
English Language Teaching in Virtual Classrooms: The Motivation-Interaction-Satisfaction Theory

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ABSTRACT

English language teaching in virtual classrooms is the current trend in teaching English language due of the COVID-19 pandemic disruptions. Most academic institutions have opted to this learning modality in order to sustain the quality of teaching and learning delivery. The teaching of English language in virtual classrooms strengthens the strategies on how learners are motivated, satisfied and interact. This study sought to generate a theory in English language teaching in virtual classrooms. With that, this paper utilized the deductive axiomatic approach in theory generation by Padua (2012). There five axioms formulated, namely; (1) English language teaching in virtual classrooms is an alternative approach to address disruption caused by COVID-19 pandemic in order to continue teaching and learning process specifically in the aspect of English; (2) English language teaching can be done through the use various virtual classrooms; (3) English language teaching in virtual classrooms demands instructors' knowledge and facilitation; (4) English language teaching in virtual classrooms promotes self-directed learning, creates interesting learning experiences and provides positive learning environment; and (5) English language teaching in virtual classrooms stimulates students' motivation and satisfaction. From these five axioms, five propositions were formulated; English language teaching in virtual classrooms should (1) provide better results and academic achievements when compared with traditional learning; (2) consider the instructors' knowledge and facilitation to assure students' quality online learning experience; (3) be made dynamic, interesting, interactive and meaningful; (4) be relevant and contextualized to promote motivation and satisfaction among students; and (5) should be accessible and cheap. With these propositions, the Motivation-Instruction-Satisfaction Theory of English Language Teaching in Virtual Classrooms was generated. This theory highlights the benefits of the students in the teaching of English language in virtual classrooms.

Keywords: Deductive axiomatic, English language teaching, virtual classrooms, Motivation-Interaction-Satisfaction Theory

INTRODUCTION

Online learning is one sort of distance learning that is being used by the majority of educational institutions due to the disruption of COVID-19. Online learning can involve time-based assessments of learning outcomes and synchronous, real-time lectures, or it might involve asynchronous, delayed-time activities, such as pre-recorded video lectures (Oztok, 2015). In this online learning, the virtual classroom is one of the platforms that the teachers might employ to provide pertinent instructions. A web conference that combines speech, text,

graphics, and video can be used to create an online synchronous session to enhance student learning in a virtual classroom (Terry, Taylor & Davies, 2019). Various platforms including Zoom, Google Classroom, Google Meet, Microsoft Teams, Quipper, Schoology, Moodle, Edu Learn Technologies, and others, can be used for this (Mitchell, 2021).

According to numerous studies, the usage of virtual classrooms in the global context is highly visible while teaching English. There are researches that demonstrated some negative effects, even though the majority of findings revealed positive experiences and results. According to a study by Walinsudara (2021) on teaching English for Academic Purposes in virtual classrooms in Sri Lanka, participants liked the presence and methodology of in-person instructors more than virtual instruction for academic writing skills. Studies conducted in Iraq, India, Spain, Taiwan, Jakarta, China, and Saudi Arabia have shown that teaching English in a virtual classroom is a beneficial approach for both teachers and students. It fosters a positive learning environment, improves basic language knowledge, reading comprehension, and reading and writing skills, and enables students to learn from the ways in which others think while appreciating and criticizing their written work (Kamil, 2021; Yumnam, 2021; Manegre and Sabiri, 2020; Wang, Chang, Lin & Chin, 2018; Dewi, Zahrowi, Sulistyawati, 2019; Huo, 2019; Omer, 2021). However, when the four language skills—listening, speaking, reading, and writing—were examined in Sweden using computer-mediated communication for distance education, it was discovered that students had trouble developing their reading and listening skills and that there was a dearth of nonverbal interaction, which led to turn-taking (Persson, 2020). There are some restrictions when using virtual classrooms to teach English language, according to some research from Minnesota and Pakistan that kids did not demonstrate positive growth in their reading ability (Jones, 2021; Perveen, 2016).

In order to stop the virus from spreading widely, the academic community in the Philippines has also quickly shifted from face-to-face instruction to distant learning. In response to the public health emergency brought on by COVID-19, the Department of Education (DepEd) has decided to include Modular Distance Learning as a project in its Basic Education Learning Continuity Plan (BE-LCP). Through various learning delivery methods, this project seeks to ensure that learning opportunities are delivered to learners in a safe manner (DepEd Order No.18, s.2020). To ease the transition from traditional to flexible teaching and learning alternatives, the Commission on Higher Education (CHED) in this case directed the investigation of new cutting-edge learning modalities.

