

**Exploring the Influence of a Blended Learning Model on the Motivation of A1 and  
A2 Learners within a Language Academy**

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## **Dedication**

I dedicate this work to my beloved parents, whose guidance and unconditional support have shaped me into the person I am today. To my mother, whose strength and endless encouragement have been the light that guided me through every challenge in this journey. To my partner, whose love, patience and support have been a constant source of motivation throughout this process.

I also wish to thank my coworkers, whose collaboration and kindness made even the most demanding moments easier to overcome. Last but not least, I dedicate this thesis to my dear cat, Floky, who accompanied me faithfully through the first steps of this academic path. Though he is no longer with me, his presence and affection will always remain a part of this achievement.

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## Abstract

This qualitative research study explores the motivational aspects of English language learners at levels A1 and A2 in a language academy in Colombia that uses a blended learning model. Based on self-determination theory and the Technology Acceptance Model, the study seeks to understand how psychological and technological dimensions shape student motivation in blended learning environments. Data were collected through five semi-structured interviews with teachers, a focus group (3), and an open questionnaire completed by 13 students. Thematic analysis revealed five interrelated themes: intrinsic enjoyment and personal growth; external factors that drive motivation and orientation toward learning objectives; autonomy and self-regulation in the blended learning environment; opportunities and challenges of the blended model; and teacher mediation as a bridge between technology and student motivation. The results indicate that intrinsic enjoyment and autonomy are key aspects for sustaining motivation, while technological perception and teacher support act as external facilitators. The integration of self-determination theory and the Technology Acceptance Model provided a framework for categorizing motivational factors into psychological and technological dimensions, demonstrating that emotional satisfaction and digital ease of use sustain student motivation. The study concludes that effective blended language teaching must balance autonomy, competence, and relevance with meaningful technological integration.

**Keywords:** Motivation, virtual learning, intrinsic factors, extrinsic factors, virtual environments, blended learning model.

## Resumen

Este estudio de investigación cualitativa explora los aspectos motivacionales de los estudiantes de inglés de niveles A1 y A2 en una academia de idiomas en Colombia que utiliza un modelo de aprendizaje mixto. Basado en la teoría de la Autodeterminación y el Modelo de Aceptación Tecnológica, el estudio busca comprender cómo las dimensiones psicológicas y tecnológicas forman la motivación de los estudiantes en entornos de aprendizaje combinados. Los datos se recopilaron a través de cinco entrevistas semiestructuradas con docentes, un grupo focal (3) y un cuestionario abierto completado por los estudiantes (13). El análisis temático reveló cinco temas interrelacionados: disfrute intrínseco y crecimiento personal, factores externos que impulsan la motivación y la orientación hacia los objetivos de aprendizaje, autonomía y autorregulación en el entorno de aprendizaje combinado, oportunidades y desafíos del modelo combinado y la mediación del docente como puente entre la tecnología y la motivación del estudiante. Los resultados indican que el disfrute intrínseco y la autonomía son aspectos clave para mantener la motivación, mientras que la percepción tecnológica y el apoyo del docente actúan como facilitadores externos. De igual forma, la integración de la teoría de la Autodeterminación y el Modelo de Aceptación Tecnológica proporcionó un marco para categorizar los factores motivacionales en dimensiones psicológicas y tecnológicas, demostrando que la satisfacción emocional y la facilidad del uso tecnológico sustentan la motivación estudiantil. El estudio concluye que una enseñanza de idiomas mixta efectiva debe equilibrar la autonomía, la competencia y la relevancia con una integración tecnológica significativa.

***Palabras clave:*** Motivación, aprendizaje virtual, factores intrínsecos, factores extrínsecos, entornos virtuales, modelo de aprendizaje mixto.

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## **Introduction to the Research Study**

The first chapter of this research gives an overview of the focus and structure of the study, outlining its background, purpose and significance. It begins by discussing the role of blended learning models in language education, which combine face-to-face instruction with the support of technology to enhance flexibility and student motivation. This approach can be beneficial for A1 and A2 English learners, who often need traditional guidance while also benefiting from the different characteristics provided by virtual learning environments. Considering the increasing integration of technology in education, this chapter tries to contextualize the research problem by exploring how the blended learning model influences the motivation of A1 and A2 English learning within a language academy.

This first chapter presents the research questions and objectives, which guide the focus of the study on understanding how the blended learning model and student motivation are related. The rationale for the study is also addressed, highlighting its practical implications for language educators and institutions seeking to enhance motivation in A1 and A2 learners. Furthermore, this chapter outlines the significance of examining the integration of face-to-face and virtual instruction in English language learning, placing an emphasis on the need for effective instructional strategies.

### **Context of the Research Problem**

In recent years, English language learners, especially those in the first levels, have faced new challenges and opportunities due to the changes in the way the educational process is carried out. One of the most significant shifts has been the one that English academies have adopted toward blended learning, which was guided in response to the COVID-19 pandemic. This transition has had a particular impact on how students experience language learning and how

they remain motivated in this kind of setting. As the world changes and advances, societies demand even more integration of information and communication technologies (ICTs) in their daily lives and the field of English language learning is not far behind. Although information and communication technologies had already started to contribute to the educational field, the pandemic accelerated their integration into English language teaching and learning.

As Alkhannani (2021) stated, because of the pandemic, the teaching and learning processes and materials that were traditionally carried out and used in face-to-face classrooms had to be altered and redesigned for use in virtual environments. As a result, several years after the pandemic, blended learning models, which combine face-to-face and online instruction, have become a key approach to balance the different advantages of both modalities. Understanding the role that is played by a blended learning model in the motivation of English language learners is important, as it can provide perspectives and insights about how this technological shift has impacted learners' experiences and outcomes in their learning process.

Based on the previous idea, this research study sought to explore how a blended learning model influences English language learners' motivation within a Colombian language academy. Additionally, the study focuses mainly on participants at the A1 and A2 levels of English proficiency, who can face various challenges and obstacles in their language learning process. Blended learning is a modern educational approach that integrates the benefits of traditional classroom instruction with the help of technology, combining both offline and online learning experiences (Lalima & Dangwal, 2017).

The blended model not only improves flexibility and accessibility in the learning process but also can be a key aspect that may influence learners' motivation in these kinds of settings. Moreover, it is essential to consider how A1 and A2 students can show a variety of degrees of

language proficiency and motivation, which can influence their ability to achieve their goals in an English course. In addition to the previous idea, it is important to know that a population of students can be intrinsically motivated to learn English, while the other students' sector may follow extrinsic motivation factors that support them in this process. Alizadeh (2016) referred to intrinsic motivation as engaging in an activity due to the fact that the activity is enjoyable to do, while extrinsic one is about the actions that are done to get a reward or avoid being punished.

Although the English language learning field has been an important aspect of study for years, the way in which blended learning models may influence the motivation of English language learners in the first English levels (A1 and A2) is a phenomenon that is still under exploration. Studying this problem could show relevant information on how students are motivated while they are learning through a blended model, at the same time, they interact with information and communication technologies. In accordance with de la Cruz Cabanillas (2012), "As ICTs are completely integrated in their lives, if they could perceive the means as something they enjoy and value, their interest and motivation in the subject would increase" (P.58).

Understanding the motivational factors that influence A1 and A2 learners within a blended learning model is essential to optimize learning outcomes, enhancing instructional strategies and improving teaching and learning practices. In this way, in blended models, students often face difficulties related to confidence, autonomy and digital adaptability, all of which can affect their intrinsic and extrinsic motivation. According to Nurdiana et al. (2023), using a blended learning approach can significantly improve students' motivation to learn English, especially by encouraging students to achieve their personal goals, such as preparing for future opportunities.

Therefore, understanding what drives the different intrinsic and extrinsic motivation factors of English learners at A1 and A2 levels would be a key aspect for educators, curriculum designers and educational establishments that offer blended learning settings. By doing so, they can enhance the learning and teaching strategies, resources and language learning processes while recognizing the relationship between motivation, English language learning and blended learning environments. Following the previous idea, this research study focuses on the way the mentioned aspects are used to foster learners' motivation.

### **Research questions and objectives**

#### **Research question**

How does a pedagogical blended learning model influence the intrinsic and extrinsic motivation of A1 and A2 students in a language academy?

What are the main intrinsic and extrinsic motivational factors influenced by the pedagogical blended learning model in A1 and A2 English language learners within a language academy?

### **Research Objectives**

#### **General Objective**

To determine how a blended learning model implemented in a language academy influences the intrinsic and extrinsic motivational aspects of A1 and A2 English language learners.

### **Specific Objectives**

To establish a reference framework that categorizes the motivational factors influencing A1 and A2 learners in a blended learning model, drawing on existing theories.

To analyze learners' experiences and perceptions of the blended learning model in relation to their intrinsic and extrinsic motivation.

To determine key factors within the blended model that may enhance A1 and A2 learners' motivation towards English learning.

### **Rationale of the Research Study**

With the increasing number of students and the implementation of blended learning models in English language education, it is essential to understand how this approach can influence learners' motivation, particularly at the A1 and A2 proficiency levels. While previous studies have explored motivation in fully virtual or traditional classroom settings, when it comes to the research on how the combination of online and face-to-face classes impacts learners' intrinsic and extrinsic motivation, it is still in the research process. For this, this research study focused on exploring these elements.

The significance of this research study lies in its potential to inform teaching practices that could enhance learner motivation by identifying which elements of blended learning foster or obstruct motivation. As Tranquillo and Stecker (2016, as cited in Gulatee et al., 2021) said, "motivation supports engagement that leads to actions that make a change in the environment" (p.2). In this sense, by exploring how A1 and A2 learners experience and respond to the blended learning model, this study aims to contribute to the educational research field by offering insights

into effective pedagogical strategies that may help optimize motivation in blended learning environments.

Also, the unpredictable shift toward technology-enhanced learning, which was accelerated by the COVID-19 pandemic, has highlighted the need for getting a deeper understanding of motivational factors that influence A1 and A2 learners in these kinds of settings. Therefore, the COVID-19 pandemic played a fundamental role in the change from face-to-face classes to more flexible models, where technology is integrated, leading to the adoption of blended learning models. According to Venzhynovych et al. (2021), the rapid spread of COVID-19 led to significant transformations in education, compelling instructors worldwide to adopt new learning approaches, innovative methods and technological tools. While this abrupt transition posed challenges, it also created opportunities to use information and communication technologies (ICTs) in the language learning context, giving a more adaptable learning experience that combines the benefits of both face-to-face and online instruction.

The integration of information and communication technologies (ICTs) in language teaching and learning has positively renovated students' experiences in virtual environments. As Thamarana (2016) explains, technological advancements have expanded the possibilities of teaching and learning beyond traditional classroom settings, allowing students to access educational resources in diverse ways and at flexible times. Besides, it is possible to mention that students' engagement and motivation are linked to the different interactions they have with ICT resources. Therefore, researching those motivational factors helps A1 and A2 learners in blended English learning environments is not only valuable for academic research but also has significant implications for enhancing and improving teaching strategies and learning outcomes.

Understanding the relationship between intrinsic and extrinsic motivational factors is significant for improving understanding of how students are involved in blended English language learning environments. On one hand, intrinsic motivation is characterized by the satisfaction that students have from the learning process itself, playing an important role in the development of engagement and interest in language learning. According to Tokan and Imakulata (2019), “Intrinsic motivation includes interests, ideals, and the ability to encourage students to acquire high academic achievement” (p. 5).

On the other hand, extrinsic motivation is related to external incentives; for instance, good grades or rewards can also encourage learners’ motivation by giving concrete goals. In their 2013 study (cited in Kaya & Çenesiz, 2020), Atav and Altunoglu discuss the role of motivation. They mentioned that extrinsic motivation is about the different conditions outside of learners that push them to reach their goals. Researching both intrinsic and extrinsic motivational factors may help educators to know the impact these aspects have on the learning process of their students.

This research aims to expand the already existing body of knowledge by identifying and categorizing the different intrinsic and extrinsic motivational factors of A1 and A2 learners that are influenced within a blended learning model. Due to this, by exploring the relationship between these motivational aspects, this study aims to deliver insights that can inform the development of plans or strategies to improve students’ motivation in language academies. With the change of paradigm from presential to a more flexible English teaching in recent years, the perspective of language teachers’ virtual teaching practices has become the main focus in educational programs (Karacan & Solhi, 2022). Following the previous idea, it is essential for

current studies to understand the factors influencing students' motivation in these blended learning contexts.

Exploring how the motivational factors of A1 and A2 English learners are influenced in a blended learning model offers several benefits. In this same vein, this research gives insight into the language academy to enhance teaching strategies and resources grounded in students' motivational needs, leading to improved participation in both face-to-face classes and virtual classes. Additionally, this study contributes to the academic field by enhancing the understanding of effective teaching and learning processes, particularly in the integration of information and communication technologies (ICTs), as seen in educational institutions like UNAD. Therefore, this research represents a great opportunity for professional and personal growth, providing significant knowledge and experience to optimize blended language education.

Additionally, English language administrators, educators, policy makers and decision-makers benefit from new data and insight based on the information gathered that may help to enhance aspects such as curriculum design and policies that support blended learning models. Also, by understanding the factors influencing learners' motivation, they can make supported decisions, addressing and prioritizing students' needs while at the same time, learners get a better learning experience. Thus, this research study seeks to contribute to the academic field by providing evidence on the role played by motivational factors in blended English language learning at the first English proficiency levels.

Although nowadays a lot of research studies have been carried out exploring the role of motivation in the English learning field, they are more focused on traditional face-to-face environments. However, it is also important to highlight the role of blended learning models in the motivational aspects of A1 and A2 learners within language academies. Addressing this gap,

this research study explores the connection between English language learning, blended education and motivation, providing new perspectives that can guide future studies and inform effective instructional practices for beginner learners.

## Literature Review

### Introduction to the Literature Review

In exploring the motivation of A1 and A2 learners in blended English learning environments, this literature review examines the important role that motivation plays in successful language learning. This study focuses on intrinsic and extrinsic motivational factors, particularly aiming to understand how these are influenced by the structure of a blended learning model, where face-to-face teaching methods combine with digital settings to teach instructions to students. The purpose of this chapter is to critically review and synthesize relevant studies that highlight and explore the relationship between motivation and language learning of English language learners at the first proficiency levels. These studies not only give insight into existing motivational frameworks but also highlight the need for further research on how blended models may affect beginner learners' motivation. In this sense, this section aims to build a theoretical foundation for the current study.

By reviewing the existing literature, this section sets the goal of understanding the key factors behind the motivational factors of the learners in a blended learning model and seeks to suggest strategies that can optimize A1 and A2 students' learning objectives. Moreover, this section includes the theoretical and conceptual frameworks that support the current study. These frameworks not only provide a comprehensive understanding of the way how learners' motivation in a blended learning environment works, but they also serve as analytical resources to guide the formulation of the research questions, the interpretation of data and the overall design of the study.

## **State of the Art**

Various studies have explored how blended learning models can be used to enhance the language learning process, focusing on factors such as students' intrinsic and extrinsic motivation and virtual environments. These research studies give insights into the role motivation plays in learning objectives and how it can be influenced by blended learning environments. In this section, some research studies are reviewed, presenting key findings and relevant aspects of them. The themes covered include the way blended models work for language learning, the impact of virtual environments on language learning and the crucial role of intrinsic and extrinsic motivational factors. Each of these topics is important to the understanding of the motivational traits in A1 and A2 learners, which this study focuses on.

### ***Blended Model in Language Learning***

Blended learning has impacted language learning, giving students greater flexibility and access to diverse learning materials. The study "*EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement*," conducted by Al Zumor et al., (2013), follows a qualitative approach that focuses on students' perspectives on blended learning. This study examined EFL students enrolled in a language learning program at King Khalid University. With a sample that consisted of 160 male students, this research study emphasizes the impact of blended learning environments on students' motivation, engagement and skill development in relation to their experiences with online and face-to-face components. Besides, this study explores the advantages and limitations of blended learning and how students explore the advantages and limitations of blended learning and how students perceive its effectiveness in their language learning process.

The researchers collected data using semi-structured interviews and surveys, allowing students to express their experiences in a blended learning environment. The data collection process involved selecting a group of students with prior exposure to blended instruction and conducting discussions on their perceptions. In this way, the data was analyzed through thematic analysis, categorizing responses into themes related to motivation, engagement, learning flexibility and instructional effectiveness. The results showed that students generally had a positive perception of blended learning. Highlighting the flexibility and accessibility of online resources while mentioning that there exist some challenges, such as maintaining motivation and adapting to self-paced learning.

The study “The study EFL Students’ Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement” is directly related to this research as it explores students’ motivation in blended learning environments, which is a core aspect in the current research study. Furthermore, by analyzing how EFL students perceive blended learning, the study provides valuable insights into the potential benefits and limitations of integrating face-to-face and online instruction. Therefore, these findings help to support the aim of this research study to determine how a blended learning model influences the motivation of A1 and A2 English learners, helping to identify strategies to optimize student engagement in a language academy setting.

