

Exploring the Impact of Language Learning Platforms on Motivation to Learn English Among Moroccan ISTA Students

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Abstract

The increasing integration of digital learning platforms in education has raised questions about their impact on student motivation. This study explores the role of online platforms particularly Altissia, platform for English language learning, in enhancing students' motivation to learn English. Through a quantitative approach, the study employs a questionnaire distributed to 200 participants to gauge the effectiveness of Altissia in fostering both intrinsic and extrinsic motivation. The research examines differences in motivation between male and female students, as well as the influence of students' majors at ISTA. Findings suggest that while online learning platforms provide flexibility and accessibility, they may not always lead to increased engagement. Participants reported insufficient motivation when using Altissia, factors such as lack of interactivity, limited feedback, and a monotonous interface. These results align with some existing studies while contradicting others emphasizing the need for more interactive and engaging features in Altissia to best attract learners to the process of learning.

Keywords: Altissia, Digital Platforms, Language Learning, Motivation, Online Learning

1. Introduction

Online learning platforms have increasingly harnessed digital technologies to transform traditional education into more engaging, adaptive, and motivating experiences. Among the most significant innovations in this transformation are personalized learning and gamification elements, both of which are central in stimulating learner motivation and improving learning outcomes. Personalized learning allows online platforms to adapt content delivery based on learners' individual needs, learning pace, and preferences. Studies have shown that when learners perceive content as personally relevant and tailored

to their strengths and weaknesses, their intrinsic motivation significantly increases (Kim et al., 2020). For instance, Xu et al. (2021) found that adaptive learning systems in online platforms like Coursera and Khan Academy increased course completion rates and engagement levels by tailoring content difficulty and recommendations based on users' prior interactions and performance.

In parallel, gamification, which refers to the use of game design elements, has proven effective in enhancing extrinsic motivation. Alhammad & Moreno (2021) discovered that integrating gamified components into Moodle significantly increased participation and learner satisfaction, particularly among younger learners. Lee & Hao (2022) examined Duolingo's success in leveraging both personalization and gamification. Similarly, Krouska, Troussas, and Virvou (2021) found that emotional engagement—triggered by these features—plays a pivotal role in deep learning. Zainuddin et al. (2023) emphasized the importance of localized personalization and culturally responsive gamification to maintain learner interest.

While online learning platforms have transformed educational access and delivery, they are not without their challenges. One of the most commonly cited challenges is the lack of face-to-face interaction, which can lead to feelings of isolation and reduced motivation. Bolliger & Inan (2020) emphasized that social presence and instructor immediacy are crucial for maintaining engagement in virtual environments. A related challenge is the digital divide, particularly for students from rural or economically disadvantaged backgrounds. Basilaia & Kvavadze (2020) highlighted how limited access to reliable internet and digital devices severely constrained online learning. Broadbent and Poon (2021) found that many students lack the metacognitive skills necessary to manage their learning schedules, leading to procrastination and higher dropout rates in online courses compared to face-to-face programs.

Another pressing issue is assessment integrity and ensuring academic honesty in remote settings. Hussein et al. (2020) investigated online assessment practices and found that both students and faculty raised concerns about cheating, fairness, and the effectiveness of remote proctoring technologies. This problem has led to a rethinking of how assessments are designed in digital learning platforms. Lastly, the technical and cognitive overload caused by navigating complex interfaces or excessive multimedia content can hinder learning. Huang, Liu, and Hwang (2021) explored cognitive load in e-learning environments and observed that learners often experience frustration due to poor interface design or excessive interactivity, which negatively impacts comprehension and retention.

Online learning platforms, such as Altissia, offer students flexible and interactive opportunities to improve their English language proficiency. Despite the increasing reliance on digital solutions, the impact of these platforms on students' motivation remains debated. Motivation plays a vital role in language learning, influencing engagement, persistence, and overall success in acquiring a new language.

Although many research have been conducted on the effectiveness of online learning platforms, there remains a gap in understanding how these platforms specifically affect students' motivation in language learning. Existing studies have explored the potential of digital platforms to enhance motivation through personalized learning experiences and gamification elements, while others point out challenges such as the lack of face-to-face interaction and structured feedback. However, a major gap in the literature is the lack of comprehensive studies that specifically examine how platforms like Altissia affect long-term motivation and engagement. Additionally, there is limited research on how demographic factors, such as gender or academic major, influence motivation levels when using such platforms.

