

แรงจูงใจและแรงจูงใจที่ลดลงของผู้เรียนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศชาวไทยที่เรียนออนไลน์ในยุคหลังการเกิดโรคระบาด
The Motivation and Demotivation of Thai EFL Learners
in Online Learning during Post-pandemic

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการเรียนออนไลน์ต่อแรงจูงใจและแรงจูงใจที่ลดลงของผู้เรียนชาวไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ ในระดับมหาวิทยาลัย ในยุคหลังการแพร่ระบาดของโควิด-19 การวิจัยนี้มีวัตถุประสงค์หลัก 3 ประการ ได้แก่ (1) ศึกษาว่าการเรียนออนไลน์ส่งเสริมหรือบั่นทอนแรงจูงใจของผู้เรียน (2) ระบุปัจจัยที่มีอิทธิพลต่อผลลัพธ์ดังกล่าว และ (3) สรุปรวมมองของนักศึกษาต่อการจัดการศึกษาออนไลน์ในอนาคต โดยใช้ระเบียบวิธีวิจัยแบบผสมผสาน ซึ่งบูรณาการข้อมูลเชิงปริมาณจากนักศึกษาระดับปริญญาตรีจำนวน 149 คน ผ่านแบบสอบถามออนไลน์ และข้อมูลเชิงคุณภาพจากการสัมภาษณ์เชิงโครงสร้างกับผู้เข้าร่วมจำนวน 7 คน ผลการวิจัยพบว่า ผู้เรียนมีระดับแรงจูงใจอยู่ในระดับปานกลาง ($M = 3.54$, $S.D. = 0.99$) และระดับแรงจูงใจที่ลดลงอยู่ในระดับปานกลางเช่นกัน ($M = 2.83$, $S.D. = 1.18$) โดยแรงจูงใจมีระดับสูงกว่าเล็กน้อย ปัจจัยที่ส่งเสริมแรงจูงใจที่สำคัญ ได้แก่ กิจกรรมการเรียนที่ก่อให้เกิดการมีส่วนร่วม และสื่อการเรียนที่หลากหลาย ($M = 3.71$, $S.D. = 0.96$) รวมถึงปัจจัยด้านผู้สอน เช่น ทักษะการ

สนับสนุนผู้เรียนและการจัดการเรียนการสอนที่แปลกใหม่ ($M = 3.67, S.D. = 1.02$) ในทางตรงข้าม ความท้าทายในสภาพแวดล้อมที่บ้าน เช่น อินเทอร์เน็ตไม่เสถียร การมีปฏิสัมพันธ์ที่จำกัด และสิ่งรบกวนต่าง ๆ เป็นปัจจัยหลักที่ก่อให้เกิดแรงจูงใจที่ลดลง ($M = 3.33, S.D. = 1.16$) ผลการวิเคราะห์ข้อมูลเชิงคุณภาพพบว่า นักศึกษาส่วนใหญ่มีความชื่นชอบรูปแบบการเรียนรู้แบบผสมผสาน โดยให้ความสำคัญกับการมีปฏิสัมพันธ์ในชั้นเรียนแบบพบหน้าเพื่อพัฒนาทักษะ และเห็นความยืดหยุ่นของการเรียนออนไลน์ว่าเอื้อต่อความเป็นอิสระในการเรียนรู้ การศึกษานี้ชี้ให้เห็นถึงลักษณะของการเรียนออนไลน์สองด้าน กล่าวคือ แม้ความสามารถในการปรับตัวทางเทคโนโลยีและการจัดการเรียนการสอนจะช่วยรักษาระดับการมีส่วนร่วมของผู้เรียน แต่ข้อจำกัดด้านสภาพแวดล้อมทางสังคมและความรู้สึกโดดเดี่ยวกลับเป็นอุปสรรคต่อการพัฒนาการเรียนรู้ภาษาที่สองโดยรวม ข้อเสนอแนะจากการวิจัย ได้แก่ การลงทุนของมหาวิทยาลัยในการพัฒนาศักยภาพผู้สอน การส่งเสริมการเข้าถึงเทคโนโลยีอย่างเท่าเทียม และการพัฒนาหลักสูตรที่ตอบสนองต่อบริบททางวัฒนธรรม โดยสนับสนุนการจัดการเรียนรู้แบบผสมผสานที่สร้างสมดุลระหว่างความยืดหยุ่นและการมีปฏิสัมพันธ์ระหว่างบุคคล งานวิจัยนี้จึงมีส่วนช่วยพัฒนาแนวทางการจัดการเรียนการสอนในยุคหลังการแพร่ระบาด โดยเน้นย้ำความจำเป็นในการปรับการศึกษาแบบดิจิทัลให้สอดคล้องกับค่านิยมแบบสังคมรวมหมู่ของไทยและสมรรถนะในบริบทสากล

