

UNDERSTANDING LEARNERS' MOTIVATION IN ONLINE ENGLISH TRAINING FOR TEACHERS: BALANCING PERSONAL INTEREST AND WORKPLACE DEMANDS

ENTENDENDO A MOTIVAÇÃO DOS ALUNOS NO TREINAMENTO ONLINE DE INGLÊS PARA PROFESSORES: EQUILIBRANDO O INTERESSE PESSOAL E AS DEMANDAS DO AMBIENTE DE TRABALHO

Article received on: 8/29/2025

Article accepted on: 11/28/2025

Kartika Marta Budiana*

*Universitas Negeri Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0000-0002-9770-2409>
kartika.marta.2302219@students.um.ac.id

Bambang Yudi Cahyono*

*Universitas Negeri Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0000-0001-5210-5208>
bambang.yudi.fs@um.ac.id

Nurenzia Yannuar*

*Universitas Negeri Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0000-0002-5974-6072>
nurenzia.yannuar.fs@um.ac.id

Francisca Maria Ivone*

*Universitas Negeri Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0000-0001-6769-1406>
francisca.maria.fs@um.ac.id

Andini Septamasari*

*Universitas Negeri Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0009-0000-9257-1713>
andini.septama2302219@students.um.ac.id

The authors declare that there is no conflict of interest

Abstract

This study aimed to investigate learners' motivation in an English language training program as part of a community service activity. Learners were teachers at an elementary school located in East Surabaya, East Java, Indonesia. A descriptive method was used to describe the qualitative data, and the instrument was a questionnaire with 10-item statements to obtain data on factors influencing teachers' motivation. Furthermore, an interview was conducted with teachers to obtain in-depth data. The results showed most teachers agreed to study English because it was demanded in the workplace. Several factors influenced learners' motivation, namely stakeholders demand and intention to stay current with modern trends. This study is

Resumo

Este estudo teve como objetivo investigar a motivação dos alunos em um programa de treinamento em língua inglesa como parte de uma atividade de serviço comunitário. Os alunos eram professores de uma escola primária localizada em Surabaya Oriental, Java Oriental, Indonésia. Utilizou-se um método descritivo para descrever os dados qualitativos, e o instrumento foi um questionário com 10 itens para obter dados sobre os fatores que influenciam a motivação dos professores. Além disso, foi realizada uma entrevista com os professores para obter dados mais aprofundados. Os resultados mostraram que a maioria dos professores concordou em estudar inglês porque era exigido no local de trabalho.



expected to provide stakeholders with insights on how to effectively motivate teachers in English language training program.

Keywords: English Language Training. Teachers As Program Learners. Types Of Motivation. Training Program.

Vários fatores influenciaram a motivação dos alunos, nomeadamente a exigência das partes interessadas e a intenção de se manterem atualizados com as tendências modernas. Espera-se que este estudo forneça às partes interessadas insights sobre como motivar eficazmente os professores no programa de treinamento em língua inglesa.

Palavras-chave: *Treinamento em Língua Inglesa. Professores como Alunos do Programa. Tipos de Motivação. Programa de Treinamento.*

1 INTRODUCTION

In the Indonesian Independent Curriculum, English language is an optional subject that is offered based on the readiness of the educational unit. The regional governments need to facilitate the implementation of English language subjects, specifically by increasing teachers' competency. Moreover, education units that are not ready to offer English as an elective subject can integrate the content into other concepts or extracurricular activities by engaging the community, school committee, volunteers, and parental guidance (Badan Standar, Kurikulum, dan Asesmen Pendidikan/BSKAP, 2022). Meeting the criteria for superior school accreditation, which requires improvement in language lessons necessitates enhancing teachers' English language competence (Ardianto *et al.*, 2023). In this context, community service learning as a requirement for higher education can help address the issue.

New instructional methods are evolving in higher education to respond effectively to current societal concerns. The initiatives that combine university education with socio-community development, physical and healthy attitudes, as well as social actions are among the recommendations (Giné-Garriga *et al.*, 2019). Moreover, the contemporary growth of service learning is evident across a wide range of fields and educational levels, with several studies examining the effects (Corral-Robles *et al.*, 2022). These initiatives are supported by various professionals and scholars, including representatives in the field of language teaching, particularly English as a foreign language (EFL) (Hooli *et al.*, 2023). Learning EFL is very challenging for non-native learners, and various factors might contribute to low competence. Meanwhile, motivation is defined as “the process where goal-directed activity is instigated and sustained”, and is widely considered as one

of the most crucial factors in learning English (Schunk & Mullen, 2013). According to McDonough (2003), learners' motivation is among the most significant factors influencing success or failure in learning language.