This study aims to fill these gaps by investigating the role of Altissia in enhancing students' motivation to learn English. Specifically, it addresses whether Altissia can foster sustained motivation and engagement, an area that remains underexplored in the current literature. The research will focus on answering three key questions :

1. How does Altissia influence students' motivation to learn English?
2. Is there a difference in motivation levels between male and female students using Altissia?

3. To what extent do academic majors at ISTA influence students' motivation to learn English?

To address these questions, the study adopts a quantitative approach, distributing a questionnaire to 200 participants. By exploring the relationship between Altissia and student motivation, this research aims to provide insights into how digital learning platforms can be optimized to enhance language learning outcomes. Moreover, it examines the role of educators in integrating these tools effectively into the curriculum to maximize student engagement and motivation.

2. Literature Review

2.1 Understanding Motivation

Numerous scholars have explored the concept of motivation offering various definitions that share commonalities. Reeve (2024) provided a comprehensive definition describing motivation as the extent to which individuals are willing to expend effort to achieve a specific objective. This definition emphasizes that motivation relates to the energy individuals invest in pursuing both short-term and long-term personal or professional goals. Reeve also noted that motivation empowers people to persist despite challenges.

From a psychological perspective, Usher & Pajares (2006) viewed motivation as a complex, internal process that energizes, directs, and sustains behavior toward a goal. They highlighted three key components of motivation: energizing (activating internal drives), directing (focusing on goal achievement), and sustaining (maintaining persistence over time). These aspects underscore the multifaceted nature of motivation.

Similarly, Wigfield & Eccles (2002) described motivation as a multi-dimensional concept involving cognitive, affective, and behavioral components. Their definition emphasized the influence of both internal factors (thoughts, beliefs, attitudes, and emotions) and external factors (social, cultural, and environmental contexts). They stressed that motivation is dynamic, varying by context and individual, and noted the importance of persistence in achieving goals.

Overall, these scholars agree that motivation drives individuals to pursue and achieve their goals. It is a complex construct influenced by behavioral and cognitive perspectives. In educational contexts, research shows that both intrinsic and extrinsic motivation enhance learning with motivated students consistently outperforming their peers (Wigfield & Eccles, 2002; Usher & Pajares, 2006; Reeve, 2018).

2.2 Intrinsic and Extrinsic Motivation

Deci, Koestner, and Ryan (2001) laid the groundwork for understanding intrinsic and extrinsic motivation by defining intrinsic motivation as the drive to engage in activities for personal satisfaction and enjoyment while extrinsic motivation stems from pursuing external rewards or avoiding punishment. In their influential work, *Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again*, they argued that extrinsic motivation can improve short-term performance but undermines autonomy and fades when rewards are removed, making it less sustainable. They emphasized that educators should nurture intrinsic motivation, as it is more reliable and effective in fostering long-term engagement.

Building on these ideas, Ryan & Deci (2000) expanded the concept by proposing a continuum of motivation, ranging from external regulation (driven by rewards or punishments) to integrated regulation, where actions align with personal values and identity. They stressed that intrinsic motivation, fueled by autonomy, mastery, and genuine interest, enhances persistence, deeper learning, and self-determination—key elements for educational success.

Vallerand (1997) further connected intrinsic and extrinsic motivation through his hierarchical model, showing that both types of motivation operate at different levels. He emphasized that higher levels of intrinsic motivation, such as seeking knowledge and accomplishment, and higher levels of

extrinsic motivation, such as aligning tasks with personal goals (identified regulation), yield more meaningful engagement and greater rewards.

Adding to this discourse, Pink & Deci (2011) challenged the overreliance on extrinsic motivators in his book *Drive: The Surprising Truth About What Motivates Us*. Like Deci and Ryan, Pink emphasized intrinsic motivation as the most effective and sustainable form of motivation, driven by three core elements: autonomy (freedom to make choices), mastery (the drive to perfect skills), and purpose (finding meaning in one's actions). He argued that these factors keep individuals motivated over the long term, beyond the limitations of external rewards.

2.3 The Connection Between Online Learning and Motivation

Several key studies explore the relationship between online learning and student motivation, offering varied perspectives. Alamer and Arabai (2023) conducted a longitudinal study with 226 Saudi undergraduate students to examine how motivation affects second-language (L2) learning over time. Using advanced statistical models like Latent Growth Curve analysis and RI-CLPM, they found that while motivation enhances achievement in the long run, it does not directly predict short-term success. This highlights the gradual impact of motivation on performance.

