

Exploring Post-Pandemic Students' Motivation for English Language Speaking Skill in Schools

Abdulmajeed Mohammed Saad Alqarni
Dr. Fawaz Alaswad
University of Jeddah

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Abstract: *This research aims to explore the post-pandemic student motivation for English language speaking skill in schools. The study employs a quantitative approach, utilizing surveys to gather data from a sample of students in the aftermath of the COVID-19 pandemic. The results of this questionnaire analysis offer valuable insights into the complex landscape of Post-Pandemic Student Motivation for English Language Speaking in Schools. The findings also emphasize the importance of considering socio-cultural factors in language education and fostering a supportive and inclusive learning environment. The findings also highlight the significance of building a friendly and inclusive learning environment and taking socio-cultural aspects into account in language teaching. The results lay the groundwork for more investigation and well-informed choices in the field of language instruction. The survey illustrates the pandemic's influence on English-speaking abilities in both positive and negative ways. It is significant that more people are using mobile devices and internet platforms to learn languages. This analysis aids in developing our understanding of post-pandemic language learning and provides guidance for current and upcoming language education research and decision-making.*

Key words: post-pandemic, COVID-19, motivation, distance learning, Madrasati, Jeddah

INTRODUCTION

The COVID-19 pandemic has significantly affected the world of education worldwide, forcing institutions to adapt to distance learning and disrupting student learning experiences. As the world gradually moves towards the post-pandemic era, it is important to assess the impact of this unprecedented situation on student motivation, especially in the context of speaking English in schools. This knowledge can guide the development of targeted interventions and initiatives to

address the challenges students face and facilitate their language learning. Overall, this study seeks to shed light on students' post-pandemic motivation to speak English in schools in Jeddah, Saudi Arabia, and to contribute to the literature on language teaching in the post-COVID-19 pandemic. By understanding students' unique experiences and perspectives, teachers and relevant authorities can work to create engaging and effective learning environments that enable students to develop their English language skills and succeed academically and socially.

Furthermore, the pandemic has worsened already-existing disparities by having a disproportionately negative effect on some groups of English language learners. Accessing the tools and resources required for online learning may provide additional difficulties for students from poor backgrounds, thereby reducing their possibilities to improve their English. In addition, English language learners who rely on immersive language environments such as study abroad programs or cultural exchanges have experienced significant disruptions that have hindered the development of their speaking skills. Among these challenges, however, technology has played a crucial role in facilitating distant English speaking. Virtual classrooms, video conferencing tools, and language learning programs have provided students with alternative speaking platforms, albeit with varying degrees of effectiveness. Teachers and language institutions have tried to design interactive and communicative online activities that simulate real conversations and encourage active participation. The aim of these initiatives is to maintain students' motivation and create opportunities for oral practice despite the restrictions imposed by the pandemic. As the world slowly moves into the post-pandemic era, it is important to consider the impact of COVID-19 on the practice of speaking English. Educational institutions, relevant authorities, and language teachers must develop innovative strategies and pedagogical approaches that prioritize oral communication skills and provide students with authentic and meaningful speaking experiences. The use of virtual reality or augmented reality technologies to create an immersive language environment, task-based learning techniques that encourage practical language use, and a combination of blended learning models that integrate online and face-to-face engagement. The pandemic's long-term consequences on the English language necessitate ongoing study, evaluation, and modification of language teaching techniques. By identifying challenges and implementing effective solutions, teachers can help students regain motivation, confidence, and English language skills, enabling them to succeed academically, professionally, and socially in a post-pandemic world.

Purpose of the study

The purpose of this study is to investigate the motivation of post-pandemic students to speak English in school Saudi Arabia. Jeddah, one of the biggest cities in Saudi Arabia, is well known for its diverse population and vibrant educational system. Success in academia, business, and society is viewed as requiring skill in English. A greater comprehension of the factors affecting student motivation in a post-pandemic environment might be useful for teachers, the relevant authorities, and other parties with an interest in English language instruction. Additionally, the

study looks at how different contextual elements, like the effects of distance learning, modifications to teaching methods, and the accessibility of resources and support systems, play a role in learning. The findings of this study can provide guidance to Jeddah, Saudi Arabia's educational institutions, and pertinent authorities regarding potential methods to boost student motivation and advance English language competency in a post-pandemic educational setting.

Background of the study

Background information on post-pandemic students' motivation for English language proficiency in the classroom is quite relevant. Due to the events that occurred after the Covid-19 epidemic, the transition to e-learning has now become necessary. In order to address the difficulties encountered in adapting to new learning contexts, it is necessary to understand how the pandemic has affected students' enthusiasm for speaking English. In the modern, global world, mastering the English language and having strong communication skills are essential for success in the workplace, in the classroom, and in social settings. According to Altam (2020), students were excited to use social media to improve their English during this time and believed that their language skills had improved. This study investigates the desire of post-pandemic students to speak in English, offering insights into the variables influencing language acquisition and communication growth in the contemporary educational environment. The results can guide the creation of focused interventions and programs that assist children in their language learning, resulting in curriculum. Moreover, online education has an influence on the wellbeing or psychological nature of students (Sahu, 2020). designs, successful teaching methods, and tools that promote student achievement. Furthermore, taking into account sociocultural elements like the cultural origins and social connections of students, the research can assist in developing inclusive and encouraging learning environments that serve a variety of student populations. In order to enhance language learning results in post-pandemic environments, the findings make a valuable contribution to the area of language education by providing guidance for future decisions regarding curriculum design, pedagogical methods, and educational regulations.

Importance of the study

The importance of a study that aims to assess the impact of the COVID-19 pandemic on student motivation to speak English in schools, specifically in the context of Jeddah, Saudi Arabia. The importance of English as a global language and its contribution to science, technology, and contemporary developments are emphasized by Al Mahmud, F. (2022). Speaking proficiency is recognized as a critical component of language learning, and numerous research are referenced to back up this assertion. Here are some key points regarding the importance of this study:

1. Understanding the impact of the pandemic: The COVID-19 pandemic has had a significant effect on education worldwide, including the shift to distance learning and disruptions in student learning experiences. Assessing the impact of this unprecedented situation on student motivation

to speak English is crucial for understanding the challenges students face and developing targeted interventions to address them.

2. Informing interventions and initiatives: The knowledge gained from this study can guide the development of interventions and initiatives to support students in their language learning. By understanding students' unique experiences and perspectives, teachers and relevant authorities can create engaging and effective learning environments that facilitate language development and academic success.

3. Addressing disparities: The pandemic has exacerbated existing disparities, including a disproportionately negative effect on some groups of English language learners. Studying the impact of the pandemic on student motivation can help identify additional difficulties faced by students from disadvantaged backgrounds, enabling the development of strategies to reduce these disparities.

4. Adapting to new learning environments: The pandemic has disrupted immersive language environments such as study abroad programs and cultural exchanges, hindering the development of speaking skills.

5. Using technology: Virtual classrooms, video conferencing tools, and language learning programs have provided alternative speaking platforms. Understanding the effectiveness of these tools can help teachers and institutions design interactive and communicative online activities that simulate real conversations and maintain students' motivation.

6. Long-term consequences: The study recognizes the long-term consequences of the pandemic. Instructors and institutions can design creative strategies and pedagogical approaches that prioritize oral communication skills and provide authentic speaking experiences. In order to keep up with the times and guarantee that students recover the drive, self-assurance, and English language proficiency required for success in the post-pandemic world, language teaching methods must be modified. In conclusion, this study is significant because it sheds light on how the pandemic affects students' desire to speak English, aids in the creation of focused interventions, tackles disparities, adjusts to new learning environments, makes effective use of technology, and acknowledges the pandemic's long-term effects on language teaching methods.

LITERATURE REVIEW

This study's literature review offers a thorough summary of the pertinent theories, studies, and academic publications pertaining to post-pandemic student motivation for speaking English in the classroom. Global education has been profoundly impacted by the COVID-19 epidemic, which has created a need for remote learning and presented several difficulties for language learners. Examining the effects of this unique circumstance on student motivation is vital as the world slowly moves toward the post-pandemic period, especially when it comes to speaking English.