So, building on the insights from the previous study, which highlight students’ perceptions of blended learning and its impact on motivation and engagement, this following research study titled “*Exploring Students’ Readiness on English Language Blended Learning*” carry out by in Hamzah and Ismail (2021) employs a mixed-methods approach, that combined quantitative surveys and qualitative interviews to assess student’s preparedness for blended

learning model. This study involved a total sample of 137 that are enrolled in different courses at the MARA Technological University in Malaysia. This research study emphasizes the importance of student readiness in blended learning environments, identifying key factors such as technological access, self-regulated learning and prior experience with online education. Also, this study aims to determine whether students feel equipped to engage in blended learning and how their readiness influences their motivation and academic performance.

This study collected data through structured surveys that measured students' confidence in using digital tools and engaging in self-directed learning. Additionally, interviews were conducted to explore students' attitudes and concerns in more detail. The researchers analyzed the data using statistical analysis for quantitative responses and thematic analysis for qualitative insights. The different results showed that while many students were open to blended learning, their level of preparedness influenced in a significant way their engagement and success. Following the previous idea, factors such as access to reliable internet, familiarity with online platforms and personal study habits played an important role in concluding student general satisfaction and motivation.

For those previous aspects, this study, "Exploring Students' Readiness on English Language Blended Learning," is really relevant to the current research study as it highlights the role of student readiness in blended learning, which directly affects motivational and engagement factors. The current study also aims to determine how A1 and A2 learners adapt to the blended learning model and what challenges they face in navigating the online and face-to-face instructions. Moreover, understanding the different factors that contribute to student readiness helped shape recommendations for enhancing blended learning strategies, ensuring that all students are truly supported in virtual settings.

### *English Learning Through Virtual Environments*

A successful learning process depends on knowing the variety of needs students have; for that reason, another important factor when learning English is the environments to which learners are exposed. Alahmadi and Alraddi (2020) conducted a quantitative study titled “*The Impact of Virtual Classes on Second Language Interaction in the Saudi EFL Context*”, which focused on 90 female undergraduate students. This research study emphasizes the benefits of virtual environments in giving enough practice opportunities for language learners, which aligns with the present research objective of determining how A1 and A2 learners’ motivation is influenced in these kinds of environments.

Through the use of a questionnaire given to the learners, the data were collected and then analyzed by using the SPSS software. This research study found that classes in this virtual environment had a positive impact on the language learning and interaction of the learners. Besides, most of the sample participants showed a satisfactory attitude towards these kinds of classes that involve good encouragement in virtual classrooms, which indicated an advantageous path for improving language learning in the English foreign language context. There can be seen the significant role these virtual environments play in fostering more practice opportunities for students to improve their English proficiency.

The research study “*The Impact of Virtual Classes on Second Language Interaction in the Saudi EFL Context*” shows some similarities with the present study that can be beneficial in making the understanding of the significant role that an excellent virtual environment can play when teaching and learning English. Besides, another important aspect to have in mind is how these kinds of learning environments can help to overcome problems related to learning a foreign language and foster better engagement and motivation. The relationship between these studies

creates a critical background that can benefit future investigations about virtual environments for English learning.

Although various studies have examined motivation in English language learners, it is still under continuous study, focusing on the different motivational factors that influence A1 and A2 learners in blended learning environments. This aspect is vital since learners at these language levels may face various challenges that can be different from those at more advanced levels. Thus, the present research study seeks to know and address the way intrinsic and extrinsic motivational factors are influenced in a blended learning environment.

Following the same idea, another study that emphasizes the learning process in virtual environments is the one that was carried out by Joseph Decena Dayag (2018). The study titled “*EFL Virtual Learning Environments: Perception, concerns and Challenges*” through a qualitative research methodology investigates the different perceptions of lecturers and students regarding the use of virtual learning environments in English as a foreign language setting at the Shinas College of Technology in Oman. The necessary data was collected through semi-structured interviews from two English foreign language lecturers and 21 students in a range of 17 to 21 years old who, at the moment of the study, were enrolled in a foundation program. This research study seeks to understand the different benefits and challenges of virtual learning environments in the academic field.

After analyzing the data collected, the results show that the students and lecturers see virtual learning environments positively, where they highlighted that there exists an increase in opportunities for collaboration, communication and even independent learning. Some tools such as Moodle, Edmodo and Google Classroom were used, giving students the opportunity to recognize the flexibility that can be found in virtual learning environments. Besides, these virtual

settings played an important role in fostering learner autonomy and, at the same time, improving communication skills outside the classroom.

As there can be positive aspects of virtual learning environments, there are some challenges that can arise in this kind of setting, for example, time management or technical problems like poor internet connectivity. Although various challenges were presented, the two lectures and 21 students who were participants in the research study “EFL Virtual Learning Environments: Perception, concerns and Challenges” carried out by Joseph Decena Dayag (2018), highlighted virtual learning environments as useful tools for enhancing their English language learning, having good experiences in these kinds of settings.

Alahmadi and Alraddadi (2020) found that virtual environments can improve the interaction among language learners. Similarly, Dayag (2018) highlighted that the benefits of virtual learning environments foster collaboration and communication. However, Dayag also mentioned various challenges, such as technical problems or time management, which were not addressed in Alahmadi and Alraddadi’s research study. These studies emphasize the potential and limitations of virtual learning environments, giving a crucial foundation for the current research into the motivational factors influencing A1 and A2 learners.

In the study titled “*EFL Students’ Perception of the Effectiveness of Virtual Classrooms in Enhancing Communication Skills*”, Yousif A. Alshumaimeri and Abeer M. Alhumud (2021) investigated the impact of virtual classrooms on the oral communication skills of learners of English as a foreign language. This study was conducted with a sample of 43 female English foreign language majors at a Saudi university during the period that covered the academic year 2020-2021. Continuing this idea, this mixed-methods research study helps to understand the

effectiveness of virtual classrooms, which have become the main way to carry out the teaching and learning process due to the COVID-19 pandemic.

As “*EFL Students’ Perception of the Effectiveness of Virtual Classrooms in Enhancing Communication Skills*” is a mixed-method study, the data were gathered in both quantitative and qualitative ways. The quantitative data were collected using a questionnaire, while the qualitative data were gathered through classroom observation; this mixed process allows for a comprehensive exploration of how virtual classrooms can affect either positively or negatively the communication skill development of foreign language students. In this sense, this study tried to know students’ attitudes toward virtual classrooms and how these different online environments can enhance their oral communication skills.

Thanks to the different data collected, this research study found that most students who participated had positive perceptions of virtual classrooms, demonstrating that these platforms gave a more comfortable anxious environment for practicing English communication when compared with face-to-face traditional classrooms. Also, many participants highlighted that virtual classrooms allowed them to participate in a better and more free way, taking into consideration the fact that they were not in front of their classmates, reducing their fear of making mistakes. However, students in this study also mentioned that they faced different challenges to improve their communication skills, such as a lack of confidence and limited vocabulary.

Having in mind the previous idea, although there existed some obstacles, the general results of virtual classrooms were positive, as they allowed learners to be engaged in discussions while practicing their oral communication skills in classrooms of reduced anxiety. Nevertheless, while virtual classrooms offered benefits, they had some limitations. In this way, one of the

negative factors identified by students in the “EFL Students’ Perception of the Effectiveness of Virtual Classrooms in Enhancing Communication Skills” study was the absence of face-to-face interaction. This negative aspect was obvious for the students who mentioned that this lack of interaction impacted in a negative way their ability to build interpersonal connections, which are important for language learning. For these reasons, the previous limitation mentioned shows that while virtual classrooms are crucial for language learning, especially when the situation requires, they cannot replace the experience students can have in face-to-face traditional classrooms; therefore, a well-structured blended model for teaching and learning could be essential for maximizing the learning process of the students.

### ***Intrinsic and extrinsic motivation***

In order to know the impact of intrinsic and extrinsic motivation on students’ learning outcomes and explore how gender could moderate this relationship, Maria C. Zaccone and Matteo Pedrini carried out the research study named “*The Effects of Intrinsic and Extrinsic Motivation on Students’ Learning Effectiveness: Exploring the Moderating Role of Gender*” in 2019. Through a quasi-experimental design, the necessary data were collected from 1.491 students in digital education programs in three different countries: Burundi, Morocco and India. This research study measured intrinsic motivation, which covers the engagement in learning for the pleasure of the activity itself and extrinsic motivation, which is the engagement driven by external rewards, and assessed learning effectiveness through growth in informatics skills and computer usage. These findings are relevant to the understanding of how a blended learning model, especially virtual instructions, can influence the motivational factors of A1 and A2 learners, where personal enjoyment of the learning process could be a key aspect of engagement.

The results obtained in the study indicate that intrinsic motivation has a positive impact on learning effectiveness, while extrinsic motivation has a negative impact. Students who engaged in the educational program following their personal interest and enjoyment showed better levels of learning growth. On the other hand, those students who were motivated by external factors, like obtaining a better job or salary, presented lower learning effectiveness. Besides, the study explored the role of gender and found that the relationship between motivation and effectiveness was influenced by specific gender characteristics. Taking the previous idea in mind, intrinsic motivation was stronger in males, while the extrinsic motivation's negative impact affected more females.

The “The Effects of Intrinsic and Extrinsic Motivation on Students’ Learning Effectiveness: Exploring the Moderating Role of Gender” research study demonstrated that gender characteristics moderate these relationships. These findings were explained through the use of the social role theory that suggests that males typically show more self-assertive and competitive characteristics, while females are more characterized by having affectionate and supportive traits, experiencing higher stress and a lower sense of effectiveness produced in a negative way by extrinsic motivators.

### ***The Role of Motivation in English Learning***

Amaya (2020) explored the impact of motivation in learning English as a Foreign language among 200 students from different high schools in the municipality of Santa Rosa. Surveys and questionnaires were used through the insights of the descriptive methodology to examine the different advantages and weaknesses that go hand in hand with discipline and

motivation in English language learning, and provide different insights that help the improvement of English language teaching.

The findings show the importance of knowing the different motivation factors, such as instrumental (extrinsic), integrative and intrinsic motivation, to be able to comprehend students' perceptions of learning English for their personal growth, future jobs, or careers. Additionally, this investigation highlights the benefits that virtual learning environments (VLEs) in enhancing the motivation of students. To raise interest and engagement in English learning, it is essential to be aware of the important role the new technology has on the studentship. Besides, the research study mentions that it can be helpful for the educational field, and that further investigation can be carried out to expand the understanding of the role of motivation in English learning.

A study by Amaya (2020) shared the same focus as this current research study on understanding the essential role of the blended learning model in English foreign language learning; together, they emphasize its influence on intrinsic and extrinsic motivational factors. Although they are conducted in different educational contexts, these studies complement each other, highlighting several insights about those different aspects of motivation in English language learning.

Long et al., (2013), sought to identify motivation towards English learning in a junior middle school. The authors used a quantitative methodology to collect data; they used a survey that involved a sample of 45 students and thanks to it, it was discovered that students' prevalent instrumental (extrinsic) motivation was higher than any other one to achieve English proficiency. In the same vein, this research study gives extra information to the academic field at the moment of exploring the variety of nature of motivations as an influence behind successful language learning.

As mentioned before, the results obtained demonstrate the important function that instrumental motivation has in optimizing the students' learning experiences and English proficiency within a particular Junior Middle School in China. Also, thanks to the definitions of some different types of motivation, this study provides essential information to the educational discourse, which underlines motivation as a tool that would foster effective language learning processes. Similarly, it is mentioned that another aspect pointed out by the authors that needs to accompany students' motivation is the fact that learners can have supportive teachers by their side who can create harmonious learning environments.

This research study explores the significant role of motivation in English language learning. In addition, this paper seeks to know how some factors, such as social and psychological variables, can influence the students' motivation when learning English. Despite the different educational contexts, these two studies underline the important role of motivation in doing a successful job in English language learning, besides enhancing the different motivational aspects in a great variety of environments.

Espinar and Ortega (2015) discussed the motivation of secondary students to learn English as a foreign language. In their research paper they emphasized on several factors that can influence motivation and also investigated the established theories of motivation in language learning. The sample took place among a group of 51 students who were in their fourth year of compulsory secondary education. This research study aimed to clarify the details of motivation in EFL education. By using a questionnaire consisting of 20 questions, which were asked in a face-to-face way in Spanish, the authors enquired into students' English interests and engagement inside and outside the classroom with the language target.

The findings of this research paper, thanks to the mixed method exploration, showed that students have a big motivation which is influenced by multiple factors, for instance, better opportunities for getting a good job or traveling. Furthermore, this investigation stated that other significant factors are outside of classrooms and encourage them to be engaged to learn English, including leisure time activities such as watching movies and listening to music, highlighting the variety of motivational aspects that help students to learn English. This idea aligns with the findings of Long et al. (2013), who emphasized that students' motivation can be shaped by external goals such as career opportunities or personal interests. Similarly, Espinar and Ortega (2015) mentioned the existing important role that engaging professors play in fostering students' motivation in language learning environments.

This study investigates the significance of motivation in learning English as a foreign language and also gives practical recommendations to improve motivation in the classroom. It has a really great influence on the present study to seek to know the different aspects influencing learners' motivation for learning English. In the same vein, the two studies highlight the essential role that information and communication technologies play in not only the daily life of students but also the possibilities learners have when using these types of devices in order to enhance English learning opportunities.

Nguyen (2019) explored the motivation of undergraduate Vietnamese students at Vietnam National University. The main focus of the investigation was instrumental and integrative motivations. The sample population of this study consisted of a group of 371 undergraduate students who were in their first and second year at some universities in learning English as a foreign language, focusing on the two kinds of motivation previously mentioned.

The author implemented a comparative study to carry out this investigation, and by using a quantitative research methodology, the collected information gathered through surveys and questionnaires was measured to determine the participants' different levels of motivation. Following the same idea, the findings revealed instrumental motivation was higher among the students who were interviewed; besides, it can be seen that second-year learners are more motivated than first-year students. However, there was no big difference in motivation between male and female participants concerning English learning. In this case, both studies investigate the significance of different kinds of motivation in English learning as a foreign language.

Across the different research studies reviewed in this section, the most common topic is the important role that blended learning environments play in engaging and motivating learners. As demonstrated by Alahmadi and Alraddadi (2020), and Dayag (2018) how virtual learning environments have a vital impact on language interaction, but they also revealed some specific challenges that language learners could face in these virtual settings. These different challenges are relevant for A1 and A2 English language learners, who might have problems while using virtual environments without the correct support and struggle with the lack of face-to-face interaction, which is related to the questions the present study is researching.

Additionally, Amaya (2020), Espinar and Ortega (2015), Long et al. (2013), Nguyen (2019), and Zaccone and Pedrini (2019) provided important insights into how the blended model influences intrinsic and extrinsic motivational factors of students and their learning objectives in these mixed settings. Their findings showed that intrinsic motivation played a significant role in supporting students' learning progress. Likewise, Alahmadi and Alraddadi's (2020) research emphasized that well-organized extrinsic motivators could also contribute to improving and sustaining students' motivation in virtual learning environments. These insights and results found

in the studies previously mentioned are important considerations for understanding the A1 and A2 learners' motivational aspects influenced by a blended learning model.

By reviewing these studies, the current research study seeks to determine the way how intrinsic and extrinsic factors are influenced by a blended learning model, especially in virtual English classrooms, helping to provide valuable information and perspectives to the existing literature. Addressing the research questions, this research study aims to contribute to academic understanding and practical applications, providing teachers with strategies to enhance A1 and A2 language learners' motivation in blended learning environments, also giving useful insight into the influence of blended settings on learners' motivation.

In a way of conclusion, the research studies reviewed highlight some important factors of the essential role that motivation has in learning the English language field. Al Zumor et al., (2013) and Hamzah and Ismail (2021) demonstrated the meaningful way that blended models for the instruction of language learning were essential and meaningful to students, becoming an important tool in which students could take advantage of the virtual and face-to-face lessons.

Besides, as demonstrated by Alahmadi and Alraddadi (2020), Alraddadi (2020), and Dayag (2018), virtual environments can drive positive results in the teaching and learning process, especially when the situation requires it. In connection with this, several studies have examined both intrinsic and extrinsic motivation as key influences on students' learning outcomes. The research studies cited in this section by Amaya (2020), Long et al. (2013), Espinar and Ortega (2015), and Nguyen (2019) highlighted the significant impact these two types of motivation have on individuals who aim to learn a foreign language. Lastly, these different perspectives contribute to advancing research in the field by further exploring the growing impact of motivational aspects, virtual classes, and English proficiency.

