PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Impact of On-line Learning on EFL Students' Motivation to Learn English as a Foreign Language

The Case of First Year EFL Students at the University of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by:

1) Fatima Zahra ATMEN
2) Selsabil LEFTAHA

Supervisor:
Dr. Lemya BOUGHOUAS

Board of Examiners:
Chairman: Dr. Sabah BOUGUERN
Supervisor: Dr. Lemya BOUGHOUAS
Examiner : Dr. Maha LOUNIS

2022

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Impact of On-line Learning on EFL Students' Motivation to Learn English as a Foreign Language

The Case of First Year EFL Students at the University of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
                                                      Dr. Lemya Boughouas
1) Fatima Zahra Atmen
2) Selsabil Leftaha

Board of Examiners:
Chairman: Dr. Sabah Bouguern
Supervisor: Dr. Lemya Boughouas
Examiner : Dr. Maha Lounis

2022

Dedication

I dedicate this work:

To my beloved parents, I extent my great thanks to them for all their supports and words that encouraged me to complete my dissertation, I pray to God to protect them

To my dear sisters and sweet brother Ziade

To my dear friends Khaoula and Nessrin who gave me more energy and support to complete my dissertation

To everyone who asked, helped and supported me in completing my work

Fatima Zahra Atmen

In the name of ALLAH *the most gracious and the most merciful*

I am miss Selsabil Leftaha. I dedicate this work to the Almighty GOD for his guidance, power of mind, and protection, and for giving me a healthy life to be able to carry out this work, all of these, I offer to you

☆

To my beloved parents, who have been my source of inspiration and strength, throughout this work, their continuous moral, spiritual, emotional, and financial support to me has helped me finish this work

☆

To my brothers: Mossaab and Firas. Thank you for your precious and priceless support

☆

To my flowers, my dear sisters: Hasna and Maha. Thank you for being there when I needed you and supporting me with all that you have

☆

To my beloved soulmates: Amina, Assala, and Houda. Thank you for endless support, and your glorious moments that we spent to together

☆

To my partner: Fatima Zahra who helped me to finish this work

☆

To everyone who helped me one day

Acknowledgements

All praise is due to God, who gave us success and inspired us with patience over the hardships that we faced to accomplish our dissertation.

A big thank you is addressed to **Dr. Lemya Boughouas** for her advices, patience and assistance in completing our research. We wish her more success and brilliance in her career.

We also thank the members of the jury **Dr. Sabah Bouguern and Dr. Maha Lounis** who accept to examine and correct our dissertation.

Our thanks go to the foreign language teachers and the first year EFL students that agreed to participate and answer the questionnaires directed to them.

Thanks are also extended to every teacher who provided us with knowledge in all stages of our learning process.

Abstract

Students' motivation has been stressed for long in the field of education generally and in second/foreign language specially. The current study tends to explore the impact of online learning on the EFL students' motivation to learn English as a foreign language; it aims to determine how the online learning affects the students' motivation and whether the online learning decreases the EFL students' motivation to learn or not. Accordingly, in the context of this study, two research questions are raised; the first is asked in order to know in which way online learning affects students' motivation to learn English as a foreign language and the second is about clarifying if there is a negative impact of the online learning on EFL students' motivation. In response to these questions, the descriptive method is opted for to collect the necessary data, a questionnaire is administered to 80 EFL students at the Department of Foreign Languages at the University of Mila, and another questionnaire is administered to 7 teachers of English at the University of Mila .The major findings indicate that the EFL students' motivation in online learning is indeed decreased and that the online learning has a negative impact on EFL students' motivation. Eventually, the research work prefers a multiplicity of recommendation for pedagogy and future research with the purpose of placing more attention to learner's motivation during online learning.

Key words: impact, EFL students' motivation, online learning, foreign language, negative impact.

List of Abbreviations

EFL: English as a Foreign Language

Q: Question

F2F: Face- to- face

OL: Online Learning

CBT: Computer-based training

WBT: Web-based training

ILT: Instructor-led training

L2: Second language

CET: Cognitive evaluation theory

OIT: Organism integration theory

COT: Causality orientation theory

BPNT: Basic psychology needs theory

GCT: Goal content theory

List of Tables

Table of Contents

 Section Two: Conceptualization of Motivation

Chapter Two: Practical Part

GENERAL INTRODUCTION

1. Background of the Study

The first usage of computer in Phoenix University in 1989 developed a new way of learning, which is the online learning, also, the spread of corona virus disease has contributed to the emergence of such type of learning. Online learning or e- learning is actually a type of distance learning whereby learners learn in a completely virtual environment, in other words; it is a method of education which takes place over the internet. This type of learning influenced all the areas of education especially, the area of foreign language learning, speaking about foreign language learning leads to mention the cognitive aspects which are of a great importance in FL learning, however; recently due to the increasing significance of learners affective state, researchers direct their attention to psychological aspects of learners as well, these psychological aspects including feelings and emotions are present in The accomplishment of any task such as the task of language learning. In case of free language learning, affect is the feelings and emotions that learners experience during the language learning. Motivation is considered as one of the key factors as well as important effective variables that influenced the foreign language learning. The phenomenon of motivation and its unavoidable impacts have been the subject of extensive investigation, so that, studying its role in EFL learning has been a long term research interest. Researches as well as educators have made a good deal of studies to show the relation between the online learning and its effects on EFL learners' motivation, because successful language learning can only be achieved if the learners' motivation is better understood.

2. Statement of the Problem

The COVID 19 has turned out the world upside down and brings a bunch of major changes in our lifestyles which we have taken a long time to get used to. One of these major changes is education. Educators nowadays adapt a new style of learning, they move from whiteboard and traditional classes into the online classes, it is worth mentioning that the fast growth of technology supports and facilitates the learning process . The online learning or e-learning is a form of distance learning in which the students are introduced to the content in every place and every time. This new type of learning creates a big discussion among teachers as well as researchers , they are actually wondering about the student's motivation especially EFL students. The current study discusses the impact of online learning on students' motivation. The problem of this research is the lack of students' knowledge and attitude toward the online learning that releases to the needs of investigate the impact of online learning on the EFL students' motivation to learn English as a foreign language. This requires examining how the online learning affects the students to learn English as Foreign Language, in addition to exploring if EFL students' motivation will be increased throughout the online learning .

3. Aims of the Study

Online learning became a common sight used by EFL students today. The present study aims to explore the effects of online learning on the EFL students' motivation to learn English as a foreign language, as well as to see whether their motivation will be increased or decreased through the online learning.

4. Research Questions

Since this research aims to investigate the impact of online learning on the EFL students' motivation to learn English as a foreign language, it raises to ask these questions:

1. How does online learning affect EFL students' motivation to learn English as a foreign language?

2. Is there a negative impact on EFL students' motivation during online learning?

5. Hypothesis of the Study

Our study hypothesis is as follow:

If EFL students expose the habit of referring to the online learning, they would be more motivated to learn the language.

6. Means of the Study

In order to achieve the research aims and answer the research questions, both a students' and teachers' questionnaire are chosen to help us gain the information needed for the accomplishment of this study. The students' questionnaire is administrated to 80 first year EFL students at the department of foreign languages university of Mila it aims of investigating whether the online learning affects their motivation to learn negatively or positively, besides; the teachers' questionnaire which is addressed to 7 teachers of EFL student and it aims to investigate teachers' perceptions about students' motivation, online learning and their challenges when teaching online.

7. The Structure of the Dissertation

This work is divided into two main chapters. The first chapter is the theoretical part which is divided into two main sections. The first section gives an overview about the online learning concept followed by a review about the impact of online learning on the students; the second section deals with the conceptualization of motivation discussing its main definitions, its definitions from different perspectives, types and theories of motivation, mentioning some demotivational factors and it ends with the importance of motivation in

language learning and teaching. The second chapter is the practical part which explains the research tools used in collecting the necessary data. These tools are two different questionnaires administrated to both students and teachers followed by an analysis, a discussion of the results, limitations of the study and some suggested recommendations for pedagogy and future researches.

Chapter One: Theoretical Part

Section One: Online Learning

Introduction

Online learning has been developed over the time especially with the wide reference to technology in the world and it becomes very useful in nowadays situations with the pandemic especially in the field of education; the majority of institutions use this kind of learning which offers the students the ability to learn any time and from any location around the world and provides them with learning opportunities like their traditional classes do. This section intends to give and explain some theoretical information about online learning conceptualization. It starts to deal with the different definitions of online learning concept, types of online learning courses and their different models. Then, it deals with online learning advantages by making relation to students' motivation to learn. After that, it discusses the challenges that face online learning. Finally, it makes a review about the previous researches about the impact of online learning (OL).

1.1.1. Online Learning meanings

The term ''online learning'' was defined by different researchers in different ways (Inglis, 2008). Carliner (2004) stated that OL in easy explanation refers to the act of gaining knowledge and other useful resources using the computer. In simple words, it refers to the learning and teaching processes which appear or conduct in the virtual world using the internet.

OL also is defined as a form of distance learning or e-learning, that extends learning using technology without the need to go in traditional classes or interact directly with a teacher (Moore &Kearsley as cited in Pg Ya'akub, 2018).

Means et al. (2014) stated that computer-based learning, distance learning and open educational resources are the most used terms to the OL. They claimed that OL refers to the as learning and learner's interaction through the internet. This means that OL provides a direct connection and interaction between teachers and their learners throughout the internet. In the online learning and teaching, the learners' are followed as much as they are in any type of learning in which their needs are taken into consideration, the course content must be clearly provided by learning activities with an assessment (Anderson, 2004). OL is like any other type of learning, it tends to provide a suitable learning environment for the learners which must contain a content which meets their needs, and a clear explanation follows with practice and evaluation. The terms ''distance learning'', ''e-learning'', '' online education'', ''computer-based learning'', ''web-based learning'', ''virtual learning'', ''tele-education'', ''cyber learning'', ''Internet-based learning'', ''distributed learning'' are the mostly used ones referring to OL in the research literature (Sun & Chen, 2016).

The OL content can be presented through videos, audios or documents that help the students to interact directly with that content (Huang et al, 2020). According to all previous definitions, online learning refers to the learning courses which take place directly with the use of the technological tools. Noah (n.d.) suggested that an online course refers to the brief tutoring session or class that you may take from the comfort of your own home, which can be accessed via a mobile device, tablet, or web browser. He also states that what makes online courses so appealing is that you can complete them at your own speed from the comfort of your own home; this means that taking an online course does not necessitate a large amount of time; it only needs an internet connection and a way to access the course.

In the online courses teachers can choose the appropriate learning method for their courses. Amit (2015) proposed that there are various e-learning methods which can be used and they can choose the one which suits the learners' needs. These methods include self-

study, video/audio tape, computer-based training (CBT), web-based training (WBT), instructor-led training (ILT), mobile learning, social learning, simulation and game-based learning.

1.1.2. Online Learning Courses

An online learning course refers to the kind of courses which is done in a virtual world using the internet. In this kind of courses, a large number of students can attend and learn even if they are apart distance with each other and with their teachers.

1.1.2.1. Types of Online Learning Courses

The tutor or the teacher always tries to design the course which is close to all the learners and meet their needs. The online learning program can be either a formal learning, in which the online learning course goals select before the beginning of the course; or informal learning, in which learners express their needs, choose the appropriate course according to those needs and stop learning when they feel that they have met their needs and goals. Like the traditional courses, online courses are designed to meet the set of needs of the learners (Carliner, 2004).

Naidu (2006) stated that Robin Mason (1998) of the United Kingdom Open University has suggested that the most of online learning courses are considered either on a partially online course or on a fully online learning course.

1.1.2.1.1. The Fully Online Course

In the fully online course, learners put in an online environment in which there is no face-to-face instruction (Nakayama et al, 2021). It is an online course in which learning and teaching processes happen totally online. According to Nakayama et al. (2021), in the fully online course there is a difficulty in assessing the students because it contains only the use of

textbooks and online materials, and during this type of courses the instructors order students to take notes, then they make exams for them to see whether they gain the main goal of the course or not. In the fully online course the teacher presents the information and the students just receive and taking notes and the interaction between them is low, the teacher evaluates their students by making tests or exams without giving them the chance to express their ideas or comments.

1.1.2.1.2. The Partially Online Course

The partially online course is the course where the traditional devices used in traditional classrooms are supported by online ones; it can take many forms blended, flipped, hybrid or small private online course (Kurt, 2018). Simply, it refers to the online course which occurs with a combination between online and traditional tools (a mix between them).

Naidu (2006) pointed that it is impossible to carry the entire course online; for example some students prefer to study from traditional materials such as textbooks from libraries which are not obligatory to be online. The different perceptions of the students should be taken into account by the online tutors when conducting the course, and they should know what each student wants. That will help them when presenting the course content.

1.1.2.2. Communication in Online Courses

The primary factor which must be taken into consideration while developing an online course is to pick how communication will occur; either synchronous or asynchronous (Neff & Donaldson, 2013).