Theories of motivation

Motivating students to learn is important, whether internally or externally because motivation is the key to successful learning (Brown, 2003; Haerazi and Irawan, 2020). This is a clear statement that shows the importance of motivating students to learn and speak English. This is the key to success. Ryan and Deci (2000, p. 56) define motivation as the actions of people that result from excitement or pleasure. Those who show intrinsic motivation to do something can achieve a high quality of learning and increase their creativity. When they complete a task voluntarily, they experience satisfaction, improve competence, and decide to complete the specific task. Ryan and Deci (2000), founders of self-determination theory, further state that intrinsic motivation begins when a person is born into this world. The fact that the child is active, curious, inquisitive, playful, and ready to learn and explore does not require external stimuli to participate in activities that the child likes. In this case, the desire to learn about the child is an important factor in his cognitive development, because individuals have internal motivation (Ryan and Deci, 2000). The statement emphasizes the benefits of intrinsic motivation to achieve quality learning and foster creativity. This is consistent with previous research showing how internal thinking improves learning outcomes and increases critical thinking. The research of Al Mahmud, F., & Saqlain, N. (2023) began with a motivational inquiry, what were the motivating elements of employing Madrasati to teach English language proficiency during COVID-19? was the first query. Given that Madrasati is a platform for distance learning, their research indicates that teaching English has some motivating elements. English teachers had more time for their families, according to one of the findings. The other driving force was location flexibility. A teacher could work from any location that is suitable. A significant portion of teachers reported that one of the main motivating aspects was the flexibility of place provided by Madrasati. In any case, this study reinforces the idea that motivation exists regardless of the surrounding environment. On the contrary, it proved that not only educational edifices are the only source of motivating students to speak English. The research findings confirmed that at least the majority of university students had a positive attitude towards online learning and would like the online education space to continue after COVID-19, perhaps because the changed socio-economic order forced by the pandemic enabled them to cope better and appreciate the benefits of this form of education (Alkhudiry, 2021; Alahdal, 2021). This suggests that a "majority" of college students had a positive attitude toward online learning. Although this suggests a broad pattern, it would be useful to identify the proportion or percentage of students who expressed this positive trend. As a result, the range of student preferences would be better understood. The COVID-19 pandemic offers students the opportunity to take courses and complete their programs through an online platform without physical presence. A recent study (Dos Santos, 2021a) found that the number of online students increased from 30% to 70% during the COVID-19 pandemic. It shows how enrollment in online learning has increased post-COVID-19, which encourages learners to speak English. For most online foreign language courses, teachers upload teaching and learning materials and exercises online before each lesson so that students can read the materials before and after class. All contributors found this a positive experience as they could download and re-read the materials at their free time after the lesson.

During the ride and during breaks, they can play audio and video material of language exercises (Santos, 2022). The teacher uploaded the material in front of the class so that the students would assume that they had prepared the material so that they could speak and communicate properly. Internationality and pupil satisfaction are important for those participants. First, when considering social cognitive career theory (Lent et al., 1994; Lent and Brown, 1996), many found that internationalism and the exchange of ideas played an important role in foreign language learning by listening to the conversations and ideas of different people. global communities. Unlike in recent decades, students can study and participate in classes and courses through international online teaching and learning platforms. With the development of technology, non-traditional, evening, returning, adult, and non-traditional students alike benefit from the flexibility of the online teaching and learning platform (Olesen-Tracey, 2010; AbuSa'alek and Alotaibi, 2022).

This means that in addition to international students, many groups of students can benefit from online education. It would be useful to include more data or cases to show how these different groups of students benefit specifically from the use of online platforms. This would improve our understanding of the various factors that students find flexible and adaptable in online learning. In the current pandemic era, there are several additional infrastructures that must be able to support students' learning activities. Most of the time this online learning happened with poor internet connection. Thus, it can interfere with learning. This can affect students' learning motivation (Hizbul, 2021; Putri, 2021). According to the claim, a poor internet connection can lower students' learning motivation. Although this is a correct assumption. This is a major hurdle that many students face. Some previous studies and researchers (Al-Kumaim et al., 2021) argued that distance teaching and learning strategies cannot provide students with the same results, experiences, efficiency, and learning accuracy. A recent study (Męse and Sevilen, 2021) further argued that a lack of social interaction between peers and teachers can lead to negative motivation and academic performance of foreign language students at university. In this case, however, all participants felt that the learning outcomes and expectations of the foreign language online courses were met. Since speaking requires communication with classmates and social skills, lecturers were interviewed about how to ensure class attendance and how activities were structured to ensure effective class participation. The causes for the neglect of speaking abilities in EFL education are further examined by Al Mahmud, F. (2022) reviews, including the paucity of real-life speaking materials in course books, the speaking incompetence of teachers, and the preference for written assessments over fluency. The author cites research from the Arab world that emphasizes comparable difficulties experienced by educators and learners.

According to the constructivist theory that learning occurs through social experiences, students were given the opportunity to work in groups to instill speaking skills. The online lessons featured role plays and provided situational context. This helped to some extent in training the communication skills of the students. Lecturer Tand said: "We used activities as a starting point

for students to talk. We announced their topics in our WhatsApp group so that students do not repeat the same topics." (Latha, 2022).

The extent of COVID-19 on speaking English in schools

One of the main challenges imposed by the pandemic is the shift from face-to-face to remote or hybrid learning models. Many schools have transitioned to online platforms or a combination of in-person and virtual instruction to comply with social distancing measures. This shift has disrupted the traditional classroom dynamics and interpersonal interactions that are crucial for developing speaking skills in English.

Engaging in speaking activities, such as group discussions, role-plays, and presentations, has become more challenging in remote learning environments. Limited access to reliable internet connections, lack of necessary technological tools, and unfamiliarity with online learning platforms have hindered effective speaking practice for some students. The absence of immediate and direct feedback from teachers and peers in virtual settings can also impact the development of speaking skills.

Furthermore, the reduced opportunities for informal conversations and language immersion due to remote learning have affected the overall language exposure and fluency development of students. Informal interactions with classmates and native speakers are crucial for language acquisition, and the pandemic has limited these opportunities. In general, it is important to note that schools and educators have made efforts to adapt and provide alternative methods for teaching and practicing speaking skills during the pandemic. This includes utilizing video conferencing tools for virtual conversations, implementing speaking activities through online platforms, and providing recorded or asynchronous speaking tasks for students to practice at their own pace. Al Mahmud, F. (2022) talks on the difficulties in imparting and acquiring speaking abilities. One of these difficulties is that speaking is sometimes neglected in favor of a disproportionate emphasis on vocabulary, grammar, and literacy skills (reading and writing). Obstacles include psychological impediments, insufficient practice, low self-confidence, and little exposure to the target language. According to Djafar's (2020) findings, phone data or signal is the biggest issue during the COVID-19 epidemic. However, the COVID-19 pandemic is well known. If there is a signal error, communication will fail automatically or may take a long time to distribute one by one. Today, though, in the digital age, we require it.

However, the COVID-19 pandemic has posed significant challenges to the teaching and learning of English speaking in schools. The shift to remote and hybrid learning models has affected interpersonal interactions, limited language exposure, and posed technological and logistical barriers to effective speaking practice. However, educators have been adapting and implementing alternative methods to support students' speaking skill development during these challenging

times. Technology have been used to teach all the four skills in a language learning environment Al Mahmud, F., & Saqlain, N. (2023).