Motivation plays a crucial role in achieving success and acquiring English as a foreign or second language (L2). However, instilling motivation among learners can be a formidable challenge for educators (Janah & Cahyono, 2022). Maintaining learners' motivation poses a greater challenge in rural and suburban classrooms than metropolitan settings due to the limited access to English language resources in these areas (Hsu, 2019). Several studies have established a correlation between self-determined motivation and various educational achievements across different age groups, from early elementary school to college learners. According to Deci *et al.* (2016), several studies (e.g., Vallerand *et al.*, 1991) have shown a positive correlation between self-determined motivation for academic tasks and learners' retention rates. Specifically, learners with higher levels of self-determined motivation tended to persist in their educational pursuits compared to those with lower levels of self-determined motivation. In addition, Grolnick & Ryan, (2001) established a connection between intrinsic motivation and autonomous types of extrinsic motivation, showing positive impact on academic achievement. This current study aimed to investigate learners' motivation in online English language training program, as part of the community service program at the trainer's university. Therefore, understanding learners' motivation is essential for determining the success or failure of online English learning.

2 LITERATURE REVIEW

2.1 Motivation

Motivation provides the primary impetus to initiate learning L2 and serves as the driving force to sustain the lengthy and often tedious learning process. All other factors included in L2 acquisition to some extent presuppose motivation. Without sufficient motivation, even the most talented learners cannot achieve long-term objectives, and neither appropriate curriculum nor excellent teaching can ensure learners achievement (Dörnyei, 1998).

In the field of second language acquisition (SLA) study, particularly in the investigation of motivation, Gardner, a prominent figure, defined motivation by identifying four aspects. This includes an objective, effortful behavior to achieve the objective, a desire to achieve the objective, and positive attitudes toward the objective (Budiana & Djuwari, 2018). Gardner (2001, cited in Dörnyei, 1998) described motivation as the effort-based 'engine' that determines the extent an individual works to acquire language out of desire, as well as the satisfaction experienced. More specifically, motivation comprises three components, namely motivational intensity, desire to learn a language, and an attitude toward learning a language. According to Gardner, 'motivation' is a central mental 'engine' or 'energy center' that includes effort, want/will (cognition), and task enjoyment (affect). These three components operate in unison, as a truly motivated individual exhibits all the components (Dörnyei, 2003).

Self-determination theory (SDT) differentiates between various types of motivation based on the objectives that drive an action. Intrinsic motivation refers to participating in an activity because it is intrinsically fascinating or enjoyable, while extrinsic motivation refers to engaging for a distinct solution. Intrinsic motivation is significant for educators as it is a natural source of learning and achievement that can be systematically stimulated or impeded by parent and teacher practices (Deci *et al.*, 2016). Furthermore, intrinsic motivation involves engaging in an activity for the inherent gratifications, rather than for some external reward. Being intrinsically motivated fosters actions based on enjoyment or challenge, rather than external pressures or rewards (Cahyono & Rahayu, 2020).

The majority of activities engaged in are not solely driven by intrinsic motives although intrinsic motivation is important as a form of motivation (Deci *et al.*, 2016). Extrinsic motivation arises when an individual engages in an activity to achieve a distinct objective. Extrinsic motivation also differs as it pertains to engaging in an activity primarily for the external rewards or benefits offered, rather than for the inherent pleasure (Dörnyei, 2003). Traditional school settings often foster extrinsic motivation, which "focuses learners on the material or monetary rewards of education rather than instilling an appreciation for creativity and for satisfying some of the fundamental drives for knowledge and exploration". In contrast, "an intrinsically oriented school can be transformed into a more positive, affirming environment" (Terrell, 1981, pp. 781-782).

Learners consequently develop an appreciation for love, intimacy, and respect for the wisdom of age (Dörnyei, 1998).

Both intrinsic and extrinsic motivation can be identified in foreign language classrooms, regardless of variations in cultural beliefs or the attitudes of learners and teachers. Scholarly investigations on the motivation of foreign or L2 learners frequently use a conceptual differentiation between two forms of motivation, specifically instrumental and integrative (Terrell, 1981). Gardner (1991) defined instrumental motivation as the act of acquiring a language due to the perceived practical benefits it may offer to learners, although with varying levels of clarity (Budiana & Djuwari, 2018). Table 1 presents this motivational dichotomy.

Table 1

Motivational Dichotomy

	Intrinsic	Extrinsic
Integrative	<i>L2 learner wishes to integrate with L2 culture (e.g., for immigration or marriage)</i>	Someone else wishes L2 learner to know L2 for integrative reason (e.g., Japanese Parents send kids to Japanese –language- school)
Instrumental	<i>L2 learner wishes to achieve goals utilizing L2 (e.g., for career)</i>	External power wants L2 learner to learn L2 (corporation sends Japanese businessman to U.S for language training)

Source: Terrell (1981)

2.2 Motivation for Computer-Assisted Language Learning (CALL)

A growing body of study has been devoted to understanding situated motivation, exploring the various aspects of context that influence learners' motivation. This includes examining the immediate and long-term motivational impacts of different forms of pedagogy. A subfield of this study has focused on how CALL systems can influence learners motivation, both inside and outside the classroom (Lamb & Arisandy 2020). According to Golonka *et al.* (2014) and MacAro *et al.* (2012), there is more evidence for CALL's positive effect on learners motivation than for the ability to accelerate language acquisition. Lamb (2017) identified four motivational benefits of using CALL systems in the classroom:

1. CALL systems can increase learners' interest in classroom learning duties while validating their innate digital technology proficiency. According to Kukulska-Hulme and Viberg (2018), the use of mobile devices such as smartphones and

iPads in language classrooms produces "positive effects in terms of learners attitudes, enthusiasm, engagement, and mutual encouragement" (p. 214).