1.1.2.2.1. Synchronous Communication Mode

Synchronous communication or synchronous learning refers to the events/discussions that occur at the same time but in distinct locations; or it is any type of class that take place throughout Zoom, Google Meet, or a variety of other platforms (Lemov, 2020). This communication mode appears when the participants in the online course react in the course even if they are far from each other; i.e. they are logged on at the same time and reacting to each other' comments as soon as these received (Naidu, 2006.p.36).This demonstrates that the students interact with each other over the online platforms. Through synchronous learning, students/learners will be active participants, this occurs throughout face-to-face (F2F) meetings, a live video conference, a telephone conversation or an audio conference discussion (Mason &Rennie, 2006).The main aim of this kind of communication is to make students active and good participants, encourage them to make meaningful discussions and enable them to express their ideas during the course. In this concept, Lemov (2020) stated that:

> When done well, a synchronous lesson can truly replicate some of the collegial and engaged mood of a master classroom. Connection can be made and maintained. Students can see their teachers and peers, live, and interact with them in real time. Teachers once again ''read the room'', Check for Understanding, and respond to what they see—who is struggling and needs more help. They can know when they everyone grasps the concept, so they can increase the pace or present a more challenging problem (p. 24).

This denotes that, if the synchronous lessons are done correctly they may provide a duplication of a master class atmosphere in which the students have the ability to watch and communicate with their teachers and peers in real time. In addition to this, teachers analyze the room, check the comprehension of their students and try to know if each student has understood the lesson or not. Then they respond according to their remarks. So, they will be

able to speed the pace and provide a more difficult issue. Serdyukov (2019) stated that most of the time synchronous learning utilizes some kinds of classroom elements like group discussions, teamwork and common activities. He also pointed that during this type of classes students are engaging and taking a great part in the course, they do not feel themselves isolated. Synchronous communication facilitate the real-time collaboration, students and teachers interact easily as long as they are in their traditional classes and students can get some feedback from each other (Lim, 2017).

1.1.2.2.2. Asynchronous Communication Mode

Asynchronous communication refers to communication which occurs by e-mail and discussion boards; in which the instructor is viewed as a facilitator between students (Hrastinski, Pan & Sullivan as cited in Watts, 2016). It means that the participants give and put their ideas, questions, suggestions or comments when they access to the site even if the course was ended. ''Users can post messages to new or current issues in their own time where these messages are stored for others to view, comment on and review later'' (Naidu, 2006.p.36-37).

Asynchronous learning refers to online discussion groups which are collected from students and tutors messages and comments over the time (Mason & Rennie, 2006). Students are more interested in the asynchronous discussions than the face-to- face and live communication chats because in the synchronous ones they have the opportunity to work more on the subject; in addition to this, it is very beneficial, specially for shy students and all of them can participate and leave their comments (Neff & Donaldson, 2013) .It gives all the students in the course equal chances to participate in the lesson. It also allows them to pause the lesson until they complete the question or download it to watch it again when they need (Lemov, 2020). Tools which can be used in asynchronous mode are: e-mail, threaded

discussion boards, newsgroups...etc. Those tools help the learners to engage in the course (Means et. al, 2009). Those tools give students more time to study and engage with the course topic because they are available anytime and anywhere. (Lim, 2017).

The book of Lemov (2020) summed up the benefits and the limits of asynchronous and synchronous learning as follow:

Table 1: *Benefits and Limits of Asynchronous Learning and Synchronous Learning* (Lemov, 2020 p.25).

	Asynchronous learning	**Synchronous learning**
Benefits	- More polished product - Both teachers and students control their own schedule/pacing - Possibility of more sustained and complex assignments	- Building/ maintaining connections - Checking for understanding and responding to error in real time - Allow for greater engagement
Limits	- Can't assess engagement/ understanding in real time - Less connection and less accountability - Disparate impact with struggling students suffering more - Screen fatigue - Decreasing attention	- Coordinating schedules - Tech issues/ access disrupt learning - Screen fatigue - Decreasing attention

1.1.3. Models of Online Learning Courses

According to Mason (1998) there are three main models in which online learning courses can arise which are:

- *Content + support model:* This model is the earliest one. It exists where there is a separation between the content of the course and the tutorial support focusing on the content. The course content can be printed or as an online package; however, the

tutorial support is delivered by email, by computer or by an online conferencing. It uses content materials which can be provided by other teachers, than the content authors. In this model, the teacher involves students in a collaboration activity, supports peer commenting and provides an online assessment; he plays the role of a facilitator. Students among this model spend just 20% of their study time online. The content+ support model is defined by Daniela(2018) as a replacement approach in which context is prepackaged in a more or less traditional manner and is distinct from online tutorial help, which can be offered by written the course content. The teacher's role is to facilitate access to knowledge rather than to supply it.

- *Wrap Around model:* Mason defines this model as the 50/50 model in which the online interactions and discussions take up half of the students' time whereas the set content takes up the other half of the time. In this model, the course or the tailor made materials (such as the study guides, activities and discussions) are wrapped around the existing materials (like textbooks, CD-ROM resources or tutorials). Mason (1998) states that:

    This model tends to favor a resource-based approach to learning, giving more freedom and responsibility to the students to interpret the course for themselves. The tutor's or teacher's role is also more extensive than that in the first model, because less of the course is pre-determined and more is created each time the course is delivered, through the discussions and activities(p.7).

    It means that students here have more latitude and responsibility to read between the lines and understand the course in which the teacher plays a more inclusive role than the previous one because it develops each time that needs more effort from the

teacher. Students can use email questions, video or audio recording in order to interact.

- ***Integrated model:*** In this model, the course is made up of collaborative activities, learning resources and joint assignments. It takes place online through computer conferencing; in addition, the course contents are fluid, dynamic and largely determined by individual and group activity. Students' interactions can be through video, audio or textbook. The integrated model unlike the first one, it tends to eliminate the separation between the content and the support and creates an integrated learning community.

1.1.4. Advantages of Online Learning

According to what has been said before OL is learning anytime and anywhere by accessing the internet. It gives the chance of learning for all types of learners/ students. These types of learners include those who do not have time to attend traditional classes, who do not like and cannot attend them because of their works, locations or they prefer to learn separately (Jamal, 2021). For this, OL has various benefits or advantages; since the current study is concerned with the impact of OL on the students' motivation to learn English as a foreign language, so the light will be sighted on the most advantages which relate to this.

First of fall, OL provides accessibility due to which a student can learn from anywhere in the world (Indira & Sakshi, 2017). In other words, it allows the student to access and participate in the course from any location around the world at anytime this gives the students the occasion to meet and interact with people from other regions that can be very beneficial especially for foreign language students who can increase their foreign language skills by the interaction with foreign language speakers or learners. They have the ability and

the possibility to choose whatever kind of online course or the teacher they want or prefer that it's appropriate for them or feel that it meets their needs.

In the OL all students have more opportunities to use their own styles in learning and each student can find the course which is suitable for his/her learning style and in which he/she feels comfortable when he/ she will be motivated more toward the course and his/her online performance will be better.

Also, OL provides many online tools which give a great support to the students to learn and engage in the online classes. Discussion boards and chat sessions are the most useful tools by which the students can interact, ask questions, share ideas and suggestions with their peers well (Moule as cited in Ngoc, 2021). Online free applications also comprise some supporting communicating tools such as Twitter feeds (Ngoc, 2021). Adding up, the Google application which helps students and teachers to do, conduct and organize their lessons and time (Revere et. al as cited in Ngoc, 2021). Online classes provide the use of many other technological tools like Google Docs, Discussion forums in black board and conduct multiple activities which help learners to develop their critical skills (Mansbach as cited in Mathew & Ebelelloanya, 2016). They feel themselves that they are in their usual classes and the long distance between them does not affect their learning process.

Furthermore, through OL a great interactions and discussions can be built because most of students in the traditional classes are afraid, feel shy and avoid participation when they meet their teachers and classmates. However, in the online classes they feel comfortable more confident and their interactions will increase for example OL can provideprivate chats which are used by students who do not like public chats. The use of interactive technology which contains various ways and representations motivate online learners and reinforce their outcomes (Hayo-Jeong as cited in Mathew & Ebelelloanya, 2016).

Moreover, online training and education provide also the opportunity for students who want to develop their knowledge, abilities and improve themselves (Furnell as cited in Bartley & Golek, 2004); the online training represents learner-centered in which the learner is being more control with all the course sides(Bartley & Golek, 2004). Here the instructor is viewed as a facilitator and the students take the responsibility to make their learning successful and they have the chances to teach and help each other through interactions between each other (Palloff & Pratt as cited in Smith & Brame, 2020).So, the learners take the great part in the course; they will be more motivated, they explain, practice language, share ideas and information, ask each other questions or distributes suggestions for the content of the course.

Therefore, OL increases student-to teacher and student-to-student interaction and discussion, it provides more student-centered environment, more interaction and more motivation with the increase in the activeness in the learning process(Stern, 2018).

Finally, Banciu et al. (2012) stated that when speaking about OL, it is very important to take into consideration E-learning advantages in the study of a foreign language, these advantages summarized as follow:

- Students are able to study from any place since there is an internet connection.
- They learn at their own pace.
- They are able to share different learning styles in different activities.
- Flexibility to join the course or the discussion any time.
- Cost-effectiveness (it is cheaper than going to traditional classrooms).

1.1.5. Challenges of Online Learning

Online learning considers as one of many learning methods which never occurs without the internet connection.

Milakovich and Wise (2019) argued that the internet has two sides, it can offer both opportunities and challenges, and this is why the institutions should be cared about its online reputation which contains all their activities.For example third-party reports that may affect their reputation. they pointed also that individuals and institutions can not have the possibility to manage the content of messages that have a direct impact on their reputation because of the open nature of the internet; for instance, students can put or give their experience about some instructors even if they never have courses with them, this by using unofficial teaching evaluation sites such as Rate My Professor; for that the institutions should be careful from those kinds of sites which can affect their online reputation negatively. It may decrease the proficiency of those institutions about their online activities.

Barman and Baishya (2021) stated that comparing one-to-one learning and learning online can lead to some weaknesses or can face challenges when using online methods such as lack of human interaction, lack of interactive learning opportunities, teacher's oversight and the lack of practical training opportunities for complex topic such as science and mathematics. Despite of what is the topic of online learning the absence of direct human interaction and movement occur a strong challenge when using it in which students may feel board. They also explored in another research that the lack of Smart phones or computers, lack of sufficient knowledge on Use of ICT Based tools and less possibility of practical classes are the major problems face the online students. Many students do not have the opportunity or the ability to attend online classes because they do not have or cannot buy the digital tools to access the internet or they do not have enough knowledge to use those technological tools. He found also that online education puts the students in an online society with students from anywhere they interact from their own pace that makes them socially isolated from each other.

Similarly, Abdullah et al. (2021) stated another challenge of OL which is the absence of a personal technological tool because not all students or even teachers have their own digital tool to access the online course, may be all the members of the family share and use the same laptop, tablet or computer. In addition to this, they pointed out that students and instructors that have a little digital competence they may have weaknesses in the OL process. Digital competence is defined as the group of proficiency knowledge/ views which are important when using digital or technological tools to carry out responsibilities, such as solving problems, information management…etc (Ferarias cited in Abdullah et al, 2021).

Barakat and Weiss- Randell (2016) argued that one of the OL challenges is its nature which leads to the separation between students and teachers by both distance and time. During the online learning the participants whether students or teachers are usually separated and far from each other by the distance and the time zone.

Therefore, Anderson and Gronlund (as cited in Barakat &Weiss-Randell,2016) made a review about the challenges of OL in both developing countries and developed countries. The review points out that they are thirty exciting challenges for both developing countries and developed ones those challenges are categorized under the following concepts: course, individual, technology and context. In this context, the OL challenges in the developing countries are mostly about accessing the technology and the context where students and instructors are living; however, in the developed countries the challenges are about the individuals themselves and the course. According to these results, OL challenges can be changed from one context to another foe example in the developing countries online students and teachers they suffer from the absence of the technological tools needed for learning or teaching and the usual problems of the internet connection; whereas, in the developed societies the online instructors have the challenge in creating the appropriate course for all the students and which is appropriate for their concerns, settings and needs this because of the

nature of the online environment which can combine a large number of students with different views and ways of thinking.

The lack of computer knowledge is one of the most challenges faces the OL, most of the students do not know how to access a site to learn or how to use the computer; so they need to learn and develop their skills in using the computer devices.

Another common challenge of online classes is low maintenance; students are often easily distracted and unable to concentrate that well in their classroom leading to poor performance and results (Sruthi et al. 2022.p.96). Many students when they have an online course most of the time they diverted and their thinking moves to something else for example when they access to the internet they finds themselves schatting in face book, watch videos or listening to music, here their attention to the course will be lowed thus because of the absence of the physical management of the teacher.

Tanase and Hamack (2021) identified that the age of the student is present also a challenge in the OL since the older internet users with social problems which can affect them when dealing with computer devices in their classes. The older persons who do not have interaction with technology in their life in the past are the most sample which may have difficulties to use it despite the fact that OL can hold all persons with different ages.

Many researchers conducted many studies which led to the foundation of multiple issues which relate to the challenges of OL. According to the study of Bwire et al. (2020)the most OL challenges are due to the lack of knowledge of online content development (difficulty to conduct a suitable content for different learners), difficulty in determining learner's profiles (teachers have difficulty to understand their learners in the online environment), teacher related factors (lack of skills and training in OL design, difficulty to

know learners' characteristics…etc), lack of technical support and inadequate in frastructure and instructional materials.

Xhaferi and Xhaferi (2020) identified that the challenges which face students in OL are: the teachers do not give regular and detailed feedback; the materials used are higher than in the traditional classes and the quantity of the assignments' home woks gives to them.