คำสำคัญ: การเรียนออนไลน์; แรงจูงใจ; แรงจูงใจที่ลดลง; การศึกษาในยุคหลังการแพร่ระบาด; ผู้เรียนชาวไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Abstract

This study investigates the impact of online learning on motivation and demotivation among Thai EFL learners at a university level during the post-pandemic era. The study addresses three core objectives: (1) determining whether online learning motivated or demotivated learners, (2) identifying factors influencing these outcomes, and (3) exploring students' perspectives on future online education. Employing a mixed-methods design, the research integrated quantitative data from 149 undergraduate students via an online questionnaire and qualitative insights from semi-structured interviews with seven participants. Results revealed moderate levels of both motivation ($M = 3.54$)

and demotivation ($M = 2.83$), with motivation slightly prevailing. Key motivators included subject-related factors such as engaging class activities and diverse materials ($M = 3.71$, $S.D. = 0.96$) and teacher-related factors like supportive attitudes and innovative pedagogy ($M = 3.67$, $S.D. = 1.02$). Conversely, home environment challenges—unstable internet, limited interaction, and distractions—emerged as primary demotivators ($M = 3.33$, $S.D. = 1.16$). Qualitative findings highlighted students' preference for blended learning models, valuing onsite interaction for skill development and online flexibility for autonomy. The study underscores the duality of online learning: while technological and pedagogical adaptability sustains engagement, socio-environmental barriers and isolation hinder holistic language acquisition. Recommendations include institutional investments in teacher training, equitable technological access, and culturally responsive curricula. By advocating for hybrid frameworks that balance flexibility with interpersonal engagement, this research contributes to post-pandemic pedagogical strategies, emphasizing the need to align digital education with Thailand's collectivist values and global competencies.

Keywords: online learning; motivation; demotivation; post-pandemic education; Thai EFL

1. Introduction

Since late 2019, the COVID-19 pandemic has significantly disrupted global education, compelling a rapid shift to online learning. In Thailand, this transition required educational institutions like Khon Kaen University (KKU) to implement remote instruction—defined as teaching without physical interaction, facilitated by digital tools (Stern, 2018). While online learning offered solutions for continuity, its long-term impact on learner motivation, a critical driver of language acquisition success, remains a pivotal concern in the post-pandemic landscape (Dörnyei, 2001).

Existing literature highlights a dual nature. Online learning increases accessibility, offers flexibility for self-paced study, and provides diverse multimedia resources, enhancing learner autonomy (Kadiresan et al., 2021; Tamm, 2020). Conversely, challenges include unstable internet, limited social interaction, and declining intrinsic motivation, which can demotivate learners and hinder language development (Baticulon et al., 2021; Sugino, 2021).

While motivation in general online education has been studied (Çebi & Güyer, 2020), research specifically investigating its interplay with demotivation in post-pandemic English as a Foreign Language (EFL) contexts is scarce. Many pre-pandemic studies focused on hybrid models (Ushida, 2005) or non-EFL settings (Fahad, 2018), creating a contextual gap. Furthermore, methodological approaches often lack mixed-methods designs that capture both statistical trends and nuanced learner experiences.

This study addresses these gaps by examining online learning's impact on motivation and demotivation among Thai EFL undergraduates at KKU. Using a mixed-methods approach, it seeks to: (1) determine whether online learning motivated or demotivated learners, (2) identify influencing factors, and (3) explore students' perspectives on future online education. Findings aim to inform pedagogical strategies and institutional policies for effective digital and blended language learning in Thailand's post-pandemic era.

