نمونه کار فصل ۴ به زبان انگلیسی و تحلیل کیفی به روش تحلیل محتوا

Chapter Four:
Results and Findings

4.1 Introduction

This chapter presents the results and findings of the study, derived from the data collected through interviews, diaries, journals, and observations. The analysis of the qualitative data allowed for the identification of themes, patterns, and significant insights related to the implementation of a post-method approach in the virtual education system of Iran.

4.2. Purpose of the Study

The main purpose of this study was to evaluate the advantages, disadvantages, impact, motivating, demotivating, and future directions of virtual classrooms from EFL teachers' and students' viewpoints. As seen, our data and information were collected with semi-structured interviews, open-ended questions, diary, observation, and reading the journal.

4.2 Participants' Demographics

Table 1 shows the participants of the interview phase comprised 4 EFL teachers and 4 male and female students aged between 24 to 46 years old with a range of between 1 to 26 years of experience. They were selected according to convenience sampling. The target population was limited to English teachers in public schools and language institutes in Mashhad. The participants' names were coded to remain secret. The teachers and students were interviewed to probe their beliefs about the subject. All of them were native Persian speakers.

Table 1: participants' demographics (age, gender, teaching experience).

ID	group	gender	age	experience
1	student	male	24	1
2	student	female	28	2
3	student	female	26	2
4	student	female	24	2
1	teacher	male	31	6
2	teacher	male	35	8
3	teacher	female	32	7
4	teacher	female	46	26

4.3. Research Questions

In this study, the following research questions were investigated:

RQ1. What are teachers' motivating factors in virtual education?

The motivating factors for teachers in virtual education can be categorized into four main factors. The first factor, accounting for 39% of the overall motivation, is the flexibility offered in scheduling and workload management. This allows teachers to plan their lessons at their convenience and access online resources with ease. The second factor, accounting for 20% of the motivation, is student engagement and participation, which can be facilitated by interactive virtual tools and opportunities for group activities and discussions. The third factor, accounting for 27% of the motivation, is the availability of professional development opportunities such as webinars, online courses, and collaboration with other educators in virtual communities. Lastly, the fourth factor, accounting for 14% of the motivation, is the improvement in student performance and learning outcomes observed through data analysis and increased student motivation. Figure 1 also showed the main factor of teachers' motivation in virtual education was Flexibility in scheduling and workload.

Table 1: Percent of teachers' motivation in every factor for virtual education

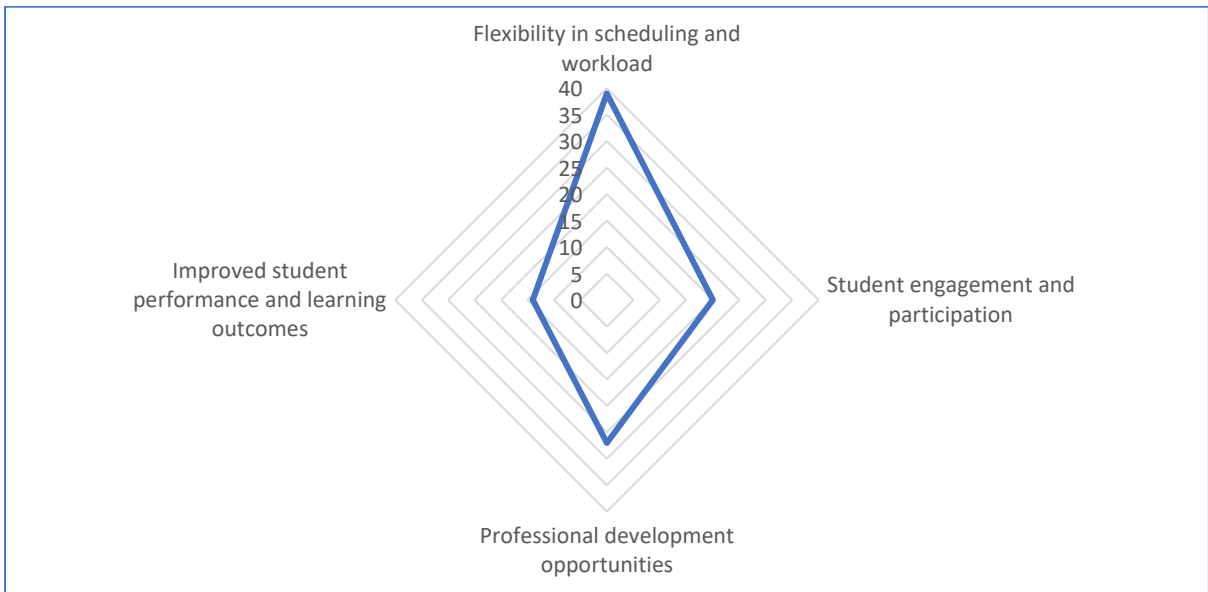| Motivating Factors	percent	Answers	percent
Flexibility in scheduling and workload	**39%**	- Ability to plan lessons and activities at convenient times	17%
		- Reduced paperwork compared to traditional teaching	9%
		- Access to resources and materials online	12%
Student engagement and participation	**20%**	- Interactive virtual tools that encourage student involvement	6%
		- Opportunities for discussions and group activities	9%
		- Positive feedback from students on virtual lessons	5%
Professional development opportunities	**27%**	- Access to webinars, online courses, and workshops	17%
		- Collaborating with other educators in virtual communities	7%
		- Improved digital skills and technology integration in teaching	3%
Improved student performance and learning outcomes	**14%**	- Observing students' progress through data and analytics	5%
		- Noticing better comprehension and application of concepts	4%
		- Witnessing increased student motivation and enthusiasm	6%

Figure 1: Percent of the main factor of teachers' motivation in virtual education

Figure 2: Percent of teachers' motivation in every factor for virtual education

RQ2. What are students' motivating factors in virtual education?

Table 3 presents students' motivating factors in virtual education along with the percentage of each factor and possible answers. Among the motivating factors, flexibility in learning pace received the highest percentage (33%), with students appreciating the ability to learn at their speed, access self-paced modules and materials, and review content as needed. Interactive and multimedia-rich content was the next significant motivating factor (19%), with engaging videos, animations, interactive activities, real-world applications, and gamification elements making learning enjoyable. Immediate feedback and assessment also played a crucial role (21%), as students valued quick feedback on quizzes and assignments, progress monitoring, and a sense of accomplishment after completing tasks. Collaborative learning opportunities were highly motivating (27%), particularly group projects, discussions with peers, virtual teamwork, and problem-solving activities, contributing to a sense of community and camaraderie. Overall, students' motivation in virtual education was driven by the flexibility to control their learning pace, engaging multimedia content, prompt feedback, and opportunities for collaborative learning experiences.

Table 3: students' motivating factors in virtual education

Motivating Factors	percent of answer	Possible Answers	percent of answer
Flexibility in learning pace	33%	- Ability to learn at their own speed	14%
		- Access to self-paced modules and materials	12%
		- Opportunity to review content as needed	7%
Interactive and multimedia-rich content	19%	- Engaging videos, animations, and interactive activities	8%
		- Real-world applications and simulations	4%
		- Gamification elements that make learning fun	7%
Immediate feedback and assessment	21%	- Quick feedback on quizzes and assignments	11%
		- Monitoring progress and identifying areas for improvement	6%
		- Feeling a sense of accomplishment after completing tasks	4%
Collaborative learning opportunities	27%	- Group projects and discussions with peers	15%
		- Virtual teamwork and problem-solving activities	7%
		- Building a sense of community and camaraderie	5%

Figure 4: Percent of students' motivating factors in virtual education