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**Investigating Students' Motivation in Distance versus Face-to-face Learning
Contexts
Case Study of First-year Master Students, at the Department of English,
University 8 May 1945. Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in
Partial Fulfillment of the Requirements for Master's Degree in Language and
Culture**

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Dedication

In the name of Allah, the most merciful, and the most gracious
I dedicate this work to the most precious people in my life who have supported me
throughout the process.

To my supportive mother “**Chama**” and my beloved father “**Taybe**” for their love,
care, prayers, support and sacrifices.

To my caring sisters “**Hanane**” and “**Zahra**” and to my brother “**Ramzi**” for their
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To my dear friend and partner “**Rania**” who has been supportive and helpful.

CHAIMA

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In the name of Allah, the most gracious, the most merciful, and the sustainer of the entire world,

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“No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude”.

(Alfred North Whitehead)

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Abstract

The present study aims at comparing students' motivation in face-to-face versus distance learning contexts. Accordingly, the current research provides the viewpoints of students in response to the topic's stated goals and questions. Thus, we hypothesized that students' motivation could decrease in distance learning in contrast to face-to-face learning contexts. In order to prove or disprove the hypothesis, the comparative descriptive method was adopted by the use of a questionnaire consisting of 28 questions to obtain quantitative data. The questionnaire was distributed to ninety-two first-year Master Students at the department of English, 8 May 1945 University-Guelma. Following the analysis of the data, it was confirmed that distance learning leads to the decrease of students' motivation to study and achieve good results. Therefore, distance learning should be taken into consideration by implementing new measures in order to help students cope with the new situation and accomplish their goals. We highly recommend adapting the syllabus to the needs of students in online learning settings.

List of Acronyms and Abbreviations

AGT: Achievement Goal Theory

CAI: Computer-Assisted Instruction

CBT: Computer-Based Training

CMS: Course Management System

EFL: English as a Foreign Language

EM: Extrinsic Motivation

ET: The Equivalency Theory

FCC: Federal Communication Commission

IM: Intrinsic Motivation

Moodle: Modular Object-Oriented Dynamic Learning Environment

NSDP: The “No Significant Differences” Phenomenon

SDT: Self-Determination Theory

TDT: Transactional Distance Theory

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General Introduction

Motivation is an essential aspect in the process of teaching / learning. It is connected to success in learning English or any other second language. Thus, it is thought to play an important role in language acquisition/learning success. In addition, it helps students to know about their purposes, enhance their educational performance, to achieve high grades and to sustain their capacities and skills. Moreover, teachers play a crucial role in inspiring and motivating students to achieve their goals and objectives. As a result, it is very important to understand the nature and the circumstances that may influence students' motivation and affect the learning results. However, many researches explained the complex nature of the concept because motivation is a process that cannot be observed directly. Thus, understanding the different types, theories and the importance of motivation is really crucial in the learning process.

Distance learning is an old method that has a long history in the field of education. As it is developing everyday with the advancement of technologies and with the spread of Internet and the World Wide Web. Most importantly, this alternative method to face-to-face learning provides learners with new opportunities and more flexibility. Thus, learners can study from anywhere and at anytime without any restrictions. For many years, distance learning was a choice for many students, especially those with job commitments or those who live in rural areas and even people with disabilities who cannot attend regular classes.

1. Statement of the Problem

Students' motivation has a great impact on students. It is an important factor that affects the achievement of learners, their performance, and their educational carrier. Thus, students' engagement is essential in the learning environment; the more students are motivated and engaged with each other and with their teachers the more

their outcome will increase. However, due to the current situation and with the spread of corona virus, students were obliged to study online. Universities were closing down and moving to online platforms to continue their educational programmes. It was observed that students' motivation decreases in distance learning in comparison to traditional learning which is face-to-face learning. Many students were logged out of the Moodle Platform most of the time because they were not motivated to study online. Even those who logged in felt obliged to do it to get the courses needed for the exam. Among the main issues that face students during the process of distance learning is the lack of engagement in online settings. Many first-year Master Students in the department of English complained about the issue and felt more motivated in the classroom, in contrast to distance learning context. Nowadays, with the current circumstances, learning by using online platforms is as important as learning in face-to-face context. Thus, students need to be more aware about its necessity and to try to cope with it due to its importance.

