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Investigating the Impact of Online Learning on Algerian EFL Students' Motivation: A Case Study of Almaahed International Private School of Medea

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Dedication

A special feeling of gratitude to ***my loving parents****. My* ***dear father****, who has been nicely my supporter until my research was fully finished,*

and my ***beloved mother*** *who has encouraged me with her fullest*

and truest attention to accomplish my work.

To my ***beloved sisters and brother****.*

To all my teachers and my friends.

To all the people in my life who touch my heart.

To you readers…

IMANE

Dedication

I dedicate this work to the women who brought me to life and stood by my side in every moment, my mother Malika my precious and the source of my happiness may Allah bless her.

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To all my family members, Teachers and my friends

To you readers…

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To my beloved family

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To all those whom I love and love me

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Absract

Modern forms of distance education have provided students and instructors with the ability to access their online experiences without being limited by time or place. E-learning has played a major role in education especially during COVID_19. Online learning is one popular e-learning mode that is commonly used in distant learning. The aim of this research work is to determine whether learning and teaching online affect tEFL student's motivation. For this purpose, a case study was conducted with Almaahed International private school EFL students. In addition, the current dissertation adopted a mixed method in which the researchers combined between qualitative and quantitative research methods. Students' questionnaire as well as teachers' questionnaire were the main instruments to collect data. The findings of this study confirmed that online learning is an element that affects students' motivation. Therefore, the results obtained revealed that students are more motivated and concentrated when ICT tools are used in the class. Besides, all teachers agreed that online learning has strong motivational and positive effects on EFL classrooms. Lastly, a set of pedagogical implications and recommendations were suggested to cope with low level of motivation in electronic learning.

Key Terms: E-learning, online learning, motivation, Almaahed International private school, EFL students, ICT.

الملخص

لقد وفرت الأشكال الحديثة للتعليم عن بعد للطلاب والمدرسين القدرة على الوصول إلى تجاربهم عبر الانترنت دون أن تكون محدودة بالزمن أو المكان حيث يلعب التعليم الإلكتروني دورا أساسيا في التعليم خاصة أثناء جائحة كورونا فالتعلم عبر الانترنت هو أحد أنماط التعلم الالكتروني الشائعة التي تستخدم عادة في التعليم. يهدف هذا العمل البحثي الى تحديد ما إذا كان التعلم والتدريس عبر الإنترنت يؤثران على حوافز طلاب اللغة الانجليزية، ولهذا الغرض أجرت الباحثات دراسة ميدانية على مستوى مدرسة خاصة (المعهد) حيث تم الاعتماد على كلتا الطريقتين الكمية والنوعية، ولقد تم استخدام استبيانين لكل من الطلبة والأساتذة كأداة رئيسية لجمع المعطيات. أكدت نتائج هذه الدراسة ان التعلم عبر الانترنت هو عنصر يؤثر على تحفيز الطلاب، ولذلك كشفت النتائج التي تم الحصول عليها ان الطلاب يكونون أكثر حماسا وتركيزا عند استعمال تكنولوجيات الاعلام والاتصال الدراسة وبالإضافة إلى ذلك، اتفق جميع الأساتذة على ان التعلم عبر الانترنت له تأثيرات تحفيزية وإيجابية قوية على طلاب اللغة الإنجليزية. وفي الأخير، تم اقتراح مجموعة من التوصيات البيداغوجية لمواجهة انخفاض مستوى التحفيز في التعليم الالكتروني.

الكلمات المفتاحية: التعليم الالكتروني، التعليم عبر الانترنت، التحفيز، المدرسة الخاصة المعهد الدولي ، طلبة اللغة الإنجليزية كلغة اجنبية ، تكنولوجيا الاعلام والاتصال.

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List of Abbreviations

E-learning: Electronic Learning.

OL: Online Learning.

EFL: English as a Foreign Language.

ICT: Information and Communication Technology.

M-learning: Mobile Learning or Remote Learning.

CBT: Computer Based Training.

TBT: Internet Based Training

WBT: Web Based Training.

ADL: Advanced Distributed Learning.

DL: Distributed Learning.

DL: Distance Learning.

LMS: Learning Management System.

SDT: Self-Determination Theory.

ARCS: Attention, Relevance, Confidence, Satisfaction.

MOOS: Massive Open Online Course.

FCs: Fundamental Course of Study.

Q: Questions

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GENERAL INTRODUCTION

1. Background to the Study

Time is an extremely valuable commodity in today's world. This has resulted in a paradigm shift in the learning process. Technological advancements in course delivery methods are becoming more common in education. It suggests many characteristics to make learning more interesting to learners (Keller & Suzuki, 2004). As an outcome of this, e-learning has been widely used as an instrument in the learning and teaching process in institutions. E-learning is a broad term that refers to a variety of approaches to teaching including the use of online learning. In addition, the challenge of engaging EFL e-learners seems common across the subject matter, keeping e-learners interacted in the course is the most challenging issue while learning a second language. Therefore, it is critical to identify the factors that influence students' motivation in online courses.

2. Statement of the Problem

The global outbreak of COVID_19 pandemic has drastically affected educational systems. Because of the closures of universities and schools, the institutions were obliged to use e-learning programs and platforms that can be useful and helpful for both learners and teachers to carry on their studies. Although engaging students in this pandemic era can be good to keep them active and busy with studies, some of them find it difficult to establish a communicative atmosphere since they faced many challenges and difficulties during the process of e-learning. Low motivation of learners, lack of self-efficacy and the bad quality of internet are some hurdles that

students met while learning online. Hence, all of these difficulties can lead to impact their motivation negatively.

3. Objectives of the Study

The substantial aim of this research is to investigate whether learning and teaching online affect students' motivation. Another aim to this dissertation is to explore the students' perception about online learning and whether it is accepted as a new instrument for teaching.

4. Research Questions

In order to inform the aforementioned objectives of the study, the following research questions are addressed:

1. To what extent EFL students are motivated to use online learning?
2. Did students face difficulties in online learning?

5. Hypotheses

To address the questions, the following hypotheses are put forward:

3. EFL students would be highly motivated while learning online.
4. EFL students may face a number of difficulties during online learning.

6. Significance of the Study

The following research is fundamental study in which it is carried out to explore whether EFL learners of Almaahed International school are motivated while applying online lessons in their studies. The work reveals whether this method is accepted and

admitted by both teachers and students. In fact, the study also identifies motivation as essential component to achieve better electronic learning process.

7. Structure of the Study

The dissertation is purposefully divided into three consistent chapters. The first chapter is devoted to the theoretical framework and literature review which provided an overview of e-learning and motivation. Additionally, it accounts for the various definitions, types and theories of the research. Moreover, it sheds light on motivation and its influence on EFL students. Eventually, it focuses on online learning as a type of e-learning as long as it is conducted on the questionnaire.

The second chapter sheds light on the research methodology and presentation of the results. It is the empirical part of the research, it is devoted to give explanations about methodology, sampling and participants, data collection tools and the presentation of the results. Therefore, the results of the questionnaire are presented in terms of tables and graphs.

The third chapter seeks to discuss the main findings to answer the research questions and verify the suggested hypotheses. Additionally, it proposes some pedagogical implications and recommendations for learners and teachers hopefully to cope with low level of motivation in electronic learning.

CHAPTER ONE

Literature Review and Theoretical Framework

Chapter One

Literature Review and Theoretical Framework

1.1. Introduction

The first chapter provides an overview of the literature that is designed to account for major works related to the study bellow. It consists of two fundamental sections. First, it deals with e-learning definition, its types; eventually, it focuses on the online learning, also the advantages and disadvantages of e-learning and its challenges. On the other hand, this study also sheds light on an important aspect which is motivation, the researchers focus on its definition, its types and models that enhance EFL students.

1.2. Definition of E-learning

E-learning has multiple definitions since the term e-learning used sporadically. So that to have a clear definition of what e-learning is, here are some definitions. The term "e "stands for e-learning . The latter is a way to provide quick delivery of lessons through internet. Wagner (2005) states that “e-learning can be understood as an educational process using information and communication technologies to create training, to distribute learning content, communication between students and teachers and for management of students” (as cited in Harandi, 2015, p. 426). It implies that e- learning can be defined as an instructional method that involves the use of information and communication technology to develop instruction, deliver learning materials and communicate with students and instructors. Khan (2005) says that e learning has been described in a variety of ways

as learning using a variety of technologies and methods for delivery for instance, Computer Based Training (CBT), Internet Based Training (IBT), Web Based Training (WBT), Advanced Distributed Learning (ADL), Distributed Learning (LD), Distance Learning (DL), Online Learning (OL), Mobile Learning (MB) and Learning Management System (LMS) (p. 3). According to Rosenberg (2001), e-learning refers to the use of internet technologies to provide a wide range of solutions that improve skills and achieve performance (p. 28). Khan (2005) points out:

E-learning can be viewed as an innovative approach for delivering well designed learner-centered, interactive and facilitated learning environment to anyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open flexible, and distributed learning environment. (p.3)

1.3. Types of E- learning

E-learning mainly focuses on the use of computers whether in distance or in a classroom to deliver content to students. With the advancement of technology and the use of the World Wide Web, the learning process is not limited between the teachers and students. Learning can be achieved through reading blogs, participating in online forums, threaded email discussions, social media or through online training platforms. Many scientists simply divided e-learning into major parts, but more clearly, it was classified by Negash, et al., 2008, they divided e-learning into different categories:

1.3.1. Online Learning

Online learning as a concept and as a keyword has consistently been a focus of education research for over two decades. Bates (2014) claims that online learning is a term that was first used in 1995 once the Web CT system was developed as the first learning management system (LMS) that later became Blackboard. In this context, online learning consisted of using the LMS or uploading text and pdf files online (as cited in Singh & Thurman, 2019, para. 1). Not all online classes are created equal. A white paper posted on the website of Blackboard (n.d) defines online education as:

*An approach to technology and learning that utilizes Internet Technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environment where the educational process is experienced online (*as cited in Pallof & Pratt, 2013, p. 6*)*

The definition indicates that there is more than one way to deliver online classes. Moreover, Stern (n.d) pointed that today`s newest and most popular kind of distance education is online learning. He states that online learning is education that takes place over the internet and it is frequently referred to as "e-learning" among other terms. (p. 01).