## **Theoretical Framework**

The theoretical framework for this research study gives a comprehensive view of the different motivational aspects of A1 and A2 English language learners that can be influenced in blended learning environments. In this way, based on established theories such as Self-Determination Theory (SDT) and Technology Acceptance Model (TAM), this study looks to determine how a blended learning model has an impact on learners' motivational aspects especially in a virtual learning setting. For that reason, it is pretty important to understand these related factors in the context of a post-pandemic change where blended learning models are being studied and used to determine their potential for teaching and learning English, which has given new opportunities and challenges in the learning process of English language students. By evaluating these theories, this research seeks to give insights that can inform educational practices and enhance students' learning experiences in blended learning settings.

### **Understanding Motivation in Language Learning**

Motivation has been recognized as a vital element in successful language learning. It not only regulates the effort that learners have in their own language studies, but also controls their perseverance, attitudes and engagement with the learning process. As it was mentioned by Alizabeh (2016), motivation is the main capacity to encourage students to begin with learning activities, it can boost their efforts and help them to achieve their learning goals. In language learning, motivation can be divided into two main types: intrinsic and extrinsic motivation. In the language learning field, this classification is important because the specific type of motivation influences how students approach their language learning tasks and are surrounded by the learning environment.

### ***Intrinsic motivation***

When talking about intrinsic motivation, refers to engagement in the learning process just for its satisfaction and enjoyment. Like this, it is the result that is obtained from the learner's curiosity, personal interest and desire to face new challenges. In the context of English language learning, A1 and A2 students who are intrinsically motivated might participate in the online classes in an active way, trying to interact, use the target language and look for additional materials to improve their language proficiency. Following this idea, students who experience intrinsic motivation are truly guided by the interest in learning the language for the pleasure of it rather than for any external reward. According to Self-Determination Theory, intrinsic motivation is cultivated when learners experience autonomy and competence, which are fundamental aspects of self-determined learning (Erturan, 2021). Having in mind the previous idea, in blended learning settings, learners can receive instant feedback and engage in important interactions with their classmates and professors.

### ***Extrinsic motivation***

On the other hand, extrinsic motivation is guided by those external incentives such as rewards, better grades or future opportunities. For learners in the first English levels who are enrolled in a language course, extrinsic motivation could go hand in hand with passing exams, getting certificates or achieving goals driven by external places (school, university, or job). Extrinsic motivation arises from external factors and conditions beyond the individual, such as rewards, grades, praise, deadlines or recognition, that drive the person to engage in an activity in order to attain specific goals or desired outcomes (Davidovitch & Dorot, 2023). While extrinsic motivation can drive students' behavior, especially in context where immediate rewards are visible, it produces just short-term engagement unless it is linked with elements that boost

intrinsic motivation. As a way of example, a learner could be motivated to attend every virtual class or almost all of them to get a course certificate, but may not retain the language skills if he/she lack a real, intrinsic interest in using English beyond obtaining a certificate.

### **Self-Determination Theory (SDT)**

In this study, Self-determination theory serves as a foundational framework for studying how the different psychological needs of autonomy, competence and relatedness can improve motivation in A1 and A2 learners within blended environments. Taking into consideration this theory, motivation can be stronger when students feel they are taking control of their own learning, believe they are able to learn the target language, and feel connected with others students (Deci & Ryan, 1985) For students who are in A1 and A2 English language levels, these needs are especially important in a blended learning model, especially in virtual setting, where virtual interaction often limit these key motivational aspects.

Autonomy, for instance, can be affected by the nature of blended learning instructions, which can constrain student participation. In blended learning environments, A1 and A2 learners may feel more autonomous if they are allowed to control their own learning frequency or use extra material that aligns with their interests, improving motivation. Also, by setting clear and achievable goals and providing positive feedback, students' competence can be fostered, helping them know their learning progress. In the virtual learning setting of the blended model, relatedness is quite difficult to maintain, mostly for A1 and A2 students who may need extra help to be engaged. One of the helpful aspects that can serve is the interaction with classmates in collaborative activities, helping students to feel part of the whole class, addressing their need for relatedness and increasing their intrinsic motivation.

## **Virtual Learning Environments in language learning**

In recent years, the use of blended learning environments has become an important component of modern education, especially since the COVID-19 pandemic. At that moment, the educational field necessitated a quick change from traditional face-to-face classrooms to online settings. These virtual spaces offer a great variety of functionalities such as interactive assignments, multimedia material and resources, real-time communication and collaborative tools, which are created in order to support different aspects in the learning and teaching process (Thamarana, 2016). Currently, in the post-pandemic scenario, institutions are looking for a more balanced model that allows them to implement face-to-face classes with classes in virtual environments. This is where blended learning models are helpful. Blended learning environments give special opportunities to have significant learning experiences that can go from engaging students in virtual activities with digital tools, providing instant feedback, and simulating real-world scenarios through these virtual settings, to in-person instruction.

### **Technology Acceptance Model (TAM)**

The Technology Acceptance Model is crucial for analyzing how A1 and A2 learners perceive and engage with virtual learning environments. In this model, different aspects are important to understand the acceptance of technology in English learning, perceived ease of use and perceived usefulness. These aspects go hand in hand, interacting with the motivational aspects that are to be influenced in virtual learning environments within a blended learning model. On one hand, perceived ease of use is about the way a person believes that using a particular technology will be free of making any effort; on the other hand, perceived usefulness talks about the extent to which a person believes that technology can enhance their learning process (Davis, 1989). In the context of A1 and A2 learners, if students perceive virtual tools

Google Meet, Microsoft Teams, Cambridge One or Moodle as helpful in meeting and addressing their language learning needs, the motivation and engagement they may have toward virtual learning environments are likely to increase. However, for those students who struggle with digital sites can lead to feelings of frustration and demotivation.

Perceived ease of use may impact intrinsic motivation, making the learning process more enjoyable for A1 and A2 learners. This means that students who find virtual platforms intuitive and easy to use are more likely to feel encouraged to explore and use them, engaging with the different content and resources without feeling lost by the use of the technology on these platforms. On the other hand, perceived usefulness can improve students' extrinsic motivation by helping them see how, using these virtual platforms, they can support their external goals, such as getting high scores, obtaining certificates or meeting any requirements. If A1 and A2 students recognize that virtual learning environments allow and help them succeed or obtain any other external reward, their extrinsic motivation could make them have a continued motivation and engagement in these virtual settings.

### **Conceptual Framework**

The conceptual framework for this research study is based on the self-determination theory and the technology acceptance model, which both provide important insights for understanding how intrinsic and extrinsic motivations of students in the first 2 levels of proficiency and who are taught in a blended learning model. The Self-determination theory focuses on addressing the needs related to autonomy, competence and relatedness, which improve intrinsic motivation, leading to a better engagement through participation and enjoyment of the tasks. In this way, if learners feel that they are autonomous, they are likely to engage in their language learning process.

In addition to the previous idea, the Technology Acceptance Model emphasizes how the perception of virtual learning environment usage impacts extrinsic motivation by influencing students' willingness to attend and participate in these virtual settings to achieve external objectives. Thus, by integrating the self-determination theory's internal motivational aspects with the technology acceptance model's usability factors, this research study seeks to determine how a blended learning model influences the intrinsic and extrinsic motivational aspects of English learners.

### ***Motivational Factors for Intrinsic and Extrinsic Motivation***

Motivation is seen as one of the most important determinants of success in any educational context, especially in second language learning. It is a broad and complex construct that covers the internal and external factors that encourage a learner to start and keep his/her engagement in learning activities. In the language learning field, motivation is often divided into two types: Intrinsic motivation, which is about the personal satisfaction and enjoyment the learner can have from the learning process itself, and extrinsic motivation, which is inspired by external rewards such as grades, social recognition or benefits for their academic or professional lives.

For A1 and A2 learners in a blended model, intrinsic motivation might appear through a desire to communicate in English in an effective way or a personal interest in mastering a new language. Those learners are more likely to engage better and continue their studies because they can find learning activities intrinsically rewarding. Furthermore, extrinsic motivation is linked to those external rewards. For learners in a language academy, this could include looking to pass an exam, get a certificate, or meet the different expectations of parents or employers. While extrinsic motivators can lead the learner to engage in tasks, their influence, most of the time,

tends to be limited to participation. Therefore, understanding how intrinsic and extrinsic motivational aspects are influenced in a blended learning model is important to design educational mediations that not only aim to get students' initial interest, but also keep their motivation over time.

### **Blended Learning Environments**

The appearance of blended learning models has transformed traditional language education by integrating both face-to-face instruction and digital tools, providing a more flexible, accessible, and interactive approach to different learning needs. Blended learning environments incorporate virtual components that accompany the in-person classes, allowing learners to benefit from the nature of online learning while still engaging in direct interaction with teachers and peers. In this sense, Graham (2006) defines blended learning as a system that intentionally integrates in-person and digital learning experiences to promote more effective instruction. The importance of blended learning became even more evident during the COVID-19 pandemic, as educational institutions looked for different ways to maintain academic continuity while adapting to changing circumstances. However, the effectiveness of blended learning mainly depends on how students, in particular those at lower proficiency levels, perceive and interact with the digital components of these environments. A1 and A2 learners may find challenges when navigating online platforms, especially if the virtual aspects of the blended model are not intuitive or integrated with the face-to-face instructions.

In this context of language education, blended learning has proven to be effective when implemented carefully. According to Horn and Staker (2014), this approach supports learner autonomy and allows teachers to adapt instruction to diverse learning needs and paces. Alammary (2019) also emphasizes that in language classrooms, the integration of digital tools in

a blended format encourages repeated exposure to target language forms, promotes interactive practice and enables access to authentic language materials. These different characteristics are useful for A1 and A2 learners, who may benefit from a better scaffolded content delivery in both in-person and virtual settings.

The Technology Acceptance model, developed by Davis (1989), gives an important framework for analyzing learners' acceptance and use of technology in educational settings. The Technology Acceptance model highlights that two main factors, perceived ease of use and perceived usefulness, influence students' attitudes toward using technology and their engagement. Perceived ease of use is about the way learners believe that engaging with digital tools in a blended setting is straightforward and does not require excessive effort. Perceived usefulness, on the other hand, relates to students' beliefs about whether the digital aspects of blended learning effectively support their language learning progress Davis (1989). For A1 and A2 learners, these different perceptions are important since their limited language proficiency might become an obstacle associated with the use of complex online tools.

When digital tools within blended learning environments are seen as accessible, intuitive and beneficial, students are likely to develop positive attitudes toward technology, leading to better motivation. For example, a well-designed learning platform that offers clear navigation, guidance can enhance learners' experiences, making them feel more supported in their language learning process. But a poorly structured digital tool, with unclear instructions or technical difficulties, may result in frustration and decreased motivation. By taking as a reference the Technology Acceptance Model, this study aims to explore how the functionality of digital tools within blended learning environments influences the motivation of A1 and A2 English learners,

offering insights into how the digital aspects of blended learning can be optimized to foster more effective and engaging language learning experiences.

The conceptual framework for this research study explores how the motivational factors of A1 and A2 learners are influenced in a blended learning model. Central to the framework, some theories help guide the exploration of these motivational factors. Self-determination theory gives insights into both intrinsic and extrinsic motivational aspects that serve to engage students in the learning process. Additionally, the Technology Acceptance Model aligns with the current study by highlighting factors such as perceived usefulness and perceived ease of use of the digital tools in the blended model. It is expected that this research to provide insights that can inform strategies for enhancing learner motivation and engagement in blended learning environments. The insights gained not only contributed to the literature on motivation in blended learning environments but also provided practical strategies to improve the learner's experience in general.

Following the previous ideas, by basing the study in a blended learning model, it becomes possible to understand in a better way how the structure and delivery of instruction influence learners' motivation. The blended model does not function just by its own; its success depends on how learners perceive and respond to its digital and in-person elements. The technology acceptance model and self-determination theory offer complementary insights into the student's experience within a blended environment. While the technology acceptance model focuses on how learners evaluate the usefulness and ease of digital tools, the self-determination theory provides a broader understanding of how intrinsic and extrinsic motivations influence student behavior, satisfaction and persistence. Together, these frameworks help this current study

explore not only the technical acceptance of virtual tools, but also how the blended model, as a whole, shapes the motivational aspects of A1 and A2 English learners.

## **Research Design**

### **Introduction to the Research Design**

This section provides information about the methodological aspects of this research study. For the current study, it is vital to understand the dynamics of learner motivation in blended learning environments. As this investigation seeks to determine how a blended learning model influences the motivational factors that affect A1 and A2 learners, important insights should be collected that aim to give strategies for enhancing motivation and objectives in English language learning. This chapter gives a general description of the research methodology and design.

### **Methodological Design**

#### ***Research method***

##### **Case study**

This study adopts a qualitative case study design, which is appropriate for examining how a blended learning model influences the intrinsic and extrinsic motivational factors of A1 and A2 English language learners in a Colombian language academy. A case study is a qualitative research approach that allows for an in-depth examination of a specific context group or phenomenon (Yin, 2014). This design is useful for investigating the how and why behind learners' motivational experiences in blended settings, allowing the understanding of the different aspects of this model.

There are several typologies of case studies, including exploratory, explanatory and descriptive designs. In this case, this research study employs an exploratory case study, looking for an understanding and describing the motivational experiences of students in the first level of

English language proficiency, A1 and A2, within the structure of a blended learning model. The exploratory nature of this study allows for flexibility, especially when dealing with personal perception, emotional responses and individual variations in engagement and motivation of the learners.

In terms of implementation, this case study focuses on one language academy that offers in-person classes with virtual instructions. Through purposeful sampling, a small group of A1 and A2 students, as well as experienced teachers, were selected to participate. Different kinds of data collection instruments were used, including an open-ended questionnaire, one-on-one interviews and a focus group. These instruments allowed for the gathering of rich qualitative data from several perspectives, improving the quality of the findings through the collection of data from multiple sources or perspectives.

The qualitative approach enables a detailed exploration of learners' experiences, insights and feelings, providing a rich understanding of their engagement within both virtual and in-person learning environments. Qualitative research is valuable for examining complex issues, particularly those involving human behaviors and motivation in specific educational contexts (Creswell, 2012). In this research study, the blended learning environment serves as the context in which students' motivational factors are analyzed, allowing for a deeper understanding of how a blended learning model impacts their motivation and engagement.

Following on from the above ideas, the case study approach aligns with people's perceptions, ideas, experiences and ways of thinking, which assumes that reality is socially constructed and can only be understood through the meanings that participants assign to their experiences. This perspective recognizes that motivation is a subjective phenomenon shaped by each student's experiences, interactions, personal views and perceptions. Likewise, the objective

is not just to generalize results, but to understand the complexity of a particular educational context.

Case studies are characterized by their holistic examinations of the different phenomena under study, analyzed within defined limits, in this case, on the blended learning model implemented in a language academy. Similarly, this approach requires that multiple data resources be used to triangulate the information, ensuring the credibility and depth of the information to be captured. Case studies are also based on a detailed description, which involves presenting detailed and context-rich accounts of participants' perspectives, allowing the complexity of their experiences to be captured.

Additionally, case studies follow contextualization principles, emphasizing in this study, for example, that motivational aspects cannot be separated from the environments in which they occur. Therefore, this study situates student motivations within the pedagogical, technological and institutional characteristics of the blended learning model. Another principle of case studies is flexibility, which allows the researcher to adapt data collection and analysis processes as themes and patterns emerge through the study, complementing the exploratory naturalization of the design. Finally, case studies emphasize the interpretive role of the researcher, who must analyze participants' narratives, identify patterns and construct an understanding based on both the data and the theoretical framework. This makes case studies particularly well-suited for exploring complex constructs.

### ***Research approach***

This research study adopts a qualitative approach, which works in a good way for exploring the complex and different experiences of A1 and A2 English language learners within a blended learning model. The qualitative approach is particularly suited to this study, as it

focuses on participants' perspectives, reflections and meanings attached to their learning experiences, rather than on measurable outcomes (Creswell, 2012). Unlike quantitative methods, which are used to test hypotheses or measure variables in a numerical way, qualitative methods allow for an in-depth understanding of the complexities, emotions and contexts that shape learners' motivation.

Qualitative research seeks to describe, analyze and interpret participants' thoughts, feelings and behaviors in their natural environment. In this study, the aim is not to generalize findings but to uncover patterns and topics that emerge from learners' personal experiences with the blended learning model. This method enabled this research study to give voice to participants, in particular those in A1 and A2 levels, whose perspectives are often underrepresented in language education research (Pathak et al., 2013). For those reasons, the employment of this methodology is essential.

To achieve this, the study gathers rich data using open-ended questionnaires, one-on-one interviews with teachers and a focus group with students. These data collection instruments are designed to explore key aspects of the learners' motivational processes, such as their sense of autonomy, usefulness of digital tools and emotional engagement with virtual and face-to-face sessions of their language learning process. The flexible structure of qualitative data collection also allows for probing deeper into emerging themes that appear thanks to the students' perceptions.