To conclude the challenges of OL, a study in Africa results that the major challenges are the unreliable access to the internet, the high cost of the internet, technophobia, the lack of technological skills, the absence of any physical contact between teachers and students and the pedagogical skills of online lessons(Mathew & Ebelelloanya, 2016).

1.1.6. Review on the Previous Researches about the Impact of Online Learning

In recent years, online learning tends to be more popular and shifts all the sides of the learning process. Many researchers have been conducted to investigate the impact of OL comparing it with traditional classroom.

Various research studies have found that there is no significant difference between OL and traditional classes in terms of learning outcomes (Cavanaugh as cited in Pg Ya'akub, 2018). According to a systematic analysis conducted by Navarro and Shoemaker (as cited in Goswami et al.2021) the students' learning outcomes are better in the OL classes than in the traditional learning classes and students are highly satisfied with OL.

In the same line, the study of Zaitun et al. (2021) suggested that OL encourages independent learning ,it is an effort to modernize the concept of education in the 21st century, it increases the intensity of interaction between teachers and students, provides meaningful learning and unlimited interaction to space and time .In the other hand, this study found out

that there was a negative impact of OL on the students' motivation that depended on many parties including teachers, parents, students and schools that were might be not ready well for the OL.Also the activeness and motivation of student did not increase during OL because of the monotonous implementation of OL, the lack of direction and supervision, pressure for students to study from home and the low of teacher innovation. In addition to this, OL communication often takes only one way so the students' motivation does not increase.

Johnson and Mejia (2014) conducted a study about the impact of OL on the student outcomes in California's Community Colleges; they found that students in these colleges were not successful in online courses as much as in traditional ones.

Xu and Jaggars (2013) pointed that the OL forms had a significant negative impact on both course persistence and course grade. They found that taking online course would decrease the students like hood of the course persistence and their final grade would be lower.

The study of Yusnilita (2020) which is about the impact of OL based on the students' views indicated that most of students believed that OL classes are easier and more practical than the traditional classes and they feel more confident in those classes; that's why they believed that OL will improve the quality of their learning.

Nambiar (2020) in his study indicated that face-to-face learning was more passive than the OL in term of social presence, interaction and overall quality; both teachers and students were less effective and structured in comparison with learning in traditional classrooms and the students learning quantity would be less than in the face-to-face classes.

Bai et al. (2021) argued that online classes have played an outstanding part. They indentified that Google platform was preferred most followed by Zoom Meet for OL. They found also that female students had more positive perceptions toward OL than male students;

in addition, students from rural area built a positive perception comparing with those from urban area who had the problem of the absence of the technological devices.

Kuama (2016) conducted a study to examine the suitability of OL for all the English language students. They examined the effect of the use of online language learning strategies (OLLS) by successful language students and unsuccessful ones and investigate the relationships between OLLS used and online English learning outcomes. They divided the participants into two groups successful language students and unsuccessful ones in the course. The study based on the use of cognitive strategies (comprehension/ critical strategies, internet skills……), metacognitive strategies (time management strategies, concentration/ effort regulation strategies…..) and resource management strategies (the ability of learner to manage learning resources). They found that successful language students used the OLLS more than the unsuccessful ones and the successful students were more positively motivated in learning English online than the unsuccessful ones, they were able to learn online English course without much trouble. According to this study, OLLS affect the online English outcomes, the metacognitive strategies had the stronger effect students with more metacognitive strategies could access the course, learn, complete the tasksand improve their outcomes. The cognitive strategies were also important in which students with more cognitive strategies could be successful in the course better; however, resource management strategies had no relationships with the English language outcomes since the learning environment was appropriate enough for OL. This study argued that OLLS effect English learning outcomes dependent on the kind of strategy used as long as on the grade of each student.

Esra and Sevilen (2021) conducted a study based on students' perceptions they identified the main factors that influence the EFL students' motivation in the OL. The study investigated that students overall believed that online education had a negative impact on

their motivation, this due to the lack of social interaction, a mismatch between expectations and content, organizational problems and the organization of learning environments; in addition to pedagogical implications. Students compared face-to-face classes with the virtual learning environment and found out that virtual learning environment did not meet their social needs with their friends. They identified some other reasons why their motivation would be low in the OL such as they were not satisfied with the online course content and materials and lack of self-discipline and a private space to follow the course.

Xie et al. (2011) determined in their study that the relationship between students' motivation and their participation in asynchronous online discussion during a 16 week-online course. They indicated that there was no relationship between students' intrinsic motivation and their participation in online discussions; this relationship became significant as the classes progressed over time so that relation needed time to establish. The findings of this study suggested that students started to perceive discussion activities as enjoyable and valuable, engage in online discussion and have more positive attitude related to the course.

Kim and Frick (2011) explored in their study that people tended to choose self-directed e-learning in the absence of face-to-face classrooms or when they did not have time to attend them. The study found that people were more likely to be motivated when they begin with self-directed e-learning since the learning goals were appropriate to them and their technological knowledge were higher. It indicated also that motivation in self-directed e-learning (OL) was the best predicator of positive changes in students' motivation.

Mohammadi et al. (2011) studied the effects of e-learning and other strategies such as internet, web- based English learning and computer-assisted language learning (CALL) on the language learning. This study found out that e-learning and those application had a positive effect on the language learning; fir instance, e- learning increased the engagement

and the motivation of the learners. In addition, the use of web and internet improved the English learning because of the internet language which is appropriate for all cultures; the internet also provides chartrooms and mass media which increase the oral proficiencies of the learners. Moreover, using mass media and internet media were challenging that motivated teacher and learner to be more creative and practical.

Wu et al.(as cited in Pg Ya'akub 2018) found out that online interaction which appeared via video conferencing for English as a foreign language effected students' motivation, confidence and ability. It did help improving them.

Putra (2021) conducted a study about improving the students' motivation in learning English through Google Meet during the online learning. The study based on conducting classroom research action with the use of Google Meet with the aim of improving students' motivation in learning English during online learning, it showed that students' motivation is increased in learning English and Google Meet form is improved the students' motivation, they are participated actively, interacted, shared ideas and engaged in the teaching and learning process.

Conclusion

Online learning can be considered as a new way of learning which shifts the learning process nowadays that allowing the students to engage in the learning process from anywhere and anytime. This section was all about expressing the main information concerning the online learning concept. It started by giving different definitions of it including some of its methods. Then, it dealt with the types of online learning courses, communication in those courses and its models. After that, the section discussed the main advantages and challenges of OL. It ended with a review of some researches about the impact of OL on the students.

Taking all what have been included in this section into account, it is possible now to see that

OL have a direct impact on the students' learning, students' outcomes and their motivation.

Section Two: Conceptualization of Motivation

Introduction

Motivation was main concept that received a great attention from psychologists as they want to understand what pushes human beings to act as they do, and they try to define it in several domains in life. One of these domains is education. Motivation in education is of a great deal of importance, since it is one of the key factors that affects the learning process, it also affects the learners' success and performance. Actually motivation and the learning process have a deep as well as a strong connection. Motivation as mentioned earlier is the basic principle for human aspiration and achievement. On the other hand, learning process is an ongoing and endless requirement of gaining knowledge to reach specific goals. Psychologists and educators have made considerable efforts to discover the best ways to increase the student motivation toward the several activities of the learning process, and especially the second language acquisition. Accordingly this section provides a comprehensive view of motivation and how motivation is understood from different perspectives, followed by its types and theories, what is meant by being demotivated along with its important in learning and teaching processes.

1.2.1. Definition of Motivation

Due to its complex nature and its importance, motivation has captured the attention of many psychologists, researchers, and teachers. Psychology has defined motivation in different domains with different terms: desire, effort, power, and force. Consequently, the term motivation has obtained a broad interpretation.

According to Seven (2020) the origin of the term '' motivation'' is the Latin word '' movere'' which means ''to move''. He defined motivation as the persons' own feeling and

emotion which comes as the results of his/ her needs and wants. It means that motivation refers to do way each person reacts in a certain situation.

In defining motivation, Brown Stated that ''motivation is commonly thought of as an inner drive, impulse, or desire that moves one to a particular action"(1994, p. 152). In other words, motivation is an internal energy that pushes the individual to behave in a specific way which is influenced by it.

Moreover, Gopalan et al. (2017) stated that motivation is the energy that supports students to encounter the problems and challenges. Brown (2007) argued that motivation is the main principle for any learning process. This means that motivation is very important and plays an important role during the learning process.

Similarly, Thornbury (1999) considered motivation as one of the essential parts of learning English; he thought that if motivation factor is necessary for completing the learning process. Moreover, he believed that it all relies on the instructors having an essential role in motivating the learners by doing several tasks and activities that make learners active. So most motivation conceptualizations insist on the role and importance of motivation as it is crucial to a victorious language learning because it pushes learners to learn effortlessly.

Besides, it helps teachers in their teaching process. It is worth mentioning that regarding the considerable significance of the word motivation, there is no agreement on its exact definition (Oxford & Shearin, 1994).

Motivation is subject to different negative effects during the learning process, which can differ from one to another. These negative effects can also be known as the demotivational factors.

1.2.2. Motivation from Different Perspectives

L2 motivation has seen and observable change in its conceptualization during the course of its development as a whole motivation is being viewed from many perspectives Such as behavioral perspective, cognitive perspective as well as social cognitive perspective.

1.2.2.1. Behavioral Perspective

At the beginning and before going deeper in discussion motivation in a behavioral concept, it would be better to mention a brief conceptualization of the notion behaviorism.

Behaviorism or the behavioral learning theory, is a very common concept in education which focuses on how humans learn, it holds the idea that all humans' behaviors are earned through the interaction with the environment, and denies the genetic end innate factors influence on behaviors.

Thus, motivation was examined within behavioral framework scholars in the in this field include: Skinner, Pavlov, and Watson the aim was to give a clear definition about "what moves a resting organism into a state of activity" (Wiener, 1990, p. 617).

Different terms are used to refer to motivation such as instinct end energization motivation was seen as a reaction to specific stimuli and being more automatic instead of being intentional, it was believed that to maintain a desirable behavior stimulus, should be emphasized through reinforces once applying this theory's principles.

Rewarding system is more likely to be adopted by teachers to ensure the prolongation of a desirable learning behaviors such as participating working hard these contain praising learners or providing them with extra marks, conversely if not desirable behaviors are done in the classroom by students such as low discipline, teachers are advised to use a punishment.

Needs theories are emerged as an alternative to behavior reinforcement they explain behavior as a response to internal felt need rather than and external pressure. Accordingly, observable behaviors are not controlled by external stimuli; behavior appears even if the external pressure is absent. The best clarification is that humans behave as respond to inner needs which range from being psychological and universal such as hanger and those required throw cultural experiences such as the need for showing power in a society.

The most common model based on need theory is Maslow's hierarchy, according to Hopper (2020) Maslow suggested a hierarchy of needs which function as a priority from lower to higher needs, this needs includes psychological needs such as sleep and hunger, safety needs such as being secure from danger, love needs such as being accepted from the society, esteem needs such as presenting ability or mastery, and the need for self actualization such as the need for self expression;according to Maslow, higher needs cannot be satisfied unless lower needs are fulfilled.Once coming to this theory implementation in the education field student need to feel accepted love it and feed it students may seek satisfaction from instructors as a teacher it is important to see each learner as unique individual emphasizing Healthy, good behavior and self esteem, showing students how their efforts and hard works are appreciated will enrich the level of each student self esteem. Every teacher should care about the four lower needs of students, in order to satisfy for fundamental needs. Every single step made by the instructor will raise the learner ability for learning and achieving in the classroom (Kurt, 2020).

1.2.2.2. Cognitive Perspective

Cognitive theories emerged to criticize the machine metaphor that have been emphasized for years, and encountered it to be irrelevant to educational settings.

According to these theories, humans' behavior tends to be intentional instead of being automatic to certain stimuli. Humans are by nature proactive, that is to say, they can decide what they want to do without the pressure of inestimably. This concept is viewed as a choice motivation focusing on the important role of the human choices in achieving self growth.

Furthermore, the term goal is used instead of need, it is understood as the internal cognitive representation of what humans want to achieve. The study of achievement goals is linked to Atkinson theory of which States that the individuals need for achievements is differently predisposed as a part of their cognitive process some children Carry within subconscious a high motive to succeed through participating in challenging activities unlike others who avoid these activities.

Since this theory stands for how individuals process information when they learn teachers are advised to organize their course content carefully as well as to allow their learners to be an active part in their own learning by creating opportunities to complete helpful tasks (Lawless, 2019).

1.2.2.3. Social Cognitive Perspective

Social cognitive theory is all about how humans make sense of social situations; it focuses on individuals' cognition or thought as a process which intervenes between observable stimuli and responses in specific real-world situation (Friske & Taylor as cited in Conner & Norman, 2015).

A meaningful proportion of social psychology over the past has started from this assumption that social behaviors are clearly viewed as a function of human opinion of reality instead of function of an objective description of the stimulus environment. the question of which cognitions are important in expecting behavior has been the main subject of research

this theory approach to the person as a thinking Organism has been dominant in social psychology for the past decades or more (scheinder as cited in Conner &Norman, 2015) The majority of the work in social cognition can be broadly split into how people make sense of others and themselves (Fiske&Taylor as cited in Conner & Norman, 2015).

