation (5.0%), chatting with friends (7.5%), and solving online quizzes (8.0%).

• Services Used by Students during COVID-19 for English Language Learning

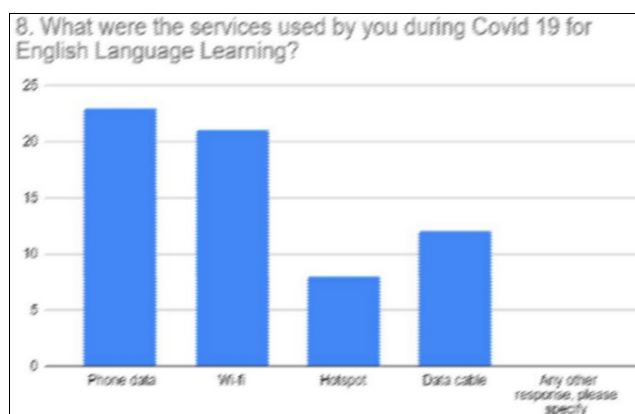


Fig 5: Services Used by students for English Language Learning

According to Figure No. 5, the analysis is students were questioned about if they had access to services like phone data, wi-fi hotspot data cable, or any other type of data connector they utilized to continue studying a language during the pandemic. Since everyone could easily obtain phone data from their smartphones at the time and Wi-Fi was only available to those in urban regions, the majority of students were dependent on it. Some students used other people's phone hotspots to access their online learning. Students who required data connections and possessed devices like laptops and tablets used data cables as well.

• Help Provided by Students to Teachers in Using ICT



Fig 6: Help provided by students to teachers in using ICT

According to Figure no.6, the questionnaire data was whether students helped teachers in using ICT. Teachers used technology to adapt to teaching during covid-19 pandemic and meet the demands of the rapidly evolving era. Learning is highly dependent on signals while using Internet access for distant learning. Students said that many teachers had connection problems when they were in the middle of a lesson. Students guided teachers in sharing screens and files. Students helped teachers in making online attendance. Students also helped their teachers by prompting them to mute and unmute during online classes. Students helped their teachers in every possible way and made online learning continue in every possible way.

• Experiences of Learners in using ICT in English Language Learning during covid-19 Pandemic

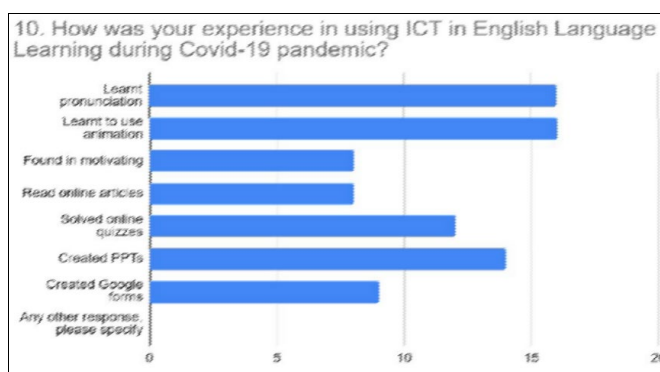


Fig 7: Learner Experiences in Using ICT in English Language Learning

According to Figure no.7, the students' experiences were studied in using ICT in the English Language Learning during covid-19 pandemic. It involves the use of cutting-edge technology to organize, prepare, and disseminate educational materials while also promoting two-way communication

between students and teachers. Presentations, discussion boards, polls, and quizzes can all be used to support positive and simple approaches to accomplishing learning objectives. Students found motivation in using ICT during the pandemic. On a related point, one of the technologies used during COVID-19 pandemic lockdown was the creation of Google Forms for online tests, for collection of data, document generation etc. Web-based tools and applications were used for managing teaching-learning by English teachers during covid-19 pandemic.

Table 8: Web-based tools and applications were used for managing teaching-learning by English teachers.