Offline, mixed, and online choices are among these. Offline learning uses printed modules, storage units, learning packets, and similar materials; blended learning combines desktop, laptop, smartphone, mobile applications, virtual learning, and other tools; and online learning uses electronic modules, which primarily use internet-based technology and modules, the use of digital platforms, and other tools (CHED Memo Order No.4, s.2020). While these activities are being carried out by the two major agencies, DepEd and CHED, most private educational institutions have chosen for online instruction and have utilized a variety of learning management systems (LMS).

Studies in the Philippines on the usage of virtual classrooms for teaching English are also noticeable with this new trend in education. Studies conducted in Bulacan, Laguna, and Manila demonstrated that the use of virtual classrooms in the instruction of English language can boost teaching and learning while promoting time management (Francisco & Barcelona,

2020; Tarrayo, Paz, Gepila; 2021). Both new and seasoned teachers share a positive outlook on the success of language learning as a whole. Students have varying perceptions of and attitudes toward the modern method of language acquisition using the platform. Although these results are encouraging, it also became clear that there are significant issues, such as language content comprehension, student involvement, time constraints, and internet access (Francisco & Barcelona, 2020; Yango, Bermudo, Quendangan, 2019; Dela Rosa, 2016).

The current situation makes these changes from across the world and in the Philippines very clear. In order to continue providing instruction to their students using these many modalities, both private and public schools have made the necessary adjustments. In light of the current environment, it is clear that more educational institutions are switching to online education to adapt to the new. The transition from a physical classroom to a virtual one has presented a number of difficulties for teachers as well as pupils most of all.

Although there are voluminous studies and literatures focusing on the online learning experiences, but not much focus solely on teaching English language in the virtual classrooms, what remains to be the gaps are the (1) students' motivation and satisfaction in teaching English language in virtual classrooms, (2) interaction with the use of virtual tools in the language learning, (3) the general reports among scholars that more studies should be initiated in assessing and evaluating the English language teaching in the virtual classrooms.

LITERATURE REVIEW

The COVID-19 pandemic has significantly altered how services are delivered, notably in the academic sector. One abrupt change in the way that education is delivered in the academy is the move from face-to-face to online teaching and learning, which is fairly difficult. When they begin teaching online for the first time, many seasoned face-to-face instructors feel like beginners. It might, in some circumstances, lead to opposition to online education. Virtual classroom is one of the many platforms that may be utilized for online learning.

Virtual classrooms are online learning environments that offer a range of capabilities to create the best learning conditions. These are online settings that allow synchronous communication between students and teachers using resources including audio, video, chat, an interactive whiteboard, application sharing, instant polling, and other tools. These characteristics enable professors and students to communicate as if they were face-to-face in a classroom. Participants can use emoticons, webcams to see one other, text messages, and breakout areas to work together. Numerous platforms, such as Zoom, Google Classroom, Google Meet, Microsoft Teams, Quipper, Schoology, Moodle, Edu Learn Technologies, and others offer virtual classrooms (Mitchell, 2021).

The fact that virtual reality environments have so many characteristics makes these virtual classrooms one of the most significant interactive learning environments. Additionally, virtual classrooms can have discussion rooms, which are autonomous little groups that let students collaborate to finish a certain task. Students can ask the teacher questions through the chat feature without interfering with the lesson. The usage of virtual classrooms in higher education benefits both teachers and students in the Philippines and throughout the world in terms of learning continuity. These programs offer adaptable learning strategies and make it possible to undertake educational activities that would be challenging to carry out in a conventional learning setting (Albastawi & Al Bataineh, 2020).

Additionally, during the COVID-19 pandemic, virtual classrooms gained popularity as the most workable answer to the issue of pupils absent from traditional classrooms (Zhang, et.al., 2019). When using virtual classrooms, instruction is not always given in parallel in all disciplines. In order to maintain the interest of the class and guarantee that the learning objective is met, teachers must employ a number of techniques.