From this view, it can be said that online learning is considered to be a form of distance learning and online education is a form of education where students use their home computers through the internet.

1.3.2. Blended Learning

One of the most definitions of the term Blended Learning is that of Graham who expresses it as learning system that "Combine face to face instruction with computer mediated instruction ".(Graham,2006,P.41).The origin of the term Blended Learning is generally tracked back to 1999 press release by EPIC learning in Atlanta .According to Negash, this method is based on the traditional face to face classroom setting , and classified as e-learning because of the prevalence of e-learning tools used to support instruction delivery in classroom. An example of this e-learning technique, that contains several preloaded tools such as; power points slides, multimedia and video clips to convey the lesson. (Negash, etal.2008, P.3).

1.3.3. Without Presence and without E-communication (Self-learning)

This type of e-learning is a self-learning approach. Learners receive the content media and learn on their own, there is no presence, neither physical nor virtual in this format. There is also no communication, e-communication between the students and teachers. With e-learning format, the learner typically receives prerecorded content or accesses achieved recordings. Communication between the learners and teachers is limited to support or to other noncontact issues like replacing damaged media or receiving supplemental material. Self-learning is delivered on a specific subject or application using recorded media like a CD ROM or DVD. (Negash, et al. 2008, P.4).

1.3.4. Without Presence and with E-communication (Asynchronous)

Asynchronous Online Learning is almost the same as synchronous method, but its time is independent. This is more student-centered technique, as teachers can control the timings of class. Before discovery of PLATO, this method was considered as most popular method among all e- learning techniques.

1.3.5. With Virtual Presence and E-communication (Synchronous)

Synchronous Online Learning is a technique that involves engagement of a group of students at a common time from any place of the world into virtual classroom through a computer. Though this technique was not well accepted before because of its internet dependability, nowadays this technique is getting popular due to rapidly increasing internet availability.

1.4. The Advantages and Disadvantages of E-learning

E-learning includes many advantages and disadvantages which differs from one to another according to each purpose.

1.4.1. The Advantages or Benefits of E-learning

E-learning is considered to be among the best methods of using information and communication technologies to enable access to online learning and teaching resources. Several studies and authors have provided the benefits of e learning. Anderson and Garrison (2003) states that "e learning will inevitably transform all form of education and learning in the twenty-first century"(p.5). It implies that e learning will totally change the learning and teaching process as well as it helps the

learners to acquire knowledge anytime and anyplace. Moreover, Berman, et al (2006), emphasized that the big advantage of e learning is its flexibility, e learners are free to take courses anywhere and anytime, which means when it comes to time and place, e-learning reduce the need of travel longer distances to get the required education (p.5). Furthermore e-learners have the opportunity to develop knowledge of internet, it helps the students to be responsible for their own learning and when they succeed, it helps them gain self-confidence (Berman, et al 2006, p.5). Rosenberg (2001) points that people can use internet to build enduring communities of practice where they can exchange experience and knowledge. So, this training program can be a powerful motivator for the students (p.31). The latter do not have only advantages but also disadvantages.

1.4.2. The Disadvantages of E-learning

Although the advantages that e-learning has in learning approaches, some studies support that e-learning possesses some (Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002; Akkoyuklu and Soylu, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002; Dowling et al, 2003; Mayes, 2002). For example despite the claims that e-learning can improve the education quality, Dowling et al. (2003) argue that making learning materials available online results in improved learning results only for specific forms of collective assessment. Also Mayes (2002) asked a question of whether e-learning is simply a support device for existing methods of learning. the most noticeable condemnation of e-learning is the complete absence of vital personal interactions, not only between learners and teachers, but also among colleague learners (Young, 1997; Burdman, 1998).

Moreover, "The result will be fatal to the opportunities of many working class children who will be disadvantaged in terms of the sheer amount of time they will be able to spend learning via computers".(Hannon and Wooler 1985,93).

1.5. Challenges of e-learning and motivation

Several studies in the literature have been addressed the challenges associated with the introduction of e-learning. There has been evidence witnessed that electronic learning has failed because most institutions were unprepared for the experience of e-learning (Aydin & Tasci 2005). Carr (2000) states that "students perception about online learning has been negative due to past experiences resulting in high dropouts , low motivation of learner and lack of self-efficacy, though some researchers suggested that students and tutors are satisfied with online learning just like traditional learning" (p.39). So, working with online communication tools were the most important engagement since it is becoming increasingly widespread through the whole world, influencing many aspects of social and work lives, as well as many leisure activities. (Thomas 2005) asserts that "Information and Communication Technology (ICT) dexterity constitute a major part of educational programs".

Moreover, in many developed countries, nearly all schools are equipped with the infrastructure to conduct ICT meditated teaching and learning. For instance in Algeria, one of the main goals of the Ministry of Education is implementing ICT in the educational system and making it a tool of teaching and learning to increase the productivity, efficiency and effectiveness of the management system. In order to achieve these goals, it is important to ensure students and educators to integrate ICT

in their teaching and enable them to adopt their environment and adjust their instructional approaches (Zhang & Espinosa. 1997).

Researchers identified two major problems in the adoption of technology and e- learning to the universities. The first barrier is the lack of training of teachers and the second one is the readiness of the Algerian learners. Consequently, the use of ICTs at the level of universities in Algeria is in its infancy. This needs more efforts from all the concerned parts, namely: students, administrators and teachers. Undoubtedly, e-learning cannot be ignored by those who are responsible for the development of teaching and learning (Anderson and Garrison 2003).

On the other hand, Zaheer, Gondal and Qadri (2015) claimed that many students were satisfied with the education received online which further revealed that e-learning can support higher education in countries where higher education institutions are limited. Although some factors found to contribute to student satisfaction were embodied student contribution in the tutorials, type of instructor, mode of assessment, content, learning environment and the resources used (Zaheer et al., 2015). However, the issue at hand is not one of limitations in higher education but rather one that necessitates emergency remote instruction because social gatherings including educational institutions are considered a threat to the spread of the COVID-19 epidemic has been locked down. As a result, the focus of this research was on the difficulties and the challenges that studies are expected to face in online learning. Otherwise, students perceived barriers to online learning have been documented. Administrative issues, academic skills, social connection, technical skills, learner motivation, time and support for studies, cost and access to

the internet and technological problems were some of the hurdles identified by Muilenburg and Berge (2005).

In conclusion, although engaging students in this pandemic era can be good to keep them active and busy with studies, there are a lot of challenges that should have been addressed before the pandemic era, since e-learning is a very broad area of research in terms of educational system that can affect students' motivation either positively or negatively. In order to reduce the spread of COVID_19, education has changed dramatically and institutions have been forced to learn electronically through using available platforms during corona virus pandemic. They should provide an appropriate methods and techniques in order to let learners feel comfortable and flexible while learning and thus, to ignore and avoid many challenges which can be the obstacles for the increase of students' motivation in e-learning. Hence, future studies should examine student's motivation in studying online courses from the convectional approach after the COVID-19.

1.6. Definition of Motivation

Defining the term motivation is not easy since it has been used in different contexts from different perspectives. Indeed, its exact meaning is not agreed upon. In this context Oxford and Shearin (1994) state, despite the unchallenged position of motivation in learning additional languages, there is in fact no agreement with the exact definition of motivation. Very recently, Dornyei & Ushioda (2011) state that the word motivation derives from the Latin verb mover means 'to move'. What moves a person to make certain choices, to engage in action, to expand effort and persist in action such basic questions lie at the heart of motivation theory and

research. (P.11). To put it in another way, motivation is what directs one to take certain choices to be engaged, to direct, and sustain behaviors in order to attain a desired goal.

Keller defines motivation as the magnitude and direction of behavior. In other word, it refers to the choices people make to what experiences they will approach or avoid, and the degree of effort they will exert in that respect (Keller, 1983).

Therefore, motivation has been widely defined and studied in terms of drive reduction (Hill, 1985) and the satisfaction of needs (Maslow, 1962; Weiner, 1972). Generally these theories state that people are motivated to perform tasks that are reinforcing and to engage in behaviors that reduce drives or satisfy needs. More recently, motivation was appointed and defined as existing as a state and as a trait Brophy (1987). Motivation refers to the student's motivation toward a particular class, task, or content area at a particular time. State motivation is dependent on the situation for example, although classroom lectures are problematic, MOOCs and FCs have not yet leveraged the affordances of immersion and motivation offered by the technologies people use in daily life, and can vary from time to time. Trait motivation is more enduring and refers to the student's motivation toward studding or learning in general.

In short, motivation is viewed as one of the most important factors in human life and one of the necessary skills needed in education in general and in EFL learning in particular. Despite its importance, still there is confusion regarding its exact meaning

1.7. Types of Motivation

Most of people want to be successful in life. However, success does not come easily in life. One has to be constantly motivated to reach the goal that one has to set for oneself. Actually, motivation is one of the most important things in human life. Furthermore, there are several types of it and is varies from one type to another according to the purpose. Self- Determination Theory is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. (Deci &Ryan, 1985) state two different types of motivation Intrinsic and Extrinsic, each one of them has its components.