Item	Responses in no	Responses in%
LMS	3	7.0%
SMS	5	11.6%
Virtual classroom software	23	53.5%
Online collaborative	5	11.6%
e-portfolios	7	16.3%

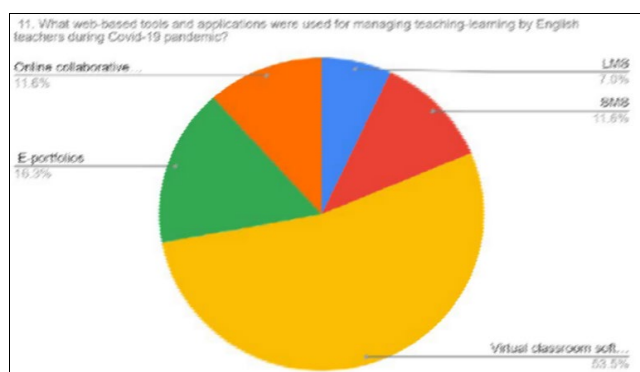


Fig 8: Web-based tools and applications were used for managing teaching-learning by English teachers

According to table no.8 and Figure No. 8, the web-based tools and their applications were used for managing teaching-learning by English teachers during covid-19 pandemic. The practice of teaching English during covid-19 pandemic was assisted by the use of numerous instructional resources. Social media and some learning management systems (LMS) gave teachers and students the chance to participate in online discussions, presentations, assignment submissions, and other activities. By weighing its benefits and drawbacks, some learning platforms or applications, however, are emerging as students' or teachers' favorites. Several applications are used to practice English. Alternative methods were used by both students and teachers, including WhatsApp, Emails, Zoom, and Google Classroom. ICT Tools used for Teaching English by teachers during COVID-19 Pandemic

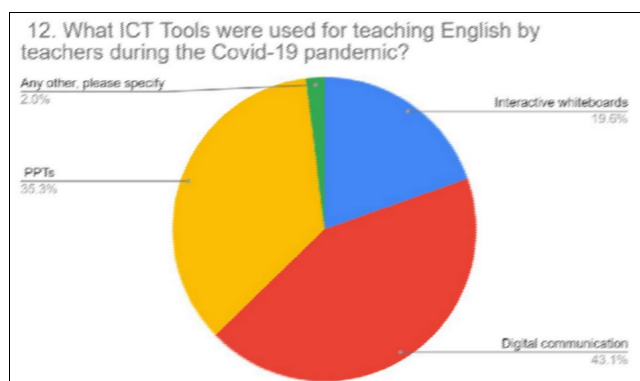


Fig 9: ICT Tools Used for Teaching English

According to Figure No. 9, ICT Tools used for teaching English by teachers during covid-19 pandemic were interactive whiteboards (19.6%), PPTs used (35.5%) Digital communication (43.1%). Regardless of the type of chapters students were taught, the English language teachers used a range of tools as part of their classroom instruction. They used technologically advanced equipment in addition to basic didactic materials (such as visual or audio) and a variety of techniques for participant activation. There were also other interactive platforms with resources and apps that language teachers used. These included the digital course books that the publishers provided for free to the teachers during the first school closure. Tools for asynchronous communication include Facebook Messenger, the school website, email, Microsoft Teams, Google Classroom, and electronic logbooks (such as Librus and Blue Board). Video conferencing and the telephone are synchronous communication tools. Connected instructional resources such as digital workbooks, interactive whiteboards, smart boards, and worksheets Wordwall.net, Quizlet, Quizizz, Kahoot.com, etc.

• Mobile Delivery used in English Language Teaching by the English Teacher during Covid-19 Pandemic

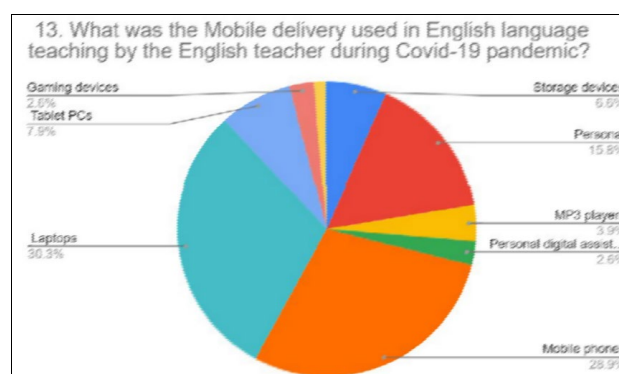


Fig 10: Mobile delivery used in Teaching English

Sintema (2020) observed that e-learning and smart revision sites expand the number of mobile devices available for use, enabling teachers and students to have courses via mobile phones and tablets. According to Figure no.10, mobile delivery was used in English Language teaching by English teachers during covid-19 pandemic like gaming devices, storage devices, personal computers, tablets, laptops, Music Players, Phones, and personal digital assistant apps. Teaching & learning techniques helped teachers deliver lesson plans & give students the skills they needed to learn on their own during the pandemic. In our daily lives, we use technology such as mobile phones and software. Devices used for content delivery methods in English Language Teaching during COVID-19 Pandemic.