Unlike traditional methods of teaching where teachers supported learners by observing their performance and by giving them immediate feedback, students were not able to adapt their knowledge, abilities, and their creative techniques to the new situation. As a result, students lost their motivation especially when there was a problem in accessing the Moodle platform, they were not motivated to work; they also refused to take the exams online, which imposed a new method of teaching, namely *blended learning* or mixing both methods: the traditional and online/e-learning. Accordingly, our research addresses the following main question: Does students' motivation decrease in distance learning contexts, in contrast to face-to-face learning contexts?

Other research questions include:

- 1- What are the challenges and obstacles facing students in using online learning?
- 2- What measures could be followed to enhance students' motivation in distance learning?

2. Aims of the study

Motivation is the key factor behind students' success. Students in motivating classroom settings may attain a higher academic achievement, but up to the present time and with the pandemic situation, distance learning becomes a necessity. As a result, students' motivation decreased. However, teachers and students using e-learning/online learning platforms are able to be motivated and sustain their capacities and skills. Eventually, they will be more familiar with distance learning contexts and can obtain good results. Therefore, the aim of this research is four-fold:

- 1- To compare students' motivation in distance versus face-to-face learning contexts.
- 2- To raise the students' awareness toward the use of e-learning/online platforms.
- 3- To figure out the challenges and obstacles facing students' motivation in using online learning.
- 4- To shed light on some measures that could be followed to enhance students' motivation in distance learning.

3. Research Hypothesis

In reaction to the COVID-19, distance learning was considered as an obligatory alternative to face-to-face learning. So, university teachers and students were obliged to use e-learning/online platforms but it was observed that most of students were not motivated enough toward the new method which they were not familiar with. Thus, we hypothesize that:

H₁: Students' motivation decreases in distance learning contexts, in contrast to face-to-face learning contexts.

H₀: Students' motivation does not decrease in distance learning contexts.

4. Research Methodology and Design

4.1. Research Method

In order to investigate students' motivation in distance versus face-to-face learning contexts, the quantitative descriptive method and the comparative method were adopted. As a result, one research tool is used which is students' questionnaire that seems to be an effective means for examining students' motivation variations in both settings.

4.2. Population of the Study

The sample of this study involves first-year Master Students, at the department of English, University of 8 May 1945, Guelma. The main reasons behind choosing first-year Master Students is that their experience with the e-learning platforms started as they were third-year students; so, they are supposed to be more experienced with distance learning. Additionally, they are supposed to be mature enough to rely on themselves and work independently through the Platform and adapt to the new learning environment. Hence, ninety-two (92) students were chosen randomly from (120) students to constitute our sample following Krejcie and Morgan sampling table (1970; as cited in Cohen et al., 2000, p. 94).

4.3. Data Gathering Tools

In this study, the questionnaire is used as an effective data gathering tool. A structured questionnaire was administered during the second semester to first-year Master Students, at the department of English, university of 8 May 1945, Guelma, in order to figure out whether student's motivation decreases in distance learning contexts

in contrast to face-to-face learning contexts. Also, it aims to discover their attitudes toward distance learning and whether the lack of interaction with teachers affects their motivation.

5. Structure of the Dissertation

The current dissertation is divided into three chapters. The first chapter “*Learning Motivation*” gives in-depth knowledge about motivation. It deals with the most fundamental definitions and types of it. Also, this chapter includes a variety of relevant theories in the field. In addition, it covers the importance of motivation in learning. The second chapter is entitled “*Face-to-face versus Distance Learning*”. It deals with the history and the most common definitions of distance learning and it covers some related terminologies. Moreover, this chapter attempts to compare the traditional way of teaching with distance learning, in addition to some theories and modes. The chapter also highlights some factors that influence distance learning and its importance as well as its design and implementation. In addition, it attempts to shed light on the problematic issues and possible solutions. Finally, this chapter tries to compare students’ motivation in distance learning versus face-to-face learning. The practical part includes one chapter entitled “*Field Investigation*” which analyses and interprets the results obtained from students’ questionnaire.