1.7.1. Intrinsic Motivation

Intrinsic motivation "comes from the learner when the learning activity is related to the learner's values, interests, needs and attitudes" (Deci& Ryan 1985; Reeve 1996). Basically, this type could be characterized as achieving an action for itself and for the joy in support. For example the students who love learning English have some kinds of willingness or motivation that come from themselves to learn and practice English. Hence, those kinds of students will learn better and the result will be satisfying. According to Ushioda (1996*):*

students who are intrinsically motivated can experience greater pleasure and emotional involvement because the reward generated from intrinsic motivation are usually positive feelings such as enjoyment, pleasure, satisfaction, and students can be always motivated by those internal rewards from the learning itself to persist learning. (p. 2).

1.7.2. Extrinsic Motivation

Extrinsic motivation comes from things or factors that are outside, this term refers also to the performance of an activity in order to attain some separable outcome and, thus, contrast with intrinsic motivation. Additionally, SDT proposes that this type can vary greatly in its relative autonomy (Rayan & Connell, 1989; Vallerand, 1997).For example, students who do their homework because they personally grasp its value for their chosen career are extrinsically motivated, as are those who do the work only because they are adhering to their parents' control. Hence, both examples involve instrumentalities rather than enjoyment of the work itself, yet the former case of extrinsic motivation entails personal endorsement and a feeling of choice, whereas the latter involves compliance with an external regulation. (Heider, 1958).

According to SDT, there are other different types of extrinsic motivation that vary in terms of self-determination, including external regulation, introjections regulation, identified regulation, and integrated regulation (Rayan & Deci, 2000).

First, External Regulation appears when behavior is motivated by the desire to obtain a reward or avoid punishment. Interjected regulation refers to behaviors performed in response to internal pressure such as obligation or guilt means that, the individual somewhat endorses the reasons for doing something, but in a controlled way. Second, Identified regulation is noticed when individuals identify with the reason for performing a behavior and it involves consciously valuing a goal so the action accepted as personally important. However, integrated regulation occurs when the identified regulation is congruent with other values and needs and it is the

most autonomous kind of extrinsic motivation. Occurring when regulations are fully assimilated with self so they are included in a person's self -evaluations and beliefs on personal needs.

Ryan and Connell (1989) examined the formulation of this various types of motivations do indeed exist along continuum of relative autonomy, and they found that those regulations were intercorrelated and each one of them complete the other.

Traditionally, it might seem like both intrinsic motivation and extrinsic motivation are diametrically opposed- with intrinsic driving behavior in keeping with "ideal self" and extrinsic which leads to conform to the standards of others.

1.8. Factors that affect Motivation

As it is mentioned above, motivation is an important factor which determine the success or failure of students' motivation in e-learning. It is affected by many factors. According to many researchers there are two types of factors, internal and external factors.

1.8.1. Internal Factors

Internal factors related to the feature of the course itself. Cognitive overload and perceived difficulty of course learning tasks can increase learner anxiety, and decrease learner motivation to learn in online settings. Convenience and flexibility of learning can have a paramount influence on the learner's motivation for online learning. Furthermore, the presence or the absence of social interaction in online learning environment can have mixed impacts on the motivation of online learners.

1.8.2. External Factors

External factors refer to aspects of learning environment. According to Kim and Frick (2011) several motivation theories underscore environmental influences on human motivation. Teachers play a great role in affecting students' motivation since she/ he is responsible for enhance or lacking learner's motivation through various methods and techniques inside or out classroom, affecting them by interesting activity or by authentic materials. Good (1986) says that "a central elements of classroom learning was the design of tasks and learning activity." (p.7).

Therefore, learning is greatly influenced by the environment in which it accrues. This means that the classroom environment play a vital role in the learning process and the learners influenced by this environment .If they study in appropriate class and find all what they need in their learning, They will succeed and achieve their goals .In other words, the classroom environment can motivate the learners and help them to acquire knowledge in good way.

To sum up, based on the explanation above, motivation is so important in every filed especially in the range of learning and teaching. SDT helps instructors to examine Intrinsic and extrinsic types of motivation which have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. In this review the focus was more on the definitions of both types with simplified examples in order to understand the main idea of each type and the main factors which can influence both teachers and students' motivation.

1.9. Theories and Models for Increasing Motivation in E-learning

1.9.1. Keller's ARCS Model

The ARCS model is named after its four main factors: attention, relevance, confidence and satisfaction. ARCS is a popular model used in e-learning motivation research. Keller & Suzuki (2004) stated that ARCS is, "a model to assist educators in a systematic process for analyzing learner motivation and designing motivational tactics that are keyed to specific areas of motivational problems and integrated with teaching/learning strategies" (p.230).This method was developed after a careful examination as well as a review and synthesis of motivating literature (Keller & Suzuki 2004, p. 230). The outcomes of this comprehensive review was four categories: attention, relevance, confidence and satisfaction. First, the learner`s attention must be captured and maintained throughout the class. This includes a variety of interesting animation, graphics or the use of incongruity or conflict. The second category is related to the need of building relevance. Attention is necessary, but not sufficient. Learners should understand that the academic requirement is according to their past experiences learning style and goals. The concept that explains relevance is "authenticity" of the task (Duffy et al., 1993). Hodges (2004) claims that This category appears to be related to goal theory, which holds that establishing short term and long term goals, as well as student`s ability to measure their progress, can be motivating. The third condition required for motivation is confidence which relates to allowing students to develop positive success expectations where they attribute their successes to their abilities and efforts rather than to luck, helping students in setting realistic goals, and organizing materials in

order of difficulty all help to boost student's confidence. The last category in the ARCS Model is satisfaction, related to the idea that students must gain a positive attitude toward their learning experience. Rewards, praise, providing feedback and all of these factors contribute to an increase in their positive feelings. This means reinforcement, such as positive rewards and recognition must be used in accordance with established guidelines management of behavior principles (skinner, 1968). Another aspect of satisfaction is the learner's perception of fairness and appropriateness of the amount of work required.

If fall of these conditions are met, students are more likely to not only receive a high level of motivation to learn, but also on a long-term basis. For this it is beneficial to use a systematic motivational design process that provides guidance in developing motivational strategies that are tailored to the characteristics of the students as well as requirements (Keller, 1987).

1.9.2. Wlodkowski's Time Continuum Model

The ARCS model offers a systematic approach to instructional design (Wlodkowski's 1985) yet, Wlodkowski's time continuum model of motivation proposes an alternative model. It focuses on planning for different stages of learning process. The beginning of learning process, the middle of the learning Process and the end of the learning process. Each period has two separate components associated with it, resulting in six questions to help motivational learning.

At the beginning phase, Wlodkowski's (1985) believes that the focus should be on the 'attitude' and 'needs'. The instructional design should think about the learner's needs and how to meet them. The designer must also need to consider how

to develop a positive learner attitude. Before designing instructions, needs assessments should be performed. Some of the effective strategies and methods that can be used at this stage were suggested, the use of icebreaker activities, stating clear objectives for the course and enable students understand exactly what needs to be done in order to be successful.

‘Stimulation’ and ‘effect’ are needed during the learning process. Maintaining learner’s perception is important, proposing motivational strategies include using different presentation style, using humor and making the content more relevant to the learner as well as personalizing the content (Wlodkowski's 1985).

At the end of the learning process, the learning experience should end with a strong ‘competence’ and ‘reinforcement’. The proposed strategies should be done by providing frequent feedback, communicating progress to the learners which can help them to assess their performance in the course, explaining how the learner is responsible for progress, linking learning to the learner’s goals and rewarding the students (Wlodkowski's 1985).

In short, Hodges (2004) indicates that Keller’s ARCS model and Wlodkowski’s Time Continuum model are very similar as long as they recommend similar strategies and were created using knowledge in related fields. Some may prefer Keller’s model and systematic approach but, purposeful usage of either model would offer equivalent teaching experiences in terms of motivation. Whether or not these models were used directly, their concepts can be found in some current e-learning design (p.5).

1.10. Previous Studies

A huge bulk of research has explored the impact of e-learning on students' motivation. Keller & Suzuki (2004) conducted research on learner motivation and e-learning design. The finding of their practical study confirmed the validity of their model for the systematic design of motivationally enhanced instruction in e-learning setting that will improve learners' motivation and performance (p. 236).

By the same, Rovai, Ponton, Wighting, & Baker (2007) studied on a comparative analysis of student motivation in traditional classroom and e-learning courses. Their study results showed that e-learners are more intrinsically motivated than traditional classroom students, as well as the researchers found that graduate students are more motivated rather than undergraduate students (p. 427).

Additionally, Nehme (2010) studied about e-learning and students' motivation, the finding have shown that motivation is very important since it may impact the way students learn in online learning environment. Moreover the socio-cultural constructivist theory may assumed that students are active in online learning yet, this is not always the case, low students at the start of their studies may not be motivated to use e-learning appropriately because they may be hesitant to use new technologies and may not know what to expect from such an environment (p. 239). Indeed, many students lack the basic technology they need to study online including access to laptop and a reliable internet connection. Thence, this may be the main obstacle behind having low motivated students in learning online.

It has shown that students' motivation in online learning can be a complex and multifaceted phenomenon that cannot be explained from a single point of view (Hartnett, George, Dron, 2011, p. 33).

Harandi (2015) explores the effect of e-learning on Tehran Alzahra university students' motivation. Thus, the outcomes of the study have confirmed that e-learning is an element which effects students' motivation. Furthermore, the finding revealed that students are more likely to be more motivated when using e-learning as a method (p. 429).

1.11. Conclusion

As conclusion, this chapter highlighted the key concept related to e-learning and students' motivation. Then, it explored definitions of e-learning and motivation, its major types and theories even the main factors; internal and external that can affect EFL students' motivation positively or negatively, also it reviewed a few studies which investigated teachers' perspectives on the impact of online learning on students' motivation. Generally, the focus was on the advantages and disadvantages of e-learning in order to ameliorate and evaluate EFL students' motivation and thus, it is clear that there is a significant correlation between e-learning and students' motivation.