Implications of Post-Pandemic Student Motivation for English Language Speaking on Curriculum Design and Pedagogical Practices

The post-pandemic student motivation for English language speaking in Jeddah, Saudi Arabia has significant implications for curriculum design and pedagogical practices in the region. As the COVID-19 pandemic has accelerated the adoption of online and hybrid learning models, educators need to reassess and adapt their curriculum to meet the evolving needs of students in a digital context. Teachers and students were obliged to switch from typical classroom settings to emergency online or remote learning during the pandemic. This change made it difficult to modify methods from in-person instruction to an online setting facilitated by a variety of technological tools. The pandemic has made clear how urgently educational systems need to expand their pedagogical techniques and upgrade their technical infrastructure Chiu, T. K. F., Lin, T.-J., & Lonka, K. (2021). The survey conducted in Jeddah can shed light on effective strategies that can be integrated into the curriculum to enhance student motivation for English language speaking. For instance, findings may indicate the importance of incorporating interactive and communicative activities that encourage students to practice speaking English in virtual or blended learning environments. This could involve integrating online discussion forums, virtual role-plays, or collaborative projects that promote active engagement and authentic communication. Additionally, the survey may reveal the need to incorporate culturally relevant content and topics that resonate with Saudi Arabian students, fostering a sense of relevance and intrinsic motivation to develop their English language speaking skills. Learner-centered methods that provide students greater freedom and control over their language learning journey can improve pedagogical techniques. Teachers can employ problem-solving exercises or project-based assignments to provide students the opportunity to apply English in authentic situations. Furthermore, findings from the survey may highlight the importance of teacher support and guidance in fostering student motivation for English language speaking. Professional development programs can be designed to equip teachers with the necessary skills and strategies to create a motivating and inclusive classroom environment that encourages student participation and oral communication. In summary, the implications of post-pandemic student motivation for English language speaking in Jeddah, Saudi Arabia call for a curriculum that integrates technology-enhanced learning experiences, culturally relevant content, and learner-centered pedagogical practices, while providing adequate support and guidance to teachers. These implications can contribute to the enhancement of English language speaking skills among students and empower them to effectively communicate in a globalized world. Opportunities for educational reforms that were suggested before to COVID-19 but never completely fulfilled have been presented by the epidemic. These adjustments include the implementation of a curriculum that is dynamic, customized, and growing; pedagogy that is student-centered, inquiry-based, real-world, and intentional; and instruction

delivery that makes the most of the advantages of both synchronous and asynchronous learning Zhao, Y., & Watterston, J. (2021).

Here are some additional points to further elaborate on the implications of post-pandemic student motivation for English language speaking on curriculum design and pedagogical practices in Jeddah, Saudi Arabia:

1. **Technology Integration:** The post-pandemic context has highlighted the importance of technology in language learning. The survey can explore how educators in Jeddah can leverage digital tools and platforms to create engaging and interactive speaking activities. This can entail using software for video conferencing, apps for learning a language, or online tools that provide students the chance to practice speaking English. Technology-enhanced learning activities can be included in curriculum design to give students the opportunity to interact virtually, work together on projects, and access real-world language resources.
2. **Assessment Methods:** The survey can shed light on appropriate assessment methods that align with post-pandemic student motivation for English language speaking. Traditional assessment methods, such as written exams, may not accurately capture students' speaking abilities. Instead, alternative assessment approaches, such as oral presentations, group discussions, or video recordings, can be explored to provide a more comprehensive evaluation of students' speaking skills. Rohadi, T. (2023), the urgent point of taking the online speaking assessment is lacking digital literacy skills among students, based on the interview results, teachers confirmed that the role of the government in the development of education, especially the development of technology is very important. The teacher explained that the government should make it easier for students to access technology.
3. **Language Learning Autonomy:** The survey can investigate the role of autonomy in post-pandemic student motivation for English language speaking. Findings may indicate the significance of providing students with opportunities to make choices, set goals, and take ownership of their language learning process. Curriculum design can include self-directed learning activities, where students have the autonomy to select topics of interest, engage in independent research, and present their findings in English. This fosters intrinsic motivation and a sense of ownership, empowering students to develop their speaking skills.
4. **Cultural Relevance:** The survey can explore the importance of incorporating culturally relevant content and topics in the English language curriculum. By integrating themes and materials that reflect the local culture, values, and interests of Saudi Arabian students, educators can enhance students' motivation to engage in English-language-speaking activities. This can be achieved through the inclusion of culturally diverse texts, discussions on local issues, or the integration of Saudi Arabian cultural events and traditions into speaking tasks. Curriculum design should embrace cultural sensitivity and promote intercultural competence.

5. **Teacher Professional Development:** The survey can highlight the need for effective Professional development programs that can be created to give teachers the information and abilities they need to lead speaking activities successfully, offer helpful criticism, and foster a positive learning environment that encourages students to take risks.

However, developers and teachers in Jeddah, Saudi Arabia, might modify their methods to match the altering requirements and motivations of students in the post-pandemic context by taking these implications into consideration.

Use of social media in EFL speaking classes

Social media tools permit clients to share data on the Web unendingly. These apparatuses or stages can go from low friendly presence to visit clients. These stages, which incorporate Facebook, WhatsApp, Twitter, TikTok, and Instagram, permit understudies to associate and connect with others. The elements we are keen on are the social cooperation, content sharing, and content creation abilities on these stages. It is important to note that teaching speaking is a difficult task, and teachers must be cognizant of the demands and expectations of their pupils in order for them to become proficient speakers Nasri, M. & Namaziandost, E. (2019). The main thing is for understudies to have the option to finish their tasks beyond class also, which would permit them to rehearse their English language abilities. This is a very smart arrangement during the pandemic, as understudies can't meet eye to eye with their instructors or individual understudies. Researchers see this as a positive approach because it has been difficult for schools and colleges to continue their work online. It has also been generally recognized as a form of language learning that makes language learning more interesting and perhaps even more motivating. In fact, some previous studies have used various social media platforms to teach speaking skills, and the results have generally been positive. However, it has been found that online learning in general can cause high anxiety among students due to factors such as fear of assessment, teachers' teaching techniques, and student culture.

In particular, the following factors may contribute to FL classroom performance problems: lack of self-confidence and fear of making mistakes. In one study, Al-Sobhi and Preece (2018), highlighted a lack of English language and limited competence, a lack of student motivation, anxiety and lack of self-confidence, and the teacher's ineffective teaching methods., as some of the key issues often encountered in the EFL-speaking classroom. Eno, M. A., Ahad, A. M., & Shafat, A. (2019) also found that the main problems hindering the speaking ability of EFL students are a lack of desire and confidence, anxiety, and lack of vocabulary skills. According to Burns, speech refers to "social and functional motivation". When speaking, a distinction is made between interpersonal and pragmatically motivated speech. The latter involves the exchange of information or goods or services, the former, also known as interactive speech, is used to create and maintain social relationships. Talking about communication and interaction makes this activity a daunting prospect for students in the FL classroom. Furthermore, speaking is clearly a productive skill, and

produced language is here and gone. Unlike the written form, students would not have the opportunity to correct what they said. In writing, students can check what they have written and change it as the writing task progresses. As such, teachers or lecturers on speaking skills in the FL classroom face a great challenge because they have to use different techniques to produce language that engages students in interaction and communication. It was during the pandemic that we found the use of social media to be most fruitful for teaching speaking skills in the FL classroom. Overall, research has shown that improving speaking skills is possible when speaking anxiety is reduced. Teachers can integrate social media platforms such as WhatsApp, Facebook, TikTok, YouTube, Instagram, WeChat, Telegram, and others to allow students to practice outside the confines of the classroom. Studies investigating the use of WhatsApp showed that the application was able to increase communication outside the physical classroom. Instagram, a popular social media platform for students, has also been shown to be useful in improving speaking even with students who do not speak English. Overall, the studies produced positive results in the sense that students improve their speaking skills and increase their self-confidence and motivation. A key element promoting healing is social interaction. (Djafar, R. 2020), The majority of pupils indicated in the interview portion that they found learning to speak during the COVID-19 pandemic to be more challenging. There are several reasons for this, including the fact that 67% of respondents thought it was easy to learn English and 32.3% stated it was difficult to hear when speaking. When speaking over Zoom, video calls, or WhatsApp, internet issues can occasionally arise. Conversely, communication requires a clear voice. Huang,(2020), stated that In the midst of COVID-19 pandemic, the students are interested in using online learning in which can be accessed flexible, anywhere and everywhere.