2. By promoting learners autonomy and individualization, CALL systems can increase the long-term motivation of language learners. For instance, Ilic (2015) showed how collaborative activities using mobile phones could motivate learners to complete assignments.
3. CALL systems can indirectly increase learners' L2 motivation by providing more opportunities for oral communication practice, specifically through videoconferencing or online gaming. These platforms reduce the likelihood of learners feeling uneasy or embarrassed when speaking in L2 (Ilic, 2015).
4. CALL systems help learners construct identities as L2 users, partly through the self-confidence that results from successful L2 communication (as in previous point), and partly through the opportunities online platforms provide "to experiment with new and alternative identities and modes of self-presentation without posing a threat to learners' actual identities and private selves" (Ushioda, 2012, p. 59).

The body of evidence supported the notion that CALL systems generally had a favorable influence on learners' motivation, even after the early novelty effects diminished. However, scholars contended that several previous studies in this field lacked the necessary theoretical and methodological rigor (Bodnar *et al.*, 2016). These studies were often considered supplementary components, such as attitude surveys or retrospective interviews with learners, in broader investigations focused on the effects on language development. A potential avenue for improvement involves increasing the utilization of L2 Motivational Self System (L2MSS) by study experts in the field of CALL. This framework can provide valuable insights into the overall motivation of language learners by examining their future self-guides and establishing connections with specific motives for engaging in technology-mediated language study. By considering contextualized motivation for engaging in technological learning, learners can focus on the utilization of technology as a means of studying. This current study investigated learners' motivation for learning English through two research questions:

- 1) What types of motivation do learners in English language training program have for learning English?

- 2) How motivated are learners in English language training program to acquire English?

3 METHOD

3.1 Research design

A case study method was used due to the constrained timeframe. According to Davison and Smith (2018), a case study refers to a particular occurrence often used to exemplify a broader principle, involving the examination of a specific instance in action. Furthermore, a qualitative method known as descriptive analysis was used due to the ability to provide a qualitative description of results. Data triangulation was carried out through the interviews to improve the qualitative validity of results.

English language training in the community service program was structured as a 60-min session per week, conducted over 4 weeks. This training was conducted online to accommodate all learners' and the trainer's schedules. Learners, who were elementary school teachers, joined English training through zoom, listened to the trainer's material, and practiced English speaking afterwards. Due to time constraint, the speaking tasks were submitted online through WhatsApp group. Before each new meeting in the subsequent week, learners individually submitted speaking tasks in WhatsApp group using Voice Notes. The trainer also checked and reminded learners to submit the tasks on time, specifically for those who had not submitted on the due date.

3.2 Participants

This study investigated the motivation of learners in English language training as part of a community service program. The training was conducted online on 8 teachers from an elementary school in east Surabaya, called "SD Juara". SD Juara is located in Medokan Ayu Village, Rungkut District, Surabaya City, East Java, Indonesia. It is part of a social-based national network of 22 schools under the auspices of *Yayasan Indonesia Juara*, an education partner of the philanthropic institution *Rumah Zakat* (Donation House). *Rumah Zakat* is a national charitable organization in Indonesia that manages

donation and charity through integrated programs in education, health, economics, and the environment. Furthermore, questionnaires were used and interviews were conducted with learners in online English class. The majority of teachers taught various grades, such as 1st and 2nd grades, with teaching experience ranging from 2 to 14 years.

Table 2

Learners' Demographic Information

Subject	Gender	Age	Subject Taught	Teaching Experience
1	Male	31	2 nd grade	7 years
2	Male	37	3 rd grade	10 years
3	Male	37	Islam	11 years
4	Female	36	6 th and Math	12 years
5	Female	36	1 st grade	14 years
6	Female	37	4 th grade	12 years
7	Female	26	All grades	2 years
8	Male	38	Javanese	12 years

3.3 Data collection

The questionnaire was constructed using Google Forms. This medium was selected to gather significant information in a short period and to allow learners to consider responses thoughtfully. Some learners were interviewed after analyzing data from Google Forms. To address language barriers and accommodate the varying levels of English competence among learners, all questionnaire items (Appendix A) and interview questions (Appendix B) were translated into *Bahasa Indonesia*. The collected data were subsequently translated into English. The interview questions are shown in the appendix. The interviews were conducted face to face, with participants selected based on questionnaire responses and consent to be interviewed. A Likert scale ranging from 1 to 5 was used, where 1 denotes strongly disagree and 5 represents strongly agree. The 1st to 3rd teachers were selected for interview due to responses ranging from 1 to 3 on the scale, while the 4th teacher was selected due to responses ranging from 4 to 5.