Widjaja & Chen (2017) explored online learners' motivation using Self-Determination Theory (SDT) in a study involving 75 international business students. Their research revealed that although motivation did not significantly affect grades, it improved learners' perceived skill development, particularly when linked to active online participation. They identified online engagement as a key driver of intrinsic motivation and recommended enhancing course design to boost motivation and learner flow.

In contrast, Esra & Sevilen (2021) conducted a qualitative case study on Turkish EFL students, challenging the benefits of online learning. Their findings indicated that online education negatively impacted motivation due to issues like lack of interaction, inadequate teacher feedback, unmet expectations, and poor course organization. However, they noted that tailored assignments, enjoyable coursework, and self-discipline could mitigate these effects and enhance motivation.

3. Research Methods

This study employs a mixed-methods approach to explore the impact of the Altissia platform on the motivation of Moroccan ISTA students learning English. By combining both qualitative and quantitative methods, the study aims to capture a comprehensive understanding of how the platform influences students' motivation, engagement, and learning outcomes.

To collect data, a questionnaire was developed as the primary tool, incorporating both quantitative and qualitative elements. The questionnaire consists of closed-ended questions using a five-point Likert scale to measure students' motivation levels. The questionnaire was organized into four key sections: one focusing on general engagement with Altissia, another specifically examining the relationship between motivation and language learning, and additional sections exploring factors such as user experience and perceived benefits.

Before the main data collection, the questionnaire was pilot tested with a small group of students to ensure the validity and clarity of the questions. Feedback from the pilot testing resulted in minor revisions to the instrument to ensure it captured relevant data effectively. For the sampling process, the study used random sampling. A total of 200 second-year students from an ISTA institution in Rabat and surrounding suburban areas were selected.

The questionnaire was distributed in hard-copy format to facilitate participation and ensure that all students had equal access. Students were asked to complete the questionnaire anonymously, encouraging honest responses. This method allows for both quantitative analysis of motivation levels using Likert scale data.

After data collection, the quantitative data were analyzed using basic descriptive statistics to identify patterns in students' motivation levels and other measurable outcomes. For the qualitative data, a thematic analysis approach was used to identify recurring themes in students' responses regarding their experiences with Altissia. The thematic analysis enabled a deeper exploration of factors that influence motivation, such as the platform's user interface, perceived relevance to learning goals, and the role of gamification and personalized learning.

4. Results

4.1 Altissia and Learners's Motivation

This study was conducted with the intention of identifying any possible relationship between Altissia's use and motivation to learn English. The statistical insights, summarized in the accompanying table (Table 1) offers valuable perspectives on how participants view the relationship between Altissia and motivation. Generally, a consensus emerges that Altissia contributes partially to motivating English learning, as evidenced by the moderate agreement among participants indicated by mean scores ranging from $M = 3.4600$ to $M = 3.7900$. However, it is worth noting that the standard deviations, ranging between $SD = 0.94010$ and $SD = 2.33901$, reveal some variance from these mean scores. This discrepancy is particularly evident in participants who disagree with the notion that Altissia lacks significant impact on sustaining high motivation levels for learning English, a perspective underscored by a standard deviation score of 2.33901. In summary, the findings suggest a partial enhancement of motivation for English learning through Altissia usage.

Table 1: Descriptive Statistics of Altissia and motivation.

Descriptive Statistics (Motivation)					
	N	Minimum	Maximum	Mean	Std. Deviation
1. Altissia stimulates the learning of English thanks to its variety of digital resources.	200	1,00	5,00	3,4950	,96677
2. Altissia's flexibility motivated me to learn English continuously.	200	1,00	5,00	3,4150	,99384
3. Altissia's interactive activities made learning English an encouraging experience.	200	1,00	5,00	3,5700	,95901
4. The diversity of Altissia's digital content attracted me and encouraged me to continue learning English.	200	1,00	5,00	3,4950	,99242
5. The availability of level indicators on Altissia increased the motivation for learning.	200	1,00	5,00	3,5250	,94010
6. I am proud of every achievement or improvement in my performance thanks to the use of Altissia.	200	1,00	5,00	3,4300	1,04910
7. My experience with Altissia was great and I was even more motivated to learn English.	200	1,00	5,00	3,4600	1,05068
8. Altissia encourages me to continue learning English in my free time.	200	1,00	5,00	3,7900	1,05426
Valid N (listwise)	200				

The statistical findings suggest a marginal inclination among participants towards utilizing Altissia for acquiring English as a second language. Both the average scores and standard deviation values indicate a moderate degree of motivation concerning Altissia's utilization as an educational tool. This observation is in line with insights from interviewed educators, who attribute this trend to various underlying factors.