Speaking in Isolation: Understanding the Impact of COVID-19 on Spoken Communication in English

The COVID-19 pandemic has brought with it unprecedented challenges, and one major area of impact has been oral communication in English. With the implementation of social distancing and the shift to remote learning and remote working, people around the world have found themselves speaking in isolation, physically separated from others, and facing new obstacles to developing English language skills. The effects of this isolation are wide-ranging and complex. Which contributed to the isolation of speaking the language according to Calkins (2022), It's possible that illness avoidance behaviors are more intricate than previously thought. For instance, the typical "out-grouping" effect is extended to in-group members during a pandemic where it is advised to avoid interaction with others because of a higher chance of COVID-19 infection within the group.

The development of English language fluency and confidence was first hampered by the lack of human interaction and face-to-face communication. Speaking the language requires practice and exposure to authentic conversations, but the pandemic has limited opportunities for such immersion. Students and language learners who previously participated in group discussion, language exchange, or conversational practice now have to limit themselves to virtual platforms

where the communication dynamics change. The lack of nonverbal cues and the challenges of navigating online platforms made it difficult to reproduce the nuanced interactions and spontaneous conversations essential to developing fluency. Al Mahmud, F. (2022) emphasized the COVID-19 pandemic's effects, which caused English language instruction to move to internet resources like Blackboard Collaborate. Enforcing social separation measures and ensuring the continuation of education made this adjustment necessary.

Second, the psychological impact of speaking in isolation cannot be ignored. Humans are social creatures and the sudden shift to remote learning and work has led to feelings of loneliness, isolation, and anxiety. These emotional states can directly influence language learners' willingness to engage in oral communication. Students may feel self-conscious or hesitant in a virtual classroom or online language exchange, especially if they do not know their peers or lack immediate feedback from teachers. The result is reduced participation and limited communication, resulting in lost opportunities for practice and improvement.

In addition, the lack of authentic language environments and exposure to native speakers hindered the progress of language students. Many people rely on immersive language experiences, such as studying abroad or participating in cultural exchanges, to improve their English. However, travel restrictions and restrictions on international mobility have disrupted such experiences, leaving students with the opportunity to interact with native speakers and experience the richness of linguistic and cultural diversity. This lack of exposure can hinder students' ability to develop accurate pronunciation, intonation, and cultural understanding, which are key components of effective oral communication. Al Mahmud, F., & Saqlain, N. (2023) investigated their third Madrasati-related study question. What do the teachers think about EFL instruction and learning with Marasati? was the third question. Regarding respondents' perceptions of teaching practices using the Madrasati platform, there was generally positive response, with high levels of agreement for the majority of issues. The results were highly pertinent to online learning because Madrasati is an online tool. More precisely, I appreciated the location-neutrality of Madrasati (I can teach from anywhere). In terms of online teaching, I had more autonomy (skills), the highest degree of agreement, and nearly all of the teachers highly agreed. As education evolves in the post-pandemic era, speaking and mastering a language become increasingly vital. It is essential that professionals and students be able to communicate effectively in English given the changes in the educational landscape. Eslit, E. R. (2023).

Addressing what comes from speaking up calls for creative and flexible solutions. It is the goal of educators and language schools to design dynamic and captivating online learning environments that mimic real-world interactions and promote active engagement. This can entail using technological tools and platforms that support role-plays, group discussions, and tasks involving real-world interactions. Furthermore, in order to get past the psychological obstacles that come with speaking in private, it's critical to create a welcoming and inclusive virtual classroom

environment where students don't hesitate to take chances and make errors. The COVID-19 epidemic has had a significant impact on English spoken communication. Mono speaking increases psychological hurdles to involvement, prevents input language experience, and offers few opportunities for practice. Nonetheless, educators and language learners can adjust to the new standard and discover methods to enhance oral communication abilities by acknowledging these difficulties and putting creative solutions into practice. The development of immersive virtual language learning environments is crucial as the world gradually recovers from the epidemic. This will help learners improve their English language proficiency, intercultural competency, and self-assurance. Al Mahmud, F. (2022) highlighted the need for more research to examine how culture affects language acquisition through technology, suggesting that this is an area that needs to be explored.

Overcoming communication anxiety.

Many language learners struggle with communication anxiety, and the virtual environment has shown to be an effective tool in this area. For some students, the virtual environment fosters safety and lessens the fear that comes with face-to-face interaction. In the virtual space, learners feel more comfortable expressing themselves and taking risks with their language skills, the survey will show more about that. The absence of direct eye contact and the ability to control their surroundings contribute to a more relaxed and less intimidating learning experience. This newfound sense of safety empowers learners to experiment with the language, make mistakes, and learn from them without the fear of being negatively evaluated by others. The virtual environment also provides opportunities for learners to gradually build their confidence by engaging in structured speaking activities, such as virtual language exchange programs or online discussion forums. These platforms allow learners to practice English conversation with native speakers or fellow learners from around the world, fostering a supportive and collaborative learning environment. Learners can receive constructive feedback, encouragement, and guidance, which further boosts their confidence and motivation to overcome communication anxiety. The virtual setting also offers the advantage of time flexibility, allowing learners to practice speaking at their own pace and when they feel most comfortable. Discussing students' emotions with the teacher and researchers helped them find tactics or activities that encourage students to participate without worrying about making mistakes or receiving negative feedback Eusebio Merchán, L. K., & Gonzabay Domínguez, J. C. (2023). Speaking exercises in class also helped students become more confident and overcome their fear of speaking in English. Motivation is a key component of keeping a classroom buzzing. They can work on their communication skills in the comfort of their own home, which lessens the stress and self-consciousness frequently associated with face-to-face interactions. In order to bridge the gap between the virtual and physical worlds, learners can gradually transfer their abilities to real-life encounters as they become more confident and proficient in virtual communication. Overall, the virtual setting has shown to be an effective means of helping people overcome communication anxiety by giving them a secure setting in which to practice speaking English, gain confidence, and ultimately improve their oral communication abilities. Another

major finding was that the learners did not use spoken English in routine conversations with family members, friends, neighbors, and acquaintances. There are several reasons for this. First, they have a poor input environment in their surroundings: markets, cafeterias, restaurants, cinema halls, shopping malls, hospitals, airports, or government organizations (Al Mahmud, F., & Khan, S, 2023).

During the COVID-19 epidemic, accents and pronunciation

The COVID-19 pandemic has provided language students with a unique opportunity to adapt to different accents and pronunciation variations. As education moved to virtual platforms, learners participated in online classes, language exchange platforms and virtual meetings and met English speakers from around the world. Students were exposed to a variety of accents, including British, American, Australian, Canadian, and others, which helped them improve their listening comprehension. Students who routinely converse with speakers who have diverse accents develop their listening skills as well as their grasp of cultural nuances and context. Accents are often intertwined with cultural conventions and idiomatic expressions, and exposure to different accents gives learners a deeper understanding of how language is used in specific regions or communities. In addition, versatile accents are a valuable resource for pronunciation. According to research by (Djafar.R,2020), students face difficulties when speaking English.

According to (Djafar.R,2020), questionnaire with "yes" and "no" questions, records broken down by speech element, the value is as follows:

1. Students pronouncing words correctly 38,7% of students said it was simple, while 61,3% of students said it was challenging. It implies that clearer speech requires better pronunciation.
2. Grammar: 45,2% of students claimed it was easy, while 54,8% said it was challenging. With grammar, the percentage is significantly different. Nonetheless, in order to prevent misunderstandings, pupils must practice proper grammar when speaking.
3. Vocabulary 38,7% of the questions on the questionnaire are challenging, while 61,3% are easy. Many students claimed that the vocabulary component was simple to memorize, but when the researcher compared the pronunciation, the students were still confused and needed to work on it.
4. Fluency is 19,4% simple and 80,6% challenging. For most kids, speaking fluently is too challenging. By listening to native speakers with different accents, students can more accurately imitate and imitate the sounds, intonation, and rhythm of the language, refine their pronunciation skills, and develop a more authentic speaking style. In addition to giving students practical language skills, exposure to other dialects boosts their self-confidence in their language abilities.