3.4 Data analysis

The responses from the questionnaire were analyzed to identify support for or opposition to the statements presented. The number of learners who expressed agreement or disagreement with each statement was counted. Furthermore, the responses were

classified on a scale ranging from strong agreement to strong disagreement. Learners were administered a questionnaire to gather their motivation for joining online English language training conducted on Zoom. The responses were subsequently classified into intrinsic and extrinsic motivations.

A subset of learners was selected for in-depth interviews and inquired about the inclination toward acquiring proficiency in online English class and to identify any challenges faced during the learning process. Learners were also requested to articulate their opinions and expectations regarding the process of learning English. The interview results were categorized as intrinsic and extrinsic motivations, and learners were requested to explain the underlying factors behind their respective impressions.

4 FINDINGS AND DISCUSSION

This study focused on the responses to the questionnaire regarding learners' motivation in online English Training.

4.1 Learners' intrinsic motivation based on questionnaire result

Data were collected from individuals who had completed the questionnaire. This study did not discriminate based on gender, as both male and female genders were valued equally. Moreover, the participants were learners who completed a questionnaire regarding their motivation in online English language training. A closed-ended questionnaire with a Likert scale was specifically used. The graph below shows learners' responses to each type of motivation.

Table 3

Learners' Intrinsic Motivation

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I like English	25%	38%	25%	12%	-
I want to communicate in English with learners and colleagues	50%	50%	-	-	-
I would like to use English that I have learned	62.5%	25%	-	12.5%	-

I think communicating in English is important in the present era	50%	50%	-	-	-
Total	100%	100%	100%	100%	100%

The first to four questions focused on intrinsic motivation. The report showed that most learners, who were elementary school teachers, had intrinsic motivation in online English learning. The first statement inquired whether learners like English or not, where out of 8 learners, only 1 (12%) disagreed, 2 (25%) strongly agreed, 3 (38%), agreed, and 2 (25%) were neutral. The second statement inquired whether learners want to communicate in English with colleagues, where 50% strongly agreed and the other 50% agreed. The third statement inquired whether learners would like to use English learned. The fourth statement inquired whether learners think speaking in English is important in the current era, where 50% strongly agreed as shown in Figure 1.

The first type of learners' motivation in learning English was intrinsic. More than 50% liked English, 100% wanted to communicate in English with colleagues, 80% would like to use English learned, and 100% assumed communicating in English was important in the present era.

The study found that the majority of learners had intrinsic motivation to participate in online English training. This type of motivation is driven by personal interests and desires, rather than external pressures. The questionnaire results showed that 62.5% of learners strongly agreed that they liked English, and 100% wanted to communicate in English with colleagues. Additionally, 80% of learners wanted to use English they had learned, and 100% believed that communicating in English was important in the present era. These findings indicate that learners were motivated by their personal interest in the subject and its practical applications.

4.2 Learners' extrinsic motivation based on questionnaire result

Questions 5 to 10 addressed learners' extrinsic motivation. The data summary is presented in Table 4.

Table 4*Learners' Extrinsic Motivation*

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
The supervisors or the stakeholders where I teach think learning English is important	62,5%	37,5%	-	-	-
I think communicating in English facilitates my career	37,5%	37,5%	12,5%	12,5%	-
I learn English due to stakeholders' demand in my working	25%	37,5%	37,5%	-	-
I feel nervous when answering questions in English class	12,5%	12,5%	50%	12,5%	12,5%
I feel anxious when colleagues in my English class communicate better	12,5%	-	25%	50%	12,5%
I always feel anxious in English class	12,5%	12,5%	37,5%	12,5%	25%
Total	100%	100%	100%	100%	100%

Questions 5 to 10 addressed learners' extrinsic motivation. Statement 5 inquired whether the supervisors or stakeholders think that learning English is important. The response showed that 62.5% of learners strongly agreed and 37.5% agreed. Statement 6 asked whether learning commenced due to demand in the workplace, where 50% strongly agreed, 37.5% agreed, and 37.5% were neutral. Statement 7 asked whether learners were nervous or not while participating in English class, where 12.5% strongly agreed, 12.5% agreed, 50% were neutral, 12.5% strongly disagreed, and 12.5% disagreed. Statement 8 asked whether learners were anxious when colleagues effectively communicate in English class, where 12.5% strongly agreed, 25% were neutral, 50% disagreed, and 12.5% strongly disagreed. The last statement inquired whether learners always feel anxious in English class, where 12.5% strongly agreed, 12.5% agreed, 37.5% were neutral, 12.5% disagreed, and 25% strongly disagreed. The data summary is presented in Figure 2.