Actually, Social learning in education is conducive to instructing numerous students in one classroom,, it can be applied if teachers would follow some strategies such as framing personal experiences as meaningful activities, facilitating community through peer evaluation using group works to improve shared practices, and extending the purpose of subject teaching the influence students identities (Restad as cited in Millacci, 2021).

1.2.3. Types of Motivation

There was a significant focus on investigating the two categories of motivation rather than the other ones. Ryan and Deci stated various categories of motivation, but the most determining divergence was between Intrinsic and Extrinsic motivation (2000).

According to Gross (1999), learners were divided into two groups that presented numerous reactions to the learning activities and different extents of both intrinsic and extrinsic motivation in the learning process. Thus, some learners desired to learn new languages and interact with anything that helped them. They learned languages quickly, showed a significant interest in doing better and always made great efforts but never got enough. However, extrinsically motivated learners depend on external rewards.

1.2.3.1. Intrinsic Motivation

Many definitions can be associated with the term intrinsic motivation. Schiefele (1991) claimed that intrinsic motivation is an internal force that pushes students to engage in academic activities since they find learning process enjoyable and interesting as well. In other

words, intrinsic motivation refers to a person's performance in certain activities out of interest and to experience the feeling of enjoyment while performing such activities without expecting any external rewards. For example, a student who has a passion for languages and enjoys learning would make an effort and depend on himself in school or at home without looking forward to getting external reinforcement. Intrinsic motivation comes within the individual as it is a sense of personal satisfaction.

Vallerand and Ratelle (2020) explained that intrinsic motivation refers to the person's performance upon their interest and enjoyment. In other word, it is how the human act or react and his/ her reaction is based or influenced by their own interests.

Furthermore, Csiksezentmihalyi and Nakamura (1989) claimed that this motivation positively influences the learners. Hence, the intrinsically motivated learners are engaged in cognitive and physical tasks. They keep having a high concentration throughout these tasks with clearly defined goals. They often feel comfortable and not afraid to fail while learning.

Moreover,Ryan and Deci (2000) further stated how external factors could affect intrinsic motivation. These factors could decrease the learners' self-determination and thus harm outcomes such as less creativity and poorer problem-solving.

1.2.3.2. Extrinsic Motivation

Extrinsic motivation means participating in activities for external outcomes separate from the behavior itself, which means having no interest in the performed activities. Extrinsic motivation is extrinsic when the only reason behind undertaking an activity is getting something external.

In The same line, Ryan and Deci suggested that extrinsic motivation is" the performance of an activity to attain some separable outcomes"(2000, p. 55). For example,

providing a learner with rewards after doing an activity or getting good marks. When learners are provided with extrinsic reinforcement; this will decrease intrinsic motivation in them, which is a fundamental element task that teachers must deal with during the learning process.

1.2.3.3. Integrative Motivation

Integrative motivation is a type of motivation which is connected with second language learning,   According to Brown this type can be defined as the learners desire to speak the target language along with its culture and lifestyle to develop the knowledge and views about the world.

Masgoret and Garden (2003), Classified motivated learners as being open to other language, plus having good and praising attitude throughout the learning process. Moreover, integrative motivated learners are more likely to have perseverance in their learning, particularly, when they face challenges or hard activities,   this is because they have internalized their desire of learning into their self -value system which describes why integrative motivated learners make great efforts during their learning and gain considerable achievement in second language acquisition (Wang, 2008). For example, learning English it's a very important process, especially nowadays, because mastering this language enables the learner to interact with native speakers easily.

1.2.3.4. Instrumental Motivation

It is also one of the motivation types, which refers to the pragmatic consideration that learners predict in learning language such as getting a job. In order to get pragmatic gains instead of social implication with the target language community (Gardner, 2010). Instrumentally motivated learners tend to perform better in order to attain external rewards such as appraisal, personal fulfillment, and status of power. Hence, it can be

understood that instrumentally motivated learners' willing to learn the second language is connected with the achievement of some non interpersonal purposes.

1.2.4. Motivation Theories

Since motivation is one of the key factors which lead the individual toward achieving goals, there are a bunch of theories and models that stand for it. A significant focus is placed on just these four theories, namely: The Attribution theory, The Goal Orientation Theory, Self- determination theory and the Self- efficiency theory. These theories are explained as follows

1.2.4.1. The Attribution Theory

The term attribution stands for a person's beliefs and thoughts about the reasons behind his achievement consequences, whether success or failure. The feeling that emerges from these thoughts and beliefs, positive or negative, directly influences one's effort toward future achievement.(Weiner, 1985).

According to Bandura (1995), the individual's clarification about their achievement and performance is referred to two primary sources: self-efficacy and task value beliefs. The theorists primarily emphasize self-efficacy more than task value for its effect on causal attribution; People who think of themselves as highly virtuous attribute their failure to the inadequate effort, and those who think of themselves as unvirtuous attribute their failure to low ability, since the reasons for attribution are not only related to one's self-perceptions of ability, many other factors are categorized by three essential possessions: locus, controllability, and stability.

Firstly, locus means the internal source or cause as effort, or external as luck of the individual.

Secondly, controllability means how the person controls the cause; for example, the external cause is uncontrollable.

Thirdly, stability indicates the ability to keep a cause over time. It is preserved that attributing causes of success to internal and controllable factors and causes of failure to external and uncontrollable factors and factors directly to better performance behaviors. For example, a student who attributes his success to the effort he spends is more likely to feel Proud with higher self-esteem. However, the student who attributes his failure to low ability will have feelings of blame and shame.

The educational application of this theory supports teachers to comprehend their learners positively and guide them to perform well. The teachers must provide their learners with constructive feedback, which refers to feedback that offers the learner good causes for their academic performance and goals to refine learners' awareness continually; this theory is strongly connected to constructivism.

1.2.4.2. The Goal Orientation Theory

An emphasis was placed on the idea that human needs have directed their motivation by early researchers. However, this idea has been moved to the context that the human goals instead of needs now direct motivation in current years. Lock and Latham described the term goal as "something that the person wants to achieve" (1990, p. 2).

In addition, Brophy suggested that goals could be defined as ''objectives or intended outcomes of planned sequences of behavior'' (2010, p. 7). This theory holds that humans must have goals that actions should follow. According to Alderman (2004), to understand the core meaning of motivation, it should recognize the learner's perceptions of goals. It showed firstly by knowing how people assess their learning goals to present their capacities to reach a

particular task. Second, people's thoughts about their goals are related to their learning history.

This theory mentions the two main goal theories that have become incredibly effective in studying motivation in the last decades: goal-setting theory and goal orientation theory (Dornyei, 2001). The goal-setting theory between learning goals also distinguishes mastery goals and performance goals. The first category, which is the mastery goals, refers to the learners' wants or desires to have a good comprehension of the materials being instructed by instructors through tasks; they have a desire toward owning a mastery over the capabilities taught and enhance the attainment. Otherwise, the performance goals emphasize on the attribution of success on the person's ability and basis on the demonstration of the achievement throughout the comparison between students' levels (Kadri & Hamada, 2018). Learners who have specific goals are more likely to master what they genuinely want and perform better, unlike those who do not have ones. The level of engagement will rise if an opportunity is given to learners to select learning goals of their own, which will affect their performance (Locke&Lathman, 1994).

1.2.4.3. The Self -determination Theory

Self-determination theory is one of the well-known and most influential theories of motivation. It stands for how motivated the person is when his / her inner psychological needs are fulfilled; these are divided into three basic principles: autonomy, competence, and relatedness.

Firstly, autonomy refers to the learner's ability to make decisions, take responsibility, and control his / her cognitive process and learning context.

Secondly, competence is concerned with the person's feelings of the ability to achieve the desired results.

Thirdly, relatedness can be defined as the need to be loved, social belonging, cared for, and encouraged by others. It is worth mentioning that there is a distinction between the two basic types of motivation; these are intrinsic and extrinsic motivation. In this case, intrinsic motivation describes the natural tendency of people to contain multiple traits in the learning process; meanwhile, extrinsic motivation is what pushes the individual to take part in activities for external rewards.

Self-determination theory is divided into five sub-theories which are: the cognitive evaluation theory (CET), Organism Integration theory (OIT), Causality Orientation theory (COT), Basic Psychological needs theory (BPNT), and Goal Content theory (GCT)(Ryan, Deci, 2000).

1.2.4.4. The Self -efficacy Theory

It is a concept which is originally proposed by the psychologist Albert Bandura. According to him, this theory stands for someone's belief in his/her capacities, to reach specific goals in other words it refers to what individual feel about his/her Actions and how they affect the outcome in a given situation.

Furthermore people who have self efficacious belief tend to feel much better about themselves, feel that they are powerful enough and they can control what happens in the world also they don't feel helpless from one activity into another. In short they can act, feel and think differently than those who don't have selfish belief (Bandura, 2017).

When farming self efficacy, judgments about people tend to rely on four factors: firstly, good performance and accomplishment will increase the feelings of self efficacy, while failures will decrease them. Secondly, when people see others experience success, they will be more motivated to experience success too. Thirdly, is all about social persuasion, this is usually comes in form of being coached on receiving feedback on one's performance.

Finally, as the positive emotions can raise the feelings of self efficacy, negative emotions (such as fear or anxiety) can dimich them.

Resnick (2008) stated that '' the self efficiency is defined as individual's judgment of his or her capabilities to organize and execute courses of action'' (p. 197). According to him, self efficiency theory referred to the ability of people to exert control over what they do.

In general all the motivational theories tend to explain motivated behavior, Some of them view motivated behavior as attempts to satisfy needs come on insert space based on this approach, teachers would understand what's their learners need, , so that, , the learners action can be understood, the other theories explain motivated behavior using the cognitive process of learners they learn from the consequences of their actions and repeat the behaviors that lead to positive results and they are motivated to make efforts if they view that their actions will lead to desired rewards, it is worth mentioning that none of these theories are complete on their own, but each theory give a framework that can be used to analyze and manage learners behaviors in the learning environment.

1.2.5. Demotivational Factors

Demotivation deals with the factors that decrease and lower a student's motivation; it is also viewed as the negative side of motivation and motives. Moreover, several factors can lead someone to mislay his interest in learning a language.

Dornyei (2001) noted that a demotivated learner is not someone who has lost his motivation completely; he also identified the main demotivating factors as follows:

_ The teacher (personality, commitment, confidence, teaching method). For instance, a teacher with a good character knows how to manage his classroom and pushes his learners to interact with him or among themselves.

_ Inadequate school facilities (the group is too big or not at the right level, frequent change of teachers). For example, the big group may be noisy particularly if the teacher cannot control his group.

_ Reduced self-confidence (experience of failure or lack of success). This means that if the learners fail several times they will feel themselves low and worthless then they won't enjoy study anymore.

_ Negative attitudes towards the L2; the learners often have a big problems concerning the second language

_Compulsory nature of L2 study. For instance, the learners find the courses content so difficult to understand.

By way of explanation, the teacher's character plays an essential role in student motivation as to how they act and how they treat his students (i.e., severe, indulgent, cheerful). For example, if the teacher is cute and shows no passion for the student while teaching, this may lead the student to be demotivated from learning the L2. Moreover, the lack of self-confidence resulting from a failure experienced in the past which builds negativism on the student's insight about their capacities, may enable them from making any effort to learn L2. Without any confidence and belief in their abilities and what they can achieve in the future, even intelligent students will face troubles in their learning process. The classroom practitioners' function is to rebuild students' self-confidence and revive them with a positive perception of their capacities.

Another influential demotivational factor is the unsuitable conditions that the student may face, such as overcrowded classes, which can be hard to manage. In the same line with this, Willos Stated thatovercrowded classrooms negatively affects the teaching-learning process. They cause disturbance for students, embarrassment for some to participate and, in

general, the learner's development, confidence and understanding. Also, it makes the teachers stressful (as cited in Fattach, 2013).

1.2.6. The Importance of Motivation in Language Learning and Teaching

No one denies the role of motivation because it is an essential and fundamental part of the different domains, especially in learning. As mentioned earlier, motivation and learning are firmly connected; that is why no development can be noticed in learning without motivation which is one of the most important and influential keys in such a process. Students' learning can be directed toward positive or negative achievement, relying on the motivational situation of the learners and their interest in language learning. Moreover, teachers also have to know how to manage their classes, create a good atmosphere for their learners, and feel comfortable whenever they teach. That can be done by using numerous strategies to make the demotivated students become more active in their learning and enhance the motivational state of those who are motivated (Mekiri, 2016).

According to Seven(2020), the good language teacher is the one who try to make his/ her learners as motivated ones and create an active environment in his/ her classroom specially in the English language; for him students can be lack motivated students because of several reasons for example the fair from making mistakes or give wrong answers, they do not reward for their behavior, they compare themselves with their peers and do not improve themselves, some of them affected by their personal problems and their motivation will be low; hence, the teachers should focus on those problems, put solutions, try to support students even if they make mistakes, try to be their psychologist ,know their needs and wants and create a comfortable environment for them ; thus helps them to be more motivated and increase their learning outcomes.

Gilakjani et al.(2012) stated that motivation is the ''neglected heart '' of language teaching, according to them students' motivation is an essential part or element in the language learning and teaching processes because without motivation there is no life, no movement and no interaction in the classroom that affects the language learning and teaching processes negatively. They mentioned also the four aspects that affect the learners' learning of the second language which are: language aptitude, personality, attitude and motivation; so motivation is considered as one of the main aspects that influences the language learning process, learners who have the aptitude, the attitude and like the language they will be more motivated to learn it.