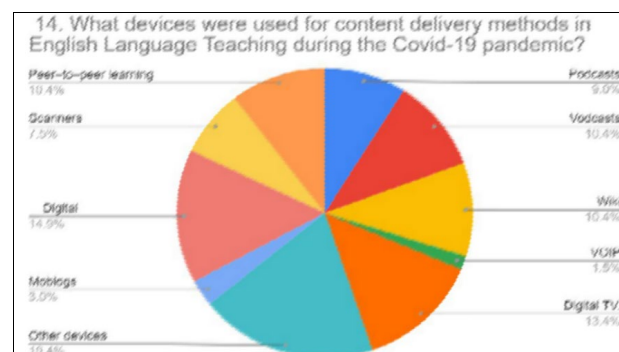


Fig 11: Devices Used for content delivery

According to Figure No.11, the devices used for content delivery methods in English Language Learning Teaching post covid-19 pandemic were peer-to-peer learning (10.2%), podcasts (9.0%), vodcasts (10.4%), scanners (7.5%), wikis (10.4%), Moblogs (3.0%), VOIP (1.5%), Digital T.V. (13.4%) and other devices (19.4%). Furthermore, in contrast to many developed nations, even before the Covid-19 pandemic, had the benefit of infrastructure that was strong, dependable, and capable of offering the courses the tools they needed to make the delivery process as seamless as possible. Many developing nations encountered numerous difficulties during the pandemic in content delivery methods including lack of support, familiarity with tools and media, and financial constraints.

• Aspects of Language Skills did you Improve in the English Language via ICT Tools during Covid-19 Pandemic

Table 12: Language skills improved via ICT tools

Item	Responses in no.	Responses in%
Vocabulary	12	10.9%
Grammar	17	15.5%
Listening	20	18.2%
Reading	24	21.8%
Writing	20	18.2%
Speaking	17	15.5%

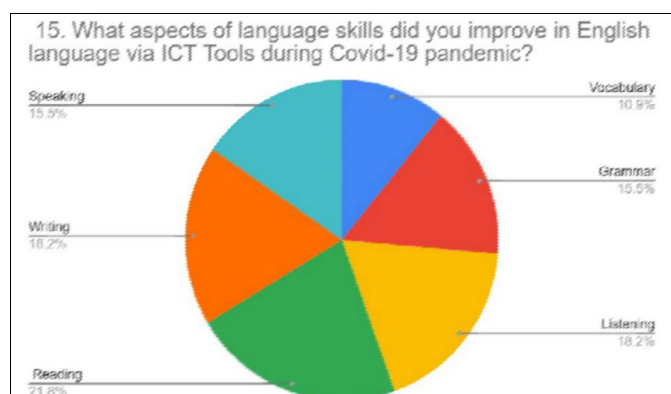


Fig 12: Language skills improved via ICT Tools

The most extensively spoken language in the world is generally English (Yen & Mohamad, 2020). Because of the need for and usefulness of the English language in the contemporary global period, students travel the world understanding the language. The teaching of English in education has progressively moved away from grammar translation and towards a communicative approach as a result of societal globalization (Zakaria & Shah, 2019). According to table no. 12 and figure no. 12, aspects of language skills improved in English language teaching via ICT tools during covid-19 pandemic were speaking (15.5%), writing (18.2%) vocabulary (10.9%), grammar (15.5%), reading (21.8%), listening (18.2%) these are the forms of skills utilized all over the world. Even while speaking, listening, reading, and writing skills are all crucial. Using ICT Tools by ELT learners during covid-19 pandemic was used for reading rather than listening and writing.

• Usage of Social Platforms like Facebook, WhatsApp, Twitter, Instagram, Google+, etc, Affected Learning English passively during the Covid -19 pandemic

Table 13: Effect of using social media platforms

Social platform	20-40%	40-60%	60-80%	80-100%
Facebook	4	8	11	22
WhatsApp	5	4	4	37
Twitter	10	12	12	16
Instagram	8	11	14	17
YouTube				50
WeChat			50	
Snapchat				50