The second type of learners' motivation in learning English was extrinsic. Approximately 100% agreed that the supervisors or stakeholders considered English important, and about 90% agreed to learning English due to demand in the workplace. Approximately 50% were unsure of feeling nervous when participating in English class,

and 50% disagreed to being anxious when colleagues communicate more effectively in English. The majority disagreed to feeling anxious in English class.

Extrinsic motivation, on the other hand, is driven by external factors such as rewards, recognition, or social pressures. The questionnaire results showed that learners were motivated by extrinsic factors such as job demands and the recognition of English's importance in the world of work. For instance, 62.5% of learners strongly agreed that their supervisors or stakeholders thought learning English was important, and 50% agreed that they learned English due to demand in the workplace. These findings suggest that learners were motivated by the need to meet the expectations of their employers and the necessity of English in their careers.

4.3 Interview findings

In the in-depth interviews, several questions were administered to 4 learners. The 1st to 3rd learners were selected due to responses mostly ranging from 1 to 3 on the scale, while the 4th learner was selected due to responses ranging from 3 to 5. The interview consisted of four questions.

The first question was: Since when have you learned English? Most learners started learning in elementary or junior high school. The 1st respondent, a 6th grade teacher started learning in Junior High School. The 2nd respondent, teaching all grades stated, "Since I was in the 3rd grade of elementary school, I was about 9 years old." The 3rd respondent, a 2nd grade teacher, also answered, "Since I was in junior high school." The 4th respondent started learning in 4th grade of elementary school, adding, "Since I was in the 4th grade of elementary school, but it was minimal because the school was in a remote area."

The second question in the interview inquired learners' impression of online English class. All learners agreed that the class was very interesting, fun, and applicable. The 1st respondent, a 6th grade teacher, described the class as fun and interesting, saying, "It was interesting and fun with various conversation practices that made learning enjoyable." The 2nd respondent, teaching all grades, found online training applicable, saying, "It was very helpful, more applicable, and adjusted to teachers needs." The 3rd respondent, a Javanese teacher, agreed that training helped in understanding English daily practice, saying "It is quite helping in re-understanding or remembering how English is

used in daily activities.” The 4th respondent, a 2nd grade teacher, found online training very useful and improved English skill, saying “the training was very useful and enlightening, and my English skills were far from expectations. After seeing English skills of other co-workers, my age and theirs were definitely very far apart. Therefore, I am motivated to always want to learn and improve.”

The third question focused on the reasons and motives for learning English, with the majority expressing the desire to improve English skills due to the current importance. The 1st respondent, a 6th grade teacher aimed to be fluent in English, stating, “I want to be fluent in daily conversations and be able to read English easily.” The 2nd respondent, a Javanese teacher, cited low English proficiency, job demands, and the current necessity to master English as reasons for joining the training.” The 4th respondent, a 2nd grade teacher, confirmed the importance of English in the future job market, stating “English is very much needed in the future job market, and my abilities are still lacking. “

The fourth question inquired about learners' expectations regarding online English training. The respondents expressed hopes of understanding English vocabulary and sentences, engaging in daily conversations, increasing TOEFL scores for scholarship opportunities, and reading English literature. The 1st respondent, a 6th grade teacher, expressed a desire to use English confidently in daily conversations, stating “I hope to be fluent in pronunciation and conversation, although not every day.” The 2nd respondent, an All-Grades Teacher, aimed to improve English skills, stating, “I hope to improve my English skills and achieve a certain TOEFL score required for scholarships opportunities.” The 3rd respondent, a Javanese teacher, had several expectations, including improving English proficiency, stating “Well, there are various reasons. First, I would like to improve my English language skills. Second, I wish to read many journals/books/literatures from various countries in English. Third, I would like to use English in my daily activities.” The 4th respondent, a 2nd grade teacher, desired to practice and learn English, stating “I need to continuously practice in order to be more fluent and retain knowledge, particularly focusing on vocabulary, reading comprehension, and sentence structure.”

The interviews further supported the findings that learners were motivated by their personal interest in the subject and its practical applications. When asked about their impression of the online English class, all learners agreed that it was interesting, fun, and applicable. They appreciated the variety of conversation practices and the ability to learn

in a way that was tailored to their needs. The learners also expressed a desire to improve their English skills due to the current importance of English in their careers and future educational opportunities. The interviews also highlighted extrinsic motivations. Learners mentioned that they were motivated by the need to improve their English skills to meet job demands and to be competitive in the job market. They also expressed a desire to use English in their daily activities and to read English literature.

In summary, the interview results showed learners' motivation to acquire English. Intrinsic motivation was evident in the desire to improve English skills, necessary for current job demands and future educational opportunities. This could also improve TOEFL score, offering opportunities to continue studying with scholarships. Extrinsic motivation originated from job demands and the recognition of English's importance in the world of work.

Discussion: Comparing Study Findings with SCT and CDST Perspectives

The results of this study, which examined the intrinsic and extrinsic motivations of Indonesian elementary school teachers in an online English language training program, can be meaningfully interpreted through the lenses of Sociocultural Theory (SCT) and Complexity/Dynamic Systems Theory (CDST) as discussed by Amory and Becker (2023)².