The capacity to comprehend and adjust to various accents is a crucial skill for effective communication in a society that is becoming more and more international. Thus, adapting to accents and pronunciation during the COVID-19 pandemic not only broadened students' listening skills, but also gave them a deeper understanding of cultural nuances, improved pronunciation,

increased confidence, and real language skills. According to Al Mahmud, F., & Khan, S. (2023), the students' limited usage of English in casual, day-to-day conversation was their biggest problem. The results showed that because monolingualism was so common in schools, pupils did not find many opportunities to practice speaking.

RESEARCH METHODOLOGY

This part used to look into post-pandemic student motivation for speaking English in the classroom is presented in this paper. This chapter describes the study's participants, data gathering methods, data analysis strategies, and research design. To get accurate and valid results that advance our knowledge of students' motivation in the post-pandemic environment, a strong methodology is essential.

Research questions

The study was conducted for the purpose of answering the following questions:

1. How has the COVID-19 pandemic impacted students' motivation for English language speaking skill in school?
2. What are the motivational factors that influence post-pandemic students' motivation and participation in English language speaking skill activities in schools?
3. What is the students' perception and their motivation towards their English language skill level during the pandemic?

Research design

The study aims to explore how students view and feel motivated by their English language proficiency in light of the epidemic. The study question connected with this objective is: "*How has the COVID-19 pandemic impacted students' motivation for English language speaking skill in school?*" A quantitative technique is used in the research design for this goal, and students from various grade levels are sampled. Thematic analysis and descriptive statistics will be used in data analysis.

A sample of pupils from Saudi Arabian schools in Jeddah is the foundation of the research design. Making sure the sample chosen is representative of the intended audience is vital. To prevent any biases in the results, factors including socioeconomic backgrounds, language proficiency levels, and school demographics should be taken into account.

The secondary aim is to ascertain the motivational elements that impact the motivation and involvement of post-pandemic pupils in school-based English language speaking skill activities. "*What are the motivational factors that influence post-pandemic students' motivation and participation in English language speaking skill activities in schools?*" is the research question

linked to this objective. The planned sample of students with differing levels of interest and participation is part of the research strategy for this goal.

Examining how students view and are motivated by their English language proficiency during the pandemic is the third goal. The study question connected with this objective is: "*What is the students' perception and their motivation towards their English language skill level during the pandemic?*" A quantitative technique is used in the research design for this goal, and students from various grade levels are sampled. Thematic analysis and descriptive statistics will be used in data analysis.

A sample of students from Saudi Arabian schools in Jeddah is the foundation of the research design. Making sure the sample chosen is representative of the intended audience is vital. To prevent any biases in the results, factors including socioeconomic backgrounds, language proficiency levels, and school demographics should be taken into account.

Participants:

114 students from various schools in Jeddah, Saudi Arabia took part in the activity. Students were asked thoughtfully chosen questions to investigate the ways in which the pandemic has impacted them.

Instrument

Instrument used in this study was questionnaire. It consists of ten questions in which the statements number 1-10 are the questions to collect the information (table 3). The questionnaire which used in this research is close questionnaire.

Data collection:

For the data collection process, a quantitative method was used to collect information about students' motivation to speak English after the pandemic in schools in Jeddah, Saudi Arabia. Data collection was include administering a 10-question questionnaire to students of different ages. The questionnaire used a Likert scale format, where participants were asked to rate their responses on a scale from "strongly agree" to "strongly disagree".

Data analysis:

After completing the questionnaires, the collected data was analyzed quantitatively. Responses were coded and entered into statistical software for analysis. Descriptive statistics, such as frequencies and percentages were used to summarize data and identify patterns in students' motivation to speak English.

RESULTS

The study's results are presented in this chapter, with an emphasis on the conclusions drawn from the data analysis. An overview of the participants' demographics, including age groups and frequencies, is given at the beginning of the chapter. After that, descriptive data are shown to highlight different facets of post-pandemic student motivation for speaking English in the classroom. The findings provided insight into the attitudes, experiences, and difficulties that the participants had speaking English in the wake of the COVID-19 pandemic. This chapter offers insights into the current status of student motivation by presenting the data in an understandable and well-organized manner.

Table (1) five points Likert scale and its intervals

Likert Scale	Difference	Interval	Description	Level
1	1.00 -1.81	0.79	Strongly disagree	Low
2	1.81 - 2.60	0.79	Disagree	
3	2.61 - 3.40	0.79	Neutral	Moderate
4	3.41 - 4.20	0.79	Agree	High
5	4.21 - 5.00	0.8	Strongly agree	

Table 1 presents a structured five-point Likert scale designed to measure respondents' attitudes or opinions on various statements or questions. This Likert scale is a valuable tool commonly employed in surveys and questionnaires. Let's break down the key elements of the table:

The Likert scale in Table 1 comprises five distinct points ranging from 1 to 5. Each of these points corresponds to a specific level of agreement or disagreement with the statement or question being assessed. Importantly, the table outlines clear intervals for each point on the scale, helping to define the numerical ranges associated with respondents' selections.

- Point 1 on the Likert scale encompasses a range from 1.00 to 1.81. This range is associated with the label "Strongly disagree," indicating that individuals who select this point are expressing a **strongly negative opinion** or disagreement with the statement.
- Point 2 in the Likert scale falls within the interval of 1.81 to 2.60. While not explicitly labeled in the table, this point is generally indicative of a "Disagree" response, suggesting a **moderate level of disagreement** with the statement.
- Point 3, ranging from 2.61 to 3.40, is designated as "Neutral." Respondents who choose this point are expressing a **neutral stance**—neither agreeing nor disagreeing significantly with the statement.
- Point 4 represents a range of 3.41 to 4.20 and is associated with the descriptor "Agree." Selecting this point indicates a moderate level of agreement with the statement or question.

- Finally, point 5, spanning from 4.21 to 5.00, is labeled "Strongly agree." This point signifies a strongly positive opinion or agreement with the statement.

Additionally, the table provides clarity regarding the intervals between each point on the Likert scale, which is consistent at 0.79 for most points, emphasizing precision in categorizing respondents' opinions. However, it's worth noting that Point 5 has a slightly larger interval of 0.80.

In summary, Table 1's Likert scale offers a systematic and structured means of collecting and interpreting responses to statements or questions. The defined intervals, clear descriptions, and associated levels of agreement or disagreement make this scale a valuable tool for understanding respondents' opinions and attitudes in a structured manner, facilitating more meaningful analysis in surveys and research studies.

Age category frequencies:

Table (2) Age category frequencies

Age	N	%
15-18	89	78.1
8-Above	25	21.9
Total	114	% 100

Table 2 "Age category frequencies" presents data on the distribution of individuals across different age groups in a dataset. The table contains three columns: "Age," "N," and "%," which provide information about the age categories, the number of individuals in each category, and the corresponding percentage of the total dataset, respectively.

In the "Age" column, two distinct age categories are listed. The first category, "15-18," comprises 89 individuals, constituting 78.1% of the total observations. The second category, "18-Above," includes 25 individuals, representing 21.9% of the dataset.

The "Total" row at the bottom of the table summarizes the entire dataset, indicating that there are 114 individuals in total, and this number accounts for 100% of the dataset. The inclusion of the "Total" row serves to verify the accuracy of the tabulated data and offers a comprehensive view of the overall sample size.

In summary, the table provides an overview of the age distribution within the dataset, highlighting the prevalence of individuals in the "15-18" age category and the smaller representation of individuals "18 above," with the total dataset consisting of 114 individuals.