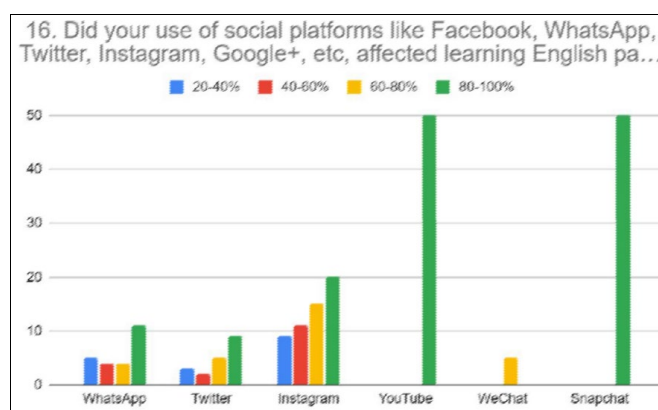


Fig 13: Effect of Using Social Media Platforms

Based on Table No. 13 and Figure No. 13, the usage of various social platforms like Facebook, WhatsApp, Twitter, Instagram, Google, YouTube, etc., has seen fluctuations. YouTube and Snapchat have notably surged in popularity. YouTube, in particular, has become a crucial educational resource, allowing students to access global education content. Teachers have embraced platforms like Twitter for chats and discussions using specific hashtags. Instagram offers a unique space for visual content and digital storytelling. WhatsApp remains widely used for daily communication. Snapchat's ephemeral nature has made it a distinctive social media trend, with content vanishing after a short period. Duration of Online Learning during COVID-19 on a typical day.

Table 14: Duration of Online Learning

Hour	Responses in no.
1-2 hour	13
2-3 hour	11
4-5 hours	7
5 hours	15
Any other response, please 0 specify	0



Fig 14: Duration of Online Learning during pandemic

According to Table no. 14 and Figure no. 14, in spending hours, the range of highest online learning was from 4-5 hours to 5 hours.

Even if it's fun to study all day at a computer, sitting at home is far more demanding. Since many students feel eye pain, there should be a longer break after two lessons. We frequently have trouble understanding the teacher because of problems with the Internet. The sound occasionally goes out. As the teacher can only see the child's face, if the child is fidgety, he or she may choose to play rather than study. Going to school is still preferable to taking online classes for learning.

- **Students' Belief that a Complete Course can be done Online Mode Without any Difficulty**

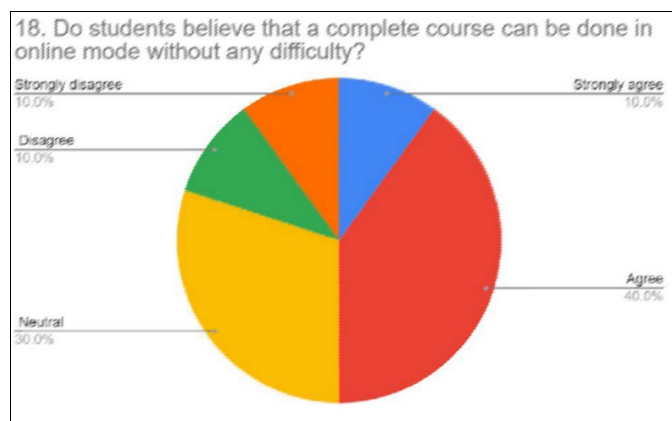


Fig 15: Completion of a course in online mode

According to Figure No. 15, how students believe a complete can be done in online mode without any difficulty 40% agreed with online learning, 30% were Neutral about it, 10% strongly agreed, 10% disagreed, and 10% strongly disagreed with it that a complete course can be done in online mode without any difficulty. High-calibre teachers who care deeply about their kids' education have a favourable influence on their pupils' satisfaction. The teacher's comprehension of the student's needs contributes to student satisfaction (Kauffman, 2015). Consequently, this study included the premise that the effectiveness of the teacher has a substantial impact on the satisfaction of the pupils.

- **Technological Difficulties in Taking Online English Classes during COVID-19 Pandemic**

Table 16: Technological difficulties in taking online classes.

Item	Responses in no	Responses in%
Lack of experience to use	12	10.5%
Lack of resources (mobile phone/laptop/PCs)	17	14.9%
Lack of enforcing factors for the use of ICT	4	3.6%
Marginalizing the teachers	3	2.6%
Insufficient experience with ICT by the teacher	3	2.6%
Technical problems while taking the class	19	16.7%
Lack of space to take an online class	14	12.3%
Classes went indiscipline	23	20.2%
Health issues	19	16.7%
Any other response, please specify	0	0