1. Motivation as Dynamic and Contextual

Both SCT and CDST recognize that L2 motivation is not a static, individual trait but a dynamic process influenced by interactions between individuals and their environments². The current study's findings-that teachers' motivation was shaped by both personal interests (intrinsic) and external demands (extrinsic)-reflect this dynamic, context-dependent view. For example, teachers' desire to communicate in English and their recognition of English's importance for career advancement illustrate how motivation emerges and evolves in response to both internal goals and external expectations, aligning with the idea that motivation is "situated, complex, dynamic, and changing over time"².

2. SCT Perspective: Motivation as Socially Mediated Activity

From an SCT perspective, motivation is fundamentally shaped by social context, cultural norms, and participation in meaningful activities². The study's context-

community service learning and professional development-provided a socially embedded activity system where teachers' motives were constructed and transformed through participation. The interviews revealed that teachers' motivation often arose from their sense of belonging, professional identity, and the perceived value of English in their community and workplace. This supports SCT's view that motivation is "constructed and constrained by the context and emerges and evolves as individuals participate in goal-directed activity"². The emphasis on personal meaning and sense-making in the teachers' responses echoes SCT's distinction between personal and cultural meaning as drivers of motivation.

3. **CDST Perspective: Motivation as a Complex System**

CDST frames motivation as a complex, nonlinear system with multiple interacting components-such as personal aspirations, workplace demands, and learning experiences-that change over time². The study's findings of fluctuating levels of anxiety, varying degrees of intrinsic and extrinsic motivation, and the influence of both individual and institutional factors fit well with CDST's model. For instance, the teachers' motivation was not uniform; it fluctuated based on their experiences, perceived competence, and the supportiveness of the online learning environment. This reflects CDST's assertion that "motivation is less a trait than fluid play, an ever-changing one that emerges from the processes of interaction of many agents, internal and external, in the ever-changing complex world of the learner"².

4. **Key Differences in Theoretical Emphasis**

While both SCT and CDST acknowledge the complexity and situatedness of motivation, they differ in their philosophical foundations and units of analysis. SCT foregrounds the dialectical relationship between individual agency and sociocultural context, focusing on how motivation is co-constructed through participation in social activities². In contrast, CDST emphasizes the emergent properties of motivation as a system, often analyzing how various components interact to produce stability or change. The current study's dual focus on both individual aspirations (intrinsic motivation) and external pressures (extrinsic motivation) can be seen as reflecting both perspectives, but SCT would place

greater emphasis on the social and cultural mediation of these motives, while CDST would highlight the system-level interactions and variability.

5. **Implications for Practice and Research**

The study's findings suggest that effective language training programs should recognize the dynamic, context-sensitive nature of teacher motivation. SCT would advocate for designing learning experiences that are socially meaningful and culturally relevant, fostering personal engagement and community participation. CDST would encourage educators to attend to the complex interplay of factors influencing motivation, adapting instruction to accommodate fluctuations in learners' engagement and needs. Both perspectives underscore the importance of moving beyond reductionist, trait-based models of motivation toward approaches that account for the lived experiences and evolving contexts of language learners².

6. In summary, the study's findings resonate with recent theoretical developments in L2 motivation research, supporting the view that motivation is a dynamic, contextually embedded process shaped by both individual agency and social structures. Integrating insights from both SCT and CDST can enrich our understanding of how and why teachers engage in professional language development, and how best to support their ongoing motivation in complex educational settings².

The results of this study, which investigated the intrinsic and extrinsic motivation of elementary school teachers in an online English language training program, align with and extend findings from prior research in several key ways. First, the predominance of intrinsic motivation among participants—evidenced by their enjoyment of English, desire to communicate, and recognition of English's importance—mirrors the conclusions of studies such as those by Ryan *et al.* (2020) and Harmer (2001), which argue that intrinsic motivation, rooted in personal interest and satisfaction, is generally more powerful and sustainable than extrinsic motivation for language learning success. In this study, all participants wanted to use English and saw its relevance to their professional and personal lives, consistent with the assertion that intrinsic motivation is animated by enjoyment, interest, and the inherent pleasure of learning a language.

Second, extrinsic motivation was also present, driven by workplace demands and expectations from supervisors. This is in line with the findings of Wahyuni *et al.* (2024), who reported that extrinsic factors such as career advancement, recognition, and

institutional requirements significantly influence learners' motivation in online English classes. However, while Wahyuni *et al.* found extrinsic motivation to be slightly more dominant in their sample, the current study observed a stronger presence of intrinsic motivation, suggesting that the context of community service and professional development may foster greater internalized motivation among adult learners compared to university students.