2. Literature Review

2.1 Online Learning in EFL Contexts

Online learning, a form of distance education conducted via the internet (Picciano & Seaman, 2009), became essential during the pandemic. It operates through synchronous and asynchronous modes (Skylar, 2009). The post-pandemic period has shifted toward blended or hybrid models that combine online and face-to-face components (Graham, 2006; Marsh, 2012),

enhancing EFL outcomes by balancing flexibility with interaction (Banditvilai, 2016; Karaaslan et al., 2018).

For EFL learners, online learning offers benefits: abundant resources, self-directed learning, and review flexibility, fostering autonomy and critical thinking (Hazaymeh, 2021; Wijaya, 2022). However, drawbacks include reduced authentic social interaction and spontaneous communication—crucial for language skills (Ahmad, 2016). Pandemic studies reported isolation, reduced engagement, and difficulty maintaining motivation in fully online environments (Adara & Farid, 2022; Nabila et al., 2021). Technical barriers like unstable internet further compound challenges, especially in developing countries (Baticulon et al., 2021).

These findings point to a deeper cultural dimension. Reduced interaction and isolation may be more pronounced in collectivist cultures—societies prioritizing group harmony and communal learning (Hofstede, 1986). Thailand is a collectivist society where social connection is highly valued (Hofstede & Hofstede, 2005). The shift to isolated online learning may conflict with Thai students' expectations of education as a collaborative process. This cultural misfit between individualistic online design and collectivist orientations may intensify demotivation. Learners from individualistic cultures might adapt more readily to self-directed online instruction. Understanding this cultural dimension is essential for designing online and blended EFL programs that are pedagogically sound and culturally congruent with learners' social values.

2.2 Theoretical Frameworks of Motivation and Demotivation

Motivation is a critical, multi-faceted driver in language learning, encompassing the effort, desire, and positive attitudes toward achieving a goal (Gardner, 1985; Dörnyei & Otto, 1998). Dörnyei and Otto's (1998) Process Model is particularly relevant for online contexts, as it views motivation dynamically across three phases: *pre-actional* (goal setting), *actional* (goal pursuit), and *post-actional* (evaluation). In online settings, the actional phase can be

disrupted by limited interaction, while the post-actional phase is influenced by how learners attribute their success or failure (e.g., to personal effort or technical issues).

Demotivation, distinct from a simple lack of motivation (amotivation), refers to a specific reduction in existing motivational drives due to external or internal barriers (Dörnyei & Ushioda, 2011). Key demotivating constructs include teacher-related factors (e.g., uninspiring pedagogy), learner-related factors (e.g., low self-efficacy), learning-context issues (e.g., poor facilities), and subject-related factors (e.g., irrelevant materials) (Albalawi, 2018). Post-pandemic studies highlight environment and technology (e.g., home distractions, unstable internet) as primary demotivators (Nabila et al., 2021).

2.3 Research Gaps and Present Study

Previous research on online EFL motivation is fragmented. Pandemic studies identified home environment challenges—unstable internet, distractions, reduced interaction—as primary demotivators (Adara & Farid, 2022; Baticulon et al., 2021; Nabila et al., 2021). Conversely, online learning can enhance motivation through flexibility, multimedia access, and self-paced study (Hazaymeh, 2021; Kadiresan et al., 2021; Wijaya, 2022). However, these studies typically investigated motivation or demotivation in isolation, lacking combined analysis of interacting factors in post-pandemic EFL contexts. Pre-pandemic studies focused on hybrid models (Ushida, 2005) or non-EFL settings (Fahad, 2018), limiting applicability to current online or blended environments.

This reveals three gaps: (1) empirical—lack of combined motivation-demotivation analysis; (2) methodological—scarcity of mixed-methods designs; (3) contextual—few studies on Thai EFL learners in sustained post-pandemic online learning. Applying Dörnyei & Ottó's (1998) Process Model within a mixed-methods framework, this research provides a holistic understanding of how motivation is sustained or eroded in online EFL learning.

3. Research Methodology

This study employed a convergent mixed-methods design (Creswell, 2003) to comprehensively investigate motivation and demotivation among Thai EFL learners in online settings. Quantitative data from a questionnaire provided broad, generalizable trends, while qualitative data from interviews offered in-depth explanation and context.