A process and a plan are needed when teaching English in a virtual classroom in order to obtain the necessary competencies. According to Lamb and Parrott (2019), digital and mediated accoutrements are increasingly substituting for reading rather than merely enhancing it. All of the collaborative aspects of online submissions, including hyperlinks, embedded video, direct access to sources, video and audio responses to students, submission records, and similar features, can be used by teachers and students.

The findings of a study that evaluated secondary students' online cognitive and metacognitive activities as they read informational texts and created new texts (Mateos, Martin, Villalon & Luna, 2017) reveal that secondary school students largely lack the cognitive and metacognitive processes that would allow them to use the English language strategically. The results lead to the conclusion that reading and writing assignments in online classrooms are urgently needed. This is corroborated by Omer's (2021) study on the effects of teaching English through online virtual classes, which demonstrated that students' levels of speaking fluency increased significantly. The study concludes that effective speaking programs should be developed to improve students' English speaking fluency using a variety of online platforms. In the same vein, Perveen's (2016) study found that combining synchronous and asynchronous paradigms in virtual classrooms helps to create the perfect setting for e-language instruction in Pakistan.

STATEMENT OF OBJECTIVES

This study aimed to establish and formulate a theory in English language classrooms in virtual classrooms, which is the Motivation-Interaction-Satisfaction Theory for the purpose of making the English language teaching meaningful in virtual classrooms.

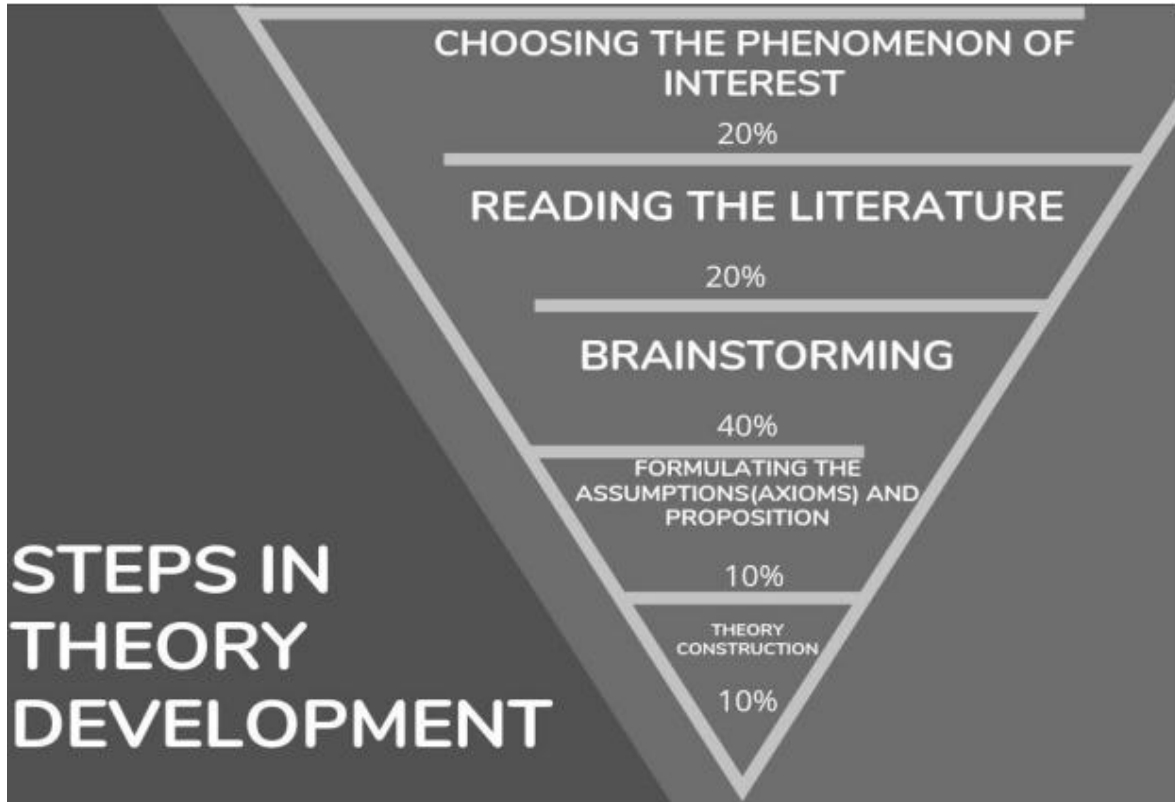
RESEARCH DESIGN AND FRAMEWORK

The deductive approach was used in the development of theories in this study. The deductive method begins with the formulation of broad ideas and progresses to specific conclusions (Gilgun, 2019). Bayne (2018) labeled this approach as top-down thinking, which typically begins with various axioms. These are known as primitive assumptions or propositions (Delaram & Valilai, 2018).