Third, the results resonate with the study by Vansteenkiste, Lens, and Deci (2006), which demonstrated that intrinsic goal framing leads to deeper engagement and higher persistence in learning activities compared to extrinsic goal framing. The teachers in this study not only participated to fulfill job requirements but also expressed a genuine desire to improve their English for daily communication and self-development, indicating a blend of intrinsic and identified regulation—a form of extrinsic motivation that is internalized and aligned with personal values.

Fourth, the relatively low levels of anxiety reported by participants contrast with some previous research, such as Mulalic *et al.* (2016), which found higher anxiety and a greater reliance on extrinsic motivation among university students. The supportive and practical nature of the online training, as described in participant interviews, may have contributed to this difference by creating a more positive and engaging learning environment. This aligns with recent work on the motivational benefits of technology-mediated language learning, which highlights the role of online platforms in fostering learner autonomy, self-confidence, and positive attitudes toward language use.

Finally, the interplay between intrinsic and extrinsic motivation observed in this study supports the nuanced view presented by Deci and Ryan's Self-Determination Theory, which posits that both forms of motivation can coexist and that extrinsic motivators, when internalized, can enhance intrinsic motivation and lead to better educational outcomes. This is further supported by findings from bilingual education research, which indicate that high levels of both intrinsic and extrinsic motivation can be present simultaneously, particularly when external demands are perceived as meaningful and aligned with personal goals.

In summary, the findings of this study are largely consistent with previous research, reaffirming the critical role of intrinsic motivation in language learning while also highlighting the importance of supportive extrinsic factors. The unique context of community service and professional development for teachers may foster a particularly

strong blend of both motivational types, suggesting that adult learners in professional settings can benefit from training programs that address both personal interests and workplace needs.

5 CONCLUSION

In conclusion, this study showed that most elementary school teachers, participating in online English training program had both extrinsic and intrinsic motivation. Furthermore, participants enrolled in the program as part of a community service initiative managed by a university, to improve English proficiency as required by stakeholders. The majority expressed a desire to engage in English communication with learners and colleagues, recognizing the importance of spoken English in the present era. Extrinsic motivation was driven by supervisors or stakeholders, with professional responsibilities prompting the motivation for continuous learning and improvement in English skills. The training was found to be engaging, enjoyable, beneficial, and more practical compared to conventional teaching approaches.

This study aimed to provide practical recommendations for educators and prospective scholars interested in learners' motivation in English training. Moreover, it represented a substantial advancement in comprehending the crucial role of motivation in English teaching and learning process. By incorporating current psychology and education theories, this study conducted an in-depth investigation of the topic. The objective was not only to contribute to the collective knowledge of learners' motivation in English training but also to offer practical guidance to institutions and educators interested in utilizing technology to generate effective and novel learning environments.

The study's findings have several implications for language learning programs. Firstly, we suggest that learners are motivated by both intrinsic and extrinsic factors and that programs should be designed to cater to both types of motivation. Secondly, the study highlights the importance of considering learners' personal interests and needs when designing programs. Finally, the study suggests that programs should be designed to provide learners with opportunities to use English in practical and meaningful ways.

The primary focus was on elementary school teachers' motivation in online English learning, although the limited number of learners hindered the generalizability of the quantitative results. Therefore, the results obtained might not comprehensively reflect

the extent of learners' motivation toward alternative methods of online English learning. Future studies were recommended to adopt a combination of quantitative and qualitative methodologies. This could involve conducting surveys with a larger number of learners and making observations. The method could provide valuable insights into individuals' motivation for engaging in online English learning.

REFERENCES

- Ardianto, H., Armansyah, R., & Prananjaya, P. K. (2023). Peningkatan Kompetensi Bahasa Inggris Guru dan Pendampingan Pendirian Unit Bisnis SD Juara Surabaya (The improvement of teachers' English competence and partnership in establishing business unit of "Juara" elementary school, Surabaya). *KeDayMas*, 2(2), 23–71.
- Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP), K. (2022). Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan. *Kemendibudristek*, 1–16. <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf>
- Bodnar, S., Cucchiarini, C., Strik, H., & van Hout, R. (2016). Evaluating the motivational impact of CALL systems: current practices and future directions. *Computer Assisted Language Learning*, 29(1), 186–212. <https://doi.org/10.1080/09588221.2014.927365>
- Budiana, K. M., & Djuwari, D. (2018). The non-native students' motivation in learning English at STIE Perbanas Surabaya. *Language Circle: Journal of Language and Literature*, 12(2), 195–202. <https://doi.org/10.15294/lc.v12i2.14178>
- Cahyono, B. Y., & Rahayu, T. (2020). EFL students' motivation in writing, writing proficiency, and gender. *Teflin Journal*, 31(2), 162–180. <https://doi.org/10.15639/teflinjournal.v31i2/162-180>
- Corral-robles, S., Hooli, E., Ortega-martín, J. L., & Ruiz-montero, P. J. (2022). *Dialnet-CompetenciasYaprendizajeServicioMedianteActividadF-8425324*. 2041, 821–832.
- Davison, R. C. R., & Smith, P. M. (2018). Quantitative data analyses. *Research Methods in Physical Activity and Health*. <https://doi.org/10.4324/9781315158501-17>
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., Ryan, R. M., Deci, E. L., Vallerand, R. J., Pelletier, L. G., Richard, M., Deci, E. L., Ryan, R. M., Rittmayer, A. D., Beier, M. E., & Outcomes, S. L. (2016). Motivation and education : The self-determination perspective motivation and education. *Applying Research to Practice (ARP) Resources*, 100(October), 325–346.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>

- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(SUPPL. 1), 3–32. <https://doi.org/10.1111/1467-9922.53222>
- Giné-Garriga, M., Sandlund, M., Dall, P. M., Chastin, S. F. M., Pérez, S., & Skelton, D. A. (2019). A novel approach to reduce sedentary behaviour in care home residents: The GET READY study utilising service-learning and co-creation. *International Journal of Environmental Research and Public Health*, 16(3). <https://doi.org/10.3390/ijerph16030418>
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. <https://doi.org/10.1080/09588221.2012.700315>
- Grolnick, W. S., & Ryan, R. M. (2001). 1990_GrolnickRyan_JLD.pdf. In *Journal of Learning Disabilities* (Vol. 23, Issue 3, pp. 170–184).
- Hooli, E. M., Corral-Robles, S., Ortega-Martín, J. L., Baena-Extremera, A., & Ruiz-Montero, P. J. (2023). The Impact of service learning on academic, professional and physical wellbeing competences of EFL Teacher Education Students. *International Journal of Environmental Research and Public Health*, 20(6). <https://doi.org/10.3390/ijerph20064852>
- Hsu, H.-W. (2019). Understanding motivational fluctuations among young rural. *The Journal of Asia TEFL*, 16(4), 1069–1083. <http://journal.asiatefl.org/%0Ae-ISSN>
- Ilic, P. (2015). The effects of mobile collaborative activities in a second language course. *International Journal of Mobile and Blended Learning*, 7(4), 16–37. <https://doi.org/10.4018/IJMBL.2015100102>
- Janah, M., & Cahyono, B. Y. (2022). Indonesian EFL higher education students' motivation in online english learning in the emergency remote teaching context. *International Journal of Language Education*, 6(3), 281–296. <https://doi.org/10.26858/ijole.v6i3.22883>
- Kukulska-Hulme, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207–218. <https://doi.org/10.1111/bjet.12580>
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301–346. <https://doi.org/10.1017/S0261444817000088>
- Lamb, M., & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1–2), 85–108. <https://doi.org/10.1080/09588221.2018.1545670>
- MacAro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45(1), 1–43. <https://doi.org/10.1017/S0261444811000395>

- McDonough, S. (2003). Teaching and Researching Motivation. In *ELT Journal* (Vol. 57, Issue 3). <https://doi.org/10.1093/elt/57.3.308-a>
- Schunk, D. H., & Mullen, C. A. (2013). Toward a conceptual model of mentoring research: integration with self-regulated learning. *Educational Psychology Review*, 25(3), 361–389. <https://doi.org/10.1007/s10648-013-9233-3>
- Terrell, T. D., & Brown, H. D. (1981). Principles of Language Learning and Teaching. In *Language* (Vol. 57, Issue 3). <https://doi.org/10.2307/414380>
- Ushioda, E. (2012). Motivation: L2 learning as a special case? *Psychology for Language Learning: Insights from Research, Theory and Practice*, 58–73. https://doi.org/10.1057/9781137032829_5
- Vallerand, R. J., Pelletier, L. G., Deci, E. L., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3–4), 325–346. <https://doi.org/10.1080/00461520.1991.9653137>

APPENDIX

Appendix A

Questionnaire on English Online Training

Please answer the questionnaire using the number: 1 Strongly Disagree; 2 Disagree; 3 Neutral; 4 Disagree; 5 Strongly Agree

1. I like English.
2. I would like to communicate in English with students and colleagues.
3. I would like to use the English I have learned.
4. I think speak in English is an important thing nowadays.
5. My supervisors or the stakeholders at the place I am working, consider English is very important to be learned.
6. I think speak in English will help me to improve my career.
7. I learn English because it is a demand from the stakeholders in my working place.
8. I feel nervous when I am answering at the English class.
9. I feel worried when my classmate in the English class, speaks better.
10. I always feel anxious on English class.

Appendix B

Interview Questions

1. What subject do you teach?
2. How long have you been teaching?
3. Since when have you learned English?
4. What is your impression on the last English Online Training?

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Budiana, K. M., Cahyono, B. Y., Yannuar, N., Ivone, F. M., & Septamasari, A.
UNDERSTANDING LEARNERS' MOTIVATION IN ONLINE ENGLISH
TRAINING FOR TEACHERS: BALANCING PERSONAL INTEREST AND
WORKPLACE DEMANDS. *Veredas Do Direito*, e234306.
<https://doi.org/10.18623/rvd.v23.n2.4306>