The discussion of Mahadi and Jafari(2012) went to the results that motivation is very necessary in the process of language learning, and it has a direct impact on the students' learning ; for that teachers should pay attention on their students' personalities, needs and the important of motivation; from this they can provide and use the appropriate learning and teaching strategies and create a good atmosphere that release to better students' achievements.

In the same line, Oroujlou and Vahdi(2011) argued that motivation has a significant role in language learning, according to them motivation relates to the person' s own goals and desires, teachers should take those goals and desires into their consideration and provide the useful methods motivate students and help them to meet their wants.

In addition, Ebata (2008) claimed that motivation is considered as an important element in language learning, it provides the language learners with more support and energy to acquire and enjoy the language learning process, it develops their learning process and rich their achievement as well as the interaction between teachers and learners develops so the teaching language communication develops too. He mentioned the three main factors in the development of the language learners' motivation which are: self- confidence, experiencing

success and satisfaction, and the good relationships between learners themselves and also with the teachers.

According to Kong (2009), motivation is an important element in the language learning especially in the English language learning, he explored some ways to motivate students in their English language learning those ways include: using different and interesting tasks, using effective techniques that are in relation to the students' concerns and which are appropriate to each student's learning style, giving rewards, support, encourage the students and ignore their mistakes when answering such question, try to create a positive atmosphere in the learning class and support the collaboration between the students and give all the students the opportunity to participate and share their ideas and experiences.

Upon all what have been mentioned above, it is very clear that motivation plays a great, important and essential role in the language learning and teaching, it affects directly the students' performances, achievements and outcomes as well as it affects the teaching process which cannot be beneficial with the absent of motivation and interaction in the classroom. So both teachers and students should give more efforts to make the classroom more motivated and active to make the language learning and teaching processes more successful and effective ones.

Conclusion

On the basis of the mentioned information in this chapter, the term motivation can be considered as the person' s personal energy or power which boosts him/ her to react in a certain situation with a specific way. It varies among human beings in whom some of them are motivated through reward, through challenges and others through competitions. Motivation is a highly essential element in the second language learning and teaching processes; concerning the learning process, the learners' achievement can be affected on how

much those learners are motivating in their learning; however in the teaching process teachers should take this element into their consideration, try to keep their learners motivated ones using different methods and ignore the demotivational factors that affect the learning and teaching processes.

Chapter Two: Practical Part

Introduction

        This research has been dealt with two sections which discussed theoretical information about the research topic. Now, it is important to support those sections by another chapter which represents the practical part of this research. The practical part is the most important part in any research paper, it tends to present the methodology used in order to answer the research questions and accept or reject the hypothesis that has been made before. This chapter describes the research methods and tools which are used to gather the necessary data for the research topic from a specific sample, following this by an analysis and discussion of the collected data and the yielded results with the limitations and recommendations for pedagogy and future researches.

2.1. Research Methods

        The current study aims to explore the impact of online learning on the EFL students' motivation to learn English as a foreign language. In this research, a quantitative method is used which is the questionnaire; two questionnaires have been conducted for both students and teachers. The students' questionnaire has been used to gather data about the students' opinions about the impact of online learning on their motivation; while the teachers' questionnaire has been used to indicate the teachers' perceptions about their students' motivation level, their strategies and problems faced when teaching online courses.

2.2. Population and Participants

        This research is conducted at the University of Mila. It has been directed to the students and teachers of English at the Department of Foreign Languages in the University of Mila. The selected population for the students' questionnaire is the First year LMD students

of English in the university; 80 students have been chosen as a sample for the research from the whole population; for the teachers' questionnaire it has been distributed to 7 teachers from the whole teachers of English at the Department of Foreign Languages in the University of Mila.

2.3. The Students' Questionnaire

2.3.1. Administration and Description of the Students' Questionnaire

The main aim behind conducting the students' questionnaire is to investigate the impact of online learning on the EFL students' motivation to learn English as a foreign language. The answers of this questionnaire have been gathered from the perceptions of the First year English students at the University of Mila. A part of it is administrated with the students in their classes with their teachers and the rest part by meeting the students at the university but out of their classes by making sure that they understand all the questions and explaining the aim behind each question.

The whole questionnaire is divided into four sections which consist of 25 items, the first section is about background information, and it contains three main close-ended questions to collect personal information about the participants. The second section is divided into seven items which focus on the students' perceptions about online learning. The third section consists of six mixed questions some of them are multiple options questions and one open-ended question concerning the motivational factors which affect the students' motivation to learn. The fourth section includes eight questions aimed to investigate the students' attitudes, their motivation toward online learning and their opinion about the impact of online learning on their motivation to learn.

2.3.2. Analysis of the Students' Questionnaire

Section one: Background Information

Q1. Was English your first choice?

Table 2: *Students' Choice for Studying English*

Options	Number	Percentage
Yes	61	76%
No	19	24%
Total	80	100%

The aim behind asking this question is to get to know whether studying English was students' first choice or not and also to find out the importance of the students' potential of studying English in determining their motivation to learn the language. As it is shown in the table above, the majority of the students (76%) of the sample answered that English was their first choice, while 24 %) of the participants stated that it was not their first choice. The results indicate that the majority of the students are satisfied with their choice, thus this satisfaction stimulates them to learn English and achieve good results.

Q2. How many years have you been studying English?

Table 3: *Period of Studying English*

Options	Number	Percentage
From 2 to 5	26	32,5%
From 5 to 7	54	67,5%
Total	80	100%

This question is set to determine the period of time spent in learning English, the table shows that the majority of students (67, 5%) have been studying English from 5 to 7 years, this is because most of the students studied English in middle school followed by three years in the secondary schools and three years at university. The rest of the participants (33, 5%) constituting a minority declared that they spent from 2 to 5 years in the process of learning English.

Q3. Do you like the English language?

Table 4: *Students' Feeling toward the English Language*

Options	Number	Percentage
Yes	80	100%
No	0	0%
Total	80	100%

As the table shows all the students (100%) like English language, that' s because this language nowadays becomes the dominant as well as an official language in a bunch of countries. It is also the world language on the other hand, and none of the respondents indicate that they do not like English.

Section two: Students' perceptions about Online Learning

Q1. How do you classify your level in surfing on the internet?

Table 5: *Students' levels in Surfing the Internet*

Options	Number	Percentage
Poor	1	1, 25%
Moderate	13	16, 25%
Good	58	72, 5%
Excellent	8	10%
Total	80	100%

This question aimed to gather information about the students' level in surfing the internet or how does each student classify his/her level. 58 students evaluated themselves as having a good level in surfing the internet, 30 students see that they have a moderated level; eight students describe their level as being excellent. One student considers his level as being poor. That demonstrates that they do not have any difficulties when surfing the internet

Q2. Have you been a part in an online course before?

Table 6: *Students 'Participation in an Online Course*

Options	Number	Percentage
Yes	28	35%
No	52	65%
Total	80	100%

This question is put in order to know if the participants have been participating in an online course or not. More than the half of the participants (fifty two participants) who represent 65% do not attend any online course before and they have never been as a part in this kind of courses. 35% from the participants in the questionnaire show that they have

participated in the online courses and they have an experience with this kind by choosing the option ''Yes".

Q3. In your opinion, what does the term ''online learning'' mean?

Table 7: *Students' Opinion about the Online Learning Meaning*

Options	Number	Percentage
A-a form of distance learning or e-learning	32	40%
B-Learning over the internet	19	23, 75%
C-Learning on your own anytime and anywhere	21	26,25%
A+B	1	1,25%
B+C	3	3,75%
A+C	4	5%
Total	80	100%

The aim behind asking this question is to show the students' opinions about the general meaning of the term online learning or what comes in their minds when they hear this term. According to the opinion of 32 students, online learning is a form of distance or e-learning. 19 students view it as learning over the internet and 21 students see it as learning on their own anytime and anywhere. Three students selected the B and C options and in the opinion of four students online learning is a form of distance learning or e-learning in which learning occurs in their own anytime and anywhere (A+C options). One student chosen the A and B options,

Q4. Do you think that online learning is beneficial?

Table 8: *Students' Perception of Online Leaning Benefit*

Options	Number	Percentage
Yes	64	80%
NO	16	20%
Total	80	100%

This question is asked to point out the opinion of the selected sample about the online learning benefit. The majority of participants (80%) chosen the option ''Yes'' , so they think that online learning is beneficial; while the rest participants (20%) think that it is not beneficial and picked the ''No'' option.

Q5. Online learning:

Table 9: *Online Learning Benefits*

Options	Number	Percentage
A-facilitates the learning process that can be anytime and anywhere	45	56, 25%
B-motivates students to learn English	21	26, 25%
C-not important at all	8	10%
A + B	6	7,5%
Total	80	100%

This item is tended to indicate the benefit of online learning, considering the results of this item, online learning facilitates the learning process which can occur anytime and anywhere this is according to 45 students; 21 students saw that online learning motivates

them to learn the English language and six students are with the A and B options. In contrast, eight students claim that online learning is not important at all.

Q6. Do you feel stressed during online leaning course?

Table 10: *Students' Feeling of Stress*

Options	Number	Percentage
Yes	62	77,5%
No	18	22,5%
Total	80	100%

This Yes/No question is designed with the purpose to know the students' feelings during the online course; they feel stressed or not. 77, 5% from the respondents showed that they feel stressed when they participate in online learning. 22, 5% from the respondents indicated that they do not feel stressed when having an online course, this may perhaps declare that those students take the online courses in the same way they take and participate in the traditional classes.

If yes, please say why?

This item is addressed for the students who chosen the ''Yes'' option and who explained that they have the feeling of stress when participating in an online course. The analysis of the results of this item indicated that the students' feeling of stress mostly occurred because of the problems in the internet connection which cause the misunderstanding of the information. Some students said that they do not have internet in their own homes, so they do not feel comfortable when attending the course from other

places. Others stated that their computer knowledge is not enough to allow them to participate in the course until it finishes; consequently, do not follow the course well.

Q7. What are the difficulties you face when you attend an online course?

Table 11: *Students 'Online Learning Difficulties*

Options	Number	Percentage
A-The problem of connection when accessing the internet	46	57,5%
B-The lack of computer knowledge	5	6,25%
C-The lack of comprehension of the course content	8	10%
D-The course is not as interesting as the traditional one	6	7,5%
A + B	2	2,5%
A + C	3	3,75%
A + D	6	7,5%
C + D	1	1,25%
A + C +D	1	1,25%
E-Others	2	2,5%
Total	80	100%

The purpose behind this question is to collect data about the kind of difficulties that the students may face with the online course. 46 students from the whole participants have the problems of the internet connection when accessing to the online course, five participants suffer from the lack of computer knowledge, the difficulty faces eight respondents is the lack

of comprehension of the course content, they cannot understand the main goal of the course, and six students from the total respondents assume that the online course is not as interesting as the traditional classroom so they do not prefer to learn in an online course they are uninteresting in it. Two students choose the A and B options, three students choose the A and C, choose A and D, one students choose C and D while other students choose A, C and D. Two students select the option E and suggest other difficulties, one of them declares that he can keep himself/herself interesting on the course because when he/she accesses to the internet he finds himself/herself playing or chatting, the other student explore that his/her problem is the absence of the direct interaction with the teacher.

Section three: Motivational Factors

Q1. To what extent you think that motivation is important to learn English?

Table 12: *Importance of Motivation to Learn English*

Options	Number	Percentage
A-to a great extent	57	71,25%
B-to some extent	22	27,5%
C-not important at all	1	1,25%
Total	80	100%

This question aims to know the students' perception towards the importance of motivation in learning English. As it is shown on table above, most of the students (57 students) believe that motivation is important to a great extent to learn the language, on the other hand, only 22 students from the participants think that it is important to some extent, While only one student from the sample denies its importance.

Table 13: *Frequency of Teachers in Motivating the Students*

Options	Number	Percentage
Always	14	17,5%
Often	41	51,25%
Sometimes	17	21,25%
Never	8	10%
Total	80	100%

A higher frequency (51, 25%) chooses the second option which is: students are often motivated by their teachers, (21, 25%) students opt for the third option that they are sometimes motivated to learn English by their teachers. Only (17, 5%) from the whole respondents assert that they are always motivated, fewer than that select the last option "never" with just (10%).

Q3. In which way does your teacher motivate you in learning English?

Students' answers for this question differ from one student to another, some students answer "that their teachers encourage them to believe in their abilities and tell them how useful and important is the English language nowadays. Also how their future would be bright if they learn this language, as well as, they use different methods to teach them as a way to motivate them.

Q4. What are the factors that prevent you from being motivated to learn English?

Table 14: *Factors Preventing Students from Being Motivated*

Options	Number	Percentage
A-It is a hard language	4	5%
B-Teaching methods	47	58,75%
C-Anxiety	8	10%
D-Lack of self confidence	15	18,75%
B+C	1	1,25%
B+D	2	2,5%
C+D	3	3,75%
Total	80	100%

The results reveal a high quantity (58, 75%) go for the second option that they are not motivated to learn English because of the teaching methods, (18, 75%) from the participants claim that due to their lack of self confidence, they are not motivated, (10%) students answer that anxiety is the factor that prevents them from being motivated, a low rate of (5%) said that reason behind their inability to be motivated is the English language difficulty, there are some of the students who go for more than one option, (2,5%) opt for both teaching methods and lack of self confidence, (1,25%) believe that teaching methods and anxiety are what prevent them from being motivated to learn English, while the rest of them 3 students making (3, 75%) from the whole sample, select both anxiety and lack of self confidence .