Qualitative research also aligns with the theoretical framework of this study, which is based on the Self-Determination Theory (Deci & Ryan, 1985) and the Technology Acceptance Model (Davis, 1989). These two theories emphasize learners' perceptions and values, making qualitative inquiry ideal for analyzing how motivational factors manifest and are influenced in

blended learning contexts. As such, this research method supports the study's intention to generate insights that can inform the theory and practice about the way a specific blended model influences learners' intrinsic and extrinsic motivation.

This "open-ended" approach provides the flexibility to explore students' lived experiences and perspectives, letting the findings emerge from the data itself (Braun & Clarke, 2006). Furthermore, this research study aims to offer valuable contributions to the field of English language education and to generate significant insights for language academies working with beginner English learners and implementing blended learning models, which may influence the students' motivational factors.

## **Context of the research**

### ***Population and Sampling Procedures***

This research study sought to determine how a blended learning model influences the intrinsic and extrinsic motivational aspects of A1 and A2 English language learners in a language academy. To achieve the objective and answer the question of this study, this research focuses on a sample size of three A1 and A2 students for the focus group, five English teachers who were selected and a sample of thirteen participants for the open-ended questionnaire. This sample aims to represent different perspectives from learners who are at the beginning of their language learning trip, giving the opportunity to obtain a comprehensive understanding of the several factors that influence motivation in blended learning environments.

To ensure variety in the sample, the selection process intentionally incorporated different student profiles, taking into account their age, length of time studying English not only at the academy but also before that, levels of participation in both face-to-face and virtual classes, and

their primary reasons for studying English. Therefore, in the case of students, this allowed the sample to capture various motivational aspects, such as professional goals, personal interests, academic requirements, or even the desire to improve their communication skills.

Access to this sample was facilitated by the coordinator of the academy, who allowed permission for this research study to be conducted, obtaining consent from the participants who were invited to take part in this study. Participants were purposively selected based on their potential contribution to the study, ensuring a broad representation of individual motivational factors and experiences. Teachers were chosen taking into consideration their experience teaching A1 and A2 students through digital tools in this blended learning model, as they can contribute valuable insights about the aspects that may be affecting students' engagement and motivation.

For this study, maximal variation sampling, a non-probabilistic purposeful sampling technique, was used. This approach allowed the selection of participants who represent a wide range of experiences and perspectives related to motivation in a blended learning model. This research study aims to collect different patterns and individual perspectives and differences among A1 and A2 learners who are enrolled in an English course that uses a blended learning model, as well as insights from teachers with varied teaching experiences in this setting.

By including participants with varied reasons and perspectives for studying English, in different moments of their English course and distinct experiences within the blended learning context, this sampling method allowed this study to discover general patterns while highlighting individual differences. Teachers, as key observers of the students' behavior and motivation in the virtual environment as part of the blended model, were also included to provide different

perspectives on the motivational aspects that they are able to observe within their different classes.

In this way, to implement maximal variation sampling for this research study, different steps were followed to ensure a diverse and representative sample. First, a key criterion for choosing the participants was established, including reasons for studying English and learning experiences with blended environments. This criterion was focused on A1 and A2 learners who actively participate in the language academy's blended model with at least 3 months studying in the academy, and, in the case of the teachers, with at least one year of experience teaching in virtual learning environments.

With regard to sample size, several contextual factors guided the number of participants included for each of the instruments. In the case of teachers, five participants were selected because they represented the group of teachers who worked primarily with students at the desired levels. The number of participants helped identify consistent patterns in motivation, technological mediation, and perceptions of the blended model. For the focus group, three students participated due to limitations in access to students during the data collection process and institutional schedules. In addition, as we sought students who had not participated in the questionnaire, the number was limited.

Regarding the open questionnaire, it was completed by 13 students, which corresponds to the number of students who voluntarily participated and had direct access during the data collection period. Although not all enrolled students completed the questionnaire, the responses obtained provided sufficient variety, allowing us to approach the exploratory objectives of the study. The recruitment process was carried out at the end of a specific time in class, where the students were briefly explained the objective of the study and asked if they would be willing to

participate. Then, after getting the permission of the academy and the willingness of the participants, a document where the procedure, the objective and more aspects was shown to the participants to have the final confirmation of the students' participation, so that the process was informed to keep transparency in the research study.

### ***Ethical Protocol***

This ethical protocol outlines the principles that were followed to ensure that the research study is conducted responsibly, respecting the rights and well-being of participants while maintaining the integrity of the study. This research study adheres to key ethical principles, which include respect for people, beneficence and non-maleficence. These principles guided all stages of this research study, from participant recruitment to data collection, analysis and dissemination of results.

Ethical considerations are important for the integrity of this research. To ethically get access to the participants, an authorization from the language academy needed to be obtained, allowing institutional support for participant selection. Therefore, an approval letter was sent to clarify this study's purpose, participants' rights and confidentiality aspects, meeting the ethical standards for the research setting. This process was not only aligned with the institutional guidelines but also guaranteed that participants were selected with informed consent about the goal and processes of this research study.

Participants were recruited randomly, focusing on A1 and A2 learners within the language academy who have experience with a blended learning model. In this way, recruitment was carried out through voluntary participation, ensuring that any participant feels obligated to participate. The process was conducted through classroom statements, making participation

accessible to the students. Variation sampling approach was employed to guarantee that a diverse range of perspectives was represented.

The informed consent shown to the students was a key aspect of the engagement of the participants during this section. The main idea is that each participant receives a consent form where the purpose of the study is detailed, their role and letting them know that if they withdraw, they will not have any penalty, making sure that informed consent is essential in qualitative studies, where personal information and experience data is shared, however due to time constraints and at the suggestion of the branch coordinator, this informed consent form was shown to interested students. All participants were required to read the informed consent before participating in this study. For that reason, this process included confidentiality protections for participants to trust and be encouraged to provide responses. For instance, all the participants' identities were anonymized, and all kinds of identifiable pieces of information were excluded from published papers to maintain ethical responsibility.

### **Data Collection Techniques**

This section of this study is about the data collection techniques that were used to determine how a blended learning model influences the intrinsic and extrinsic motivational aspects of A1 and A2 English language learners. The data collection process in qualitative research is about gathering information that allows researchers to explore participants' perspectives and experiences (Creswell, 2012). In this study, three methods, such as one-on-one interviews, a focus group and open-ended questionnaires, were used to collect the necessary data about the experiences of learners in virtual settings within the blended model.

Taking into consideration that this research study is carried out in a blended educational setting where the use of digital tools is easy, using a focus group, one-on-one interviews and open-ended questionnaires is helpful to give an effective means of collecting data when physical spaces are not suitable. Thus, by focusing on these three data collection techniques, participants responded at their own pace, facilitating the collection of effective and useful qualitative data, which is important to the research question regarding motivational aspects in blended learning spaces.

### *Description and rationale of the instruments*

**Open-ended Questionnaires.** Open-ended questionnaires are the primary method for gathering data for this research study. This technique is really effective for catching a wide range of perspectives, as it allows participants to express their motivational factors, experiences, challenges, and engagement aspects in their own words. This data collection technique provides participants with the flexibility to communicate their thoughts and ideas without limitations (Creswell, 2012). For that reason, open-ended questionnaires are ideal for exploring the topic of motivation in a blended learning environment.

The purpose of using open-ended questionnaires in this research is to collect descriptive data on learners' intrinsic and extrinsic motivational aspects in these kinds of settings. By giving the opportunity to respond freely, the questionnaires gather individual experiences that may show how various factors influence motivation. Open-ended questions encourage students to reflect on their own learning motivations, revealing insights into both motivators, such as personal interest, and external factors, like the desire to get a job promotion.

The idea is to administer the open-ended questionnaires to a medium-sized group of A1 and A2 students in the language academy, making them fundamental parts for collecting diverse

points of view. This data collection method allows for obtaining many responses about how the blended learning model influences the motivational factors of learners in blended settings. Additionally, since the open-ended questionnaire was applied virtually and asynchronously, students kept in mind their varying schedules, giving a comfortable way to participate in the investigation.

The data collection methods used in this research study gathered primary qualitative data, which emphasizes the descriptive responses that were later analyzed. This technique permits this research study to identify different patterns in learners' responses and create an understanding of common motivational factors among A1 and A2 students. In this sense, by gathering this data from the participants, the current research has insights into how specific aspects of blended learning environments influence students' intrinsic and extrinsic motivational aspects.

**One-on-One Interviews.** The data collection technique known as one-on-one interviews serves as a complementary method in this study, giving the chance for deeper exploration of the topics identified in the open-ended questionnaire responses. This technique helps this investigation to focus on follow-up questions based on participants' responses, in this case applied with a small number of professors chosen intentionally, improving the depth of data collected about the motivational factors influencing A1 and A2 learners. One-on-one interviews are an effective qualitative tool for obtaining useful insights into participants' perspectives, mainly when looking to expand on the ideas of the questionnaire's responses. Conducting these one-on-one interviews virtually allows participants to share their thoughts in the same context as the study.

The purpose of the one-on-one interviews is to get more clarification and insights from a selected group of teachers based on the open-ended questionnaire responses administered to the

students in the first stage. For instance, if a specific problem, obstacle or challenge is mentioned in the questionnaire, this data collection instrument focuses on identifying more details about it, by asking for more elements, providing deeper perceptions to the study's findings. Therefore, teachers' interviews can give their perspective on the different factors of blended learning settings influencing the motivation of students, providing an important contrast and also a complement to students' responses in the open-ended questionnaires.

These one-on-one interviews were carried out with a smaller, but purposefully selected sample of teachers, mainly focusing on professors who work with students in the initial levels and who already have one year of experience working in this kind of blended environment. The development of these interviews collected primary data, as the open-ended questionnaires complement each other. The different information collected from these interviews was integrated with the various questionnaire responses, giving a more comprehensive analysis of the motivational factors.

**Focus Groups.** The focus group is an additional data collection instrument used in this study to facilitate discussions among participants, allowing for interactive exchanges about their motivational experiences in a blended learning environment. Focus groups provide an opportunity for participants to engage in dialogue, react to each other's perspectives and in a collaborative way construct a more comprehensive understanding of intrinsic and extrinsic motivational factors influenced by the blended model (Krueger & Casey, 2015). This interactive format allows for the emergence of new insights that might not surface in individual responses, making it a valuable method for capturing diverse viewpoints. The primary purpose of using a focus group in this research is to explore how A1 and A2 learners perceive motivation in blended learning environments through collective discussion. By bringing together small groups of

students, this method aims to uncover shared experiences, common challenges and different perspectives on motivations in virtual and face-to-face components of the learning process.

### *Validation Procedures*

In order not only to validate that the instruments were appropriate for this study, but also to identify areas for improvement before administering them, a validation process was carried out. Each of the three instruments was pilot tested with a small sample of participants who shared similar characteristics with the target population. This preliminary application made it possible to identify some opportunities for improvement, such as repetitive or unclear instructions and some questions that did not really represent the objective of the study or its theoretical foundations.

Feedback from the pilot test with participants was analyzed and used to improve the three instruments. These modifications were based on simplifying and shortening the questions and improving the flow of the questions. In addition, various suggestions were incorporated to make each item understandable to students and teachers. Many positive aspects were taken into account from this review, which helped to reinforce the content validity of the instruments by ensuring that they appropriately reflected the constructs associated with Self-Determination Theory and the Technology Acceptance Model.

## **Data Analysis**

This chapter represents the analysis of the data collected through three research instruments applied in this study: open-ended questionnaires, one-on-one interviews and a focus group. The main objective of this analysis is to explore how A1 and A2 English learners' intrinsic and extrinsic motivation in a Colombian language academy are influenced when participating in a blended learning model. The qualitative approach used in this study allowed for a detailed exploration of the participants' perspectives and experiences, giving significant ideas and insights into how motivational aspects are influenced in the virtual and face-to-face learning environments.

Additionally, this analysis was carried out following the research objectives and supported by the theoretical frameworks of the Self-Determination Theory and the Technology Acceptance Model. By doing this, this study has a grounded foundation for understanding the way the needs, intrinsic and extrinsic aspects, perception of technology and other influencing aspects of A1 and A2 students interact to shape their motivation factors in the blended settings.

### **Data Management Procedures**

#### ***Open-ended questionnaires***

The first data collection instrument that was applied was an open-ended questionnaire, which was conducted with the purpose of collecting descriptive data on learners' intrinsic and extrinsic motivational aspects in these kinds of settings. As the main idea was to capture as much information as possible about the perspectives of learners who are enrolled in a course that follows a blended model, the application of this method helped this study to create the base for the following two instruments. This questionnaire followed the main principles of

the Self-Determination Theory and the Technology Acceptance Model, that getting the necessary insights from the participants. According to Creswell and Plano Clark (2018), quantitative instruments can be incorporated into qualitative research designs when they do particular functions, such as helping in participant selection. The different questions in the open-ended instruments gave students the opportunity to express their own perspectives and opinions in a free and detailed way. With that in mind, the procedure after this instrument was carried out consisted of several stages.

**Data Collection** The open-ended questionnaire was applied via Google Forms to a total of 13 participants who answered the different questions, having in mind their lived experiences as enrolled students in a blended setting.

**Familiarization with the Responses** After conducting this instrument, the familiarization process with the participants' responses started in order to identify themes that later became questions used in the one-on-one interviews and the focus group. Therefore, the questions served as a bridge to connect the students' primary ideas and experiences regarding their motivational aspects when participating in this blended model. Therefore, based on the theoretical framework, questions were created for the two remaining instruments.

**Selection of Participants for One-on-one Interviews and Focus Groups** All five teachers agreed to participate in the interviews. However, the process of selecting participants for the focus group was more complicated due to a lack of coordination and availability on the part of the students. In the end, three of the seven students who were given the information participated.

**Table 1***Selection Criteria and Rationale for Research Participants*

<b>Instrument</b>	<b>Selection Criteria</b>	<b>Participants Selected</b>	<b>Rationale</b>
<b>One-on-one Interviews</b>	Teacher with A1 and A2 blended experience, with at least one year of teaching experience	N=5 participants, 3 female and 2 male, with more than one year working in the academy	Teachers with experience in blended learning environments would help provide unique perspectives on this topic.
<b>Focus group</b>	A1/A2 students who did not participate in the questionnaires	N=3 participants, 2 from A1 and 1 from A2	Since they did not participate in the open questionnaire, students were able to share, verify, or validate the perspectives found.

*Note.* This table outlines the instruments used for data collection after the open-ended questionnaire, the participants involved, and the rationale for their inclusion.

### ***One-on-one Interviews***

The second data collection instrument employed was the one-on-one interviews that were conducted with five teachers to get more clarification and insights from the selected group of teachers based on the open-ended questionnaire responses administered to the students in the first stage. Each participant was asked to talk, share and reflect on their own experiences teaching A1 and A2 students, aiming to know how they perceive motivational aspects of the learners. Also, all the different interviews were recorded and transcribed by an online software to continue with the thematic analysis.

### ***Focus group***

Consequently, the third instrument used to gather the necessary data was a focus group consisting of 3 students with different backgrounds and viewpoints when learning English. The different questions for this instrument were based not only on the theoretical framework, but also, as mentioned above, on the responses given by participants in the first instrument, the open-ended questionnaire. The purpose of this focus group was to explore new perspectives based on the students' experiences with the blended learning model. At first, the students were a little embarrassed, but then they became more confident, which allowed them to open up more and exchange ideas for almost 45 minutes. The students were asked to reflect on their experiences and perspectives on how studying in a blended environment can influence their motivation. The session was recorded and then transcribed manually and with the help of an online platform.

After applying these two instruments, the one-on-one interviews and the focus group, the next step was to analyze the information collected manually using Microsoft Word with a later help of the software Atlas.ti, based on the different steps of thematic analysis proposed by Braun

and Clarke (2006), coherently aligning with the objectives of exploring the influence of a mixed model on the motivation of A1 and A2 students.

**Phase 1 Familiarizing with the Data** The first phase carried out involved familiarizing with the different information collected. To do this, it was important to conduct a comprehensive review of all aspects obtained from the different instruments, which facilitated a deeper understanding. Reading the data several times allows the researcher to notice initial impressions, including repeated references to particular challenges or emotions associated with complex topics (Janeo, Ferrer, & Iglesias, 2024). This entire process began with reading the transcribed information obtained through an online platform. In this case, to increase the understanding of the information and for ease of reference, the information was printed and read once again. During all these reading processes, key expressions and main ideas were highlighted, and excerpts were taken to obtain meaningful perspectives. The focus was on those specific mentions given by participants about their experiences and perspectives on their motivational aspects related to blended learning environments.

**Phase 2 Generating Initial Codes** After carefully reading and understanding the information collected, the next phase involved identifying relevant fragments from the participants' responses. The coding process began by pinpointing meaningful excerpts within the transcripts and creating preliminary codes (Peel, 2020). To do this, each participant was assigned an identification code based on their role and order of participation in the different instruments. In addition, for each specific fragment, a key idea was assigned to summarize the main idea of the original excerpt. It is important to highlight that each of the key ideas was based on and related to the elements of the theoretical framework.