CHAPTER TWO

Research Methodology and

Presentation of the Results

Chapter Two

Research Methodology and Presentation of the Results

2.1. Introduction

The following chapter is considering to submit the practical side of this dissertation. It aims to give a clear description to the followed steps throughout the research, the next pages are divided into two sections, the first section entitled research design, it provides through explanations and justifications to the research design, case study, sampling and research participants, and data gathering tools. It undertakes predominately the core of the present research which examines the impact of online learning on EFL student's motivation and the participants of the investigation. Furthermore, the second section entitled presentation of the result, it typifies the instruments used for the collection of the data which consist of two questionnaires administered to both learners and teachers.

2.2. Section One: Research Methods

2.2.1. Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, it will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. That the research problem determines the type of design you should use, not the other way around (De Vaus & William M.K. 2001).

Moreover, social researchers have five primary structures with which they work: quantitative, qualitative, mixed methods, arts-based participatory (Leavy, 2017, p.9).

Basically, the current exploratory case study relied on a mixed method research design to carry out the investigation of the impact of e-learning on EFL students' motivation at Almaahed International private school of Medea. A mixed method approach allows for using both qualitative and quantitative research technique. Consequently, this will provide a better understanding of the problem than each method alone sine it allows the researchers to collect and analyze both the close-ended information and open-ended information.

2.2.1.1. Case Study

According to Heale and Twycross (2018), a case study can be defined as “an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units” (p. 1). Case studies are the chosen strategy when "how " or "why "questions are asked, when the researchers has a minimal control over events, and the focus is on a current phenomenon in real-life context.(Yin, 2002 , p. 1). Indeed, case studies are relevant for describing, comparing, and examine complex phenomena in the natural setting to increase understanding. This research takes Almaahed International private school students as a case study.

2.2.2. Sampling and Research Participants

2.2.2.1. Sampling Techniques

The target populations of this research were both EFL students and teachers of Almaahed International private school. From this target population, a sample of twenty-nine students and eleven teachers were selected to be the representatives of the whole population, the participants were chosen randomly so that the work will be credible.

2.2.2.2. Participants

2.2.2.2.1. Students' Profile

The participants involved in this sample were from different levels, they used to study English at Almaahed International private school. The participants genders were mixed, the majority were twenty-seven females, and two males, aged between twenty and more than twenty five years old. Since the questionnaire was applied in private school, it is clear that there are not only students but also employees. The investigators have chosen participants from Almaahed International private school in order to have the desired results since they have already use e-learning and online teaching method.

2.2.2.2.2. Teachers' Profile

The instructors were teachers of English and other foreign languages at Almaahed International private school in Medea. They were eleven teachers; eight males and three females. The participants teach several modules and the most

substantial is that they used e-learning and online teaching method while delivering their lessons.

2.2.3. Data Gathering Tools

According to Dorney (2003), questionnaires are one of the most popular instruments of data collection in learning second. From this perspective, questionnaires were used for both teachers and students of English at Almaahed International private school in Medea.

2.2.3.1. Questionnaire

A questionnaire is a set of structured items used by the research to gather information needed from the answers of the respondents. It is defined by Brown (2001) as:

Any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers. Questionnaires are particularly efficient for gathering information on a large scale. (p.6)

2.2.3.2. Students' Questionnaire

The first questionnaire was directed to EFL students of almaahed school at Medea. It aimed at collecting data about EFL students toward electronic learning and how it affects their motivation. The questionnaire is a mixture of close-ended and open-ended questions. It includes thirteen questions. The main objective of these questions aimed at exploring students' satisfaction toward online learning students'

interest and motivation about online learning and the experience of learners in using internet.

2.2.3.3. Teachers' Questionnaire

The second questionnaire was addressed to EFL teachers of Almaahed International private school. The current questionnaire contains thirteen questions, the main goal of it was to give teachers an opportunity to express their opinions and experiences towards online learning and whether the school success in delivering online courses. Teachers' questionnaire provided both qualitative and quantitative method and their answers were out of their short or long experiences of teaching.

2.3. Section Two: Presentation of the Results

2.3.1. Data Analysis

2.3.1.1. Students' Questionnaire Analysis

a) Presentation of Students' Gender Results

Table 2.1: Students' Gender

Option	Number	Percentage%
Male	**02**	**7%**
Female	**27**	**93%**
Total	**29**	**100%**

Table 2.1 presents the number and percentage of male and female student. The number of male students is two students out of twenty-nine, which represents 7% out of the total number of students. On the other hand, the number of female students is estimated twenty-seven out of twenty-nine which represents 93% out of the total number of students**.** This means that the majority of this group are females.

b) Presentation of Students' Age Results

Table 2.2: Students' Age

Option	Number	Percentage%
From 20-25	**21**	**72.4%**
More than 25	**8**	**27.6 %**
Total	**29**	**100%**

According to students' age, 72.4% of the participants are between 20-25 years old. Only eight participants who make up 27.6% are more than 25 years old.

Since the questionnaire is applied in private school, it is clear that there are not only students but also employees.

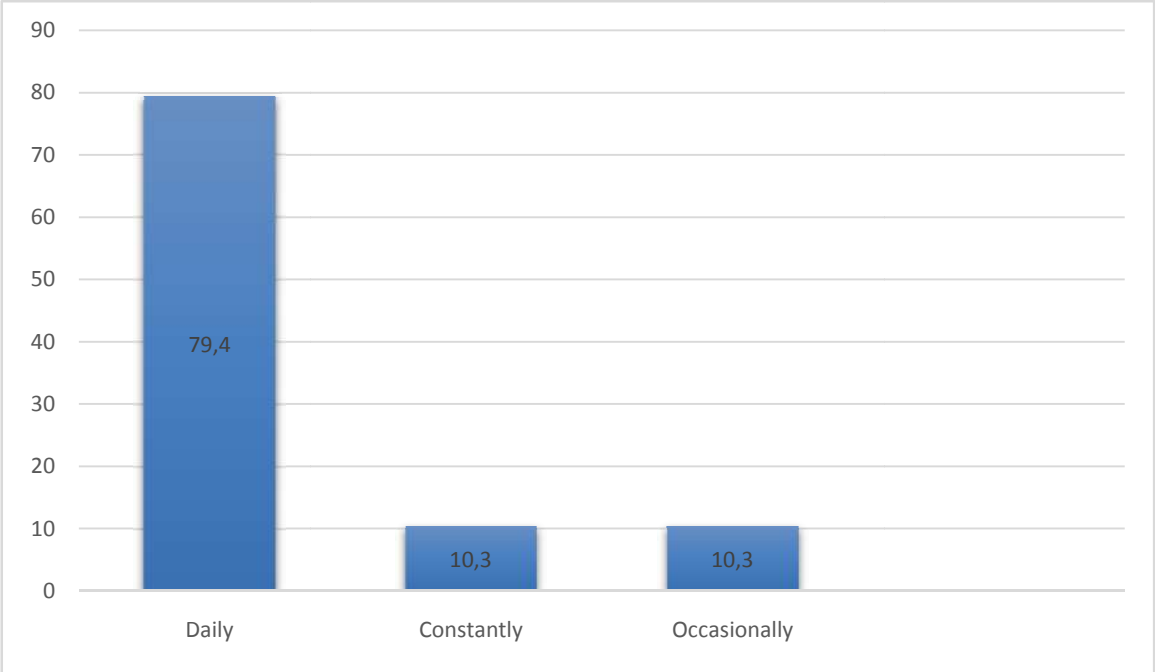
Q1: Do you have access to the internet?

Table 2.3: Internet Access

Option	Number	Percentage%
Yes	23	79.3%
No	6	20.7 %
Total	29	100%

The table below displays the students' access to the internet. 79.3% have access to the internet while, 20.7% do not access to the internet.

Q2: How often do you use the internet?



Graph 2.1: Internet Use

The graph shows that 79.4% of the students use the internet daily and 10.3% use the internet constantly and occasionally.

Q3: Are you familiar with the term e-learning?

Table2.4: Students' Familiarity With E-learning

Option	Number	Percentage%
Yes	**19**	**65.5 %**
No	**8**	**27.5 %**
Total	**27**	**100%**

When asking the participants about e-learning, it was found that 65.5% are familiar with the term. On the contrary, 27.5% e-learning is unknown for them because the term e-learning in Algeria is rarely used. Only two students did not answer the question.

Q4: Are you interested in online classes?

Table 2.5: Online Learning Interest

Option	Number	Percentage%
Yes	**20**	**69%**
No	**9**	**31%**
Total	**29**	**100%**

As highlighted in the table, the majority of the participants are in agreement with the idea of online classes. Among them 69%are agree, however 31% are not interested in online classes.

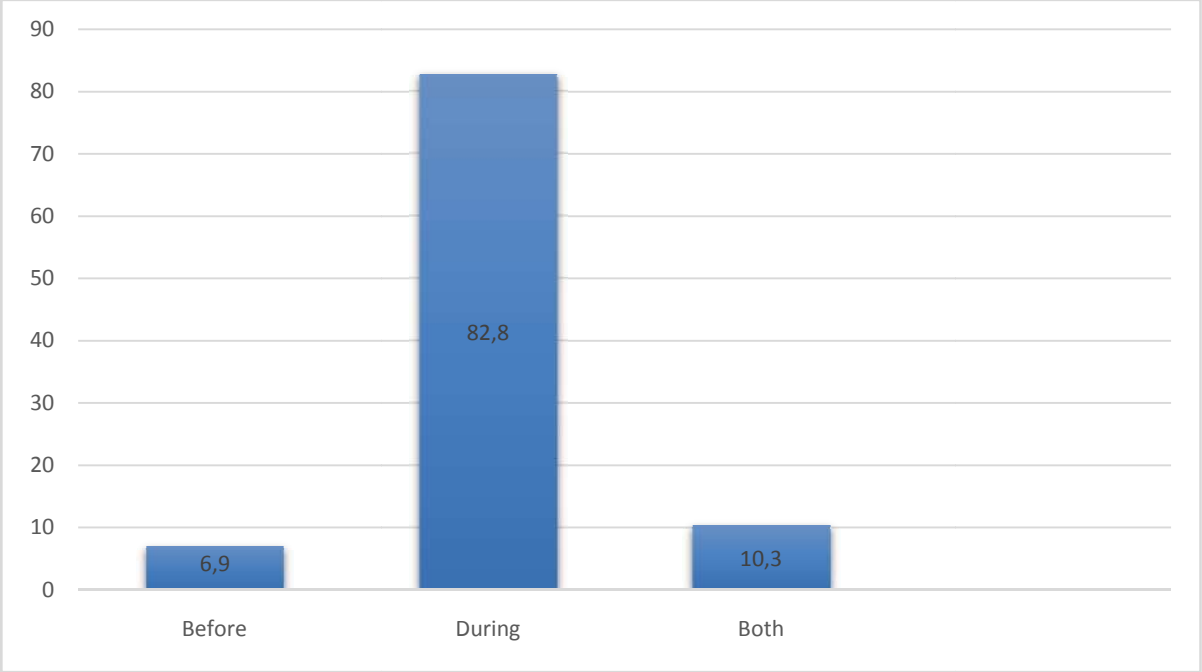
Q5: Have you ever attended online classes?