4.2 Key Aspects of Altissia Influencing Motivation

The comprehensive qualitative analysis thoroughly examined the motivation among Altissia users within ISTA institutes. Respondents highlighted several shared factors among their students, which notably impact their motivation to engage with Altissia's personalized, self-paced language program. The subsequent illustration succinctly summarizes these relevant factors.

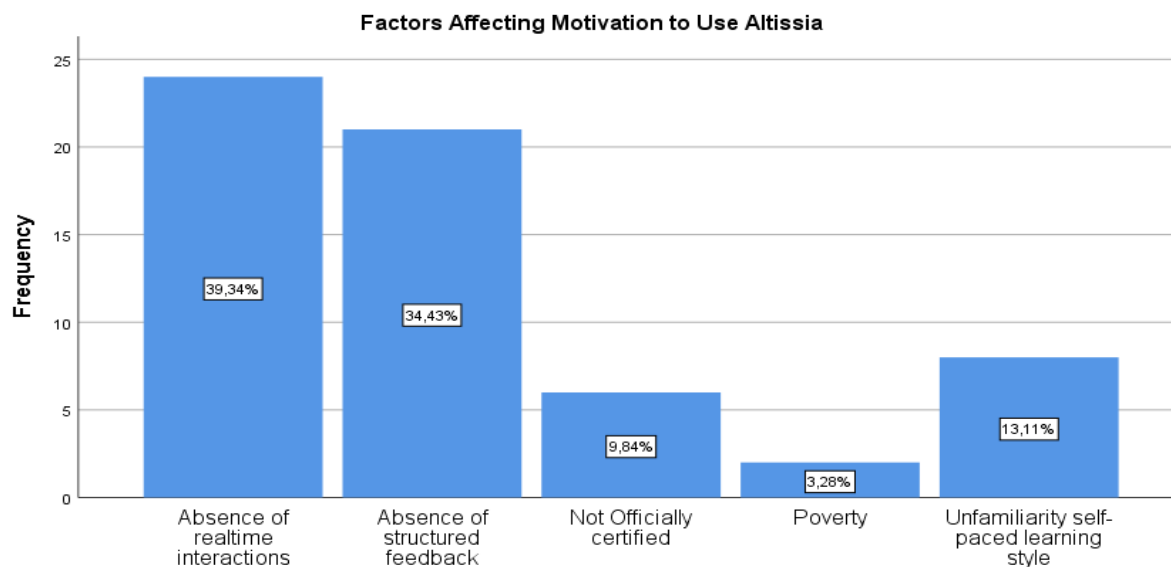


Figure 1: Factors Affecting Motivation to Use Altissia

As mentioned earlier, numerous informants perceive the absence of real-time interactions and the lack of structured synchronous feedback as the two most prevalent factors, with percentages of 39.34% and 34.4% respectively. Similarly, some informants highlighted that the novelty of this self-paced language learning approach coupled with its unfamiliarity to learners make it less effective as learners are accustomed to teacher-driven methods. Furthermore, around 13.11% indicated that the absence of certification makes Altissia's usage irrelevant. Lastly, a small proportion of participants linked the reluctance to utilize Altissia to economic constraints, asserting that students in disadvantaged areas lack access to necessary devices and internet connectivity. They further noted that even the cards distributed by ISTA institutes do not grant access to Altissia.

4.3 Influence of Display and Feature of Altissia on Motivation

To assess whether elements pertaining to the features and display of Altissia, such as its user-friendliness, accessibility, and overall quality, have an impact on motivation, a multiple regression analysis was conducted using the SPSS software. The findings generally reveal a noteworthy statistical connection between the aspects of Altissia's display and features and the level of motivation. This implies that these two variables tend to rise at the same rate. The summary table for the model provided below shows a positive correlation between the predictor "Display" and the dependent variable "Motivation," with an observed value of $R=0.387$.