3.1 Participants

Participants were Thai undergraduates from Khon Kaen University who had completed at least two semesters of online EFL courses. A pilot group of 20 students was used for instrument validation and excluded from the main study. Ethical approval was obtained from the KKU Ethics Committee; all participants gave informed consent.

For the quantitative phase, 149 third- and fourth-year students were purposively selected via university email lists and social media. They represented four faculty groups: Social Sciences (69%), Health Sciences (14%), Sciences and Technology (12%), and Interdisciplinary Programs (5%). Gender distribution was 69% female, 24% male, and 7% unspecified; 67% were third-year and 33% fourth-year.

For the qualitative phase, seven participants were selected using stratified purposive sampling based on questionnaire scores: three with high motivation, two with moderate motivation, and two with high demotivation. Participants were interviewed individually via Zoom until data saturation was reached.

3.2 Instruments

Data were collected using two instruments. **Motivation and Demotivation Questionnaire:** An online survey with 52 Likert-scale items (26 per construct) adapted from established frameworks (Alyousif & Alsuhaibani, 2021; Nabila et al., 2021), covering teacher-, learner-, subject-, and learning context-related factors, plus a home environment scale. Pilot testing with 20 students led to modifications: rephrasing five items, refining Thai translations,

reorganising items, and adding an estimated completion time. Reliability was high (Motivation $\alpha = 0.924$; Demotivation $\alpha = 0.900$). Three university professors evaluated the questionnaire for validity.

Semi-structured Interviews: Questions were developed based on the research objectives and Dörnyei & Ottó's (1998) Process Model, focusing on actional and post-actional phases. A five-question protocol was reviewed; overlapping items were removed, leaving three broad, open-ended questions exploring: (1) preference between online and onsite learning; (2) advantages vs. disadvantages of online learning; (3) the single most significant advantage (for motivated participants) or disadvantage (for demotivated participants). Questions were translated into Thai and back-translated.

Participants for interviews were selected using stratified purposive sampling. All 149 questionnaire respondents were ranked by motivation and demotivation scores. Using criteria (1.00-2.33 = low, 2.34-3.67 = moderate, 3.68-5.00 = high), 62 were highly motivated, 72 moderately motivated, and 15 highly demotivated. From these, 12 potential interviewees were invited based on willingness, faculty representation, gender, and academic year. Seven agreed: three high motivation, two moderate, two high demotivation (four male, three female; four from Social Sciences, three from Sciences and Technology). Individual Zoom interviews lasted 20-30 minutes, conducted in Thai or English, audio-recorded with consent, and continued until saturation.

3.3 Data Collection and Analysis

Quantitative data were collected over one month via an online questionnaire; interview data over six weeks. Quantitative data were analyzed using SPSS (Version 26) to compute descriptive statistics (means, standard deviations). Qualitative interview data were transcribed and analyzed thematically following Braun & Clarke's (2006) six-phase framework: familiarization, coding, theme searching, reviewing, defining, and writing.

To ensure trustworthiness, peer debriefing was conducted with the thesis advisor, who reviewed the coding framework and themes. Member checking with two participants confirmed that interpretations accurately reflected their views, establishing credibility in accordance with Lincoln & Guba's (1985) criteria.

4. Results

4.1 Questionnaire Findings

Table 1 Motivation and Demotivation Levels by Construct

Construct	Motivation (<i>M</i>)	S.D.	Demotivation (<i>M</i>)	S.D.
Subject-related	3.71	0.96	2.39	1.15
Teacher-related	3.67	1.02	2.25	1.15
Learning context-related	3.59	0.95	2.76	1.25
Home Environment	3.47	0.97	3.33	1.16
Learner-related	3.38	1.04	2.59	1.20
Overall	3.54	0.99	2.83	1.18

Analysis of 149 questionnaires revealed moderate overall motivation ($M = 3.54$) and demotivation ($M = 2.83$), with motivation slightly higher. Subject-related factors (e.g., engaging activities) were the strongest motivator ($M = 3.71$), followed by teacher-related factors ($M = 3.67$). The primary demotivator was the home learning environment ($M = 3.33$), characterized by limited interaction and technical issues.