This is best reflected in the following table, which seeks to better illustrate the process carried out in these few examples:

**Table 2**

*Examples of Initial Codes Generated from Participants' Responses*

<b>Instrument used</b>	<b>Participant</b>	<b>Specific Fragment</b>	<b>key Idea</b>
<b>Open-ended Questionnaire</b>	OQS6	Me parece un método genial ya que cuando uno no tenga el tiempo de ir a la sede de manera presencial puede agendar clases de manera virtual, cuando estaba en la universidad trataba de agendar clases en mis horas libres	The blended model as a great opportunity for autonomy and flexibility in learning when time is short
<b>One-on-one Interview</b>	TDB2	Esta motivación yo creo que se debe al interés que tienen ellos por el idioma, ya sea por, como usted lo mencionó, el interés o la curiosidad de aprender esta lengua.	Desire and curiosity to learn English as intrinsic motivating factors.
<b>Focus Group</b>	FGS1	Siento que la tecnología me ha ayudado a aprender más rápido porque puedo acceder a muchos recursos en cualquier momento	Technology as an aspect that promotes autonomy as an intrinsic driver of English language learning.

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*Note.* This table shows the structure followed to generate the first key ideas from learners' responses.

After completing the above process, the next step was to organize all the key ideas obtained in order to begin identifying and generating codes related to each idea, and also to relate each code based on the specific type of motivation, whether extrinsic, intrinsic, both, or even to point out challenges that had arisen. Later on, to verify and add more codes, we used the artificial intelligence-based assistance provided by the Atlas.ti tool.

Table 3 summarizes how each key idea was coded and classified according to the type of motivation identified, providing a clearer view of the coding logic that guided the thematic categorization phase.

**Table 3**

*Generation of Codes and Categories Based on Key Ideas from Participants' Responses*

<b>Key Idea</b>	<b>Code 1</b>	<b>Code 2</b>	<b>Type of Motivation - Challenge</b>
<b>The blended model as a great opportunity for autonomy and flexibility in learning when time is short.</b>	Student autonomy.	Time management.	Intrinsic Motivation
<b>Overwhelmed by the different characteristics of</b>	Value of the blended model.	Lack of virtual interaction.	Challenge

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**each. modality and the lack of interactivity in virtual classes.**

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<b>Work-related and learning aspects integrated into the content learned.</b>	Application of learning in the workplace.	Professional integration.	Extrinsic Motivation
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*Note. This table represents the initial coding process that emerged from key ideas based on the participants' responses.*

**Phase 3 Searching for Themes** The next phase of this analysis involved organizing the most frequently mentioned topics and patterns. This phase, as it is proposed by Braun and Clarke (2006), starts with compiling an extensive list of codes identified throughout the dataset. The primary goal at this stage is to detect patterns and relationships both within and across the data (Chamberlain, 2015). To carry out this process, it was necessary to review all the codes obtained and identify the different ideas, similarities, and even relationships repeatedly mentioned by participants in their responses. The codes that reflected internal aspects were grouped together, as were those that showed external motivators, autonomy and self-reflection, opportunities and challenges, and the use of technology in learning English. This phase, although based on its analytical characteristics, is also interpretive, where the ideas and perspectives of the participants were related to the different theories that underpin this study. In this way, a variety of themes were obtained, which provided the opportunity to gain clearer perspectives on how the characteristics of a mixed model influence the extrinsic and intrinsic motivation of learners at the early stages of language use.

**Phase 4 Reviewing Themes** Once the different themes had been identified based on the findings from the previous phases, the next phase involved understanding them in depth while ensuring that they were consistent with the study's objective. This entire process made it possible to verify whether the categories, codes and themes were truly related to each other, which is why several of the themes that emerged in the previous phase were modified, mixed, or even discarded, ensuring accuracy. All of the above goes hand in hand with the search for good thematic organization when characterizing the experiences and perspectives of A1 and A2 English learners enrolled in a blended learning model.

#### **Phase 5 Defining and Naming Themes**

After completing the four previous phases, five themes were developed based on several main aspects. First, these themes were guided by Self-Determination Theory and the Technology Acceptance Model, which are the main axes of this research study. In addition, the research question and objectives also played a very important role in the emergence of the main themes, helping to interpret all the information collected from the participation of both learners and teachers through the different instruments.

In this regard, it is important to note that none of the topics established were imposed in a mandatory manner; rather, each one emerged as the analysis process progressed, resulting in topics that arose from the participants' own perspectives. In this way, and taking into account that the topics gradually emerged in a natural way, the analysis process can help to interpret in an authentic way the experiences of the students and the perspectives of the teachers themselves in blended learning environments. These themes represent the integration of intrinsic and extrinsic motivational aspects, as well as contextual elements influencing engagement. Table 4 presents

the emergent themes alongside their related categories and an interpretation of their relevance to the research objectives.

**Table 4**

*Emergent Themes and Related Categories Derived from the Coding Process*

<b>Themes</b>	<b>Related Categories</b>	<b>Interpretation / Description</b>
<b>Intrinsic Enjoyment and Personal Growth in/with English Language Learning</b>	Enjoyment and personal satisfaction with learning & Social experience and collaboration in learning.	These findings align with Self-Determination Theory, particularly the components of autonomy and competence, as students felt engaged and fulfilled by the learning process itself.
<b>External Factors that Drive Student Motivation and Learning Goal Orientation</b>	External achievements and goals, the role of the teacher, and recognition & practical application and relevance of content	This connection reinforces the Technology Acceptance Model, where perceived usefulness and external reinforcement foster motivation and sustained participation.
<b>Autonomy and Self-Regulation in the Blended Learning Environment</b>	Autonomy and process control & virtual technology and tools as facilitators  Both theories can be addressed	These elements align with the autonomy component of Self-Determination Theory, as learners demonstrated increased control over their learning process while

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		maintaining motivation through continuous progress monitoring.
<b>Opportunities and Challenges of the Blended Model</b>	Value of the mixed model and its contrasts & challenges of the virtual environment  Both theories can be touched upon	These findings align with the Technology Acceptance Model, which explains how perceived ease of use and usefulness affect learners' acceptance of digital tools
<b>Teacher Mediation as a Bridge between Technology and Student Motivation</b>	Role of the teacher and recognition, technology, and virtual tools as facilitators & practical application of content	This theme highlights the teacher's important role in linking technological resources with meaningful learning experiences, which can be related to the Technology Acceptance Model and engagement theory.

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*Note. The table summarizes the five main themes that emerged from the coding and categorization stages. Each theme integrates related categories that reflect participants' perceptions of motivation in blended English learning contexts.*

**Step 6 Producing the Report** This last phase was carried out with the aim of summarizing and organizing all the different perspectives and opinions expressed in the participants' responses. Additionally, as mentioned above, all findings were based on the

theoretical framework and structured according to the research questions and objectives. The results are therefore presented in the following section.

## Results

This chapter provides a detailed description of the analysis of data collected using three instruments, an open-ended questionnaire administered to 13 students at the initial levels of English (A1 and A2) who are enrolled in a blended learning English course at a Colombian language academy. These participants were coded as OQS1 to OQS13. Five teachers who currently work and have sufficient experience in blended learning environments with students at the aforementioned levels were coded as TAH1 to TJH5. Finally, three students who participated in a focus group were coded as FGS1 to FGS3. The thematic analysis revealed five recurring themes derived from the analysis process based on the participants' responses (see Table 4). These themes address the research questions and objectives based on the theoretical framework, thus clarifying how the blended model influences students' intrinsic and extrinsic motivation through different elements such as flexibility and interaction, identifying the main factors as personal enjoyment (intrinsic) and work-related rewards (extrinsic).

The results are in line with the overall objective of determining the influence of the blended model on students' motivational aspects, revealing a positive effect that predominates in participants' responses, demonstrating how early-level English as a foreign language students in post-pandemic Colombian contexts take advantage of combined autonomy to satisfy the psychological needs of SDT (autonomy, competence, relatedness; Deci and Ryan, 1985) and the perceived usefulness/ease of use of TAM (Davis, 1989). Innovatively, the data reveal a “mutual equilibrium” effect unique to levels A1 and A2, as virtual instruction amplifies intrinsic growth when combined with face-to-face interaction, which encourages self-regulation amid a low level of competence.

### **Theme 1: Intrinsic Enjoyment and Personal Growth in English Language Learning**

This topic captures the intrinsic motivation rooted in personal satisfaction, collaborative experiences, curiosity, and enjoyment in learning English, fulfilling the needs of Self-Determination Theory regarding competence and relatedness. This theme helps answer question one, “How does a blended model implemented in a language academy influence the intrinsic and extrinsic motivation of A1 and A2 level students?”, demonstrating that blended elements, such as interactive sessions, cultivate the internal motivational aspect, leading to “moments of personal growth” in which students with low English proficiency overcome their anxiety by participating in both virtual and in-person environments.

Similarly, the key factors that influence students' intrinsic and extrinsic motivation (Question 2) include enjoyment of progress, categorized as intrinsic according to the framework's objective. On the other hand, external rewards, such as using the language in key contexts like travel or work, are extrinsic aspects that drive students' motivation to learn English in these types of blended environments. The analysis reveals the perception of blended learning as a “safe space” for mistakes, which increases motivation to learn English and encourages participation.

*OQS6- "Mis razones para aprender inglés siempre han sido las mismas, poder hablar un segundo idioma." OQS4- "(...) cambiado desde que empecé el curso, ya que cuando empecé mi razón para aprender era porque el inglés me gustaba desde antes." "OQS10- "Porque me gusta y siento que puedo expandir mi conocimiento empezando por este idioma que es de los más hablados a nivel global." TYI4- "(...) Hay un cierto grupo de estudiantes, de estos mismos, que demuestran tener una pasión y disfrutar de lo que se está aprendiendo." FGS3- "Para mí sí es algo más personal, como el caso de la*



## **Theme 2: External Factors that Drive Student Motivation and Learning Goal**

**Orientation** Extrinsic motivators also play a very fundamental role for students when learning English through a blended learning model. Motivational aspects such as rewards and the application of knowledge in real-life situations were the most dominant, and several of them were aligned with the perceived usefulness of the Technology Acceptance Model for achieving objectives. In this sense, addressing question number one, the blended learning model converts external incentives, such as usefulness at work or for studies, into persistent effort, revealing in an innovative way a practical role in which virtual flexibility transforms extrinsic pressure into proactive guidance, based equally on motivating teaching practices in English learning contexts.

To answer the second research question about the main intrinsic and extrinsic motivational factors that influence A1 and A2 level learners in the blended learning model, several can be mentioned, such as work and travel purposes, which were categorized extrinsically, as different experiences that show that students see learning English as a “door opener” and the blended learning model as a bridge to achieving their personal goals.

*OQS3- "Ser más capaz de comunicarme en el exterior sin ayuda de mis familiares."*

*OQS12- "Por motivos de viajes inicié mi proceso en inglés." OQS5- "Cuando los coaches*

*me felicitan, me dan más confianza para seguir esforzándome." TAH1- "(...) Muy*

*importante el tema laboral, yo creo que muchos aprenden inglés por eso, para conseguir*

*un mejor trabajo, un mejor salario y por lo que dicen por ahí, el inglés abre muchas*

*puertas." TDB2- "(...)Los estudiantes casi siempre responden: que es para subir de*

*rango en su trabajo, para viajar o de pronto están en el colegio y quieren obtener notas*

*altas en inglés." FGS2 - "Pues en mi caso, la motivación viene más por el lado laboral.*

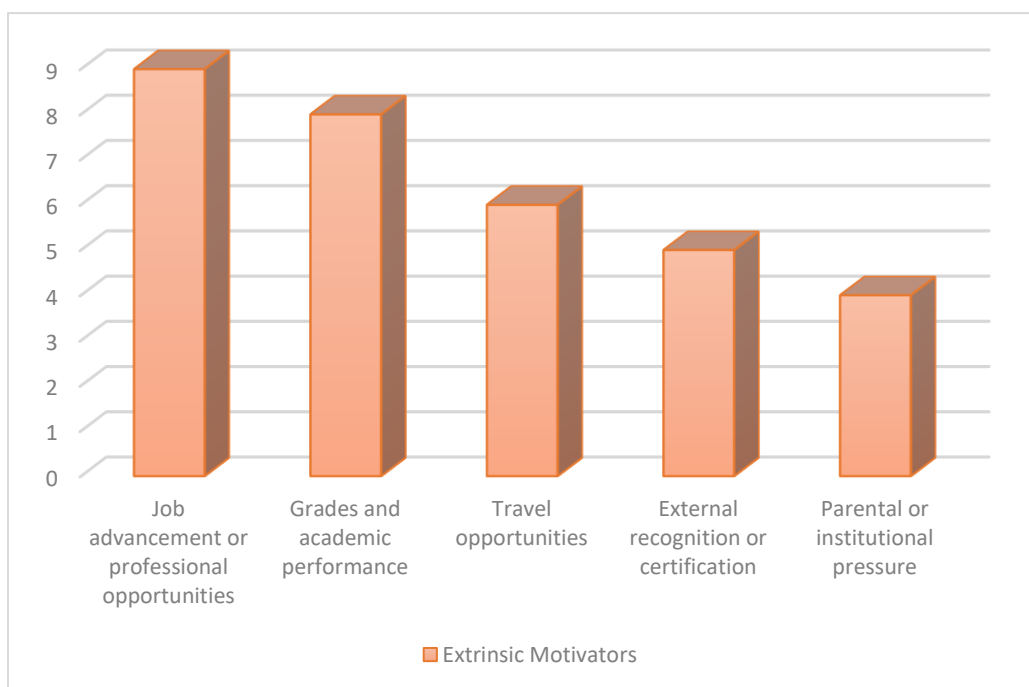
*En mi trabajo tengo que asistir a reuniones con personas que solo hablan inglés y*

*programar muchas cosas." (Excerpt from the open-ended questionnaire responses, focus group and the one-on-one interviews transcripts)*

Students often see English as a means to achieve both professional and personal advancement, which goes hand in hand with the extrinsic dimension of motivation. Additionally, recognition from teachers acts as a positive external regulator, reinforcing motivation through positive feedback and validation processes, aspects that are important for the relationship between Self-Determination Theory. In addition to the above, these results also revealed that the perceived usefulness of English (for work, travel, and communication) maintains commitment to learning English in the long term.

## Figure 2

*Frequency of Extrinsic Motivators Identified in Participants' Responses*



*Note. The figure compares the frequency of extrinsic motivational factors influencing learners in the blended learning environment. Job advancement and academic performance emerged as the most dominant extrinsic motivators, followed by travel opportunities and external recognition.*

**Theme 3: Autonomy and Self-Regulation in the Blended Learning Environment** This is a theme that allowed to understand how the blended learning model enables learners' autonomy to play a fundamental role in their learning process through the technological possibilities offered in this type of environment. Following this idea, it shows the way how A1 and A2 students are able to control their own pace, place and type of practice they would like to follow, making the perceived ease of use and perceived usefulness of the virtual component clearer to students, which makes them lean more towards a blended methodology over a more traditional methodology.

In addition, unlike traditional classrooms where progression is more fixed in the content provided by the teacher, in a blended model, the structure significantly promotes self-regulation by students. Furthermore, an important aspect that emerged from the participants' responses is the fact that virtual tools are highlighted in a "repetitive autonomy loop", which mean, students see as a positive feature of the platforms and tools of the virtual component that allows them to have access to unlimited repetition of grammar exercises, pronunciation aspects, listening comprehension tasks or any other activity, transforming perceived difficulty into experiences of language mastery.

*OQS5- "Me gusta mucho porque me ha ayudado a organizar mejor mi tiempo entre trabajo y estudio." OQS6 "Me parece un método genial ya que cuando uno no tenga el tiempo de ir a la sede de manera presencial puede agendar clases de manera virtual, cuando estaba en la universidad trataba de agendar clases en mis horas libres y así*

*poder adelantar." OQS7- "Excelente, yo por ejemplo que soy estudiante se me acomoda un montón el hecho de tomar mis clases de la forma que quiero, me resulta muy útil." FGS1- "Sí, definitivamente. Siento que la tecnología me ha ayudado a aprender más rápido porque puedo acceder a muchos recursos en cualquier momento y utilizarlos cuantas veces sea necesario." FGS2- "En mi caso también, pero más por el ritmo. La tecnología me permite avanzar a mi propio paso, sin depender de que todos vayan al mismo nivel." FGS3- "La tecnología me ayuda mucho porque tengo acceso a herramientas como traductores, diccionarios en línea y actividades interactivas que hacen que el aprendizaje sea más entretenido." (Excerpt from the open-ended questionnaire responses and focus group transcripts)*

These statements align with the autonomy dimension of Self-Determination Theory, which emphasizes that learners' experiences arise from a sense of ownership, reinforcing their commitment and persistence in the learning process. In addition, perceived ease of use is evident here, where technology becomes a creator of independence and therefore autonomy, rather than a barrier in the students' process. Autonomy in blended learning emerges as a bridge between intrinsic and extrinsic motivation, allowing learners to regulate their time and their learning preferences.