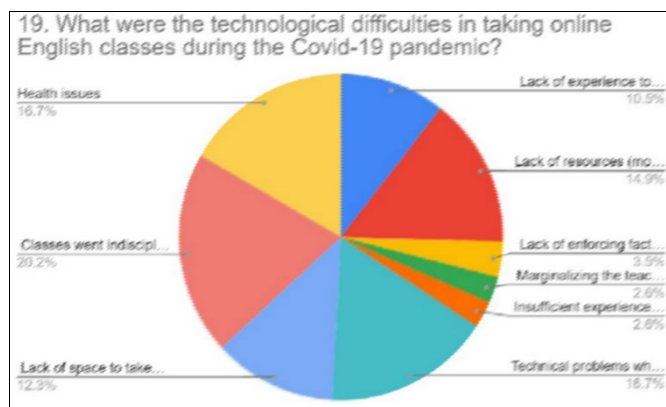


Fig 16: Technological difficulties in taking online classes

Table No. 16 and Figure No. 16 sheds some insight on the technological obstacles that students during COVID-19 online English study must overcome. While online education presents opportunities for acquiring new skills, it comes with significant hurdles. Tang *et al.*'s (2020) study on engineering students revealed dissatisfaction, particularly concerning communication and question-and-answer formats.

Three Major Challenges Emerge

1. **Low Motivation:** Many students lack motivation in online classrooms due to excessive content delivery and theoretical emphasis.
2. **Lack of Discipline:** Discipline varies among students, impacting their online learning experiences differently.
3. **Technical Issues:** A reliable internet connection is essential for online learning, yet inadequate internet speed remains a challenge in some regions. Additionally, the absence of in-person interaction affects learners' engagement and satisfaction in virtual classrooms. Strategies to cope with online learning of English during covid-19 pandemic.

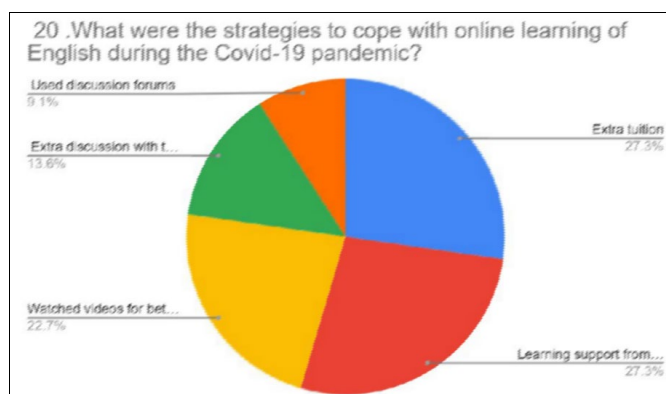


Fig 17: Strategies to cope with online learning

Figure No. 17 presents coping strategies during COVID-19 online English learning. Students encountered various challenges, from technology issues to emotional distress. To address these difficulties, fostering strong learning attitudes, self-discipline, and motivation is crucial. Additionally, teacher training in effective digital resource use and online teaching methods is essential to maximize the benefits of ICT in education.

Findings of the Study

Based on the study's findings, most of the students have a favorable attitude towards integrating e-devices into

classroom teaching and learning and are aware of the usage of ICTs in ELT learners. Most of the students were found to be familiar with technological tools, and they have positively accepted that they integrate ICTs into their classes, and most of the students believed that they could integrate technology into their classrooms. Additionally, e-technologies including computers, e-mail, the internet, and mobile devices should assist their lessons. pupils said that e-learning helped pupils enhance their language skills and that ICTs should be employed in the classroom.

It was discovered that a lack of resources, access to them, electricity, and an internet connection were the main barriers to using e-devices and integrating e-learning in the classroom. When integrating e-learning, problems arise due to economic factors, a lack of sound theoretical and practical understanding in e-learning, blended learning, online education, and other types of tech-based instruction.

Discussion and Conclusion

The outcome of the current study supports that ICT tools help students to function well and feel a part of the contemporary, global community. Almost all of the participants felt motivated and independent. During and after the lockdown, students used ICT tools to continue studying their languages, increasing their self-dependency of their education (Mwalongo, 2011; Garrett).

The study's findings demonstrate that the pandemic has no negative effects on ELT learners' motivation levels since ICT tools make it easy for them to access knowledge sources even when libraries and information services are closed. However, because of the lockdown, practically all means of education and communication migrated to virtual ones, rendering mankind unduly dependent on technology. As a consequence, because of the abundance of virtual resources, some people were considering quitting their language-learning programs. As distance education was being tried to maintain education, both students and teachers lost their tempers and willingness at the start of the lockdown because some of them lacked expertise in information and communication technologies.

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