All five motivation constructs were moderate (3.38–3.71), raising whether online learning inherently limits high-level motivation. According to Self-Determination Theory (Deci & Ryan, 1985), sustained motivation requires autonomy, competence, and relatedness. While flexible scheduling ($M = 3.99$)

partially met autonomy, moderate levels suggest online environments fail to fully satisfy social connection and practical competence needs.

The importance of subject-related factors may also reflect Thailand's collectivist culture, where learning is socially situated (Hofstede, 1986). Peer influence directly affects motivation: M23 ("Positive attitudes of my classmates inspire me," $M = 3.72$) demonstrates this. Interview responses revealed collectivist orientations—students prioritized "interact with teachers more" and "more activities with friends" when preferring onsite learning, emphasizing relationship-building and group engagement.

Table 2 Highest Rated Motivators ($M > 3.67$)

Rank	Item	M	S.D.	Construct
1	M7	4.14	0.92	Home Environment
2	M2	3.99	0.89	Home Environment
3	M19	3.87	1.07	Teacher-related
4	M13	3.87	0.98	Learner-related
5	M20	3.80	0.88	Subject-related
6	M17	3.73	0.97	Teacher-related
7	M23	3.72	0.87	Learning Context
8	M15	3.69	0.98	Teacher-related

As shown in Table 2, eight motivator items reached the high level across four constructs. The top motivator, M7 (functional devices, $M = 4.14$), underscores that technological readiness is foundational—without reliable technology, all other motivators are compromised. The second highest, M2 (flexible hours, $M = 3.99$), confirms that autonomy and self-paced learning remain the most valued advantages of online education. Teacher-related factors appear three times among the top eight (M19, M17, M15), demonstrating that instructors' positive attitudes, innovative teaching styles, and clear communication are critical for sustaining engagement. M13 (satisfaction with

performance, $M = 3.87$) indicates that a sense of achievement directly fuels motivation, while M20 (engaging activities, $M = 3.80$) highlights the importance of relevant content. Finally, M23 (positive peer attitudes, $M = 3.72$) reveals that social influence extends to online settings—students draw motivation from enthusiastic and supportive classmates.

Collectively, these motivators span technological, pedagogical, personal, and social dimensions, illustrating that motivation in online learning is not unidimensional but rather emerges from the interplay of multiple supportive conditions.

Table 3 Highest Rated Demotivators ($M > 3.67$)

Rank	Item	M	S.D.	Construct
1	D4	3.95	1.17	Home Environment
2	D9	3.89	1.03	Home Environment
3	D5	3.78	1.05	Home Environment

In striking contrast to the diverse spread of motivators, all three highest-rated demotivators are concentrated in a single construct: the home online English learning environment. D4 (lack of real interaction, $M = 3.95$) is the strongest demotivator, indicating that social isolation—the inability to engage meaningfully with teachers and peers—is the most significant barrier in online learning. This finding aligns with Self-Determination Theory’s emphasis on relatedness as a fundamental psychological need; when this need is unmet, motivation inevitably suffers. D9 (inaccurate evaluation methods, $M = 3.89$) reveals deep student skepticism about online assessment fairness, which undermines their sense of competence and the perceived validity of their achievements. When students doubt that grades reflect genuine ability, the motivational value of performance satisfaction (M13) is diminished. D5 (reduced practical outcomes, $M = 3.78$) reflects students’ perception that online learning inadequately develops practical language skills, particularly speaking and writing—competencies that require authentic interaction and real-time feedback.

The concentration of all high-level demotivators in the home environment construct is highly significant: it indicates that the most powerful barriers to motivation are not pedagogical (teacher-related), personal (learner-related), or content-based (subject-related), but rather environmental. Students are demotivated not by difficult material or unsupportive teachers, but by the isolation, assessment concerns, and practical limitations inherent in learning from home.

4.2 Qualitative Findings

As suggested previously, the semi-structured interview consists of three questions, with question 1 asking their preferences between online and onsite learning, and questions 2 and 3 inquiring about the advantages and disadvantages of online learning. Therefore, the qualitative data from interviews will be discussed from two aspects, i.e., preferences and the advantages and disadvantages of online and onsite learning. By integrating all the answers of seven interviewees, it turned out that five interviewees prefer onsite learning in the future, and only two interviewees prefer online learning.