Axioms are postulates or basic theorems, as discussed in Marciszewski (1981). These are statements that can be accepted in the theory under consideration without requiring any proof from all other statements that the theory was deduced (Lehrer, 2018). These axioms are being worked on, incorporated into propositions (Zhang et al. 2019). Propositions are the outcomes or products of various axioms. The propositions are put to the test using the appropriate methods. When these propositions are accepted, they will serve as the foundation for the theory's formulation (Zalaghi & Khazaei, 2016).

The process of developing the Motivation-Interaction-Satisfaction theory in this study is based on the deductive axiomatic approach illustrated below, which follows the steps in developing a theory adapted from Padua (2012).

Figure 1. Deductive Axiomatic Approach in Theory Development
(Adopted from Padua, 2012)



Choosing the Phenomenon of Interest. It is critical to select a point of interest as this will be the focal point of theory development, which may have different underlying assumptions concepts (George, 2019). The first step in developing a theory is to select a phenomenon of interest using the deductive axiomatic method.

Reading the Literature. It's important to have a focus or point of interest when formulating a theory vital in the search for evidence to support its significance Following this, a theorist should consider reading the many assessed sources as a crucial next step (Selden, 2016). This is where the phenomenon, as well as the substance of the point of view, can be articulated openly. The specifics are completely spelled forth in order to widen the knowledge base of the phenomenon, and finally, interest is pervasively elaborated (Bennett & Royle, 2016). The most significant reason for reading literature is that it broadens one's understanding base will assist put the nature of why the theory is being created into context. Finding answers and proposals to close the gap will be easier, and the ability to construct the various axioms and propositions will be stronger (Mintzberg, 2017).

Brainstorming. The process of obtaining relevant knowledge that will allow other concepts to be connected. It gives many points of view that highlight numerous aspects that may have a role in the generation of axioms and statements (Paulus & Kenworthy, 2019). This stage supports the coherence and cohesion of data to be used in the theory development process. (Henningsen & Henningsen, 2018; Henningsen & Henningsen, 2018). Brainstorming is essential for convergently aligning facts and related articles in order to demonstrate the significance of the phenomenon (Seeber et al., 2017).

Formulating the Axioms and Propositions. The creation of axioms and propositions begins after gathering and assessing all relevant literature and studies, extensively elaborating the relevance of all inspected materials, and aligning these facts and ideas convergently (Prasad et al., 2018). The formulation of axioms and propositions is an important step in theory development. Propositions are statements that come from the axioms, whereas axioms are basic theorems and primitive assumptions that regulate them (Novikov, 2011). These axioms and propositions are necessary for the development of a theory.

Theory Construction. The alignment of all premises to identify and conclude a theory is the final step in building a theory using a deductive axiomatic approach (Stergiou & Airey, 2018). Theories are made up of interconnected facts and ideas, propositions, concepts, and definitions that help give a systematic approach to predicting and understanding phenomena (Kivunja, 2018).

RESULTS AND DISCUSSIONS

Phenomenon

The phenomenon examined in this paper is the English language learning in the virtual classrooms. Because of the COVID-19 pandemic, there are alterations in the delivery of teaching and learning process of all learning areas but in this paper, it focused on the English language teaching in virtual classrooms. Although, there are a number of publications already from scholar and researchers about the effectiveness of virtual classrooms, experiences of students and teachers in the virtual classrooms and challenges and adaptability of teachers and students in the virtual classrooms during the new normal, not much investigated in the area of English language teaching in the virtual classrooms.

Axioms

After collating all the related articles and studies, the researcher bring out some statements which are accepted, established and proven to be self-evidently true. These axioms are: (1) English language teaching in virtual classrooms is an alternative approach to address disruption caused by COVID-19 pandemic in order to continue teaching and learning process specifically in the aspect of English; (2) English language teaching can be done through the use various virtual classrooms; (3) English language teaching in virtual classrooms demands instructors' knowledge and facilitation; (4) English language teaching in virtual classrooms promotes self-directed learning, creates interesting learning experiences and provides positive learning environment; and (5) English language teaching in virtual classrooms stimulates students' motivation and satisfaction.