Chapter One

Learning Motivation

Introduction

Motivation is one of the main concepts in psychology. It takes part in many different domains in humans' life. Also, it has an important role in explaining people's behaviour and actions. Furthermore, this concept is widely used in the field of education and it is a very important factor in the students' learning process because it helps them to improve their achievements and reach the required objectives. Usually, students who are motivated tend to be more active and have better results than the others. As a result, a student's motivation can determine his/her success or failure. So, motivation plays an important role for learner's success in EFL classrooms in order to accomplish their purposes.

Although concept of motivation may appear to be straightforward at first glance, researchers have interpreted it in a variety of ways, resulting in a large research literature that tackles different definitions, theories and other related issues in order to explain the importance of motivation and the practical strategies that should be used in the learning process. In this respect, the following chapter deals with the basic definitions of motivation by different scientists and psychologists, then the prominent types of this concept. In addition to that, this chapter provides a sufficient explanation of the theories of learning motivation. Moreover, it highlights the importance of motivation in the field of education and its influence on the student's behaviour and desire.

1.1. Definition of Motivation

Different experts, psychologists and scientists agreed that motivation is considered as a significant factor. However, they defined it in various ways. William

and Burden (1997, p. 111) stated, as psychological theories have evolved, the idea of motivation has undergone a range of different explanations, and the word has come to be used in a variety of ways by various people. Similarly, Microsoft Encarta Encyclopedia (2008) defined motivation as a feeling of desire or curiosity that causes someone to want to do something, or something that induces such a feeling (as cited in Ahmad, 2014, p.61). Barak et al. described motivation as a cause or aim that a person has for acting in a certain way in a specific situation. It decides whether an individual would have a particular interest or participate in a particular activity (2016, p.50).

Motivation is one of the key factors that has picked the attention of many educators since it has proved to have an effect on human's behavior and desire. According to Ahmad (2004), "Gardner is the leading figure in the area" (p. 17). Gardner explained the term motivation by stating that motivated people put forth effort in achieving their goals, are persistent, and complete the tasks required to achieve their objectives. They have a deep desire to achieve their goal and appreciate the things that will help them achieve it. They are motivated to achieve their objectives, they have expectations for their successes and defeats, and when they achieve some level of success, they show self-efficacy or self-assurance in their accomplishments. Finally, they have explanations for their behavior, which are referred to as motives (2005, p. 4).

Following this perspective, some features reflect cognition, while others reflect affect and behavioral intention. In other words, when someone is motivated, s/he will have reasons to participate in a given activities, stick with them, complete the tasks, express a desire to accomplish the objective, enjoy the activities, and so on. Simply put, motivation is an internal process that controls our behavior but cannot be seen.

Motivation plays a significant role in the field of education as it has a great impact on the student's achievement and success. In this respect, Al-Ta'ani stated that

motivating EFL (English as a Foreign Language) students has received much greater attention in recent decades, and many educational psychologists considered motivation as a critical aspect that influences learners' success or failure in any educational process, particularly in learning a foreign language (2018, p. 90). He added that the classroom becomes dull and lifeless when pupils are not motivated. As a result, it is critical to consider pupils' motivation as a central aspect of language instruction (2018, p. 90).

Gardner's concept of motivation has different features and a direct connection to the language learning process. In this context, he stated that motivation refers to a mixture of effort and ambition to achieve the purpose of learning the language, as well as positive attitudes toward language learning (as cited in Brown, 1988, p. 420). In addition to that, Gardner (1982) claimed that motivation is perceived to be made up of three components which are: *exertion*, *need* and *impact*. The time spent learning the language and the learner's motivation are both referred to as "exertion". *Need* refers to the learner's desire to master the language, while *impact* refers to the learner's emotional responses to language learning (as cited in Wimolmas, 2012, p. 906).

According to Ellis (1997), motivation is energetic in nature, it is not something that the learner possesses or lacks but something that changes from one minute to another based on the learning setting or activity (as cited in Ahmad, 2014, p. 61). It means that motivation is not something static (dynamic) and could be affected by either inside or outside factors. In the same vein, Lightbown and Spada (1999, p. 56) noted that it is difficult to study motivation in second language learning and it can be described in two points: the needs of the learner in terms of communication and their views on the culture of people who speak another language (as cited in Wimolmas, 2012, p. 906). This idea is supported by Dörnyei who claimed that due to the numerous

character and roles of language, the desire to acquire a second language provides a particularly difficult and unique situation even within motivational psychology (1998, p. 118).