Table 2.6: Online Classes Attendance

Option	Number	Percentage%
Yes	21	72.5 %
No	8	27.5 %
Total	29	100%

The obtained results indicate that 72.5% of students said that they attended an online class. However, 27.5% of them did not.

Q6: When have you experienced online learning?



Graph 2.2: Online Learning Period

As display above, 82.8% of the students experienced online learning during COVID_19, only two students who tested it before the pandemic and three of them had attended both classes.

Q7: Do you enjoy your online classes?

Table 2.7: Online Learning Enjoyment

Option	Number	Percentage%
Yes	16	64%
No	9	36%
Total	25	100%

The survey respondents declare that sixteen students who enjoyed their online classes. Yet, nine students found online learning not enjoyable. Four applicants did not answer the question.

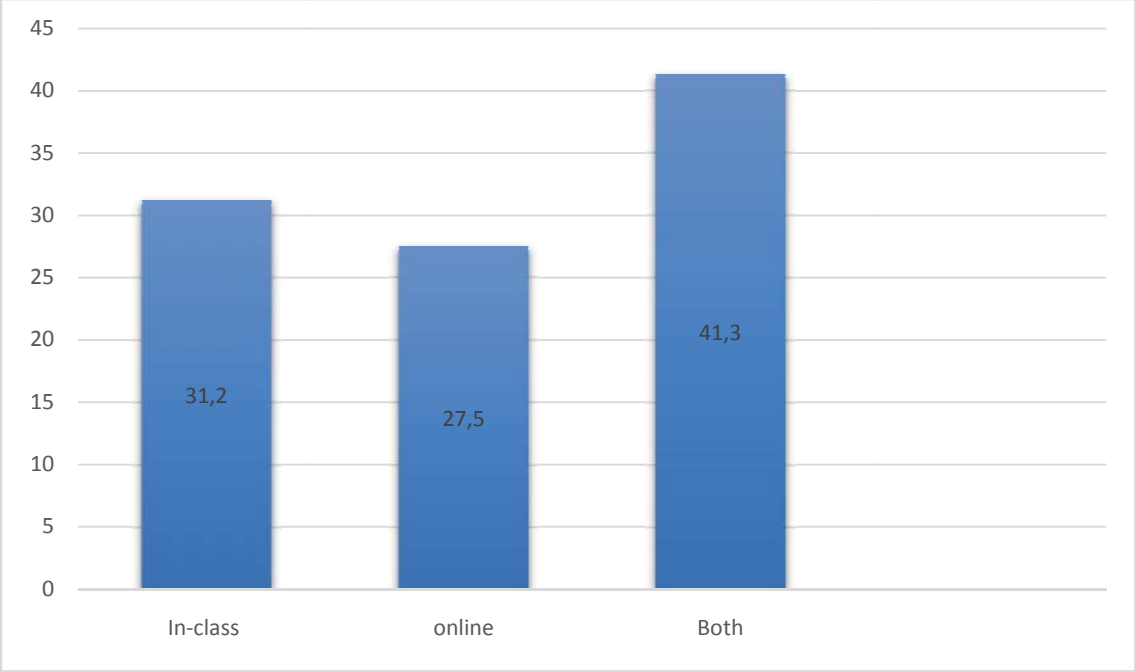
Q8: Have you faced difficulties during an online class?

Table 2.8: Online Classes Difficulties

Option	Number	Percentage%
Yes	19	65%
No	10	35%
Total	29	100%

The table above indicates that 65% of the students found difficulties while they learn online while, 35% of the learners did not face any difficulty.

Q9: Do you support in-class learning or online learning?



Graph 2.3: In-class Learning Vs Online Learning

The diagram demonstrates that nine of the participants prefer in-class learning and eight students prefer delivering courses online, and twelve choose both in-class and online learning.

Q10: To what extent are you motivated to use online learning?

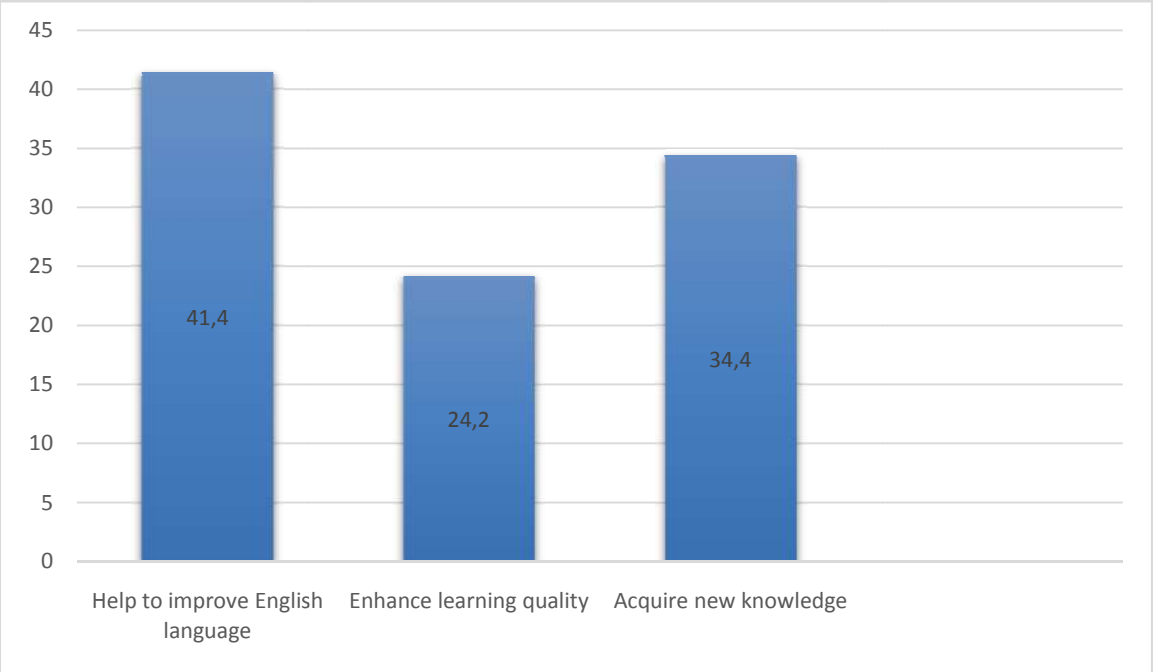
This question is an open-ended question where the opportunity was given to the participants to express themselves about the degree of their motivation to learn online. Almost all the respondents were excited to have online courses, most students decided that they cannot learn and achieve their goals without motivation as there is a relationship among motivation and student's achievements.

Q11: Do you think e-learning will:

a) Improve English language.

b) Enhance learning quality.

c) Help to acquire new knowledge.



Graph 2.4. Students' Beliefs on E-Learning

The diagram reported 41.4% of the participants opted for the first answer, e-learning will help to improve English language. 24.2% answered that e-learning will enhance learning quality. Then, 34.4% opted e-learning will help to acquire new knowledge.

Q12: Do you think online learning will be active and important after COVID_19?

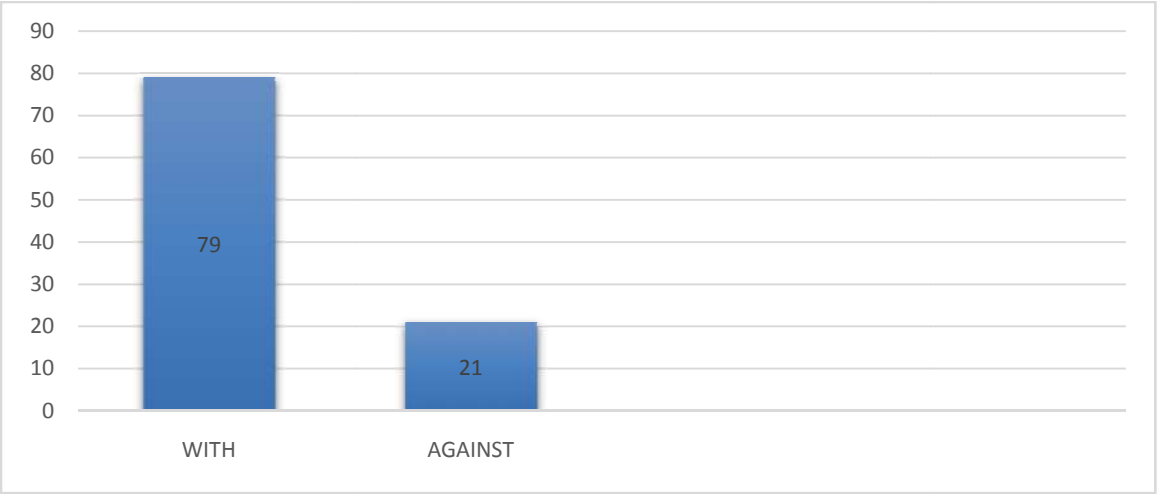
Table 2.9: The Future of Online Learning

Option	Number	Percentage%

Yes	**17**	**76%**
No	**12**	**24%**
Total	**29**	**100%**

The t able 2.9 states that 76% of the students think that e-learning will be active and important after COVID_19 while, 24% suspect that e-learning will not be active and important.