Axiom 1 English language teaching in virtual classrooms is an alternative approach to address disruption caused by COVID-19 pandemic in order to continue teaching and learning process specifically in the aspect of English.

Due to the COVID-19 pandemic, the academic institutions around the globe are forced to shift to from traditional to distance learning. This distance learning can be in the form of modular, blended or online learning. Many have opted to adapt online learning as administrators see it as a necessity in order to continue the quality of teaching and learning process (Dhawan, 2020). Teaching in virtual classroom makes learning flexible and provides an alternative for those who cannot attend traditional classrooms due to pandemic. It is a tool that can make the teaching-learning process student-centered, more innovative and even more flexible especially in the teaching of English language. With this, **English language teaching in virtual classrooms is an alternative approach to address disruption in education caused by COVID-19 pandemic in order to continue teaching and learning process specifically in the aspect of English**

Axiom 2 English language teaching can be done through the use various virtual classrooms.

The teaching has evolved as academic sector adopted and developed new approaches to facilitating learning outcomes and that included using online teaching platforms specifically the Learning Management Systems. These virtual classroom can be Zoom Cloud Application, Google Meet, Google Classroom, Moodle, Edmodo, Edu Technologies, Microsoft Team, Schoology, Quipper and others. Each of this has distinct features which caters the needs of its clientele. The virtual classrooms have gained prominence during COVID-19 pandemic, as they were the most applicable alternative to solving the problem of students not being in the regular classrooms (Zhang, et.al., 2020). Although virtual classrooms can be used in all subject areas, it is also very applicable in English language teaching. Therefore, **English language teaching can be done through the use various virtual classrooms.**

Axiom 3 English language teaching in virtual classrooms demands instructors' knowledge and facilitation.

It is critical in online environments to be a good instructor and to have reliable technological equipment (Michael, Maithya, & Cheloti, 2016). Instructor should facilitate discussion in an online class not only between the learner and the instructor, but also between the learners. The instructor's facilitation and social presence is a significant determinant of online learning quality. The instructor's knowledge and facilitation have a significant influence on student satisfaction. A good teacher is one who can turn difficulties into opportunities and is willing to learn, unlearn, and relearn. The development of a positive mindset among language teachers, as well as a novel approach to virtual classroom instruction, will aid in surviving the COVID 19 storm in education. Therefore, it assumed that **online learning demands instructor's knowledge and facilitation.**

Axiom 4 English language teaching in virtual classrooms promotes self-directed learning, creates interesting learning experiences and provides positive learning environment. The advantages of incorporating online environments include developing autonomous learners who self-explore and seek information, as well as assessing, transforming, and acclimating new skills required for millennium learners (Almusharraf, 2018). Moreover, in asynchronous learning platforms, the learners can access it at their own pace which

encourages self-directed learning. Flexibility is one intriguing aspect of online English language learning in which a learner can schedule or plan their time to complete courses available online. Learners in these classrooms can obtain feedback on their production and grammar, which is critical for self-evaluation and self-correction. More so, video conferencing technology is used in virtual classrooms in order to communicate face-to-face through the screen wherein the learner has the opportunity to ask questions and has time to assimilate what he or she has learned. With this, language instruction improves acquisition more than naturalistic exposure, and more students prefer to learn a language with an instructor rather than alone (Kobzar & Kuriata, 2015). Chakraborty and Muiya (2015) identified several factors that can lead to engaging learning experiences for online learners, including creating and maintaining a positive learning environment, establishing learning communities, providing consistent feedback on time, and utilizing the appropriate technology to deliver the appropriate material. Students are not bored while participating in online learning activities when they use one of the LMS (Mustafa, 2015). Hence, it is concluded that **online learning promotes self-directed learning, creates interesting learning experiences and provides positive learning environment.**

Axiom 5 English language teaching in virtual classrooms stimulates students' motivation and satisfaction.