Table 4 Primary Themes from Qualitative Data

Category	Key Motivators	Key Demotivators	Student Suggestions
Interaction	Peer/teacher collaboration	Lack of real-time communication	More interactive activities
Environment	Flexibility; Self-paced study	Tech issues; Home distractions	Better tech support
Pedagogy	Engaging materials; Teacher support	Irrelevant content; Skill gaps	Culturally relevant materials
Learning Mode	-	-	Blended learning integration

Interview data revealed four primary themes. First, interaction: Students valued direct engagement. Interviewee 7 explained, *"I think onsite is better because it allows us to interact with teachers more."* Online was criticized for deficits: Interviewee 6 noted, *"I rarely communicate with teachers or friends, just talking to each other through the screen."*

Second, learning environment: Students appreciated online flexibility while acknowledging drawbacks. Interviewee 5 highlighted convenience: *"The biggest advantage is that you learn anywhere, even while lying on the bed or driving."* Interviewee 2 valued autonomy: *"You can wake up 10 minutes before studying... when I sleep fully, I have energy to study."* However, technical challenges concerned Interviewee 7: *"With bad internet, there may be glitches or technical problems."*

Third, pedagogy: Students emphasized engaging methods. Interviewee 3 preferred onsite: *"I like onsite because there are more activities... more enthusiasm in the classroom."* Online allowed distraction: Interviewee 5 observed, *"Students can just fold their screen and do other things... too easy to get distracted."* Interviewee 6 added, *"Some people just sleep or do other things, and don't focus on studying."*

Fourth, learning mode: Students advocated for blended approaches combining online and onsite strengths. Interviewee 7's concern about limited speaking practice online and Interviewee 3's enthusiasm for classroom activities both support maintaining onsite elements for skill development and engagement.

In summary, quantitative and qualitative results converged. Convenience and flexibility were highly motivating. Lack of engagement, limited interaction, technical challenges, and limited practical application were highly demotivating. These converging findings strengthen the study's validity and provide a comprehensive understanding of Thai EFL learners' online learning experiences.

5. Discussion

5.1 Motivation and Demotivation Levels

Thai EFL learners demonstrated moderate online learning motivation ($M=3.54$), slightly exceeding demotivation ($M=2.83$). This balanced engagement reflects cultural resilience and pragmatic adaptation rather than high intrinsic drive. While lower than pre-pandemic classroom engagement (Murday et al., 2008), this stability suggests learners developed coping strategies—such as improved self-regulation and digital literacy—to navigate prolonged online exposure. Notably, demotivation was relatively low compared to early-pandemic studies (Nabila et al., 2021), indicating a post-pandemic normalization where challenges like technical issues became familiar rather than disruptive.

5.2 Key Motivators and Demotivators

Consistent with Self-Determination Theory, motivation was sustained where needs for autonomy (flexibility), competence (relevant tasks), and relatedness (teacher support) were met. Subject-related factors (engaging activities) and teacher-related factors (supportive pedagogy) emerged as primary motivators, often working synergistically. This contrasts with studies where similar content demotivated due to cultural misfit, highlighting the importance of localized material.

Conversely, the home learning environment was the strongest demotivator, dominated by technical barriers (unstable internet) and social-relational deficits (isolation, lack of interaction). This aligns with global digital divide challenges (Warschauer, 2003). Notably, teacher-related demotivation was minimal, possibly due to institutional training or cultural restraint ("kreng jai") inhibiting criticism.

5.3 Student Perspectives

Students revealed a cognitive-affective disconnect: they pragmatically adapted to online learning but affectively preferred blended models, underscoring the value of peer interaction and immediate feedback in collectivist cultures. Their recommendations prioritize blended frameworks, equitable

infrastructure, culturally responsive content, and teacher training. Blended learning can be implemented through rotation, enriched virtual, or supplemental models.