Descriptive statistics

Table (3) descriptive statistics of the "Post-Pandemic Student Motivation for English Language Speaking in Schools" survey.

No	Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Std.Dev	Mean	Rank	Level
1	Overall motivation to learn the English language after the Corona pandemic has affected.	N	8	11	31	30	34	0.416	1.2	7	Low
		%	7	9.6	27.2	26.3	29.8				
2	I have encountered specific challenges and barriers in maintaining motivation to learn English after the Corona pandemic.	N	8	21	23	37	25	1.208	3.6	2	High
		%	7	18.4	20.2	32.5	21.9				
3	I have experienced some changes in my attitudes towards virtual or online English learning platforms after the Corona pandemic.	N	5	17	24	45	23	1.105	3.4	4	Moderate
		%	4.4	14.9	21.1	39.5	20.2				
4	Socio-cultural factors, such as family support and societal expectations, influence your motivation to speak English after the Corona pandemic.	N	9	8	24	32	41	1.234	3.6	2	High
		%	7.9	7	21.1	28.1	36				
5	I feel more confident in speaking English after using distance learning during the corona pandemic.	N	9	13	37	27	28	1.206	3.7	1	High
		%	7.9	11.4	32.5	23.7	24.6				
6	The Corona pandemic had a negative impact on my English speaking.	N	25	27	25	17	20	1.397	3.5	3	High
		%	21.9	23.7	21.9	14.9	17.5				
7	The Corona pandemic had a positive impact on my English speaking.	N	18	11	26	39	20	1.307	2.8	6	Moderate
		%	15.8	9.6	22.8	34.2	17.5				
8	After the Corona pandemic, my use of the mobile phone increased to enhance speaking English.	N	7	15	25	35	32	1.201	3.3	5	Moderate
		%	6.1	13.2	21.9	30.7	28.1				
9	Due to the Corona pandemic, my desire to speak English at school and in real life increased.	N	8	16	28	28	34	1.248	3.6	2	High
		%	7	14	24.6	24.6	29.8				
10	I feel more comfortable speaking English after the Corona pandemic and after the distance learning experience.	N	13	14	29	29	29	1.302	3.4	4	Moderate
		%	11.4	12.3	25.4	25.4	25.4				

Weighted mean	3.45
Std.Dev	0.722
Level	High
Cronbach's Alpha	0.781

Table 3 shows a comprehensive analysis of responses collected through a questionnaire designed to explore "Post-Pandemic Student Motivation for English Language Speaking in Schools." This questionnaire consisted of ten statements, and respondents were asked to express their level of agreement on a scale ranging from "Strongly Disagree" to "Strongly Agree." The following is a detailed summary of the key findings from this analysis, including essential statistical metrics such as mean, standard deviation, weighted mean, and Cronbach's alpha.

In terms of Overall Motivation (Statement 1), students displayed a noteworthy level of motivation to learn the English language after the COVID-19 pandemic. The mean score of 1.2 and a low standard deviation of 0.416 suggest a relatively consistent consensus among respondents, indicating a strong overall commitment to post-pandemic English language learning. acknowledged

However, respondents also noted Challenges and Barriers (Statement 2) in maintaining their motivation. With a high mean score of 3.6 and a standard deviation of 1.208, this statement highlights a wide range of experiences and perceptions among students, reflecting the diversity of challenges faced during the pandemic.

Attitudes Towards Online Learning (Statement 3) revealed a moderate level of agreement among respondents, with a mean score of 3.4 and a standard deviation of 1.105. This indicates that while some consensus exists, there is also variation in students' perceptions of online language learning.

Socio-cultural factors (Statement 4) emerged as influential in motivating students to speak English post-pandemic, with a mean score of 3.6. However, a relatively high standard deviation of 1.234 indicates a significant diversity of experiences among respondents, highlighting the multifaceted role of socio-cultural factors.

Confidence in Speaking English (Statement 5) saw many students reporting increased confidence after using distance learning during the pandemic. The high mean score of 3.7 and a standard deviation of 1.206 suggest a strong agreement among respondents in this regard.

On the other hand, the Negative Impact of the Pandemic (Statement 6) was acknowledged by a majority of students, as indicated by a high mean score of 3.5. A relatively high standard deviation of 1.397 suggests varying degrees of perceived negative impact.

Positive Impact of the Pandemic (Statement 7) revealed a more moderate level of agreement among students, with a mean score of 2.8 and a standard deviation of 1.307. This implies that while some students perceived positive changes, others did not share this sentiment.

Increased Mobile Phone Use (Statement 8) to enhance English speaking skills was moderately agreed upon, with a mean score of 3.3 and a standard deviation of 1.201.

Due to the pandemic, students expressed an Increased Desire to Speak English (Statement 9) in school and real-life settings, as indicated by a high mean score of 3.6. However, a standard deviation of 1.248 suggests variations in the extent of this desire among respondents.

Finally, post-pandemic and following distance learning experiences, students generally felt More Comfortable Speaking English (Statement 10), with a moderate level of agreement (mean score: 3.4) and a standard deviation of 1.302.

Additionally, the table provided an overall assessment, including a Weighted Mean of 3.45, indicating an overall positive attitude towards post-pandemic English language learning. The Cronbach's Alpha value of 0.781 suggests a relatively high level of internal consistency or reliability in the questionnaire's items, indicating that the questions used in the survey consistently measured related constructs. These findings collectively shed light on the diverse experiences and attitudes of students regarding English language learning in the post-pandemic era.

In conclusion, the results from this questionnaire analysis offer valuable insights into the complex landscape of "Post-Pandemic Student Motivation for English Language Speaking schools. After the pandemic, students often showed a great desire to learn English, indicating a shared commitment to language learning. They encountered considerable obstacles and difficulties as well, showing the varied nature of their language-learning experiences.

Given that family support and societal expectations had a significant part in students' motivation to speak English, socio-cultural aspects must be taken into consideration. Additionally, the epidemic affected students' ability to speak English in both positive and bad ways, increasing their confidence and desire to do so while simultaneously being viewed as having detrimental repercussions.

Furthermore, the survey revealed that online learning platforms became an integral part of students' language learning journeys post-pandemic, with varying attitudes towards their

effectiveness. The use of mobile phones to enhance English skills also emerged as a notable trend among respondents.

The findings collectively underscore the diversity of experiences and perspectives among students in the post-pandemic era, with some perceiving significant improvements while others facing challenges. This complexity is reflected in the variations in mean scores and standard deviations across the different statements.

In light of these findings, educational institutions and concerned authorities can use this data to tailor their approaches to post-pandemic English language learning, recognizing the need for addressing challenges, leveraging positive aspects, and considering the role of socio-cultural factors in motivating students. The questionnaire utilized in this study also appears to be internally consistent and reliable, according to the relatively high Cronbach's alpha value, which increases its credibility as a tool for evaluating student motivation in contexts including language learning. In conclusion, the analysis shown in this table offers insightful information about the dynamics of post-pandemic English language learning motivation, laying the groundwork for future study and well-informed language education policy decisions.

DISCUSSION

In this part of the research, the three questions will be discussed, as well as the results, and all aspects related to them will be covered.

Discussion

According to the statements in the survey, most students have a desire to speak English at school and in real life, which has increased since the pandemic. Subakthiasih, P., & Putri, I. (2020), found that students are confident in themselves since they are willing to make mistakes when speaking English, having picked up the language on their own during the COVID-19 pandemic. Because of these motivations, students will be motivated to work hard to fulfill their objectives and reasons for studying English. It is noticeable that the findings show that students have shown a strong overall commitment to post-pandemic language acquisition and have shown an impressive degree of motivation to learn English following the COVID-19 pandemic. Many students reported increased confidence in speaking English after using distance learning during the pandemic. The influence of socio-cultural factors, the impact of the pandemic (both positive and negative), the role of online learning and mobile phone use, and the varying levels of confidence and desire to speak English. Students usually felt more at ease speaking English after the pandemic and after participating in online learning activities. By raising EFL learners' motivation and lowering their fear, online training may have a favorable impact on their acquisition of the English language (Jiang, P., Namaziandost, E., Azizi, Z. et al., 2023), and that would answer the question, "*how has*

the COVID-19 pandemic impacted students' motivation for English language speaking skills in school?"