Human motivation is influenced by the learning environment. Students are more motivated to learn in online because of the modern teaching methods and online environment. (Bulic & Blazevic, 2020). Aside from motivation, it is also perceived that students are satisfied learning language online especially with the use of virtual classrooms. In this context, the students have direct contact with their language teacher where they often receive attention. It is not that easy to attain student satisfaction especially with this new learning environment. One consideration is a course design which would stimulate students' motivation and meet their needs considering the new environment. Course design in online language learning is also important in achieving good results and ultimately influence student satisfaction. Video, chat and text features in virtual classroom is included in the systems that may help students to be motivated in language learning and to be fulfilled with their experiences. This provides opportunity for students to have constant interaction, which increases the students' engagement, along with their sense of community (Barry, 2019). Therefore, **online learning stimulates students' motivation and satisfaction.**

Propositions

The formulation of the five axioms led the researchers to take five propositions. These are the following propositions: (1) English language teaching in virtual classrooms should provide better results and academic achievements when compared with traditional learning; (2) English language teaching in virtual classrooms should consider the instructors' knowledge and facilitation to assure students' quality online learning experience; (3) English language teaching in virtual classroom should be made dynamic, interesting, interactive and meaningful; (4) English language teaching in virtual classrooms should be relevant and contextualized to promote motivation and satisfaction among students; and (5) English language teaching in virtual classrooms should be accessible and cheap.

Proposition 1 English language teaching in virtual classrooms should provide better results and academic achievements when compared with traditional learning.

Online language learning activities, in particular, have a positive effect on increasing skills such as self-awareness, self-regulation related to learners' affective and metacognitive, learner engagement, and classroom engagement. However, Hsu (2017) contends that if quality instruction is lacking, online learning may impede students' learning progress. According to Chen and Wu (2015), the selection of online language learning activities, readings, materials, and work contributions should be carefully examined before integration to ensure that they meet students' expectations and abilities. According to Muirhead (2015), instructors must be able to design course structures that encourage social interaction while upholding demanding academic principles and cultivating self-governing learning skills. Effective online learning is a byproduct of careful instruction design and planning, as well as the use of an organized model for designing and developing instruction (Branch & Dousay, 2015). Therefore, this paper proposes that **English language teaching in virtual classrooms should provide better results and academic achievements when compared with traditional learning.**

Proposition 2 English language teaching in virtual classrooms should consider the instructors' knowledge and facilitation to assure students' quality online learning experience.

Online transforms teaching practice, delivery, and experiences. Teaching with technology is not a one-size-fits-all approach because it depends on the types of technology in use at the time as well as the curriculum content being taught. Educators must devote a significant amount of time to developing effective strategies for providing online instruction. English language teachers are expected to be capable of teaching both online and in the classroom. Teaching English online, on the other hand, is not the same as teaching in a classroom. Girardi (2016) provides three guiding principles for increasing student engagement when teaching English language in virtual classrooms and that include necessitating teachers to establishing an online community of learners, making extra efforts to engage them, and carefully analyzing the tools that, when used, provide a highly engaging online environment. This is critical for online learning in order to overcome the feeling of isolation that online learners experience in the absence of social presence. In the study of Satpute (2021), lack of familiarity with e-learning platforms and digital technologies for language instruction producing e-content, involving students in a virtual classroom, and language development skills, particularly writing ability, and online assessment monitoring were identified as important concerns. With this, the paper proposes that **English language teaching in virtual classrooms should consider the instructors' knowledge and facilitation to assure students' quality online learning experience.**

Proposition 3 English language teaching in virtual classroom should be made dynamic, interesting, interactive and meaningful.

Effective online instructions encourage learner feedback, encourage learners to ask questions, and broaden the learner's horizon for the course content. English language teaching in virtual classrooms should be designed to be innovative, interactive, relevant, student-centered, and group-based. Teachers should give students time limits and reminders to keep them alert and attentive. Students should be given individual attention so that they can easily adapt to this learning environment. To communicate with students, it is best to use social media and various group forums. When it becomes difficult to reach out to students via texts, various

messaging apps, video calls, and so on—content should be such that students can practice and hone their skills. Virtual classrooms should be an avenue to practice language skills and to acquire new English vocabularies. Social interaction is essential for learning. Interacting with other students or teachers has been shown to be very effective in helping students manage their thoughts, reflect on their understanding, and identify gaps in their reasoning. However, in online learning activities, interactions between lecturers and students can be aided by the use of emoticons. Emotional and personality nuances present in face-to-face communication are represented by emoticons (Dunlap et al., 2016). Thus, it is the intent of this paper that **English language teaching in virtual classroom should be made dynamic, interesting, interactive and meaningful.**

Proposition 4 English language teaching in virtual classrooms should be relevant and contextualized to promote motivation and satisfaction among students.