Q5. Do your peers/ friends influence you in learning English?

Table 15: *The Frequency of Peers/ Friends Influence in Learning English*

Options	Number	Percentage
A-Greatly	17	21,25%
B-A little bit	46	57,5%
C-Not at all	17	21,25%
Total	80	100%

In response to this question, more than a half of students (57, 5%) opt for the answer B that they are a little bit influenced by their peers/friends in learning English, 21, 25% of the participants are greatly influenced by their peers/friend, the same percentage opt for the option C .

Q6. How much do you agree/disagree with the following statements?

(1-Strongly disagree   2-Disagree   3-Slightly disagree   4-Slightly agree   5-Agree   6-Strongly agree)

A-My teachers provide us with motivating activities.

Table 16: *Students' Agreement about Teachers' Uses of Motivating Activities*

Options	1	2	3	4	5	6
Number	2	13	7	17	37	4
Percentage	2, 5%	16, 25%	8, 75%	21, 25%	46, 25%	5%

The results show that 37 students agree with the fact that their teachers provide them with motivating activities, four students are "strongly agree", in the same line with this 17 students opt for the fourth choice which indicates that they are slightly agree with this

statement, 13 of the respondents "disagree" and two students "strongly disagree", only seven students of our informants slightly disagree with that their teachers provide them with motivating activities.

B-My teachers create a good atmosphere in the class.

Table 17: *Good Classroom Atmosphere for Students*

Options	1	2	3	4	5	6
Number	2	8	14	22	26	8
Percentage	2,5%	10%	17,5%	27,5%	32,5%	10%

Out participants' answers to this question are of a higher frequency (32,5%) to the fifth choice which means that they are agree that their teachers create a good atmosphere when learning, while (17,5%) are "disagree", (27,5%) are "slightly agree", (10%) from the participants answer for each "disagree '' and "strongly agree", only two students (2,5%) are "strongly disagree".

C-My teachers support us in advance to set goals while learning English.

Table 18: *Teachers' Encouragement to set Goals in Learning*

Options	1	2	3	4	5	6
Number	6	12	5	17	19	21
Percentage	7,5%	15%	6,25%	21,25%	23,75%	26,25%

The results reveal that 21 students respond with "strongly disagree" and nineteen students with "agree". In the mean time seventeen respondents select "slightly agree".

However, 12 students choose "disagree" and six students opt for "strongly disagree", last five participants opt for "slightly disagree".

Q7. Do you think that rewards motivate you to learn English?

Table 19: *The impact of rewards on Students' motivation in Learning English*

Options	Number	Percentage
Yes	60	75%
No	20	25%
Total	80	100%

The data collected in the table show that most of the informants (75%) claim that rewards do really motivate them to learn English. The remaining subjects, a minority of (25%) think that rewards do not motivate them to learn.

Section four: Students attitudes and their motivation toward online learning

Q1. Do you have any internet troubles when you attend an online course?

Table 20: *Frequency of the Internet Troubles Facing the Students*

Options	Number	Percentage
Always	11	13, 37%
Sometimes	61	76, 25%
Never	8	10%
Total	80	100%

The table above is addressed to explore the results of the question about the frequency of the internet troubles that face the students when attending the online course. The majority

of the participants (76,25%) sometimes have this kind of troubles, eleven participants always suffer from these troubles and eight participants do not have any internet troubles and they select the option ''Never''.

Q2. To what extent you think that online learning increases your motivation to learn English?

Table 21: *Online learning Increasing Students' Motivation*

Options	Number	Percentage
A- to a great extent	10	12, 5%
B- to some extent	30	37, 5%
C- not important	40	50%
Total	80	100%

The results of this question shows that 37, 5% of the students think that online learning increases their motivation to learn English but in some extent, 12, 5% of the students believe that online learning increases their motivation in a great extent; however, half of the students (50%) see that online learning is not important at all in increasing their motivation to learn English.

Q3. How much do you agree/ disagree with the following statement? : Online learning keeps my motivation higher to learn English.

Table 22: *Students' Agreement about Online learning effect on Motivation to learn English*

Options	Number	Percentage
Agree	26	32, 5%
Strongly agree	0	0%
Disagree	50	62, 5%
Strongly disagree	4	5%
Total	80	100%

This item is aimed to know in what extent the participants are agree or disagree on the following statement'' online learning keeps my motivation higher to learn English''. 62,5% of the participants are disagree with this statement, 5% are strongly disagree with it, 32,5% participants are agree and they believe that online learning changes their motivation to learn English.

Q4. Does online learning have a positive impact on your motivation to learn English?

Table 23: *Online Learning Impact on Students' Motivation*

Options	Number	Percentage
Yes	10	12, 5%
No	70	87, 5%
Total	80	100%

This question is asked to investigate the impact of online learning on the students' motivation to learn English. 12, 5% from the respondents of the questionnaire are with and they believe that online learning has a positive impact, while the majority of the respondents

(87, 5%) of pick the option ''No'' so they declare that online learning does not have a positive impact on their motivation to learn English.

Q5. What do you prefer?

Table 24: *Students' Preference for the Way to Learn*

Options	Number	Percentage
A-Online learning more than the traditional learning	5	6,25%
B-Traditional learning more than online learning	48	60%
C-A combination between the two	27	33,75%
Total	80	100

In this question, students are asked to choose their preferred way to learn. The majority of them (60%) go for the option "B" they show that they prefer to learn in the traditional classes more than in the online ones, 6,25% prefer the online learning more that the traditional one and the rest of the participants (33, 75%) prefer to learn in a combination between traditional and online learning.

Q6. Does the online learning improve the course performance?

Table 25: *Online Learning's Improvement in Course Performance*

Option	Number	Percentage
Yes	14	17,5%
No	66	82,5%
Total	80	100%

This question aims to know whether the online learning improves the course performance or not, the majority of the respondents (82, 5%) opt for "No" option and think that the online learning does not improve the course performance, However, the rest of them (17, 5%) do not think so and they believe that online learning improve their course performance.

Q7. Is there is any difference between your motivation to learn English through the traditional courses and your motivation to learn English through the online courses?

Table 26: *Differences in the Students' Motivation*

Option	Number	Percentage
Yes	56	70%
No	24	30%
Total	80	100

This question is designed to explore if there any difference between students' motivation to learn English through traditional courses and their motivation to learn English through the online ones, the overwhelming majority of the students (70%) select "yes", they explain that their motivation is different , while (30%) do not see any difference.

Q8. Does learning online make any improvement in your English?

Table 27: *Online Learning's Improvement in English*

Option	Number	Percentage
Yes	15	18,75%
No	65	81,25%
Total	80	100%

In response to this question, most of the students (81, 25%) affirmed that online learning do not make any improvement in their English, while (18, 75%) of the participants reported that they feel that online learning improves their English.

2.3.3. Discussion of the Findings of the Students' Questionnaire

The main purpose behind collecting all the previous data is to sort out the results that can provide an answer to the present research topic. Generally, the results finding show that online learning has a significant impact on the students' motivation to learn English as a foreign language. This impact tends to be a negative one.

From the analysis of the students' questionnaire, several conclusions can be drawn. The majority of the First year EFL students show that learning English was their first choice. That explains that most of them have the desire to learn this language; hence, all the sample shows that they like the English language. The obtained results also demonstrate that most of the participants do not have a prior experience with the online learning because they were not part in the online course before. They think that online learning is just a form of distance learning or E-learning. Most of the respondents in the questionnaire believe that online learning is beneficial just because it facilitates the learning process; in addition to some others who see that it motivates the students to learn English. In which motivation is considered as important to learn English in a great extent and the teachers often motivate them to learn it

using different methods such as motivating activities, creating good atmosphere for learning and supporting their students. Moreover, the majority of the participants show that they face some kinds of difficulties and problems when they try to attend the online course specially the internet connection problems and they prefer to learn in traditional classes more than in the online ones, half of the students believe that online learning does not increase (decrease) their motivation to learn the English language and it is not important. The analysis of the data collected also shows that the majority of the students believe that online learning does not have a positive impact on their motivation to learn the English language and there is a different between their motivation in the online learning and in the traditional one. That expresses that online learning does not release to any improvement in their achievement of the English language as well as in the improvement of the course performance.

2.4. The Teachers' Questionnaire

2.4.1. Administration and Description of the Teachers' Questionnaire

The teachers' questionnaire is addressed to collect data about the English teachers' perceptions about their students' motivation to learn in the traditional classes and in the online ones. It is administrated in one week for seven English teachers at the Department of Foreign Languages in the university by meeting them and giving the questionnaire to them by hand.

This teachers' questionnaire is contained thirteen items which are divided into two parts. The first part is about personal information about the teachers who are participated in the questionnaire, the gender, the years of teaching English in the university and which learning system they belong to. The second part is dealt with detailed information about their perceptions about the students' motivation in face-to-face classes and in online classes, the

impact of online learning on the students according to them , their challenges and difficulties that they face when teaching online and if they motivate their students to learn or not.

2.4.2. Analysis of the Teachers' Questionnaire

1) Personal information

- **Gender:**

Table 28: *Teachers' Gender*

Options	Number	Percentage
Male	1	85,71%
Female	6	14,29%
Total	7	100%

This table shows the genders of the teachers who are participated in the questionnaire, six of them are females and just one male teacher.

- **For how many years have you been teaching English in the university?**

This item is conducted to know how many years the respondents have been teaching English in the university. Two teachers have been teaching for two years, one teacher for five years, another for twelve years, another one for fourteen years, one other for fifteen years and the last teacher has the longest experience in teaching English in the university, he has been teaching for seventeen years.

- **You belong to:**

Table 29: *Teachers' Learning System*

Options	Number	Percentage
Classical(system)	3	42,86%
LMD(system)	3	42,86%
Both	1	14,28%
Total	7	100%

In the answer of this item three teachers show that they belong to the Classical(system), three others indicate that they belong to the LMD(system) and one teacher says that the belong to both systems(Classical + LMD).

2) Detailed information

Q. 1. How do you perceive your students' motivation?

This question is asked to know the teachers' perception towards their students' motivation, most of them answer that their students' motivation is low, therefore, they explain that students lose interest in learning languages because of: problems of jobs, lack of exposure to the language, low level of being active in the class, lack of energy. However, two teachers report that they perceive their students' motivation as average.

Q.2. Do you think that some of your students are not motivated?

In this question, all the respondents' teachers indicate that some of their students are not motivated at all.

Q. 3. If yes, what are the characteristics do those lacking motivation display?

This item is distributed in order to know the characteristics of the students who are not motivated in the class, the teachers give some of those characteristics which can be summarized as following :lack of participation even if they have the answer, a lot of absences, they care only about marks rather than gaining knowledge, they do not care about homework, the teachers feel that those students come to the class with a sense of obligation and they do not make any effort to boost their levels.

Q.4. Do you know what their demotivation is due to?

In this question, the teachers opt for different answers. They claim their student demotivation is due to several factors such as family reasons, lack of passion towards learning the language, social circumstances which do not support education and science in Algeria, lack of motivating teachers, in addition to that the pandemic has also contributed to demotivate learners, lack of a clear studying aims and objectives as well as the task difficulty.

Q.5. Do you note some changes in your student motivation while teaching online?

Table 30: *Changes in Students' Motivation in Online learning*

Option	Number	Percentage
Yes	3	42,86%
No	4	57,14%

This question is designed to investigate whether the teachers notice some changes in their students' motivation during the online teaching; most of them deny the fact that there are changes in their students' motivation. While the rest agree with that.

If yes, what are they?

Teachers explain that these changes are concerned with the feeling at ease as well as the student adoption of a heavy reliance on the net, furthermore, one of the teachers claim that : if we consider the synchronous online, the students are very motivated because this type is a new experience for them, on the other hand, if we consider the other type asynchronous which is our university case, the students are demotivated due to the absence of teacher contact, lack of understanding as well as interaction .

Q.6. What are the obstacles you face when you teach an online course?

This item is designed to explore the teachers' perceptions towards the obstacles they face when they teaching online, approximately all the teachers consider the net problem as a main obstacle in this process, also the other obstacles the teachers face are: lack of computer knowledge, lack of interaction as well as problems in assessing and controlling the learners.

Q.7. As a teacher, how do you manage to help your students regain their motivation in your class?

This question is aimed to investigate the ways that the teachers use to help their students regain their motivation in the class .The majority of the teachers go to the same lines, they declare that they try to teach in a positive environment choosing interesting materials, give students advices, designing funs activities and choosing topic from their choice. Two teachers put their attention on their students' psychology aspects and they tend as a psychologist for them.One teacher said:'' I try to talk to them as a big sister or friend and convey that I understand their obstacles''.

Q.8. How much your online courses make your students more interested and motivated?

The main purpose behind designing this question is to see how the online course affects students' interest and motivation. Three teachers show that the online courses makes the students less interested and motivated and most of them get bothered in it. One teacher states that her students are kept clear and well organized during the online course , another teacher said :''students felt at their very ease, studying from home is fascinating for them", according to her students take the online courses in an easy way without stress and they enjoy studying from home. Two teachers indicate that they do not know how much these courses improve their students' motivation.