The second question was "*what are the motivational factors that influence post-pandemic students' motivation and participation in English language speaking skill activities in schools?*" Several motivational factors influence post-pandemic students' motivation and participation in English language speaking skill activities in schools. These factors can vary from individual to individual, but some common ones include relevance and practicality, a supportive learning environment, personal interest and intrinsic motivation, and external incentives and rewards. Students are more likely to be motivated if they perceive English language speaking skills as relevant to their personal and professional goals. They may be motivated by the practical applications of English in their daily lives, such as communication with international peers or future career prospects. Through the questionnaire, there was clear support from the family, one of the important elements to encourage the continuation of speaking the English language during the corona pandemic as well as after the pandemic. Additionally, according to Al Mahmud, F., & Saqlain, N. (2023), their findings show that there were some motivational factors of teaching English language. One of the findings was that English teachers had more time for their families. The other motivational factor was flexibility of place; teachers could teach from any suitable place. A major percentage of teachers indicated the flexibility of place through Madrasati as one of the major motivational factors. A positive and supportive learning environment, both online and offline, plays a crucial role in motivating students. When students feel encouraged, valued, and supported by their teachers and peers, they are more likely to actively participate in English language speaking activities (Halizasari, C., & Permanasari, P., 2022). Students' intrinsic motivation, driven by personal satisfaction and curiosity, can significantly influence their willingness to engage in speaking activities. External factors such as recognition, rewards, or grades can also influence their motivation. For example, the opportunity to earn credits, certificates, or participate in language proficiency exams can motivate students to actively participate in speaking skill activities. Additionally, the students noted that when taking online classes, which primarily emphasize solo work over teamwork, they lacked interactive, collaborative, and social skills (Lian, A., & Bich, T. N. C., 2021).

The last question was "*what is the students' perception and motivation towards their English language skill level during the pandemic?*" Various factors may have altered students' perspectives toward their English language proficiency throughout the pandemic. With more time at home and fewer opportunities for social engagement, some students might have felt more driven to improve their English. The switch to online education did not come without difficulties either. Students' opinions of their language proficiency may have been impacted by the lack of opportunities for immersive language practice and minimal face-to-face interaction. Lian, A., & Bich, T. N. C. (2021), found that 97.1% of participants claimed that they really neglected to accept this online learning model. After Covid-19 finished, they hoped that they could study face to face on campus

as before. Thanks to the use of ICT in the online learning process, students were able to develop both their qualities and their proficiency in English (McGill, T. J., Klobas, J. E., & Renzi, S., 2014). Moreover, technological barriers and limited access to resources may have hindered engagement for some students. Students' motivation and opinion of their English language proficiency may have been indirectly impacted by the pandemic's effects on mental health, which include elevated stress and feelings of loneliness. Based on the survey, students feel more confident in speaking English after using distance learning during the corona pandemic. This finding is in line with Hazaymeh, W. A. (2021), who found that students demonstrated good perceptions of using technology to enable efficient learning of English language skills through their involvement, attention, attendance, and responsibility for lifelong learning. Students also demonstrated a broad awareness of technological systems, operations, and concepts by choosing the right apps and utilizing digital platforms to transfer knowledge into the learning process in a way that is both morally and legally acceptable.

Overall, the survey findings highlight that students have a strong desire to speak English, and their motivation has increased during the pandemic. Factors such as relevance, practicality, a supportive learning environment, personal interest, intrinsic motivation, and external incentives influence their motivation and participation in English language speaking activities. The switch to online learning has presented both challenges and opportunities for students, impacting their perception of language proficiency. Technological barriers, limited resources, and the effects on mental health have also influenced students' motivation and opinions.

CONCLUSION, IMPLICATION, AND RECOMMENDATIONS

The section serves as the study's conclusion, outlining the key discoveries, consequences, restrictions, and suggestions. This chapter offers a succinct summary of the research goals and how the methodology and analysis of the study have addressed them. It restates how important the study is to comprehending students' motivation to speak English in class after the pandemic. The conclusion considers the findings' wider ramifications, underlines the need for more study in this field, and offers possible directions for future investigations.

Conclusion

In summary, the analysis presented in this table provides valuable insight into the dynamics of English language learning motivation after the pandemic and provides a basis for further research and informed decision-making in the field of language learning. The results show that students generally felt more comfortable speaking in English after the pandemic, but agreement was moderate. This suggests that the transition to online learning and a virtual environment provided a sense of safety and reduced anxiety associated with face-to-face interaction. The results also highlight a positive attitude of students towards learning English after the pandemic, which is

reflected in the weighted average score. A relatively high Cronbach's alpha value indicates the internal consistency and reliability of the questionnaire, which increases its reliability as a tool for assessing student motivation. The data also demonstrates the complexity of language learning experiences for pupils in the post-pandemic era. In addition, the study shows the positive and negative effects of the pandemic on students' English language skills, indicating that a holistic approach is needed to address the challenges and capitalize on the positives.

The rising reliance on online learning platforms and the use of mobile devices for language learning both stood out as prominent trends among the respondents. Considering the diversity of students' experiences and perspectives, educational institutions and relevant authorities can use these results to adapt their approaches to post-pandemic English language learning. By identifying challenges and capitalizing on positive aspects, they can create effective strategies and support mechanisms to improve student motivation and competence. The results also emphasize the value of providing a supportive and encouraging learning environment and taking sociocultural factors into account when learning a language.

All in all, the examination of the poll information gives significant data about the inspiration of the post-pandemic understudies to communicate in English in schools. The effect of sociocultural variables, the range of understudies' language opportunities for growth, and the developing significance of online language learning assets are undeniably featured. These discoveries add to a more profound comprehension of post-pandemic language learning elements and can direct future exploration and dynamic in the field of language learning.

Limitations

There are several restrictions on this study. For instance, participants in this study were chosen from a single Saudi Arabian educational directorate. As a result, the research's conclusions cannot be extrapolated to other regions of the globe. Of course, if the study is repeated in different settings, the results might not be entirely dissimilar. As a result, the findings of this study might not match those of other research projects examining the usage of digital technologies in various global locations.

The implications

The implications drawn from this study can be substantial and far-reaching:

1. Educational Policy Planning: The findings can guide educational institutions and policymakers in devising strategies to enhance post-pandemic English language learning experiences. Insights into students' attitudes, challenges, and motivations can aid in tailoring educational policies, curricula, and support systems to better meet students' needs.
2. Curriculum Development: Understanding the varied experiences and attitudes of students toward English language learning post-pandemic can assist in developing more effective and

engaging curriculum materials. This could involve integrating new methodologies or technologies that cater to diverse learning preferences and challenges.

3. Support Mechanisms: Identification of challenges faced by students in maintaining motivation for language learning after the pandemic can pave the way for the establishment of targeted support mechanisms. Institutions may create programs or resources to address specific challenges identified by the study.

4. Technology Integration: Acknowledging the role of online learning platforms and increased mobile phone use for English language learning, institutions can explore effective ways to integrate technology into language education. This may involve optimizing digital tools to facilitate language learning or providing guidelines for leveraging mobile devices for language acquisition. Lian, A & Bich, T. N. C. (2021), Learners are forced to study online, but 83% of them recognized some advantages when doing exercises on LMS, and this helped to improve many aspects of speaking skills such as vocabulary, pronunciation, intonation, grammatical structures, and listening skills.

5. Cultural Considerations: Recognizing the influence of socio-cultural factors on students' motivation to speak English post-pandemic, institutions may implement initiatives that consider and incorporate diverse cultural backgrounds in language learning approaches.