Assessment concerns mirror Pozza & Tavares (2025), who found preference for face-to-face assessments as fairer, aligning with our finding that assessment concerns ($D9, M = 3.89$) are the second-highest demotivator. Cross-cultural differences further explain our results. Reyes et al. (2025) showed significant cultural variations in digital learning responses. For Thailand's collectivist context—where social connection is highly valued—lack of real interaction ($D4, M = 3.95$) emerged as the strongest demotivator, as isolation conflicts with Thai students' expectation of collaborative education.

Thus, online EFL success requires relational, culturally attuned ecosystems. Institutions must address environmental demotivators through infrastructure investment while leveraging key motivators—relevant content and teacher support—via curricular and pedagogical design.

5.4 Pedagogical Implications

Educators and policymakers should prioritize blended learning (e.g., online theory + onsite practice) to balance flexibility with interaction. Key strategies include a. interactive pedagogy: use breakout rooms/role-plays to enhance engagement; b. teacher training: develop expertise in digital tools and AI feedback systems; c. localized content: integrate Thai themes/bilingual materials for cultural relevance; d. infrastructure equity: partner with governments to provide devices/internet subsidies for marginalized students. Collectively, these actions create a culturally attuned ecosystem that sustains motivation while preparing learners for global challenges.

5.5 Limitations and Recommendations

This study has limitations. Methodologically, overreliance on questionnaires/interviews limits depth; future studies should incorporate journals or login data. Sampling focused only on Khon Kaen University, restricting generalizability—expand to diverse Thai universities. Unexplored variables like

socioeconomic status and digital literacy obscure equity impacts; longitudinal designs should track these factors.

Future research priorities include: (1) cross-cultural comparisons (e.g., Thailand vs. Indonesia), (2) institutional and cultural influences on motivation, and (3) long-term adaptation in hybrid learning.

6. Conclusions

This study assessed online learning's impact on Thai EFL learners' motivation and demotivation. Results showed moderate motivation ($M = 3.54$) and demotivation ($M = 2.83$), with motivation slightly higher. Key findings: (1) primary motivators were subject-related factors (engaging activities, relevant materials); (2) primary demotivators were home environment issues (distractions, technical problems); (3) students recommended enhanced interaction, localized content, equitable access, and blended learning.

Integrating motivation and demotivation analysis provides a novel, holistic view of online EFL learning. Students' suggestions highlight the need for culturally responsive design balancing flexibility with interaction. Policymakers must prioritize equitable technology access and teacher training. Ultimately, motivation and demotivation coexist in prolonged online learning, shaped by institutional support, resource access, and pedagogical adaptability—a crucial framework for post-pandemic education.

7. Knowledge Gained

Synthesis of the findings and comparison with prior research yields a new process model: **The Adaptive Blended Motivation Model (ABMM) for Thai EFL Learners in Post-Pandemic Online Learning**, as shown in Figure 1.