Q.9. Do you encounter some difficulties in providing a good atmosphere during your online classes?

This question is designed to discover whether teachers face difficulties when in creating a good atmosphere when having an online course or not. Three teachers show that they do not have any difficulties; however, four teachers propose some kinds of difficulties that face them most of those difficulties are about the time taking in solving the net problems which affect the communication between teachers and students one of them said: '' the absence of actually face-to-face interaction with learners deters the teacher from being able to control the class and to keep students attention as well".

Q.10. Do you motivate and assist your students?

In this question all the participated teachers note that they always try to motivate their students، they use different methods to do that and always do their best to make them active learners.

2.4.3. Discussion of the Findings of the Teachers' Questionnaire

Upon analysis, the answers provided by teachers prove vital in the investigation of the main issue of the current study, by considering the answers of the participants, there is an existence of a positive connection between their responses and the stated hypothesis, revealing that the majority of the teachers state that the online learning has negatively affect their students' motivation to learn English. Additionally, it was proved that the students' motivation tend to be decreased through the online learning.

In the first part of teachers' questionnaire which is concerned with the personal information, the findings illustrate that the majority of the participants are female sand have been teaching English for a long period of time, this will ensure that their response are of a great importance and valid since they have a lot of experience of teaching English as well as approximately all of them are belong to the LMD system.

In the second part which is about the detailed information, most of the teachers have perceive their students' motivation as low because of several factors such as: problems of jobs, lack of exposure to the language as well as low level of being active on the class, after interpreting the obtained data we realized that all the teachers are aware of their students' decreased motivation. When teachers are asked if they think that some of their students aren't motivated, all of them affirm that, they explain that lack of participation, lot of absences, presence with a sense of obligation as characteristics do those lacking motivation display, based on the obtained data, we noticed that all teachers know what their students do lacking. In addition to that, the instructors explain that their student demonization is due to the family reasons, social circumstances that do not support education and science in Algeria also the contribution of the pandemic has a great negative impact on their motivation. Some of the participants note that there are no changes in their learners' motivation while teaching an online course while the others feel that there are changes which are feeling at ease as well

as the students' adoption of a heavy reliance on the net, in the same line with this some of obstacles are faced by teachers in an online course which are the net problem as a main obstacle besides lack of interaction and problems of controlling the learners .All the participants on this questionnaire seek to create a good atmosphere, use different methods to help their learners regain their motivation . From the informants' answers analysis, most of them make a great effort to increase their students' motivation. Teachers indicate that their online courses make their students less interested and motivated, also some of teachers have troubles in providing a good atmosphere during the online classes encountering that the net problems consuming their time, while the others deny that fact of having difficulties in providing such atmosphere.

In the light of the analysis of the data collected from the students' and the teachers' questionnaires, we are now able to provide a clear image of our claims. By some means, we can say that the results are following the same path that motivated us to go with this topic at the first place. Regarding their great engagement we receive through their interesting answers, we can probably say that the online learning has negatively influenced EFL students' motivation to learn English as a foreign language.

2.5. Limitations of the Study

In any research study, the researchers can face a number of limitations that can make difficulties in conducting the research. There were some limitations that have been faced the current study, lack of printed books in the library about the topic of the research is considered as the main problem. Another problem is faced during the collection of data from the questionnaire which is administrated to the students because most of them were not honest in their answers, they did not give their real opinions about the items asked in the questionnaire

because they change their answers many times that leads to a difficulty in analyzing the collected data and affected the resulted of the study.

2.6. Recommendations for Future Study

The results of the presents study release to the finding that online learning has a negative impact on the EFL students' motivation to learn English as a foreign language. From this, there are some sides which can be suggested for the future researches which are interested or want to cover the same topic of the impact of online learning on the EFL students' motivation to learn English as a foreign language. First, the future study should be conducted with a more generalized sample not only the First year EFL students in order to generalized the present findings or not. Second, the further research can make it as an experimental study in which the students will put in a well environment for online learning contains all the materials needed and see the changes on their motivation during the traditional face to face learning and online learning. Finally, it can deal with the role of online learning in improving the EFL students' motivation to learn English as a foreign language.

2.7. Pedagogical Implementations

- Motivation considers as an important factor in learning languages specially the English language, so the teachers should provide and use the effective materials to motivate their students in their learning process and which increase their interaction.

- Both teachers and students should cooperate and work together to build a positive and an active learning environment and try to improve the course performance in order to meet the setting objectives and goals.

- Actually, the students prefer to learn in a combination between traditional and online learning, so the teachers should take this into consideration and support the online courses

with face- to- face courses or explanations that will be beneficial for the students and help them to interact and share their ideas between each other.

- Teachers and students should collaborate to fix the main problems that face their online teaching and learning processes and suggest solutions to those problems.

- Students should give more efforts learn in an online environment and should be cared about their online courses as much as their traditional ones.

Conclusion

This chapter has been dealt with the methodology followed and used in the current study to answer the research topic which is investigating the impact of online learning on the students' motivation from the students and teachers perspectives. It described the sample for which the research means have been conducted with an analysis of the data collected which is followed by a discussion of the main finding results. That discussion release to the conclusion that online learning has a negative impact on the EFL students' motivation and it affects their learning motivation which will be decrease.

General Conclusion

In the field of foreign language learning, learners' motivation takes a great importance; it is regarded as an effective factor in language classroom. More specifically motivation as a present factor in language learning settings, may affect negatively in the learning process as it may bring positive changes as well. For that, the present study tries to contribute to knowledge on the impact of online learning on EFL students' motivation to learn.

In order to come up with a result to this research two questionnaires were submitted. A questionnaire is administered to 80 EFL students at the Department of foreign languages, University of Mila. Furthermore, another questionnaire is delivered to7 English teachers to provide welcome insights from different views.

In light of the analysis of the data collected and the discussion of the main findings, it is very clear that the online learning has contributed in demotivating the EFL students; it leads to a decrease in the students' motivation due to the absence of interaction because of several factors specially the problems of the net and its impact is considered negative one. Despite the fact of these results, it considered impossible to conclude that teaching in an online environment has negatively affects the EFL students' motivation.

At the end and based on the results of the present study, teachers as well as learners have to place an emphasize on the motivation in their pedagogical process. In this context it is recommended that learners have to try to participate in the online classes, make efforts to regain their motivation, and interact with their peers and teachers. Teachers also have to create a suitable environment and interesting content while teaching an online course. In addition, the results of this research is considered as limited because they belong to a specific

group and this may create controversy that can be discussed in the research that will deal with the same topic as the current study.

List of References

Abdullah, M. A. A., Almunawar, M. N., & Ali, M. A. (2021). Challenges and Opportunities of Online Learning Amidst the COVID-19 Pandemic in Brunei Darussalam.In *Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning* (pp. 1-17). IGI Global

Alderman, M. (2004). Motivation for achievement: possibilities for teaching and learning (2nd ed.). Lawrence Erlbaum associates.

Anderson, T. (2004). Teaching in an online learning context. *Theory and practice of online learning*, *273*.

Bai, C. A., Srivastava, P. S., & Singh, Y. C. (2021). Impact of Online Learning on students of ICFAI University, Tripura. *The International journal of analytical and experimental model analysis, X III (V).*

Banciu, V., Gordan, M., &Stanciu, S. (2012). The Social Benefits of E-learning in the Study of Foreign Languages in Romanian Education. In *International Conference on Management and Education Innovation IPEDR* (Vol. 37, pp. 101-105).

Bandura, A, Theory of Self-Efficacy. (2017). Albert Bandura's theory of self efficacy https://study.com/academy/lesson/albert-banduras-theory-of-self-efficacy.html.

Bandura, A. (1995). Self-efficacy in changing societies. Cambridge University Press.

Barakat, M., & Weiss-Randall, D. N. (2016). Through the eyes of students and faculty: A conceptual framework for the development of online courses. In *Handbook of research on learning outcomes and opportunities in the digital age* (pp. 557-584). IGI Global.

Barman, B., & Baishya, K. (Eds.). (2021). Online Teaching-Learning: Issues and Challenges.

Brophy, J. (2010). Motivating students to learn (3rd ed., p. 7). Taylor & francis.

Brown, H. (2007). Principles of learning and teaching (5th ed.). White plains.

Brown. (1994). Principles of language learning and teaching (p. 152). Prentice Hall.

Bwire, F., Bagarukayo, E., &Muyinda, P. B. (2020). Online Learning Challenges in Academia: The Case of Uganda. In *CSEDU (2)*, 484-489.

Carliner, S. (2004). An overview of online learning. 2nd ed. Amherst: HRD Press, Inc.

Conner, M., & Norman, P. (2015). *EBOOK: predicting and changing health behaviour: research and practice with social cognition models*. McGraw-hill education (UK).

Csiksezentmihalyi, M. (1990). Flow : the psychology of optimal experience. Harper & Row.

Daniela, L. (Ed.). (2018). *Didactics of smart pedagogy: Smart pedagogy for technology enhanced learning*. Springer.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of educationaltechnologysystems*, *49*(1), 5-22.

.

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.

Ebata, M. (2008). Motivation factors in language learning. *The Internet TESL Journal*, *14*(4), 27-36.

Elayan, N. T. F. (2021). *Advantages and Disadvantages of University Online Learning from* (Doctoral dissertation, Middle East University).

Esra, M. E. Ş. E., &Sevilen, Ç. (2021). Factorsinfluencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning*, *4*(1), 11-22.

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model* (Vol. 10). Peter Lang.

Gilakjani, A. P., Lai-Mei, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, *4*(7), 9.

Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A review of the motivation theories in learning. In *AIP ConferenceProceedings* (Vol. 1891, No. 1, p. 020043). AIP Publishing LLC.

Goswami, M. P., Thanvi, J., & Padhi, S. R. (2021). Impact of Online Learning in India: A Survey of University Students during the COVID-19 Crisis. *Asian Journal for Public Opinion Research*, *9*(4), 331-351.

Gross, J. (1999). Emotion and emotion regulation (2nd ed., pp. 525_552). Guildford.

Hopper, E. (2020). Maslow's Hierarchy of Needs Explained. Social Sciences.

Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining undisrupted learning in COVID-19 outbreak. *Beijing: Smart Learning Institute of Beijing Normal University*, *46*.

Indira, D., &Sakshi, A. (2017). Online learning. *International Education & Research Journal*, *3*(8), 32-34.

Inglis, A. (2008). Cost and quality in online learning. *Economics of distance and online learning. Theory, practice, and research*, 132-147.

Jamal, S. (2021). The impact of online learning on students: Evidence from Lebanese French University-Erbil. *International Journal of Research in Business and Social Science (2147-4478)*, *10*(3), 522-532.

Johnson, H. P., &Mejia, M. C. (2014). *Online learning and student outcomes in California'scommunitycolleges*. Washington, DC: Public Policy Institute.

Kadri, S. (2018). *The effect of blended learning on EFL learners' motivation and academic writing abilities: a case study of second year students at Larbi Ben Mhidi University of Oum El Bouagi* (Phd). Mentouri Universty of Constantine 1.

Kadri, S., & Hamada, H. (2018). *The effect of blended learning on EFL learners' motivation and academicwritingabilities* (Doctoral dissertation).

Kim, K. J., &Frick, T. W. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research*, *44*(1), 1-23.

Kong, Y. (2009). A brief discussion on motivation and ways to motivate students in English language learning. *International Education Studies*, *2*(2), 145-149.

Kuama, S. (2016). Is Online Learning Suitable for All English Language Students?. *PASAA: Journal of Language Teaching and Learning in Thailand*, *52*, 53-82.

Kurt, S. (2018). Fully and partially online courses: Definitions. *Educational Technology. https://educationaltechnology. Net/fully-and-partially-online-courses definitions*.

Kurt, S. (2020). Maslow's Hierarchy of Needs in Education. Education Library.

Lawless, C. (2019), *Applying cognitive theory to your corporate learning strategy*. Learn

upon Blog.https://www.learnupon.com/blog/cognitive-learning-theory/.

Lemov, D. (2020). *Teaching in the online classroom: Surviving and thriving in the new normal*. John Wiley & Sons.

Lim, F. P. (2017). An analysis of synchronous and asynchronous communication tools in e-learning. *Advanced Science and Technology Letters*, *143*(46), 230-234.

Locke, E, & Latham, G. (1994). Goal setting theory. In H.F. o'Neil, Jr. & M. Drillings (Eds),

Motivation: theory and research, Hillsdale, New jersey: Lawrence Erlbaum associates.

Locke, E., & Latham, G. (1990). A theory of goal setting & task performance (p. 2). Prentice-

Hall.

Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, *3*(24).

Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language learning*, *53*(S1), 167-210.

Maslow, A. (1943). A theory of human motivation. *PsychologicalReview*, *50*(4), 370-396.

https://doi.org/10.1037/h0054346

Mason, R., & Rennie, F. (2006). *Elearning: The key concepts*. Routledge.

Mathew, I. R., &Ebelelloanya, J. (2016). Open and distance learning: Benefits and challenges of technology usage for online teaching and learning in Africa.

Means, B., Bakia, M., & Murphy, R. (2014). *Learning online: What research tells us about whether, when and how*. Routledge.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.