6. Student-Centric Approaches: Tailoring language learning strategies based on individual students' experiences and attitudes, as highlighted in the study, can foster a more student-centric approach to education. This might involve personalized learning plans or support systems catering to specific needs.

7. Research and Further Studies: The findings might stimulate further research into specific aspects of post-pandemic language learning. This could lead to deeper exploration of certain challenges, attitudes, or influential factors not fully addressed in the current study.

In summary, the implications of this study provide valuable insights for educational institutions and policymakers or institutions to adapt, innovate, and better support students in their post-pandemic English language learning journeys. It serves as a foundational basis for informed decision-making aimed at enhancing the overall language learning experience in the evolving educational landscape.

Recommendations

Based on the results above here are some recommendations:

1. Improve technology integration. Considering the importance of technology in language learning, teachers in Jeddah should focus on integrating digital tools and platforms into the curriculum. This can include using video conferencing tools, language learning apps, and online resources to create engaging and interactive speaking activities. Using technology-enhanced learning experiences, students have more opportunities to engage in virtual conversation, collaborate on projects, and use authentic language materials. The use of technology in teaching speaking skills is specifically addressed in the literature review. Al

Mahmud, F. (2022) cites examples such as the internet, podcasts, video conferencing, and speech recognition software as tools that can enhance EFL learners' speaking abilities.

2. Use alternative assessment methods: Traditional assessment methods may not accurately assess students' speaking skills. Instead, teachers should explore alternative assessment methods that suit students' motivation to speak English after the pandemic. Oral presentations, group discussions, and video recordings can provide a more comprehensive assessment of students' speaking ability. By including diverse and authentic assessment opportunities, the curriculum can reflect real language use.
3. Promotes autonomy in language learning: If students are given autonomy in language learning, their motivation to speak English can be increased. The educational plan should incorporate independent realizing, where the understudy has the opportunity to pick subjects of interest, direct free exploration, and present his/her decisions in English. This approach encourages natural inspiration and a feeling of responsibility, permitting understudies to foster their talking abilities. Include culturally relevant content: To increase student motivation, the curriculum should include culturally relevant content and topics that resonate with Saudi students. By including materials that are relevant and related to students' experiences, teachers can foster a sense of importance and intrinsic motivation to develop their English language skills.
4. Provide support and guidance to teachers. Teachers are essential in encouraging pupils' desire to speak English. Programs for professional development should be created to give teachers the knowledge and techniques they need to run an inspiring and diverse classroom. This includes instruction to include interactive and communicative activities, implement learning approaches, and facilitate student participation and oral communication.
5. Teachers and families should encourage students to participate in PlayStation game activities and entertainment while interacting with other players to practice speaking English.

By implementing these recommendations, Saudi teachers and relevant authorities can increase students' motivation to speak English in a post-pandemic educational environment. With the aid of these techniques, learning environments may be created that could help students achieve academically and be social while honing their English language abilities.

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Appendix A: Teachers' questionnaire (Google Form)

Exploring Post-Pandemic Student Motivation for English Language Speaking in Schools.

This research is and it's one of the requirements for my MA program. The main goal of the study is to explore the impact of the COVID-19 pandemic on students's motivation to participate speaking skill.

Note:1-No names or registration are required to complete the form, and responses will be treated as anonymized form.

2- Information obtained will be used only for the purpose of this study.

It will take less than three minutes to complete.

Thank you for your time and cooperation,
Abdulmajeed Alqarni
University of Jeddah
Department of English & Translation

Appendix B: Teachers' Questionnaire

Scale:

Strongly Agree Agree

Neutral

Disagree

Strongly Disagree

1. Name

2. Age *
العمر
Mark only one oval.

5-10
 10-15
 15-18
 18- above

3. Overall motivation to learn the English *
language after the Corona pandemic
has affected.
بشكل عام كان هناك تأثير على حافز تعلم اللغة
الإنجليزية بعد جائحة كورونا
Mark only one oval.

strongly Agree انفق بشدة
 Agree انفق
 neutral محايد
 Disagree لا انفق
 Strongly Disagree لا انفق بشدة
 Other: _____

Appendix C: Students' Questionnaire (Google Form)

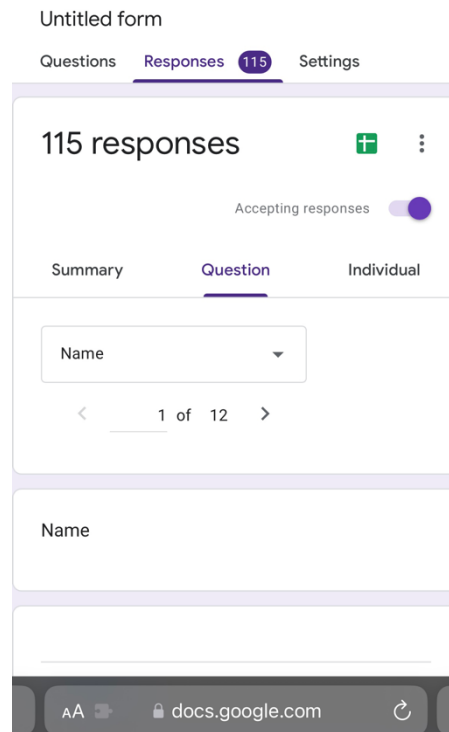
4. I have encountered specific challenges and barriers in maintaining motivation to learn English after the Corona pandemic. *

واجهت تحديات ومعوقات معينة في الحفاظ على الدافع لتعلم اللغة الإنجليزية بعد جائحة كورونا

Mark only one oval.

- اتفق بشدة strongly Agree
 اتفق Agree
 محايد neutral
 لا اتفق Disagree
 لا اتفق بشدة Strongly Disagree
 Other: _____

Appendix D: Number of participants (Google Form)



Appendix E: Students' Questionnaire**Scale:****Strongly Agree Agree****Neutral****Disagree****Strongly Disagree**

Overall motivation to learn the English language after the Corona pandemic has affected.	بشكل عام كان هناك تأثير على حافظ تعلم اللغة الانجليزية بعد جائحة كورونا
I have encountered specific challenges and barriers in maintaining motivation to learn English after the Corona pandemic.	واجهت تحديات و معوقات معينة في الحفاظ على الدافع لتعلم اللغة الإنجليزية بعد جائحة كورونا
I have experienced some changes in my attitudes towards virtual or online English learning platforms after the Corona pandemic.	لقد شهدت بعض التغييرات في مواقفي تجاه منصات تعلم اللغة الإنجليزية الافتراضية أو عبر الإنترنت بعد جائحة كورونا.
Socio-cultural factors, such as family support and societal expectations, influence your motivation to speak English after the Corona pandemic.	تؤثر العوامل الاجتماعية والثقافية، مثل الدعم الأسري والتوقعات المجتمعية، على دافعك للتحدث باللغة الإنجليزية بعد جائحة كورونا
I feel more confident in speaking English after using distance learning during the corona pandemic.	اشعر بثقة اكثر في التحدث باللغة الانجليزية بعد استخدام التعليم عن بعد اثناء جائحة كورونا.
The Corona pandemic had a negative impact on my English speaking.	كان لكورونا تأثير سلبي على تحدثي باللغة الإنجليزية
The Corona pandemic had a positive impact on my English speaking.	كان لجائحة كورونا اثر ايجابي على تحدثي باللغة الإنجليزية
After the Corona pandemic, my use of the mobile phone increased to enhance speaking English.	بعد جائحة كورونا، استخدامي للجوال ازداد لتعزيزي تحدثي باللغة الإنجليزية
Due to the Corona pandemic, my desire to speak English at school and in real life increased.	بسبب جائحة كورونا زادت رغبتني في التحدث باللغة الانجليزية في المدرسة والحياة الواقعية
I feel more comfortable speaking English after the Corona pandemic and after the distance learning experience.	اشعر براحة اكثر بالتحدث باللغة الانجليزية بعد جائحة كورونا بعد تجربة التعلم عن بعد