**Table 5**

*Summary of the autonomy behavior of students in their learning process*

<b>Behavior</b>	<b>Category</b>	<b>Theory Link</b>
<b>Choosing schedules and topics</b>	Autonomy	Self-Determination Theory – Autonomy

<b>Self-paced practice</b>	Self-regulation	Self-Determination Theory – Competence
<b>Managing time flexibility</b>	Flexibility	Technology Acceptance Model – Ease of Use
<b>Using digital tools independently</b>	Technological autonomy	Technology Acceptance Model – Perceived Usefulness
<b>Setting personal learning goals</b>	Achieving goal	Self-Determination Theory – Autonomy and Competence

*Note. The table summarizes behaviors related to autonomy observed in participants' responses.*

*These behaviors show how learners have control over their learning processes through the different categories, which highlights the importance of fostering autonomy within blended learning environments.*

**Theme 4: Opportunities and Challenges of the Blended Model** This theme gathers a combined perception of the blended model, in which learners appreciate the flexibility and variety that characterize this model, but also express frustration with connectivity issues, limited student-student or even student-teacher interaction and confusion between modalities. Therefore, this tension reflects the interaction between the technology acceptance model's perceived usefulness and ease of use, which positively or negatively influences motivation depending on the students' own experiences.

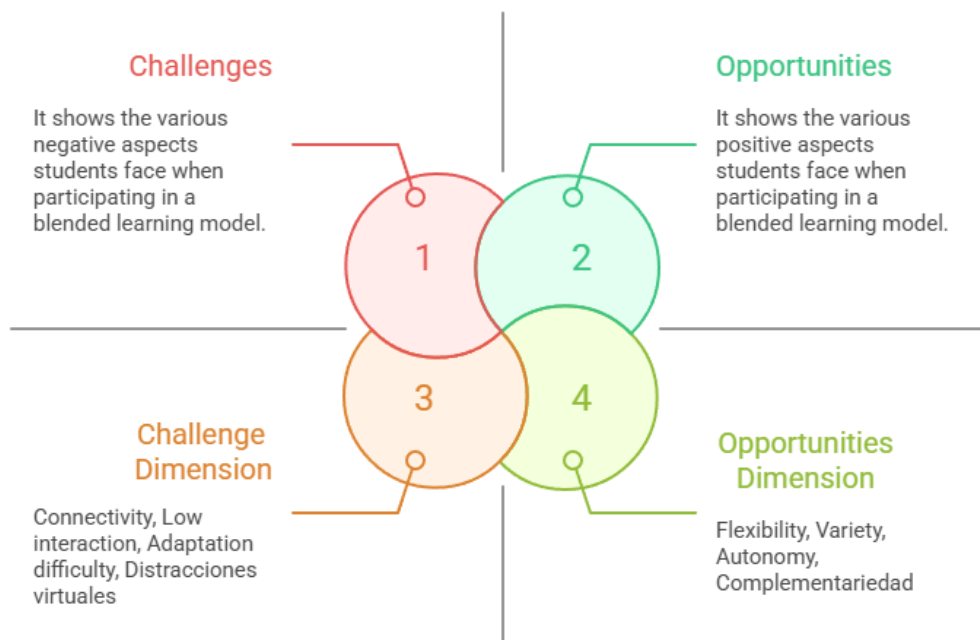
From the above, a new issue may emerge called “transition fatigue”. As is well known, in blended learning methodology, learners are constantly moving between modalities with different teachers, platforms and even types of interactions, leading to a heavy mental load and

motivational slumps. However, when face-to-face and virtual aspects are well managed and organized, the complementarity of the components creates positive motivational characteristics. For example, face-to-face aspects have a positive influence on friction points, while the virtual aspect allows for consolidation with the content. These aspects of improvement show a positive connection with the friction points of the blended learning model, answering the first research question, while revealing gaps in interactivity and scheduling confusion as demotivators of the second research question.

*OQS9- "me gusta tener opciones, pero a veces mezclar ambos mundos confunde horarios y mente." OQS2- "Las virtuales me gustan poco ya que me concentro más asistiendo presencial." OQS5- "Lo virtual me da mucha más flexibilidad, pero a veces me gusta entrar y tener contacto directo con los compañeros o coaches." OQS6- "(...) además considero que soy una persona que se distrae fácilmente, entonces me resulta mejor tomar clases de manera presencial." OQS10- "Considero que lo que no me ha funcionado tan bien es aquellas prácticas virtuales donde solo el profesor habla y no es nada creativo y didáctico." TAH1- "Pienso que sí podría ser una dificultad el tema de la conectividad del internet inestable." TVT3- "(...) puede ser algo frustrante para ellos, porque quizás de acuerdo a su sector o los límites que existen, no tienen acceso a conectividad 100%." TYI4- "Pero bueno, el Internet es lo que a veces no colaboran, (...) vuelven un poco tímidos o con pena por lo que ha pasado y se les ha afectado que a veces un poco en su participación y motivación." (Excerpt from the open-ended questionnaire responses, focus group and the one-on-one interviews transcripts)*

### **Figure 3**

*Opportunities and Challenges of the Blended Learning Model*



*Note. The figure illustrates both the positive and negative aspects perceived by participants regarding the blended learning model. This visual reflects the dual feature of blended learning, showing how technological and pedagogical factors can enhance and obstruct learners' motivation.*

The results suggest that the perceived efficiency and ease of use of the blended model determine how motivated and engaged students can become in this type of blended environment. While flexibility and accessibility are highlighted by students, technical problems and a lack of social interaction can decrease motivation. Therefore, the biggest challenge lies in striking a good balance between technological functionality and human connection, ensuring that virtual components promote interaction and not the opposite.

### **Theme 5: Teacher Mediation as a Bridge between Technology and Student**

**Motivation** This last topic highlights the fundamental role that teachers themselves play as mediators of motivation and emotions, using assertive feedback, empathy, dynamism,

recognition and acting as a bridge between technology and the human aspect in class sessions, maintaining student motivation and engagement. This topic answers the first research question by explaining how the mediating role of teachers amplifies technological motivation. It also identifies feedback from teachers as a hybrid motivational factor; for example, it begins with an extrinsic trigger, which results in an intrinsic reward, in this way answering the second research question. Similarly, specific and immediate recognition in virtual sessions is a key motivational factor with a high impact that can improve students' motivation to learn English.

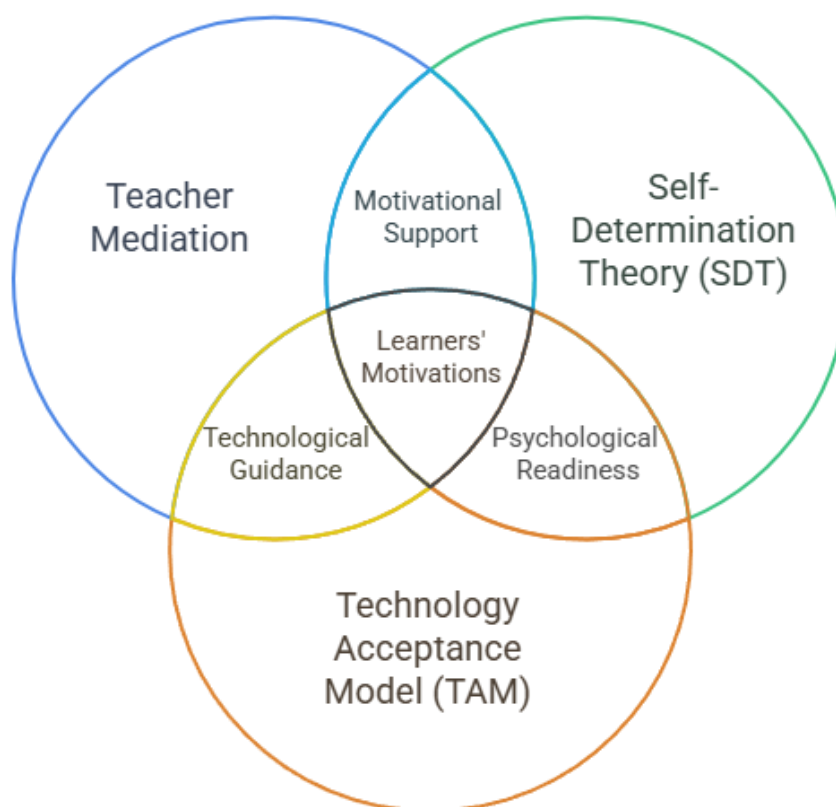
*OQS4- "Mucho más motivada que antes, en este curso los coaches te ayudan a querer avanzar más en cada etapa y a fortalecer más el inglés." OQS-6 "(...) Gracias al curso y los coaches la confianza aumentó por lo cual mi motivación también." OQS4- "Sí, hay varios coaches que reconocen el esfuerzo de cada estudiante y los motivan a seguir aprendiendo,(...) y el querer superarse a uno mismo ayuda mucho el apoyo de los coaches" OQS9- "A veces sí, cuando un coach reconoce mis avances, aunque sean pequeños me siento vista." OQS12- "Los mismos coaches son nuestra inspiración para seguir aprendiendo." OQS6- "Hay motivación y apoyo tanto de los compañeros como de los coaches." OQS11- "Si me siento motivada, son muy buenos los coaches." OQS4- "ya que si hay alguna duda los coaches ayudan a aclarar y esto nos motiva a querer seguir aprendiendo más cosas."*

*FGS1- "me siento muy bien, y además el apoyo constante de los coaches me hace sentir bien." FGS3- "Otra cosa que resalto es que los coaches con sus actitudes hacen que los coaches con sus actitudes hacen que estas clases sean mucho más chéveres." FGS1- "(...) básicamente cuando los coaches me felicitan o notan una mejora, me da mucha más confianza para participar y seguir adelante." FGS2- "(...) y yo participé un montón,*

*entonces, en vez de decirme “ya está bien, gracias por participar”, la coach me felicitaba e incluso, me impulsaba a seguir participando y lo cual creo que es algo que no olvidaré”*

**Figure 4**

*The synergy of Teacher Role, Technology and Motivation in Blended Learning*



*Note. This figure illustrates the interaction between the teacher’s mediating role, the Self-Determination Theory (SDT), and the Technology Acceptance Model (TAM) in fostering learners’ motivation within blended learning environments.*

In this way, the mediating role of teachers is a motivating factor that can encourage students to be more motivated and engaged in their learning processes through a blended learning model. Therefore, recognition and positive feedback reinforce learners' relatedness and

likewise improve the perception of usefulness. Moreover, teachers' ability to integrate virtual tools in creative ways transforms the virtual environment into a supportive space, compensating for the limitations of remote interaction. Therefore, the results reinforce the idea that the blended learning model, pedagogical empathy, and digital competencies are equally important.

### **Influence of the Pedagogical Blended Learning Model on Intrinsic and Extrinsic**

#### **Motivation**

The results of this study reveal that the blended learning pedagogical model influences student motivation through different but interconnected intrinsic and extrinsic factors. From an intrinsic perspective, the blended model fosters enjoyment and personal growth, allowing students to engage and actively participate with the content, both in the virtual and face-to-face environments. Additionally, the flexibility that the blended model creates promotes autonomy, allowing students to regulate their learning pace and thereby develop confidence in their progress.

With regard to extrinsic motivation, the blended learning pedagogical model improves student engagement by connecting students to language learning alongside external goals and practical achievements. Students perceived how English is useful for their professional development, academic requirements, real-world communication, and other aspects, especially when digital tools support authentic tasks. Teacher mediation also played a key role in maintaining extrinsic motivation by providing feedback and recognition of progress, which helped students stay motivated even when facing technological challenges.

Overall, the results show that the blended learning pedagogical model does not influence motivation in a single direction, but rather through an interaction between intrinsic satisfaction

and extrinsic reinforcement. By integrating meaningful pedagogical practices with accessible technological resources, the blended model is able to create a motivational environment where students enjoy their learning process, experiencing personal growth while at the same time responding to external expectations.

## **Discussions and Conclusions**

This chapter provides an interpretive discussion of the main findings of this research study obtained through three data collection instruments, which explored how a blended learning model influences the intrinsic and extrinsic motivation of A1 and A2 students. The main objective of this chapter is to connect the different results obtained with the theories that grounded this study, Self-Determination Theory (SDT) and the Technology Acceptance Model (TAM), seeking to explain how psychological needs and technological perceptions shape students' motivation.

This chapter is structured into different sections, beginning with a detailed discussion of the study's topics, followed by an analysis of the research implications for the field of language education. The next section presents the limitations that were encountered during the research process. Finally, the objective is to propose and provide recommendations for future research on similar aspects in the field of education and language learning. In other words, this section offers a conclusion, summarizing the most relevant findings and reflecting on how institutions can promote English language learning through blended learning environments.

### **Discussion**

This research study aimed to explore the influence of a blended learning model on the motivational aspects of English learners at levels A1 and A2 in a language academy in Colombia. The findings of this study showed that intrinsic enjoyment and personal growth are essential motivational components for learners at the early stages of language proficiency in blended learning environments. Students reported experiencing satisfaction and enthusiasm when they were able to clearly observe progress in their different language skills. This idea aligns with

Deci and Ryan's (2000) proposal, which discusses how intrinsic motivation is generated from the fulfillment of students' needs, competence, and relatedness. Students described experiencing enjoyment when communicating in real situations, being able to integrate the content and skills learned, and being able to recognize their progress. These aspects reflect the appropriation and internalization of the learning process as meaningful progress, demonstrating that motivation can arise when students experience autonomy and positive feedback in their progression rather than simply leaving it up to external factors.

In relation to the first specific objective of the study, to establish a reference framework that categorizes the motivational factors influencing A1 and A2 learners in a blended learning model, a conceptual structure was developed based on the integration of Self-Determination Theory (SDT) and the Technology Acceptance Model (TAM). Therefore, this framework attempts to organize motivation into two dimensions, primary psychological motivation and technological motivation, and several themes related to motivational aspects. The first-dimension deals with how the constructs of autonomy, competence and relatedness from Self-Determination Theory emerge from students' experiences of enjoyment, progress and interaction.

Similarly, the second dimension includes the different variables of the Technology Acceptance Model (TAM), perceived usefulness and perceived ease of use, which are manifested through students' positive and negative experiences with the virtual tools of the blended model. Therefore, by combining these theoretical perspectives, this framework categorizes motivational factors into five connected themes. In this sense, these elements constitute a reference that captures how psychological satisfaction and technological acceptance interact to maintain and promote motivation in blended English learning environments.

**Table 6***Reference Framework of Motivational Factors in Blended English Learning*

<b>Motivational Dimension</b>	<b>Theory alignment</b>	<b>Themes Identified</b>	<b>Description of Motivational Influence</b>	<b>Intervention/Driver</b>
<b>Psychological Motivation</b>	Autonomy	Autonomy and Self-Regulation	Learners value the flexibility to manage their own learning pace and make independent decisions about how to study	From rigid schedules to personalized learning plans
	Competence	Intrinsic Enjoyment and Personal Growth	Feelings of progress and self-improvement generate satisfaction and confidence	From isolated exercises to feedback to track progress
	Relatedness	Teacher Mediation as a Bridge between Technology and Motivation	The teacher's emotional and academic support fosters a sense of belonging and connection, enhancing engagement even in virtual settings	From low praise to recognition protocols
<b>Technological Motivation</b>	Perceived Usefulness	External Factors Driving Motivation	Learners feel motivated when they recognize the practical value of English in professional and real-life	From job gap to real-world tasks

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	and Learning	contexts, linking technology	
	Goal	use to their goals.	
	Orientation		
Perceived	Opportunities	Motivation increases when	From complex platforms
Ease of Use	and	digital tools are accessible	to user-friendly
	Challenges of	and facilitate learning. But	interfaces
	the Blended	technological difficulties can	
	Model	reduce motivation,	
		emphasizing the need for	
		supportive guidance	

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*Note. This framework integrates Self-Determination Theory and Technology Acceptance Model to categorize motivational factors influencing A1 and A2 English learners within a blended model. It illustrates how psychological and technological dimensions interact to maintain learner motivation.*

A second finding relates to external motivational factors, learning goal orientation and content and language integration. Students expressed that career goals, recognition and support from teachers and practical integration of English language learning in their workplaces reinforce their motivation. Motivation is maintained through three interconnected factors, external incentives linked to career growth, encouragement and recognition from instructors, and the meaningful use of language within professional subject areas (Imsa-Ard, 2020). In this context, English is not only perceived as an academic requirement but also as a bridge between professional progress and advancement and personal growth. In addition, the Technology

Acceptance Model complements this aspect, as students' perception of English as “useful” in achieving their English aspirations through technology sustains their efforts. Therefore, it can be said that the notion that the blended learning model is effective when external goals are linked to personal reasons transforms obligation into commitment.