Table 2: Regression analysis model summary (features & display and motivation).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,387 ^a	,150	,145	,75208
a. Predictors: (Constant), Display				

Moreover, the R-squared coefficient implies that roughly 15% of the variance in motivation can be explained by the examined factors. This suggests the existence of other variables influencing motivation, given that a substantial portion of the variance remains unexplained. Notably, the table shows a low standard error, with a value of S.E = 0.75208, indicating that the regression model's predictions are highly accurate and precise.

Table 3: Regression Analysis Coefficients (Features & Display and Motivation).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,568	,173		14,828	,000
	Display	,243	,041	,387	5,901	,000
a. Dependent Variable: Motivation						

Similarly, findings from the Coefficients table 3 highlights that the display factor has a significant impact on motivation, leading to its augmentation. This assertion is reinforced by the Beta score of $\beta = 0.387$. Furthermore, the t-value of $t = 5.901$ corresponding to the display coefficient is statistically significant, indicating that the association between display and motivation is not a random occurrence.

4.4 Disparities in Motivation Among Gender

In order to assess whether there exists a variation in motivation between males and females within the study's participants, the Mann-Whitney test was employed. The outcomes of this test, presented in the table provided below (Table 4), indicates that there is no statistically remarkable distinction in terms of motivation to utilize Altissia between the male and female participants. In simpler words, both genders exhibit similar levels of motivation.

Table 4: Correlation Between Gender and Altissia

Test Statistics ^a	
	Motivation
Mann-Whitney U	4114,000
Wilcoxon W	6529,000
Z	-1,044
Asymp. Sig. (2-tailed)	,297
a. Grouping Variable: Gender	

A more detailed analysis of the table above confirms this assertion. To begin, it's important to highlight the existence of a negative Z value, specifically $Z = -1.044$. In statistical terms, a negative Z value indicates a lack of differentiation between the two groups. Similarly, the p value is documented as $P = 0.297$, which surpasses the significance threshold of 0.05. Therefore, it can be reasonably concluded that there is no significant difference between males and females in terms of their motivation to learn English using Altissia.

4.5 Motivation and ISTA’s Academic Majors.

The hypothesis regarding varying levels of motivation among students of different majors was examined. To accomplish this, a Kruskal-Wallis test was conducted using SPSS. The outcomes of this test, as summarized in the provided table 5. Unequivocally demonstrate that there is no statistically significant distinction in motivation among ISTA students across various majors.

Table 5: Academic Disciplines and Motivation to Use Altissia.

Test Statistics ^{ab}	
	Motivation
Kruskal-Wallis H	2,252
df	4
Asymp. Sig.	,690
a. Kruskal Wallis Test	
b. Grouping Variable: Major	

The table shows a *p* value of ,690 which is greater than 0.05. Therefore, the assumption that some majors are more motivated than others is refuted and instead the premise that students have the same level of motivation to learn English with Altissia is reinforced.

4.6 Altissia’s Digital Content and Motivation.

Examining the influence of Altissia's content, encompassing instructional materials, exercises, and audio clips, on motivation holds significant importance within this study. In the quest to identify factors that could potentially influence students' motivation to learn English through Altissia, the variables of content and motivation were subjected to testing to explore any potential relationship. For this purpose, a regression analysis was conducted using SPSS, and the table below provides a detailed overview of the primary findings.

Table 6: Content and Motivation to Use Altissia.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,513	,250		2,055	,041
	Content	,853	,069	,659	12,319	,000
a. Dependent Variable: Motivation						

The outcomes of the regression analysis, as presented in the preceding table, highlight the influence of Altissia's content on motivation. From a statistical perspective, the positive **B** value of **B** = 0.513 represents a favorable coefficient, indicating a reliable association between the independent variable (content) and the dependent variable (motivation). Likewise, the moderately high *t* value for both variables provides additional support for the assumption of a relationship between the two variables under investigation. Furthermore, the *p* values for both variables, namely 0.041 and 0.000, are both below the threshold of 0.05. This suggests a statistically significant correlation between content and motivation.

5. Discussion

The findings of this study underscore the complex relationship between language learning and motivation, illustrating that motivation plays a critical role in determining student engagement with digital platforms such as Altissia. Contrary to expectations, the study revealed that participants showed

insufficient motivation to engage with Altissia as their chosen platform for learning English. The statistical analysis highlighted that many students did not perceive Altissia as an immersive learning experience. This lack of motivation can be attributed to several factors, including the platform's limited interactivity, minimal monitoring and feedback mechanisms, and the monotonous user interface. These factors are crucial as they influence how students engage with the content and their overall learning experience.