Q13: Are you WITH or AGAINST implementing online courses in our Algerian educational system?



Graph 2.5: The Implementation of Online Courses in the Algerian Educational System

As highlighted above, 79% of the students are in agreement with the idea of implementing online courses in the educational system. 21% of the students opted against the suggested idea.

2.3.1.2. Teachers' Questionnaire Analysis

a) Presentation of Teachers' Gender Results

Table 2.10 : Teachers' Gender

Option	Number	Percentage%
Males	**08**	**72.7 %**
Females	**03**	**27.3%**
Total	**11**	**100%**

Table 2.10 presents the number and percentage of male and female teachers who filled the questionnaire. The number of male teachers is eight teachers out of eleven which represents 72.7%. On the other hand, the number of female teachers is three and they represent 27.3% of the total number of teachers.

Q1: How long have you been teaching?

The medium teaching experience of the applicants is approximately four years. The shortest teaching experience period is two years, and the longest one is more than fifteen years.

Q2: What do you think about e-learning?

The main aim behind this question was to know the teacher's view about the term e-learning. Most teachers think that e-learning is a good alternative teaching and a needed method to support education especially under difficult circumstances.

Q3: Do you encourage using e-learning especially online courses while teaching?

When asking instructors about using e-learning especially online courses while teaching, most of them agreed and encouraged e-learning whereas, the other teachers reject electronic learning as a teaching method.

Q4: Have you ever delivered an online course?

Table 2.11: Online Courses Delivering

Option	Number	Percentage%
Yes	**11**	**100%**
No	**00**	**00%**
Total	**11**	**100%**

The following table shows that eleven teachers who make up (100%) had delivered online courses and none of them said no.

Q5: Do you think teaching EFL students through an online method is workable and useful than the traditional one?

Table 2.12: The Usefulness of Online Learning

Option	Number	Percentage%
Yes	**07**	**63.6 %**
No	**04**	**36.4%**
Total	**11**	**100%**

The overhead table reveals that 63.6% think that teaching EFL students through an online method is workable than the traditional one. 36.4% found the traditional way of teaching is the most efficient technique rather than the online learning.

Q6: What kinds of problems have you met during online classes?

While revealing teachers answers, the majority claimed about the internet issue; poor quality and the lack of the concurrency. Moreover, time management, self-motivation and the limited interaction between students were also consider to be obstacles in online classes.

Q7: According to you, does online lessons motivate EFL students? How?

Table 2.13: Motivation toward Online Learning.

Option	Number	Percentage %
Yes	**11**	**100%**

No	**00**	**0%**
Total	**11**	**100%**

The table above displays that 100% of the students agree that online lessons can motivate EFL students to learn more and more through different answers.

Q8: **How do you evaluate student's engagement in this form of activity?**

In the following question, the majority of teachers mentioned that the evaluation of the student's engagement can be through different ways and methods including the most important techniques which are related to the perception and the attention of students that can lead them to participate more during the course. Therefore most teachers prefer to evaluate their students through giving them extra home works in order to enhance their level. A dynamic discussion that includes interaction and communication during the session by keeping them in touch with their language. In addition to that, they used also ICQ (Instruction Checking Question) method, it is repeat it over and over in order to ameliorate their level and they become more active during the learning process.

Q9: Was there a satisfied number of response by students? If no what is the reason behind that?

Table 2.14: The Number of Students' Responses

Option	Number	Percentage %

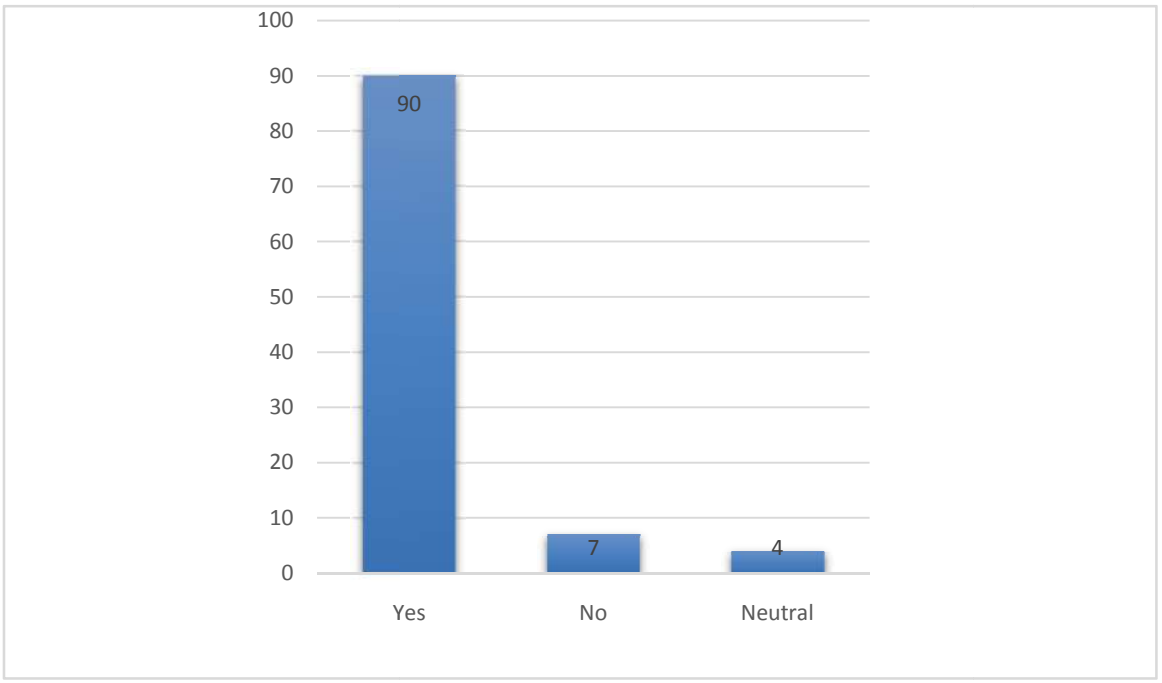
Yes	**9**	**81%**
No	**2**	**18%**
Total	**11**	**100%**

The current question indicates that there were a satisfied number of students who attended online classes, they make up 81%. Only two teachers claimed that there were few members of students who accepted online learning. The latter matched several reasons behind, it can be because of the internet problem and the quality of the materials used.

Q10: How did you motivate your students to be more engaged during online classes?

In the current question, the tutors of Almaahed International private school answered about the method used to motivate their students to be more engaged during their classes. They suggest to use more online warm-up's and energizes activities and create an enjoyable environment by applying new games and activities and day to day conversations.

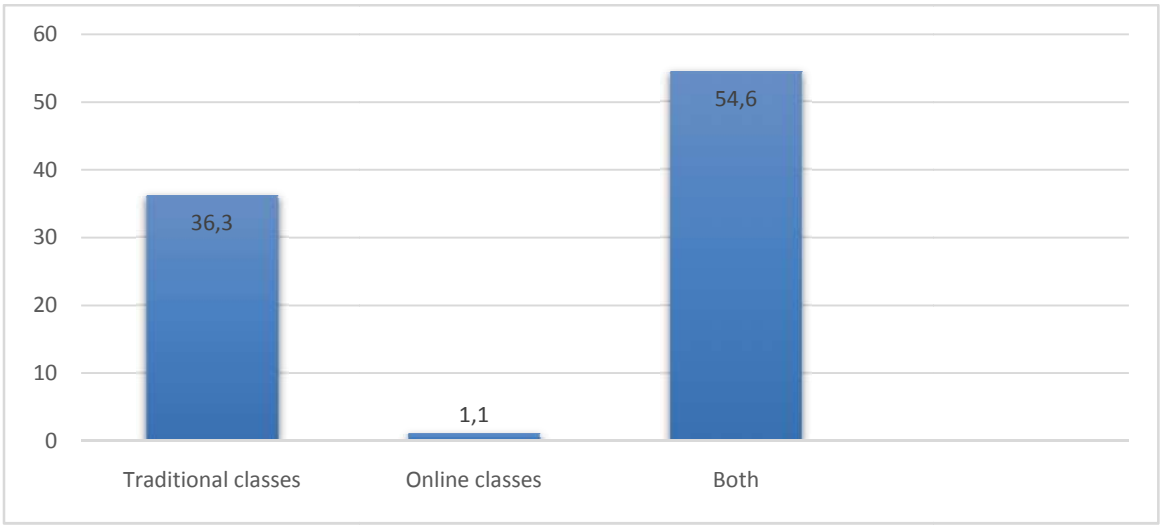
Q11: Do you believe you can have live lectures over the internet as it is done in classroom?



Graph 2.6: Live Lectures Vs Classrooms' Courses

As shown above, 89% from the instructors of Almaahed private school think that delivering courses online is the same as it is done in classrooms. 7% of the teachers disagree with this idea; delivering online classes and in-class learning are not the same.

Q12: As a teacher, do you prefer traditional or online classes? Why?



Graph 2.7: Traditional VS Online Classes

The result of the graph above show that 36,3% of Almaahed International school teachers prefer traditional classes, only 1.1% of the teachers choose online classes and 54% agree with the idea of having both classes**.**

Q13: How do you expect the future of online learning in the Algerian education system?