Similarly, this research study found that autonomy and self-regulation played a fundamental role in student motivation in the blended model. Students highlighted the flexibility to schedule classes and progress at their own pace as positive features of the model, demonstrating, as in self-determination theory, that autonomy is a motivational factor that supports enjoyment of language learning. Thus, based on the findings, it can be said that the self-regulatory aspects of students, such as using virtual resources independently, represent a motivating factor in blended environments.

However, it is important to mention that the information collected through student responses also showed that there are some challenges and opportunities for improvement. On the one hand, participants highlighted the flexibility and accessibility that the virtual component provides, but they also mentioned some problems, such as technological issues, non-interactive classes, limited social presence and even confusion between modalities. This particular aspect goes hand in hand with the argument that student satisfaction in virtual environments depends on the balance between autonomy and structured support (Sun & Chen, 2016). From the above, when technical or communication problems arise, student motivation tends to decrease due to the feeling of frustration that these problems entail. Therefore, institutions that offer blended learning models must ensure optimal virtual environments and processes so that the teaching-learning process can be developed in the best possible way, preventing this from becoming a factor that reduces student motivation.

Consequently, another perspective that emerged from this study is how the mediating role of teachers acts as a bridge between technology and English language learning, resulting in motivation. According to the findings of this study, teachers play an important role in transforming virtual tools into meaningful experiences by offering emotional support, immediate feedback and encouragement in the students' learning process. Therefore, the teacher becomes a motivational mediator, turning aspects of the virtual component into opportunities for interaction, progress, growth and advancement, not only in terms of motivation but also in terms of student progress. This highlights the pedagogical importance of adaptability and empathy in virtual education.

This study also contributes to understanding motivation in A1 and A2 students, who can still be studied. For these learners, one of the most fundamental factors in learning English is emotional reinforcement, which can maintain motivation. Likewise, the blended model gives them the opportunity to receive positive and immediate feedback, in addition to allowing them to follow their own learning pace and other aspects that meet their needs. Students in the early stages of learning benefit from and are guided more by visible progress and emotional support (Dörnyei, 2005). Therefore, this finding provides evidence that the blended model can be effective for students who are in the early stages of language proficiency when they are guided by emotional principles and progress that they can perceive.

Finally, this research study reveals that motivation in blended learning does not follow a straight line; rather, it changes and follows a kind of cycle. Students move through phases where their motivation is high for a time, and then these aspects may temporarily decline, depending on internal and external factors to their learning. As addressed in the concept of motivational self-regulation, students have to adjust their strategies and expectations sequentially in order to

maintain their effort (Valle et al., 2010). Therefore, motivation in blended learning models must be promoted through human connection and virtual innovation, making motivation a continuous aspect rather than a fixed one.

### **Research Implications for the Field of Study**

The findings of this study provide significant insights into the teaching and learning of English in blended learning environments, particularly for institutions offering virtual and distance education. First, this research study demonstrates that there is a need to integrate motivational theories into the instructional design of courses that employ such models. In addition, teachers and institutional stakeholders should incorporate the principles of autonomy, competence and relatedness from Self-Determination Theory into the structure of blended programs, thereby ensuring that technological components are aligned with student-centered pedagogical strategies. This integration can significantly improve student satisfaction and retention rates in virtual contexts.

Following on from the above, the results highlight the importance of the teacher as a mediator and facilitator of technology. Therefore, training programs and teaching majors should include digital teaching modules, which equip trainee teachers with the tools to build meaningful relationships in virtual contexts. Teachers who can “humanize” technology by supporting, giving affective feedback, encouraging and recognizing play a fundamental role in maintaining student motivation. Therefore, these results highlight the need to view teachers in virtual contexts as motivational designers, not just content deliverers, in order to foster and maintain the motivation of learners.

Finally, this study contributes theoretically by proposing a theoretical framework that connects SDT and TAM in language education. This perspective expands the understanding of motivational factors and motivation itself in the digital age, demonstrating that psychological needs and technological perceptions go hand in hand. Future instructional models should take into account both the emotional aspect and the different factors/dimensions of student motivation to create even more effective and inclusive experiences in blended learning environments.

### **Research Limitations of the Present Study**

Although this research study was able to contribute to different aspects, its small sample size of twenty-one participants, divided into thirteen participants in the open-ended questionnaire, five teachers in the one-on-one interviews and only three students who participated in the focus group from a single academy, limits the ability to generalize these findings. Although this allowed for in-depth qualitative analysis, it is limited by the lack of a larger sample, especially in the focus group, which was intended to capture more learners' perspectives. For this reason, future research studies on this topic should involve multiple institutions and slightly more diverse student profiles in order to strengthen the external validation of these results.

On the other hand, when exploring a highly changeable and fluctuating aspect, such as motivation, as mentioned previously, time constraints and access to participants were the second big limitation. This research study captured specific moments in students' motivational experiences, however, as these motivational aspects tend to change over time and depending on the students' contexts that each of them experiences, a longer-term study would be preferable to be developed. This idea could offer an even clearer understanding of how intrinsic and extrinsic

factors develop and interact through students' progress in blended learning models, in order to expand the general insight into this phenomenon.

### **Recommendations for Further Research**

This study opens up the possibility of taking different aspects into account in order to better understand how blended learning models influence the motivational factors of English learners. Firstly, by expanding the main participant base to include different levels of language use, types of institutions and cultural and demographic contexts, it may be possible to develop more comparative studies, which could reveal how motivational needs evolve through the different stages of English language learning and how blended models can be customized based on these factors.

Secondly, another approach could involve conducting studies with a longer development time in order to better examine students' motivational trajectories. Following this same line of thinking, if quantitative aspects could be combined, that is, if a mixed-methods study were applied, researchers could explore more patterns of persistence, achievement and dropout from academic processes in mixed environments, providing evidence to obtain more information in order to implement more pedagogical interventions at reference points. Finally, it is recommended that future studies explore the interaction between teacher digital competence and student motivation. Considering that teacher mediation was a central finding, investigating how teacher digital and emotional competence influences motivation could bring important perspectives for their professional development.

### **Conclusions**

This research study offers different perspectives on the existing body of knowledge on motivation in blended English language learning. It also provides theoretical and pedagogical insights for institutions and future teachers seeking to understand these factors. The integration of Self-Determination Theory and the Technology Acceptance Model provides a framework for interpreting students' experiences, emphasizing the roles played by psychological fulfillment and technological perception in maintaining motivation. Furthermore, in answering the research questions, the findings revealed a positive influence of the blended model on learner motivation, where blended components amplify internal motivational aspects while complementing external ones.

One of the main conclusions is that intrinsic enjoyment and personal growth create an emotional state that supports motivation, that is, when students perceive their own progress, satisfaction, enjoyment and personal improvement, they are more likely to continue and persist in their learning process. However, this type of motivation develops best when supported by elements that arise from human connection and technological ease, such as meaningful interactions or even constructive feedback. On the other hand, when talking about extrinsic motivators, characteristics such as professional goals and recognition are highlighted, which can be significant objects of motivation only if they are internalized as personal goals. From the above, it can be said that in blended learning, intrinsic and extrinsic motivators are not opposites, but rather complement each other, which makes them both stronger.

This study also concludes that autonomy and self-regulation are essential components of both motivation and engagement in blended environments. The flexibility that virtual platforms and components typically offer empowers students to take responsibility for their own learning process, which is supported by the theoretical framework of this research study. However, as in

many contexts, autonomy must be balanced with balanced guidance to avoid demotivation. Additionally, this study highlights that technological and human factors go hand in hand as motivational aspects. The perceived usefulness and ease of use of technological tools can increase or decrease motivation, depending on how they are implemented and used. Therefore, the success of the blended learning model requires not only good technological aspects, but also teachers who have empathetic and adaptive practices.

Similarly, teacher mediation also emerges as a central pillar in maintaining student motivation. This means that teachers act as connectors between human aspects and the virtual environment, facilitating students' motivation and commitment to their learning process, thus ensuring that technology becomes a tool that reinforces aspects of learning. Therefore, focusing on a more pedagogical level, these findings highlight the importance of teacher training as a motivational mediator. In this sense, higher education institutions in Colombia should prioritize teacher training programs that include virtual pedagogy, feedback tools, emotional intelligence and even motivational strategies for virtual contexts. This training would ensure that teachers can promote the cognitive and affective dimensions of learning.

Finally, this research study reinforces the idea that motivation is one of the most important pillars of an effective blended learning process. Following this idea, when students feel capable, connected, engaged and autonomous and when technology serves as a bridge rather than a barrier, the learning process becomes transformative. Therefore, by recognizing motivation as an evolving process that is compounded of different drivers, teachers could begin to design learning environments that empower students to learn not only English, but also self-direction and perseverance skills.

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[03-2019-0098](https://doi.org/10.1108/IJEM-03-2019-0098).

## Appendixes

### Appendix A

#### *Resumen Analítico de Estudio RAE*

<b>1. Información general</b>	
<b>Tipo de documento</b>	Tesis de grado de maestría
<b>Acceso al documento</b>	
<b>Título del documento</b>	Exploring the Influence of a Blended Model on the Motivation of A1 and A2 Learners within a Language Academy
<b>Autor (es)</b>	Andrés David Contreras Garay
<b>Publicación</b>	2025
<b>Palabras claves</b>	Motivación, aprendizaje virtual, factores intrínsecos, factores extrínsecos, entornos virtuales, modelo de aprendizaje mixto.
<b>2. Descripción</b>	
<p>Este estudio aborda los factores motivacionales que influyen en el aprendizaje del inglés en niveles A1 y A2 dentro de un modelo de aprendizaje combinado implementado en una academia de idiomas en Colombia. El propósito principal es comprender cómo este modelo pedagógico, que integra actividades presenciales con apoyos tecnológicos, impacta la motivación intrínseca y extrínseca de los estudiantes. La investigación se encuentra fundamentada en dos marcos teóricos: la Teoría de la Autodeterminación y el Modelo de Aceptación Tecnológica, los cuales permiten analizar tanto los aspectos de la motivación como la percepción que los estudiantes tienen sobre el uso de herramientas digitales.</p>	

El estudio adopta un enfoque cualitativo mediante un diseño de estudio de caso exploratorio.

La recolección de datos se realizó a través de entrevistas individuales, un grupo focal y un cuestionario abierto, aplicados a estudiantes y docentes seleccionados mediante muestreo intencional. A través del análisis temático, emergieron cinco categorías centrales, las cuales son, disfrute intrínseco y crecimiento personal, factores externos que impulsan la motivación, autonomía y autorregulación, oportunidades y desafíos del modelo combinado y mediación docente como vínculo entre tecnología y motivación estudiantil.

Los resultados evidencian que la motivación de los estudiantes en entornos combinados depende tanto de la estructura pedagógica como de la usabilidad tecnológica y del acompañamiento docente. Finalmente, se presentan implicaciones pedagógicas, limitaciones del estudio y recomendaciones para futuras investigaciones.

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#### 4. Contenidos

Este trabajo de investigación está organizado en cinco capítulos que presentan de forma sistemática cada una de las etapas realizadas para comprender cómo un modelo de aprendizaje mixto influye en la motivación de los estudiantes A1 y A2 dentro de una academia de idiomas en Colombia. En el Capítulo I se expone el planteamiento del problema, se formula la pregunta de investigación y se establecen el objetivo general y específicos. También se desarrolla la justificación del estudio, las delimitaciones y el contexto institucional en el que se llevó a cabo la investigación, destacando la transición hacia modelos híbridos en el periodo postpandemia y su impacto en la motivación de los aprendices de inglés.

En el Capítulo II, se presenta la revisión de la literatura y el marco teórico que sustentan la investigación. Se abordan las bases conceptuales del aprendizaje mixto (blended learning), así como los aportes de la Teoría de la Autodeterminación (Deci & Ryan) y el Modelo de Aceptación Tecnológica (TAM), los cuales orientan la comprensión de los factores motivacionales intrínsecos y extrínsecos en entornos virtuales. Asimismo, se integran estudios previos sobre aprendizaje de lenguas, motivación en ambientes digitales y características de

aprendices principiantes en niveles A1 y A2, lo que permite contextualizar los hallazgos dentro de marcos pedagógicos y tecnológicos contemporáneos.

El Capítulo III describe el diseño metodológico de enfoque cualitativo bajo un estudio de caso. En este capítulo se detallan los participantes, estudiantes A1 y A2 y docentes de la academia, así como los instrumentos utilizados para la recolección de datos: cuestionario abierto, entrevistas semiestructuradas y grupo focal. También se explican los procedimientos éticos implementados, el proceso de triangulación y las fases del análisis temático, fundamentado en Braun y Clarke, que permitió organizar los datos y generar categorías emergentes.

En el Capítulo IV, se presentan los resultados derivados del análisis temático aplicado a los datos obtenidos. Los hallazgos se organizan en torno a cinco temas principales relacionados con la motivación intrínseca, la motivación extrínseca, la autonomía en entornos mixtos, los beneficios y retos del modelo mixto y el papel mediador del docente. Cada tema se acompaña de una discusión que integra teoría y evidencia empírica, mostrando cómo los elementos del modelo mixto influyen en la experiencia motivacional de los aprendices.

Finalmente, el Capítulo V recoge las conclusiones generales del estudio, las implicaciones pedagógicas y académicas, y las recomendaciones para investigaciones futuras. Asimismo, se señalan las limitaciones del trabajo y se reflexiona sobre la importancia de fortalecer la motivación y el acompañamiento docente en modelos de aprendizaje mixto para estudiantes principiantes de inglés.

## **5. Metodología**

La presente investigación se desarrolló bajo un enfoque cualitativo con diseño de estudio de caso, orientado a comprender cómo un modelo de aprendizaje mixto influye en la

motivación intrínseca y extrínseca de estudiantes de niveles A1 y A2 dentro de una academia de idiomas. Este enfoque permitió explorar en profundidad las experiencias, percepciones y procesos motivacionales de los participantes dentro de un contexto educativo real.

Para la recolección de los datos se emplearon tres instrumentos principales: un cuestionario abierto, un grupo focal con estudiantes y entrevistas semiestructuradas con docentes. Estos instrumentos fueron diseñados específicamente para indagar aspectos relacionados con la motivación, el uso de herramientas virtuales, la interacción con el modelo mixto y la mediación docente. El contenido de los instrumentos fue revisado y ajustado para garantizar coherencia con los objetivos del estudio y claridad en las preguntas dirigidas a los participantes.

La muestra estuvo compuesta por trece estudiantes de niveles A1 y A2, quienes respondieron el cuestionario; tres estudiantes adicionales participaron en un grupo focal; y cinco docentes de la academia contribuyeron mediante entrevistas individuales. Todos los participantes fueron seleccionados mediante muestreo intencional, buscando obtener diversidad de experiencias y percepciones relacionadas con el uso del modelo mixto y los factores motivacionales presentes.

El análisis de la información se realizó mediante el análisis temático propuesto por Braun y Clarke (2006), siguiendo un proceso sistemático que incluyó la familiarización con los datos, la codificación inicial, la búsqueda de patrones, la construcción de categorías y la definición de temas finales. Este proceso permitió identificar cinco temas centrales relacionados con los factores intrínsecos y extrínsecos de la motivación, la autonomía, los beneficios y desafíos del modelo mixto y el rol de la mediación docente. Adicionalmente, se

aplicó triangulación de instrumentos para fortalecer la validez del estudio y asegurar una interpretación más completa de los hallazgos.

## **6. Resultados**

Los resultados del estudio evidencian que el modelo de aprendizaje mixto influye de manera significativa y mayoritariamente positiva en la motivación intrínseca y extrínseca de los estudiantes de nivel A1 y A2. A partir del análisis temático, se identificaron cinco temas centrales que explican cómo estos aprendices experimentan su motivación dentro del modelo mixto: disfrute intrínseco y crecimiento personal, factores externos que impulsan la motivación, autonomía y autorregulación, oportunidades y desafíos del modelo y mediación del docente como puente entre tecnología y motivación.

En primer lugar, se encontró que muchos estudiantes experimentan disfrute personal, curiosidad y satisfacción emocional al aprender inglés, lo que fortalece su motivación intrínseca. Los participantes señalaron que avanzar en el idioma, superar retos y disfrutar las actividades tanto virtuales como presenciales genera sensaciones de logro que los impulsan a continuar aprendiendo.

De igual manera, la motivación extrínseca también fue evidente: los estudiantes destacaron que aprender inglés les permite alcanzar objetivos laborales, académicos y personales, como mejorar sus oportunidades de empleo, viajar o comunicarse eficazmente en contextos reales. Asimismo, el reconocimiento que reciben de los docentes, especialmente mediante retroalimentación inmediata, refuerza su compromiso con el aprendizaje.