The findings of this study can be understood in the context of motivational theories, particularly Self-Determination Theory (SDT), which emphasizes three key components of motivation: autonomy, competence, and relatedness (Deci & Ryan, 2000). The lack of relatedness, in particular, appears to be a significant challenge with Altissia. Many students reported feeling disconnected from instructors and peers, which is consistent with Vygotsky's theory that emphasizes the role of social interaction in learning. Without the social presence that face-to-face learning environments offer, students may struggle to feel a sense of connection and belonging, which can undermine their motivation to engage with the platform.

Furthermore, the competence aspect of SDT was not fully supported in Altissia, as the platform's limited feedback and monotonous presentation style failed to provide students with a clear sense of achievement or progress. The autonomy component, however, was somewhat addressed, as the platform offered flexibility in learning. Yet, students did not perceive this flexibility as enough to overcome other motivational barriers, indicating that autonomy alone may not be sufficient for fostering long-term engagement and motivation.

The relationship between online learning and motivation has been widely studied, with mixed findings that both support and contradict the results of this study. For instance, Esra and Sevilen (2021) found that online learning had little to no impact on student motivation, echoing the results of this study where students reported disengagement due to the lack of immersive experiences in Altissia. On the other hand, studies by Alamer and Alrabai (2023) and Widjaja & Chen (2017) present a more optimistic view, suggesting that well-designed online platforms can enhance motivation. Alamer and Alrabai (2023) observed that online platforms like Altissia could increase motivation by offering flexibility, personalized learning experiences, and interactive features. Similarly, Widjaja and Chen (2017) found that online learning could foster intrinsic motivation by providing learners with autonomy and choice in their learning path.

In contrast to these studies, the findings from this research suggest that the design and functionality of Altissia may not be sufficient to spark and maintain student motivation. This disparity can be explained by the fact that not all online platforms are equally engaging. As noted by Garrison et al. (2001), the absence of social presence in online learning environments, such as that experienced by participants in this study, can lead to disengagement and decreased motivation, especially when students feel isolated or unsupported.

Given the findings of this study, it is clear that addressing student motivation in the use of Altissia requires a multi-faceted approach. One of the key factors that could enhance motivation is the role of teachers in integrating Altissia with the broader curriculum. By making explicit connections between Altissia's content and classroom learning objectives, teachers can help students see the relevance of the platform and increase their engagement. This strategy aligns with Social Cognitive Theory (Bandura, 1986), which suggests that learners are more likely to stay motivated when they can relate their learning activities to real-world goals and outcomes.

Additionally, teachers can boost extrinsic motivation by providing regular progress reports, certificates of achievement, and opportunities for project-based activities. These measures can create a sense of accomplishment and recognition, which has been shown to improve motivation (Deci & Ryan, 2000). Strategies such as friendly competition or timely feedback also have the potential to foster a more dynamic and engaging learning environment.

Furthermore, the platform's design could be enhanced by increasing its interactive features, such as adding more opportunities for peer interaction, real-time feedback, and gamification elements. These improvements would likely address some of the motivational barriers identified in the study and align more closely with the intrinsic and extrinsic motivators discussed in Self-Determination Theory and Social Cognitive Theory.

6. Conclusion

This study examined the impact of the Altissia platform on students' motivation to learn English. The results indicated a moderate positive influence; however, several shortcomings were identified, including the lack of interactivity, limited feedback, and a monotonous interface, all contributing to reduced engagement. Although Altissia offers flexibility and a range of content, its design did not fully sustain high levels of student motivation.

No significant differences in motivation were found between male and female students or across different academic majors. Nevertheless, the study revealed a strong correlation between engaging content and higher motivation, highlighting the crucial role of content diversity and quality in promoting learner engagement.

Overall, while Altissia demonstrates some motivational benefits, enhancing its interactivity, feedback mechanisms, and user interface could significantly improve its effectiveness. Educators can further support student motivation by aligning Altissia's materials with classroom objectives and incorporating strategies such as progress tracking, certifications, and interactive activities.

Future research could explore the long-term effects of using Altissia on language proficiency and motivation, investigate the impact of specific features such as gamification and real-time feedback, and compare the platform's effectiveness with other digital learning tools. Additionally, qualitative studies focusing on students' personal experiences could offer deeper insights into how digital platforms influence motivation and learning behavior.

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