The above question shows the expectation of the future of online learning in the Algerian Educational system. It indicates that some teachers do not expect a successful and clear future of online learning unless the internet quality becomes better and available to everyone and everywhere, the other teachers claimed that online learning will have a great future especially in private schools and it should be necessary because people are living in a connected world and today's life require this kind of learning.

2.5. Conclusion

This chapter was devoted to the description of the research design, case study, sampling and research participants, and data gathering tools**.** It was also an attempt to present the results. Based on the findings, it can be concluded that the central assumption which revealed exploring students' satisfaction toward online learning, interest, motivation and the experience of the learners. The findings demonstrated generally positive attitudes towards the use and integration of e-learning in addition, it was confirmed that online learning help EFL students to enhance learning quality and improve several learning skills. Furthermore, it is possible to infer from the bellow research results that the majority of Almaahed teachers have used e-learning and rely online courses when delivering their lessons especially during COVID-19 pandemic.

CHAPTER THREE

Discussion of the Results and

Pedagogical Implications

Chapter Three

Discussion of the Results and Pedagogical Implications

3.1. Introduction

The intent of chapter three is to summarize and provide an overview of the result obtained from the present investigation in response to the research instruments and the hypothesis put forward through the analysis of both the students' and the teachers' questionnaires asked in chapter two. Furthermore, this chapter will ordinarily include subsequent section: discussion of the key findings, the summary of the findings, pedagogical implication and recommendations that have been proposed for future research the limitation of the study.

3.2. Discussion of the Findings

3.2.1. Reconnecting Findings to the Research Questions and the ARCS Theory

3.2.1.1. Reconnecting Findings to the Research Questions

The findings revealed that EFL students have already experienced online learning at Almaahed International private school. Thus, this helps us to answer the following research questions:

Research Question 1. To what extent are EFL students motivated to use e-learning?

The obtained results from the students' questionnaire indicated that the students of Almaahed International private school of Medea were more engaged when technology was used in delivering lessons. It is obvious that motivation is very important to be an effective learner because it can influences students' learning process. Hence, it can be said that Almaahed International private school provide a good atmosphere to increase their learner's desire to access online courses. If not, the learners will not have any interest or interaction in participating in online classes.

Furthermore, the teachers were also in agreement with the use of technology in teaching, they were well-prepared, organized and excited to employ ICT. Most teachers asserts that motivation is one of the most factors which have a great impact during online courses as long as motivation help to stimulate and facilitate learning activity as well as it is needed to help learners concentrate on the lesson to be learned. In this view, teachers have a great role to motivate students for online learning. If teachers are motivated to utilize e-learning and collaborate with learners in the access of exchanging information, the integration of electronic learning will be successful.

Research Question2. Did students face difficulties in online learning?

The result of the second research question advocated the main difficulties of online learning:

1. Technical Issues

Many students were not well equipped with high internet connection that is required for online learning. Due to this, they faced problems in going live for virtual learning and other platforms that require the internet connection. They faced instability of the internet connection as they were not much aware of technology and computer applications. Lack of computer education is a major concern in today's world. There are many students who still cannot operate basic computers with power point as an example. And whenever some issues appear, they find it difficult to solve the problem.

2. Time management

In many cases, learners find several obstacles in managing their time with online learning. Online learning is completely new for them and requires an intensive work. They need a scheduled planner to manage their time in an effective manner.

3. Self-motivation

Students start losing hope once they find difficulty in online learning. It requires motivation to complete tasks and engage students with their learning. Lack

of motivation is a common challenge for all students whether in in-class or online learning.

4. Limited Interaction with students

Online courses are known for the flexibility of allowing students to complete their coursework on their own schedule. With that freedom, comes tradeoff. Lack of interaction in online courses do exist, it seemed to be a significant source of failure which leads to have passive students. Sometimes teachers do not give enough time for the preparation of content for their students which makes them unable to interact or communicate easily with their teachers and classmates. And there are also students who avoid communication with their teachers during online classes because of shyness, lack of self-confidence and fear which may result poor performance and negative feeling toward learning online.

3.2.1.2. Reconnecting findings to the ARCS Theory

Keller ARCS model is named after its four main factors: attention, relevance, confidence and satisfaction

Attention

Attention is the first category in the ARCS model. Getting attention in online courses is the first thing that must be captured. The obtained results from teachers' questionnaire indicated that some students were not interested in online learning. To grab their attention, the teachers suggested some methods and strategies as Keller's. The use of humor were suggested by both teachers and Keller to maintain students'

interest, the use of videos in presenting materials, as well as brainstorming students by asking them questions.

Relevance

The second category is relevance, it refers to making the learning experience personally relevant and meaningful. Hence, the teachers of Almaahed School did not mention the importance of relevance in online learning so the teachers need to use authentic or real-world examples to convey valuable courses that students will need.

Confidence

The confidence category is when the learner has a positive experience of success, they gain confidence in their efforts and talents during the learning process. Keller explains that the learners should feel some degree of control over their learning and assessment and students should believe that their success is due to the amount of effort they have to put in. Indeed, the result of the questionnaire indicated that most students have a positive experience with online learning that is why they want to attend more online courses in the next coming years.

Satisfaction

The last category in Keller's theory is satisfaction. Reinforcement such as rewards and recognition must be used in the process of learning since it contributes to an increase in their positive feelings. Moreover, having a good quality of internet could increase their satisfaction. The findings of the previous chapter assert that

students were satisfied on their online courses and they support to learn with technology.

3.2.3. Summary of the Findings

The results of the current study are useful in understanding the impact of online learning on EFL student's motivation in Almaahed International private school. The student's questionnaire revealed a total support for the researchers' questions where they were motivated to use e-learning and delivering online courses particularly during the pandemic COVID_19 widespread which has affected the educational system in general. Consequently, the majority of schools and universities shifted to learn online to limit the distraction of education.

Moreover, when the students studied online, they passed through a new experience, they found that online classes are flexible and helpful rather than having to show up to a class as a requirement, indeed learning, at their own pace, is one of the most common features of online learning. Nevertheless, students said that they prefer online teaching because it helps them improving their English language since both listening and speaking skills were used. The students claimed that e-learning will enhance the quality of learning because it facilitates gain knowledge but without ignoring the importance of in-class learning. The learners are with implementing online courses in Algerian educational system, they think that online learning should be obligatory in order to the quality of learning especially under unexpected circumstances.

With respect of the teachers' answers, a large number of responses was quite positive. The majority of them encourages and supports the use of online learning as a new and modern way of delivering and conveying courses. Despite the fact that online teaching programs were implemented in a careless and haphazard manner, most of teachers appear willing to collaborate their students in school administrators to ensure a systematic online learning environment.

3.3. Pedagogical Implications and Recommendations

This research was conducted as Almaahed International private school of Medea. It aimed at exploring the impact of online learning on EFL students' motivation. From the findings obtained in this study, the following pedagogical implications and recommendation can be proposed:

- ✓ This study was conducted in Almaahed International private school because the school was well equipped with necessary materials for online learning. As a result, The Ministry of Education should provide ICT materials in public schools as well as in higher education to enhance and ameliorate the quality of the learning process where they can utilize the internet, cell phones, computers, video-conferencing and social networking.
- ✓ Teachers must grab students' attention and raise the engagement level of learners in multiple ways through involving different activities including audio videos, games, podcasts and humor tasks in order to get students' attention and interest and encouraging them to be more confident.

- ✓ To keep up with rapid spread of technology changes, EFL students and teachers should get anticipate to new technology and update their technological skills and knowledge.
- ✓ Teachers must focus on enhancing over-all teaching effectiveness by investigating additional technology and tools in order to increase students' motivation. These may further advance learning capabilities and replicate in-class environment.
- ✓ Quizzes are helpful games for increasing students' motivation in the lesson as well as reviewing what was covered previously. Thus, making them a little bit competitive make it even more engaging and thus motivated.
- ✓ Humor is one of the most effective ways to get student's attention to make electronic learning fun, enjoyable and interesting for everyone (higher students and lower students).
- ✓ English foreign language students are advised to ameliorate their communicative abilities because the mastery of the L2 is based on authentic language in order to achieve fluency and accuracy of English Language.
- ✓ Asking questions is an important ingredient in the development constructivist skills. In a two-hour lecture, it is easy to switch off and get distracted, as students are just expected to lesson and take notes, rather than take part in any activity.
- ✓ Providing communication from both teachers and students is very important for the developments of the students' academic productivity, creativity and achievement. Hence, students will fill flexible and relax while studding.

- ✓ Future research should examine the casual relationship between online learning and students' motivation because online learning was found highly correlated with student motivation especially in higher levels. Therefore, the teachers' facilitated online discussion may lead to the improvement of students' motivation.
- ✓ Further studies need to be conducted in other online classes and different course management system lead to manage students' enrollment and track students' performance. Consequently, those courses may provide common functions such as content management, communication, collaboration, and assessment.
- ✓ Considering the internet services market in Algeria was at a very slow level of development, Algeria Telecommunication ought to enhance the internet quality for better learning and teaching process.

3.4. Best Online Teaching Platforms

Those who have been able to embrace the change positively have observed great benefits of this mix. Educators, the backbone of the educational system have also discovered some great ways to make their work efficient and have been able to deliver education better than before to the students making their education experiences like never before. Below is a list of amazing virtual teaching platforms suggested by Brickersetaff (2020)

- ✓ **WizIQ** It is an Online learning platform for educators to teach and learn online with virtual classroom like environment, educational content and online student teacher interaction. Its award-winning Virtual Classroom system which enables online delivery of real-time instructor-led learning and has received acclaim

from several education service providers. WizIQ Online Academy Builder is a sign of a major advance in education technology by assisting education service providers in creating their own custom learning hubs in just a few minutes. Online Academy Builder increases learner engagement with the use of cutting-edge tools, such as video streaming, mobile learning, discussion boards, live online classroom, assessments, insights and analytics.