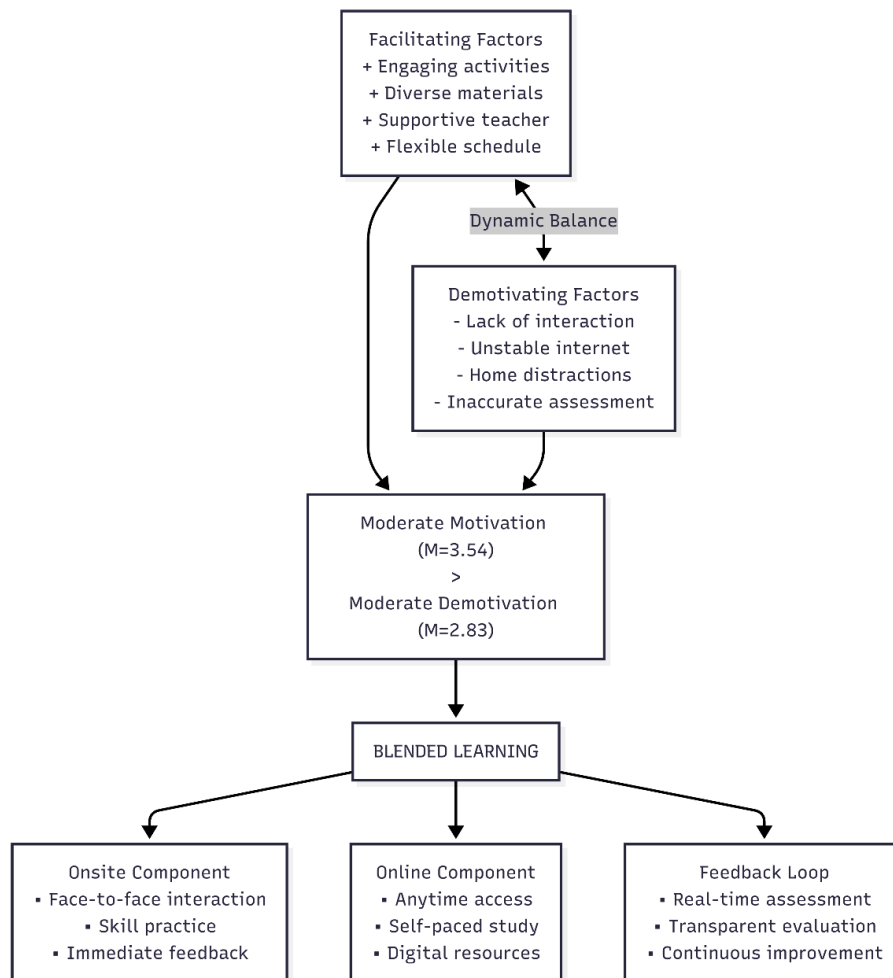


Figure 1 Adaptive Blended Motivation Model (ABMM) for Thai EFL Learners in Post-Pandemic Online Learning

The ABMM demonstrates that motivation and demotivation among Thai EFL learners in online learning coexist at similar moderate levels (motivation $M = 3.54$, demotivation $M = 2.83$). This finding differs from earlier crisis-era studies which reported higher demotivation. In the post-pandemic period, learners have developed some adaptive capacity, yet demotivating factors remain and require systematic solutions.

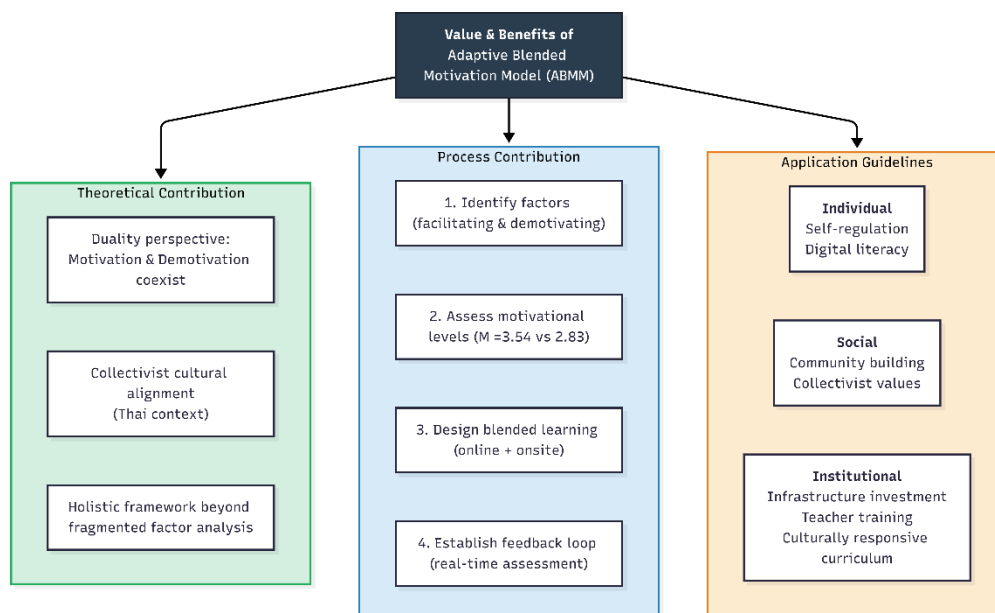


Figure 2 Value and Benefits of the New Knowledge

It provides a holistic, culturally attuned framework specifically for Thai EFL learners in the post-pandemic context. Moreover, it moves beyond isolated factor analysis to a dynamic, actionable system and offers clear pathways for individual, social, and institutional change to promote sustainable motivation.

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