Por otro lado, el modelo mixto fue percibido como un entorno que promueve la autonomía y la autorregulación, ya que les permite controlar tiempos de estudio, elegir prácticas virtuales y repetir actividades según sus necesidades. Sin embargo, también se

identificaron desafíos relacionados con la conectividad, la falta de interacción en algunas sesiones virtuales y la confusión generada por el cambio constante entre modalidades, lo que puede disminuir temporalmente la motivación.

Finalmente, el estudio resalta el papel esencial de la mediación docente. Los estudiantes y profesores mencionaron que la empatía, el acompañamiento, la creatividad pedagógica y el reconocimiento constante del esfuerzo son factores decisivos para mantener la motivación en entornos combinados. La interacción entre apoyo docente y uso adecuado de herramientas tecnológicas crea un equilibrio que favorece tanto la motivación intrínseca como la extrínseca.

En conjunto, los resultados muestran que el modelo mixto, cuando se integra adecuadamente con prácticas pedagógicas motivadoras y herramientas tecnológicas accesibles, tiene un impacto positivo en la motivación de los estudiantes A1 y A2, potenciando su progreso, confianza y compromiso en el aprendizaje del inglés.

## **7. Conclusiones**

Las conclusiones de este estudio indican que la implementación de un modelo de aprendizaje mixto tiene un impacto significativo en la motivación de los estudiantes de niveles A1 y A2 dentro de una academia de idiomas. Los hallazgos muestran que la combinación de clases presenciales y virtuales favorece tanto la motivación intrínseca, relacionada con el disfrute, el interés personal y la satisfacción por aprender inglés, como la motivación extrínseca, asociada a metas laborales, académicas y de desarrollo personal. En este sentido, el modelo de aprendizaje mixto ofrece un entorno flexible y dinámico que potencia la participación y el compromiso, permitiendo que los estudiantes avancen a su propio ritmo y accedan a recursos variados que enriquecen su proceso de aprendizaje.

Asimismo, se concluye que la motivación de los participantes no depende exclusivamente de la modalidad, sino de la interacción entre elementos tecnológicos, pedagógicos y afectivos. El acompañamiento docente emerge como un factor fundamental; la retroalimentación constante, el apoyo emocional y las estrategias pedagógicas creativas fortalecen la relación entre el estudiante y el proceso de aprendizaje, incrementando su persistencia y nivel de involucramiento en las sesiones. Del mismo modo, el uso adecuado de herramientas digitales, la facilidad de acceso y la claridad en las actividades virtuales inciden positivamente en la percepción de utilidad del modelo y, por ende, en la motivación extrínseca.

El estudio también evidencia que la modalidad mixta favorece el desarrollo de habilidades de autonomía y autorregulación, especialmente en estudiantes que encuentran en los entornos virtuales oportunidades para organizar sus tiempos, repetir actividades y practicar con mayor libertad. No obstante, se identificaron desafíos relacionados con la conectividad, la adaptación tecnológica y la falta de interacción en ciertas actividades virtuales, aspectos que pueden afectar temporalmente la motivación y deben ser atendidos para optimizar la experiencia del modelo.

Finalmente, aunque los resultados no son generalizables debido al tamaño intencional de la muestra, sí ofrecen aportes valiosos para comprender cómo los estudiantes principiantes experimentan la motivación en contextos mixtos. El estudio sugiere que la adopción de modelos mixtos de aprendizaje debe ir acompañada de una mediación docente sólida, un diseño instruccional claro y un uso estratégico de las herramientas tecnológicas para potenciar tanto la motivación intrínseca como la extrínseca. Esto permite a los estudiantes construirse

como aprendices más comprometidos, autónomos y preparados para enfrentar los retos del aprendizaje del inglés en entornos híbridos y digitales.			
<b>8. Elaborado por</b>	Andrés David Contreras Garay		
<b>9. Fecha de elaboración del Resumen</b>	24	Noviembre	2025

## **Appendix B**

### *Informed Consent*

Universidad Nacional Abierta y a Distancia - UNAD

#### **Consentimiento Informado**

##### **Nombre del Estudio:**

Explorando la influencia de un modelo mixto en la motivación de los aprendices de nivel A1 y A2 dentro de una academia de idiomas

##### **Propósito del Estudio:**

Determinar cómo influye un modelo de aprendizaje mixto implementado en una academia de idiomas en los aspectos motivacionales intrínsecos y extrínsecos de los estudiantes de inglés de nivel A1 y A2.

##### **Objetivos Específicos:**

- Establecer un marco de referencia que categorice los factores motivacionales que influyen en los estudiantes de nivel A1 y A2 en un modelo de aprendizaje mixto, basándose en las teorías existentes.
- Analizar las experiencias y percepciones de los estudiantes sobre el modelo de aprendizaje mixto en relación con su motivación intrínseca y extrínseca.
- Determinar los factores clave dentro del modelo mixto que pueden mejorar la motivación de los estudiantes de nivel A1 y A2 hacia el aprendizaje del inglés.

##### **Procesos y Participantes en el Estudio:**

Este estudio de investigación recopilará datos en dos fases diferentes:

1. En la primera etapa se les solicitará a los participantes del curso con el modelo de aprendizaje mixto dar respuestas a un cuestionario con preguntas abiertas. Luego que se consiga la cantidad deseada de respuestas, estas mismas serán analizadas para la creación de preguntas de seguimiento que serán aplicadas en los instrumentos en la etapa 2.
2. En la segunda etapa, se escogerán a 5 profesores que tengan experiencia mínima de un año enseñando a los cuales se les aplicará el segundo instrumento, los cuales son una entrevista uno a uno creada a partir de las respuestas del cuestionario con preguntas abiertas. Simultáneamente, se empleará un grupo focal con tres estudiantes que no hayan participado en la etapa uno.

#### Descripción de Riesgos:

No se prevén riesgos asociados con la participación en este estudio. Si el participante experimenta alguna molestia durante la entrevista o el grupo de discusión, puede optar por omitir las preguntas o poner fin a su participación en cualquier momento. Aspectos personales e identificables de los participantes se mantendrán en total anonimato, guardados en la computadora personal del investigador.

#### Participación en el Estudio:

La participación en este estudio es completamente voluntaria; ningún participante recibe ningún incentivo externo para completar los instrumentos de recolección de datos. Por otro lado, si llega a haber algún participante que no quisiera continuar, es importante recalcar que no habrá ningún tipo de consecuencias en ningún aspecto académico.

#### **Resultados del estudio:**

Los resultados de este estudio se elaborarán a partir de la integración de los datos obtenidos en las respuestas dadas por los participantes mediante los tres instrumentos aplicados, empleando un enfoque cualitativo sustentado en la triangulación de la información recolectada. Este procedimiento busca fortalecer la validez y confiabilidad de los hallazgos, aportando a la comprensión de los factores de un modelo de aprendizaje mixto que influyen en los aspectos motivacionales intrínsecos y extrínsecos de los estudiantes A1 y A2. El consentimiento informado incluye detalles sobre el propósito y las etapas del proceso investigativo, aclarando que la participación en el cuestionario, las entrevistas y el grupo focal no representa riesgos ni beneficios directos. Toda la información será tratada de manera confidencial y anónima. La participación es completamente voluntaria, y quienes acepten formar parte del estudio deberán firmar el consentimiento correspondiente. La investigadora expresa su agradecimiento por la colaboración en este proceso académico.

**Consentimiento para ser participe en la investigación:**

He leído y comprendido la información proporcionada en este formulario de consentimiento. Acepto voluntariamente participar en este estudio de investigación, donde cualquier información personal será tratada en anonimato. De igual forma, entiendo que puedo retirarme en cualquier momento sin consecuencias académicas.

## Appendix C

### Data Collection Instrument 1: Open-ended Questionnaire

# Estudio Sobre Motivación en el Modelo de Aprendizaje Mixto

#### Bienvenido/a y gracias por participar

Está invitad@ a participar en un estudio que tiene como propósito explorar cómo el modelo de aprendizaje mixto (clases presenciales combinadas con instrucciones/herramientas virtuales) influye en la motivación de los estudiantes de inglés de niveles A1 y A2. Este formulario contiene preguntas abiertas que le permitirán compartir sus experiencias, pensamientos y opiniones sobre su proceso de aprendizaje en este modelo. No hay respuestas correctas o incorrectas, lo importante es su punto de vista.

Su participación es completamente voluntaria. Toda la información que comparta será tratada de manera **anónima y confidencial**, y será utilizada únicamente con fines académicos.

Al continuar con este formulario, usted confirma que ha leído y comprendido esta información y que está de acuerdo en participar.

\* Indica que la pregunta es obligatoria

#### Sección 1: Experiencia personal en el aprendizaje

1. ¿Cuáles son sus principales razones para aprender inglés? ¿Han cambiado desde que empezó este curso? \*

Tu respuesta

1.1 ¿Cómo se siente respecto a su motivación (*en su proceso de aprendizaje*) ahora, comparado con antes? \*

Tu respuesta

2. ¿Cómo describiría su experiencia aprendiendo inglés en el modelo mixto, con la combinación de clases presenciales y apoyo virtual? \*

Tu respuesta

---

2.1 ¿Qué ha funcionado bien para usted? ¿Qué no ha funcionado tan bien? \*

Tu respuesta

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## Sección 2: Motivación intrínseca y extrínseca

3. ¿Qué actividades o momentos durante las clases, tutorías y quices le hacen sentir más motivado(a) o interesado(a)? ¿Por qué? \*

*(Ej: juegos, conversaciones, retroalimentación videos, proyectos...)*

Tu respuesta

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4. ¿Siente que su esfuerzo al aprender inglés es reconocido por sus profesores? ¿Cómo le hace sentir eso? \*

Tu respuesta

---

5. ¿Qué tanto control siente que tiene sobre su proceso de aprendizaje (como elegir temas, actividades o ritmo)? Dé algunos ejemplos. \*

Tu respuesta

6. ¿Le motivan más sus metas personales (como viajar o entender canciones) o razones externas (como obtener un trabajo o cumplir con un requisito)? Explique. \*

Tu respuesta

### Sección 3: Participación e interacción

7. ¿Se siente conectado(a) con sus compañeros y profesores durante las clases, tutorías u otros espacios en este modelo mixto? ¿Por qué o por qué no? \*

Tu respuesta

8. Describa un momento en el que se sintió especialmente involucrado(a) o comprometido(a) con una actividad. ¿Qué hizo que fuera interesante o especial? \*

Tu respuesta

#### Sección 4: Tecnología y aprendizaje

9. ¿Qué tan fácil o difícil le resulta usar las herramientas tecnológicas (plataformas, apps, dispositivos) en su proceso de aprendizaje del inglés? Dé un ejemplo. \*

Tu respuesta

---

10. ¿Cree que el uso de la tecnología le ayuda a aprender mejor o más rápido? sí, no ¿Por qué? \*

Tu respuesta

---

#### Sección 5: Reflexión y sugerencias

11. ¿Qué le motiva a seguir asistiendo a clases y continuar aprendiendo, incluso cuando podría ser difícil? \*

Tu respuesta

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**12.** Si pudiera cambiar algo sobre cómo se imparte/enseña las clases, tutorías, exámenes y otros espacios (presencial o virtual), ¿qué sería y por qué? \*

Tu respuesta

---

**13.** ¿Qué consejo le daría a un estudiante nuevo que recién empieza a aprender inglés en un modelo mixto como el suyo? \*

Tu respuesta

---

Enviar

Borrar formulario

## **Appendix D**

### *Data Collection Instrument 2: One-on-one Interview Script*

#### **Introducción:**

De antemano le doy las gracias por participar en esta entrevista; este diálogo hace parte de una investigación cuyo objetivo es conocer cómo el modelo mixto (clases presenciales combinadas con componentes virtuales) influye en la motivación de los estudiantes de inglés en niveles A1 y A2. Las respuestas que me dé serán tratadas con total confidencialidad y anonimato. La entrevista será grabada únicamente con fines de análisis, y puede evitar cualquier pregunta o retirarse en cualquier momento si lo desea

Vamos a hablar sobre sus experiencias como docente, sus observaciones sobre la motivación de los estudiantes y el uso de tecnología dentro del modelo mixto. Con eso dicho, si tiene alguna pregunta antes de comenzar, puede realizarla en este momento.

Como último aspecto antes de comenzar, es importante mencionar que, para esta entrevista, habrá diferentes preguntas divididas en grupos (*Observaciones sobre la motivación del estudiante, uso de tecnología en la enseñanza y estrategias pedagógicas*), dichas preguntas estarán enfocadas en su experiencia como docente en la academia. Con lo anterior claro, démosle inicio a esta entrevista:

#### ***Observaciones sobre la motivación del estudiante***

1. ¿Qué comportamientos ha observado en sus estudiantes A1 y A2 que indicarán motivación intrínseca (como interés, disfrute o curiosidad)?
2. ¿Ha notado señales de motivación extrínseca, como el deseo de obtener una calificación alta o reconocimiento externo?

3. Haciendo una comparativa, ¿Qué tipo de motivación usted cree que predomina más en sus estudiantes?

Ahora continuemos con la sección sobre el uso de tecnología en la enseñanza.

1. ¿Qué herramientas tecnológicas se utilizan con más frecuencia en su curso y cómo responden los estudiantes a ellas?

2. ¿Qué tan útiles cree que los estudiantes consideran las herramientas digitales en su proceso de aprendizaje?

3 ¿Qué dificultades tecnológicas enfrentan más comúnmente los estudiantes A1 y A2 y cómo han impactado su motivación o participación?

Vamos a continuar con un tema muy interesante el cual se trata de las estrategias pedagógicas.

1. ¿Ha ajustado sus estrategias de enseñanza al observar cambios en la motivación o participación de sus estudiantes?

2. ¿Cree que el modelo mixto favorece o dificulta la motivación de los estudiantes? ¿Por qué?

3. ¿Qué recomendaciones haría para mejorar el componente digital del modelo mixto para apoyar mejor la motivación del estudiante?

**Cierre de la entrevista**

**Appendix E***Data Collection Instrument 3: Focus Group Script***Questions to be used in the focus group**

Muy buenos días, primeramente, quisiera darles las gracias por estar el día de hoy presentes, apoyando y participando en este proceso de recolección de datos. Me presento, mi nombre es Andrés David Contreras Garay, soy docente de inglés y estudiante del programa de maestría en Mediación Pedagógica en el Aprendizaje del inglés de la Universidad Abierta y a Distancia. Antes de continuar, me gustaría conocerlos un poco más, quisiera que por favor me pudieran decir sus nombres y por cuánto tiempo llevan estudiando en la academia.

Muchas gracias por la información. Con eso claro, es importante tener en cuenta que el objetivo de este estudio es el de determinar cómo influye un modelo de aprendizaje mixto implementado en una academia de idiomas en los aspectos motivacionales intrínsecos y extrínsecos de los estudiantes de inglés de nivel A1 y A2, como lo pudieron leer en el consentimiento informado.

En adición a lo anterior, quisiera mencionarles que este grupo focal busca obtener nuevas perspectivas por su parte sobre cómo este modelo mixto, el cual emplea clases presenciales y clases virtuales, influye en su motivación. Por lo cual, les extiendo la invitación a participar sin pena, sin ningún tipo de problema. Sin embargo, si ustedes llegasen a tener alguna duda, no quisiesen responder alguna pregunta u omitir algún aspecto, no habrá ningún inconveniente. Igualmente, recuerden que esta sesión será grabada con solo fines académicos para su posterior análisis y transcripción de sus respuestas. Habiendo dicho todo lo anterior, quisiera saber si tiene alguna pregunta o si algo no quedó lo suficientemente claro.

Muchas gracias por haber confirmado, por lo cual ya le podríamos darle inicio a esta sesión, con las diferentes preguntas.

La pregunta con la quisiera comenzar es la siguiente:

1. ¿Qué aspectos del curso le motivan a seguir aprendiendo inglés en este modelo mixto?
2. ¿Recuerdan algún momento en el que se sintieron realmente motivados u orgullosos de su avance?
3. ¿Qué piensan del modelo mixto, de tener clases presenciales y virtuales?
4. ¿Qué tipo de sesiones los incitan a seguir aprendiendo? Me podría decir ¿Qué las hace especiales o diferentes para usted?
5. ¿Sienten que los coaches reconocen sus avances?
6. ¿Sienten que la tecnología les ayuda a aprender mejor o más rápido? ¿Por qué?
7. ¿Qué tan fácil le resulta usar las plataformas virtuales del curso?

Muchas gracias por haberme acompañado hasta aquí, esas fueron todas las preguntas de esta sesión del grupo focal. Nuevamente les doy las gracias por haber expresado de manera abierta sus opiniones sobre su motivación y diferentes aspectos en este modelo de aprendizaje mixto. Antes de terminar, no sé si tienen alguna pregunta.

Muchas gracias, hasta luego.