Motivation for learning is required to ensure that a learner remembers, understands, recalls, applies, analyzes, and synthesizes knowledge. Having established that, the importance of learner motivation in online learning cannot be overstated. Motivation for learning is required to ensure that a learner can remember, understand, recall, apply, analyze, and synthesize knowledge. After that, the importance of learner motivation in online language learning cannot be overstated. Motivation is an important factor in keeping students satisfied in an online classroom setting specifically in English class. Students with high motivation will outperform students with low motivation in the online environment. The development of solutions to improve learning engagement is one of the challenges of configuring and managing online learning. This includes not only considering the importance of voice in online language teaching (Bao, 2020), but also resource selection, assemblage, and packaging. Therefore, this paper proposed that **English language teaching in virtual classrooms should be relevant and contextualized to promote motivation and satisfaction among students.**

Proposition 5 English language teaching in virtual classrooms should be accessible and cheap.

English language teaching in virtual classrooms is entirely reliant on technological devices and the internet, instructors and students with poor internet connections may be denied access to online learning. The reliance of this kind of learning on technological equipment, as well as the provision of that equipment, posed a significant challenge for institutions, faculty, and students. It is undeniable that students from low socioeconomic backgrounds will find it difficult to migrate as soon as possible because they will be unable to attend school due to the pandemic. This facility, such as laptops, computers, or mobile phones, is critical for the teaching and learning process because it allows students to participate and listen to their teachers' explanations in the English language teaching and learning process in the virtual classrooms. With this, it is the last proposition

of this paper that **English language teaching in virtual classrooms should be accessible and cheap.**

THEORY

English language teaching in virtual classrooms (1) stimulates **motivation** and interests among learners, (2) promotes **interaction** between teachers and students guided by the varied strategies, and (3) upholds students **satisfaction** in terms and teaching and learning delivery. Motivation, interaction and satisfaction are significant features in teaching English language in virtual classrooms. Thus, this theory is developed and shall be called **Motivation-Interaction-Satisfaction Theory in English Language Teaching in Virtual Classrooms**.

Future Direction: Theory Validation

Part of the protocol in validating the Motivation-Interaction-Satisfaction Theory in English Language Teaching in Virtual Classrooms, the following tools and processes will be utilized: Survey Questionnaire, Interview and Focus Group Discussion for all propositions. The informants for the theory validation would be the English language teachers, students, administrators and junior high schools in the Province of Bukidnon. The data collection will be done using the validated instruments which are the survey questionnaire and interview guide questions. The data gathered will be analyzed through the appropriate tools. Ethical considerations will be applied for the purpose of this paper. Results and discussion for each proposition will be discussed in the succeeding chapter

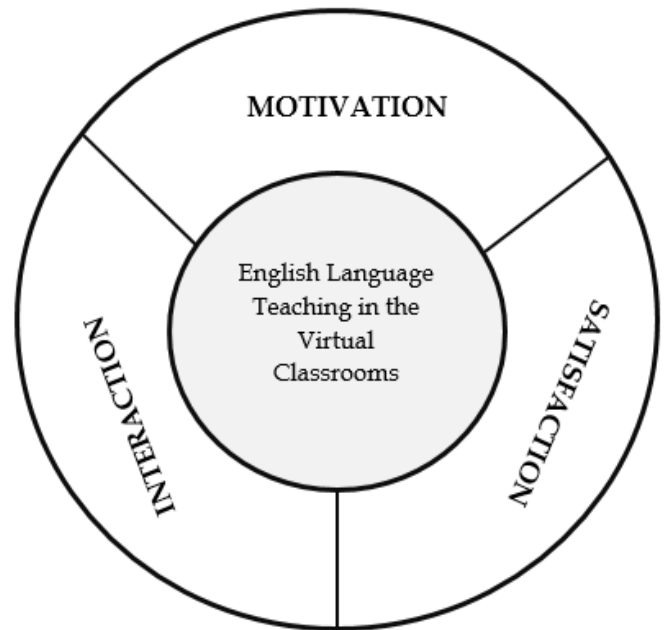


Figure 2. Motivation-Interaction-Satisfaction Theory in English Language Teaching in Virtual Classrooms.

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