- ✓ **Zoom** One of the well-known methods used in e-learning teaching is Zoom, this later has many innovative features that can help you to deliver engaging online lessons. You can use the chat feature, use video and share your screen and record lessons. You can also annotate your screen, while sharing, using the whiteboard feature. Both learners and teachers can use the recording features to track learning. Teachers can record lessons and watch them again to assess students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons. Learners can watch the recorded lessons in a sequence to see their improvement over time. In addition, teachers can assess students' development by showing the recorded lesson to another teacher, whom they trust, and asking for constructive feedback. Zoom offers many useful tools to support teaching and learning such as screen sharing, recording features and a range of annotation tools. Screen sharing allows teachers to share digital material (including video and audio) with their students and recording lessons gives learners the opportunity to revisit the content at any time and at their own pace. The annotation tools allow teachers to really engage with their teaching and learning materials by drawing, writing and

highlighting anything on the screen. This helps to make the learning both accessible and visually appealing.

- ✓ **BigBlueButton** (BBB) is an open source web conferencing system that enables teachers to deliver high-quality online distance education to their students. If you are a teacher, BigBlueButton helps you engage students with:
    - Multi-user whiteboard
    - Break out rooms
    - Chat (public and private)
    - Polling
    - Shared notes
    - Emojis
- ✓ **Udemy** is a massive online teaching platform with over 2 million students worldwide and 13,000 courses. It lets instructors design robust classes including video lectures, PowerPoint files, screen cast videos, documents, audio files, text, and mash up videos. The platform is completely free for instructors to create their courses which they may offer for free or for a fee. If there is a fee involved, Udemy takes a percentage of that. This is a very professional-looking platform that has a lot to offer. Udemy firmly believes in disrupting and democratizing educational ecosystem by allowing anyone and everyone to learn from its pool of more than 20000 Subject Matter Experts. To a very large extent, Udemy has been successful in its mission. This eLearning platform has many content creation tools such as PDF documents, PowerPoint, etc. text and video content can be collated to create and publish courses.

✓ **Bright Space** Easy, flexible and smart, Bright Space takes into account the diversity of today's learners. This platform allows educators to identify which students need help before they fall behind. It creates personalized learning paths for each student that are neatly displayed on a Progress Dashboard. Educators can map, predict, even reroute individual student learning outcomes as well as create rubrics to evaluate quizzes, assignments, discussions, and more. Bright Space is loaded with an arsenal of tools that educators can use to fine tune their teaching styles. It is all about results. With their mobile app "Pulse" they allow educators to continue teaching in a mobile way while taking advantage of features like "Predictive Analysis" on the go. They can identify and help students who may be at risk of falling behind whenever they have time.

3.5. Limitation of the Study

There was a number of constraints founded in this study. These factors will be discussed in this section. As far as the work had certain limitations that should be considered. First of all;

- Difficulties in fulfilling the dissertation since we are deprived of finishing first year master program because of COVID_19 pandemic.
- The researchers faced some difficulties with online learning method, since the above university has neither before nor now used e-learning or online method in its leaning system.
- In addition, there was a lack of dissertation, reliable data and prior research studies about the topic in Algeria.

- The awkwardness to coordinate between e-learning and motivation since it had never mentioned or tackled the relationship before.
- The bad quality of the internet.
- The absence of professional persons aide.
- The impediment of using the electronic and informatics instruments.
- The questionnaires were delivered as printed papers however; the researchers had not received the sufficiency answers by both teachers and students.

3.6. Conclusion

This chapter discussed the main quantitative and qualitative results that provided responses to the main research questions. The discussion was reconnected to Keller's theory of motivation. Based on the findings, the central hypotheses which claim that EFL online learners are highly motivated is confirmed. Indeed, having a high or low level of motivation in using technological materials will influence the future of e-learning on both students and teachers in terms of learning and teaching process. Besides, the results proved that technical issues, time management, self-motivation and limited interaction with students are the main difficulties that students faced during e-learning courses. For that reason, a variety of recommendations have been suggested for both students and teachers so as to alleviate this issue.

GENERAL

CONCLUSION

General Conclusion

This dissertation has investigated the impact of e-learning on EFL students' motivation. The case study was carried out in Almaahed International private school. In order to reduce the spread of COVID_19, education has changed dramatically and institutions have been forced to switch to online learning using available platforms during corona virus pandemic. By adding flexibility in learning process, the term e-learning has become a dynamic component of education. As it is mentioned in Wlodkowski's Time Continuum model that "motivation is not only important because it is a necessary causal factor of learning, but because it mediates learning and is a consequence of learning as well"(Wlodkowski, 1985, p. 4). Hence, the study highlighted the significant relationship between e-learning and EFL students' motivation and whether EFL learners of Almaahed International private school are motivated while applying online learning.

It can be generalized that having low motivated student in the process of online learning can cause sometimes poor performance and communication between students and teachers which affects negatively on their learning and teaching. The main reasons behind being a student with low motivation are: technical issues, time management, self-motivation, self-confidence, and the limited interaction with students.

This research work consisted of three chapters. The first chapter was devoted to theoretical framework and literature review which provided an overview of e-learning and motivation. Besides, it defined the key concepts, types and theories of the research. The second chapter dealt with two sections the first one focused on the

research methodology that involves research design, sampling, research participants, and students / teachers' questionnaire by means of adopting mixed method. Whereas, the second section contains the presentation of the results and data analysis. Lastly, the third chapter consisted of discussion and key findings, reconnecting findings to research questions and theory, limitation of the study and providing some recommendations for further research.

The findings of this study revealed that EFL students were motivated and concentrated when ICT tools are used in the class because it has strong motivational and positive effects. By using electronic learning materials especially under unexpected circumstances such as corona virus pandemic leads to new pedagogical change which create new pedagogical approaches. Students of Almaahed International private school feel flexible and relaxed while studying online and most of them argued that e-learning help them to improve their English language. Hence, these materials can be beneficial and efficient to develop motivation which is a very important aspect for students to do their tasks successfully.

Finally, the researchers proposed some pedagogical implications and recommendations for increasing motivation in e-learning classes; providing ICT materials in public schools as well as in higher education, humor and quizzes, and the use of best online teaching platforms are some recommendations for increasing the volume of activities and the students' perception during the lecture.

In short, the successful or the failure of EFL learners in e-learning is determined by motivation. Therefore, on the basis of the results, the research questions were answered and the two hypotheses were confirmed. Finally, the

researchers aimed to provide further ideas and suggestions to all people who are interested in the topic. It was a step over the front to develop students' motivation and to achieve successful learning results. Certainly, it is important to keep in mind that e-learning is something new and need to be developed in the Algerian educational system for better quality of learning and proficiency level.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

This questionnaire is part of research study, which seeks to investigate "**The Impact of Online Learning on Students' Motivation"** Your collaboration and willingness is essential in terms of collecting the data needed from this questionnaire. It is that kind of flexibility that will help this survey to be more credible. Thus, we respectfully ask you to provide honest and precise answers. Thank you a million time for your cooperation.

Put a tick ☑ in the suitable place

Gender: Male ☐ female ☐

Age: From 20-25 ☐ More than 25 ☐

1. Do you have access to the internet?

Yes ☐ No ☐

2. How often do you use the internet?

Daily ☐ Constantly ☐ Occasionally ☐

3. Are you familiar with the term e-learning?

Yes ☐ No ☐

4. Are you interested in online classes?

Yes ☐ No ☐

5. Have you ever attended an online class?

Yes ☐ No ☐

6. When have you experienced online learning

Before COVID_19 ☐ During COVID_19 ☐ Both ☐

7. Do you enjoy your online classes?

Yes ☐ No ☐

8. Have you faced any difficulties during an online class?

Yes ☐ No ☐

If yes, what are they?

.....

.....

9. Do you support in- class learning or online learning?

In-class learning ☐ online learning ☐ Both ☐

Why?

……

……

10. To what extent are you motivated to use online learning?

……

……

15. Do you think e-learning will?

- Help to improve English language. ☐
- Enhance learning quality. ☐
- Acquire new knowledge. ☐

Other:

……

……..

12. Do you think online learning will be active and important after COVID_19?

Yes ☐ No ☐

18. Are you WITH or AGAINST online courses in our Algerian educational system?

With ☐ Against ☐

Justify your answer?

……

……

Appendix B: Teachers' Questionnaire

Dear teachers,

This questionnaire aims to gather the necessary information to complete a Master' Dissertation in which we are investigating **"The Impact of Online learning on Students' Motivation".** We appreciate your willingness and we will be very grateful to your collaboration in answering our questions.

Put a tick ☑ in the suitable place and answer the following questions:

Are you: Male ☐ Female ☐

1. How long have you been teaching?

……

2. What do you think about e-learning?

…….....

.....

3. Do you encourage using e-learning especially online courses while teaching?

Yes ☐ No ☐

4. Have you ever delivered an online course?

Yes ☐ No ☐

-If yes, when?

Before COVID_19 ☐ During COVID_19 ☐

5. Do you think teaching EFL students through an online method is workable and useful than the traditional one?

Yes ☐ No ☐

How……

……

6. What kinds of problems have you met during online classes?

……

……

7. According to you, does online lessons motivate EFL students to learn more?

Yes ☐ No ☐

And how?

……

……

8. How do you evaluate students' engagement in this form of activity?

……

……

9. Was there a satisfied number of response by students?

Yes ☐ No ☐

If no, what is the reason behind that?

……

……

10. How did you motivate your students to be more engaged during online classes?

……

……

11. Do you believe you can have live lectures over the internet as it is done in classroom?

Yes ☐ No ☐ Neutral ☐

How?

.....

.....

12. As a teacher, do you prefer traditional or online classes?

Traditional classes ☐ Online classes ☐ Both ☐

Why?

……

…….

13. How do you expect the future of online learning in the educational system?

……

THANK YOU VERY MUCH FOR YOUR COOPERATRION!