Mekiri, S., & Herda, K. (2016). *The role of multimedia in motivating EFL learners in the classroom case study: First year Appleid linguistics and social semiotics students in the departement of English at Mouloud Memmeri University* (Master). University of Mouloud Memmri of Tizi-ouzzou.

Milakovich, M. E., & Wise, J. M. (2019). *Digital learning: The challenges of borderless education*. Edward Elgar Publishing.

Millacci, T. S. (2021). Applying Social Learning Theory in Social Work & Ebuation.

Mohammadi, N., Ghorbani, V., &Hamidi, F. (2011). Effects of e-learning on language learning. *Procedia computer science*, *3*, 464-468.

Naidu, S. (2006). *E-learning: A guidebook of principles, procedures and practices*. Commonwealth Educational Media Centre for Asia (CEMCA).

Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, *8*(2), 783-793.

Neff, K. S., & Donaldson, S. I. (2013). *Teaching psychology online: Tips and strategies for success*. Psychology Press.

Ngoc, H. B. The Advantages and Disadvantages on Teaching and Learning English in Online Setting.

Noah, 船.長. (n. d.). Launch Your Online Course.大賢者外語.

Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, *29*, 994-1000.

Oxford, R., & Shearin, J. (1994). *Language Learning Motivation: Expanding the Theoretical Framework. The Modern Language Journal,* 78(1), 12-28. https://doi.org/10.1111/j.1540-4781.1994.tb02011.x

Pg-Ya'akub, D. S. (2018). *The impact of online learning: mechanical engineering education perspectives* (Doctoral dissertation, LoughBorough University).

Putra, R. W. P. (2021). Improving the students' motivation in learning English through google meet during the online learning. *English Learning Innovation*, *2*(1), 35-42.

Resnick, B. (2008). Theory of self-efficacy. *Middle range theory for nursing*, *2*, 183-204.

Ryan, R., & Deci, E. (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology,* 25(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Schiefele, U. (1991). *Interest, Learning, and Motivation. Educational Psychologist,* 26(3-4), 299-323. https://doi.org/10.1080/00461520.1991.9653136

Serdyukov, P. (2020). Asynchronous/synchronous learning chasm. In *exploring online learning through synchronous and asynchronousinstructional methods* (pp. 1-33). IGI Global.

Seven, M. A. (2020). Motivation in Language Learning and Teaching. *African Educational Research Journal*, *8*, 62-71.

Smith, B., & Brame, C. (2020). Blended and online learning. *Vanderbilt University*.

Sruthi, S., Kaur, P., Sharma, A., Nayak, D., Chande, M. K., & Saha, S. (Eds). (2022). *CONTEMPORARY ISSUES IN MULTIDISCIPLINARY SUBJECTS, VOLUME-4.RED' SHINE PUBLICATION. Pvt. Ltd.*

Stern, J. (2018). Introduction to online teaching and learning. *International Journal of Science Education*, *3*(1), 1-10.

Sun, A., & Chen, X. (2016). Online education and its effective practice: A Research Review. *Journal of Information Technology Education*, *15*,157-190.

Tanase, M. F., &Hammack, S. (2021). The Challenges and Benefits of Online Instruction: Navigating the Rough Waters of Teaching College Classes During the COVID-19 Pandemic. In *Handbook of Research on the Global Empowerment of Educators and Student Learning Through Action Research* (pp. 121-143). IGI Global.

Thornbury, S. (1999). How to Teach Grammar. Longman.

Vallerand, R. J., & Ratelle, C. F. (2002). Intrinsic and extrinsic motivation: A hierarchical model. *Handbook of self-determination research*, *128*, 37-63.

Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measure for Chinese students of English learning. *North American journal of psychology*, *10*(3), 633-646.

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. PsychologicalReview, 92(4), 548-573. https://doi.org/10.1037/0033-295x.92.4.548.

Weiner, B. (1990). History of motivational research in education. *Journal Of Educational Psychology*, *82*(4), 17. https://doi.org/10.1037/0022-0663.82.4.616

Xhaferi, B., &Xhaferi, G. (2020). Online learning benefits and challenges during the COVID 19-pandemic-students' perspective from SEEU. *SeeuReview*, *15*(1), 86-103.

Xie, K., Durrington, V., & Yen, L. L. (2011). Relationship between students' motivation and their participation in asynchronous online discussions. *MERLOT Journal of Online Learning and Teaching*, *7*(1), 17-29.

Xu, D., &Jaggars, S. S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, *37*, 46-57.

Yusnilita, N. (2020). The impact of online learning: Student'sviews. *ETERNAL (English Teaching Journal)*, *11*(1).

Zaitun, Z., Hadi, M. S., &Harjudanti, P. (2021). The Impact of Online Learning on the Learning Motivation of Junior High School Students. *Bisma The Journal of Counseling*, *5*(1), 56-63.

Appendices

Appendix A

Students' Questionnaire

Dear students

This questionnaire is a part of our work; it aims at collecting data about the impact of online learning on EFL student motivation to learn so, you are kindly requested to participate in the present survey by answering the following questions; your answers will be anonymous and confidential. So please feel free to provide sincere.

Please put a tick (√) in the corresponding chosen answer, and use your own statement when necessary.

Section One: Background Information

Q1_ Was English your first choice?

Yes □   No □

Q2_ How many years have you been studying English?

From 2 to 5 □   from 5 to 7□

Q3_ Do you like the English language?

Yes □   No □

Section Two: student perceptions of online learning

Q1_ How do you classify your level in surfing on the internet?

Poor □   moderate □   good □   excellent □

Q2_ Have you been a part in an online course before?

Yes □   No □

Q3_ In your opinion, what does the term "online learning" mean?

A_a form of distance learning or e-learning □

B_ learning over the internet □

C_ learning on your own anytime and anywhere □

Q4_ Do you think that online learning is beneficial?

Yes □   No □

Q5_ Online learning:

A_ facilitates the learning process that can be anytime and anywhere □

B_ Motivates students to learn English □

C_ Not important at all □

Q6_ Do you feel stressed during the online course?

Yes □   No □

If yes please say why?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………

Q7_ What are the difficulties you face when you attend an online course?

A_ The problem of connection when accessing the internet □

B_ The lack of computer knowledge □

C_ The lack of comprehension of the course content □

D_ The course is not as interesting as the traditional one □

E_   Others   :

…………………..

………………………………………………………………………………………..

Section Three: Motivational Factors

Q1_ To what extent you think that motivation is important to learn English?

A_ to a great extent   □

B_ to some extent   □

C_ not important at all □

Q2_ How often do your teachers motivate you in learning English?

Always □   often □   sometimes □   never □

Q3_ In which way do your teachers motivate you in learn English?

………………………………………………………………………………………………

………………………………………………………………………………………………

…………

Q4_ what are the factors that prevent you from being motivated to learn English?

It is a hard language □   teaching methods □   Anxiety □   lack of self confidence □

Q5_ Do your peers / friends influence you in learning English?

A_Greatly □   B_a little bit □   C_not at all □

Q6_ How much do you agree / disagree with the following statement? (Write the number of the choice that describes your level of agreement /disagreement).

1_ strongly disagree   2 _ disagree   3_ slightly disagree   4_ slightly agree   5_ agree

6_ strongly agree

A_ my teachers provide us with motivating activities □

B_ my teachers create a good atmosphere in the class □

C_ my teachers support us in advance to set goals while learn English.

Q7_ Do you think that rewards motivate you to learn English?

Yes □   No □

Section Four: student attitude and their motivation towards the online learning

Q1_ Do you have any internet troubles when you attend an online course?

Always □   Sometimes □   Never □

Q2_ To what extent you think that the online learning increases your motivation to learn English?

A_ to a great extent

B_ to some extent

C_ not important at all

Q3_ How much do you agree / disagree with the following statement? : Online learning keeps my motivation higher to learn English.

Agree □ strongly agree □ disagree □ strongly disagree □

Q4_ Does the online learning have a positive impact on your motivation to learn English?

Yes □ No □

Q5_ what do you prefer?

A_ online learning more than the traditional learning □

B_ Traditional learning more than the online one □

C_ a combination between the two □

Q6_ Does the online learning improve the course performance?

Yes □ No □

Q7_ Is there any difference between your motivation to learn English through the traditional courses and your motivation to learn English through the online courses?

Yes □ No □

Q8_ does learning online make any improvement in your English?

Yes □ No □

Thank you so much for your contribution.

Appendix B

Teachers' Questionnaire

Dear teachers

The aim behind this questionnaire is to find out what are the effects of online learning on EFL students' motivation .We would like to ask you to help us by answering the following questionnaire. It is divided into two sections to make it well structured and organized.

Thank you in advance!

1) *Personal Information*

- Gender :　　　Male □　　　　female □
- For how many years have you been teaching English in the university? (……………)
- You belong to the :

　　　　CLASSICAL (system)

　　　　LMD (system)

2) *Detailed Information*

Q1_ How do you perceive your students' motivation?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………

Q2_ Do you think some of your students' are not motivated?

……

……

……

……

…………………….

Q3_ If yes what are the characteristics do those lacking motivation display?

……

……

……

……

……

………………………….

Q4_ Do you know what their demotivation is due to?

....

....

....

....

....

.....

Q5_ Do you note some changes in your students' motivation while teaching online?

Yes □   No □

If yes what are they?

....

....

....

....

....

....

Q6_ What are the obstacles you face when you teach an online course?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………

Q7_ As a teacher, how do you manage to help your students regain their motivation in your

class?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Q8_ How much do your online courses make your students more interested and motivated?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……

………………………………

Q9_ Do you encounter some difficulties in providing a good atmosphere during your online

classes?

……

……

……

……

……

………………………………

Q10_ Do you motivate and assist your students?

……

……

……

………………………………

Thank you for your collaboration.

الملخص

تم التأكيد على دافع الطلاب لفترة طويلة في مجال التعليم بشكل عام و في اللغة الثانية/ الأجنبية بشكل خاص. تميل الدراسة الحالية إلى استكشاف تأثير التعلم عبر الانترنت على دافع طلاب اللغة الإنجليزية لتعلم اللغة الإنجليزية كلغة أجنبية, تهدف إلى تحديد كيفية تأثير التعلم عبر الانترنت على دافع الطلاب للتعلم و ما إذا كان التعلم عبر الانترنت يقلل من دافع طلاب اللغة الإنجليزية للتعلم. لذلك, في سياق هده الدراسة, تم طرح سؤالين بحثيين:1) كيف يؤثر التعلم عبر الانترنت على دافع الطلاب لتعلم اللغة الإنجليزية كلغة أجنبية؟ 2) هل هناك تأثير سلبي على دافع طلاب اللغة الإنجليزية كلغة أجنبية في التعلم عبر الانترنت؟. في الرد على هده الأسئلة, اختيرت الطريقة الوصفية لجمع البيانات اللازمة, تم تقديم استبيان إلى 80 طالب للغة الإنجليزية كلغة أجنبية بقسم اللغات الأجنبية في جامعة ميلة, استبيان آخر قدم إلى 7معلمين للغة الإنجليزية.تشير بالفعل و أن التعلم عبر النتائج الرئيسية إلى أن دافع طلاب اللغة الإنجليزية كلغة أجنبية في التعلم عبر الانترنت قد انخفض الانترنت له تأثير سلبي على دافع طلاب اللغة الإنجليزية كلغة أجنبية. في النهاية, يفضل العمل البحثي العديد من التوصيات الخاصة بعلم التربية والبحوث المستقبلية بهدف إبداء المزيد من الاهتمام لدافع المتعلم للتعلم عبر الانترنت.

الكلمات المفتاحية: تأثير, دافع طلاب اللغة الإنجليزية كلغة أجنبية, التعلم عبر الانترنت, لغة أجنبية, تأثير سلبي.

Résumé

La motivation des étudiants a été soulignée depuis longtemps dans le domaine de l'éducation en général et en langue seconde/étrangère en particulier. La présente étude tend à explorer l'impact de l'apprentissage en ligne sur la motivation des étudiants de l'EFL à apprendre l'anglais comme langue étrangère; il vise à déterminer comment l'apprentissage en ligne influe sur la motivation des élèves et si l'apprentissage en ligne diminue la motivation des élèves de l'EFL à apprendre. Par conséquent, dans le contexte de la présente étude, deux questions de recherche sont soulevées : 1) Comment l'apprentissage en ligne influe-t-il sur la motivation des élèves à apprendre l'anglais comme langue étrangère? 2) L'apprentissage en ligne a-t-il une incidence négative sur la motivation des étudiants d'EFL? Dans la réponse à ces questions, la méthode descriptive est choisie pour recueillir les données nécessaires, un questionnaire est administré à 80 étudiants de l'EFL au Département des langues étrangères de l'Université de Mila, et un autre questionnaire est administré à 7 professeurs d'anglais . Les principaux résultats indiquent que la motivation des étudiants de l'EFL dans l'apprentissage en ligne est effectivement réduite et que l'apprentissage en ligne a un impact négatif sur la motivation des étudiants de l'EFL. Finalement, le travail de recherche préfère une multiplicité de recommandations pour la pédagogie et la recherche future dans le but d'accorder plus d'attention à la motivation des apprenants dans l'apprentissage en ligne.

Mots clés : impact, motivation des étudiants d'EFL, apprentissage en ligne, langue étrangère, impact négatif.