It is believed that the students' motivation determines whether or not they master the target language. In this respect, Wlodowski asserted that a person's motivation is an action made to achieve a set of objectives. People who are motivated will strive to achieve their objectives and will put up their best effort in achieving their desired outcomes. When someone is driven to learn a target language, he will urge himself to do so. He will react to language learning and seek out ways to be more effective in mastering the language both inside and outside the classroom. Based on his actions, he will be more focused and productive when learning languages (as cited in Bopita, 2019, p. 15). Therefore, Students must be motivated in this manner in order to urge themselves to acquire or master foreign languages quickly and effectively.

According to Bopita (2019), as a conclusion, motivation is a process that determines a person's ability to attain specific goals, and motivation has an impact on students' accomplishment. As a result, learners will be excited to study more and receive courses in a comfortable environment (p. 29).

To sum up, what seems to be common to all the previous definitions is the fact that motivation is not a simple phenomenon to define. It is a complicated process that happens inside human minds and leads them to react in a particular way. However, many scientists and psychologists argued on the results of motivation that make the students achieve their goals and succeed in their career. Thus, motivation is very important factor that could affect students' success or failure.

1.2. Types of Motivation

Types of motivation were identified and analyzed by different linguists in a variety of ways. They are categorized into three main classifications: intrinsic/extrinsic, integrative/ instrumental, and achievement motivation.

1.2.1. Extrinsic vs. Intrinsic Motivation

Extrinsic motivation (EM) is defined as a concept that applies whenever someone engages in a behavior in order to achieve a certain goal (Ryan & Deci, 2000, p. 60). While intrinsic motivation is described as engaging in an activity for its own sake rather than for some external benefit (Ryan & Deci, 2000, p. 56). Similarly, Legault (2016) stated that intrinsic motivation (IM) is defined as the desire to engage in activities that are intrinsically fulfilling or rewarding. In contrast, extrinsic motivation (EM) is a term used to describe behavior that is based on the achievement of a goal that is distinct from the activity itself (p. 1).

In the same vein, Benabou and Tirole claimed that the human tendency to exhibit any piece of work for its importance is known as IM. Meanwhile, Tuan declared that EM arises when external factors such as parents, teachers, friends, and previous experience, particularly benefit and penalty work, influence one's behavior (as cited in Bopita, 2019, p. 19). Reiss (2012) distinguished the two terms by explaining that IM is most generally characterized by doing something for the sake of doing it, for instance when a child plays baseball simply because he enjoys it. EM, on the other hand, refers to the pursuit of a specific goal, such as when a youngster plays baseball to please his or her parents or to win a championship (p. 152).

According to Ramey (2012), IM and EM are two ways a teacher might utilize to increase a student's academic motivation. EM includes things like the teacher praise, grades, incentives, or anything else the students perceive as a bonus or benefit for their

efforts (p. 18). In addition to that, Ryan and Deci argued that IM will be boosted by positive feedback (as cited in Ramey, 2012, p. 20). In other words, Arnold (2000, p. 14) explained that EM emphasizes the necessity for the learner to be persuaded to participate in learning activities from the outside. While, IM refers to learning as a reward in and of itself (as cited in Wimolmas, 2012, p. 907). For better explanation, Sheyholislami (2001, p. 4) claimed that when one accomplishes something for the sheer joy of it, such as learning a new language, IM is present. However, when a person learns a language for the sake of external benefits, such as having a better job or passing an exam, or the fear of punishment, he is said to be extrinsically driven (as cited in Ahmad, 2004, p. 18).

Bopita (2019) concluded that the two types of motivation, intrinsic and extrinsic, are completely distinct from one another (p. 18). He maintained that when compared to persons with extrinsic motivation, persons with intrinsic motivation can easily complete specific tasks (2019, p. 18). Then, he explained that:

People who have intrinsic motivation execute a work or a task willingly even there is no profit for themselves. People do work because they like to do that even there is no specific reason why they do that kind of works for the examples are someone listening to music, reading magazine, and watching movie. They do all kinds of activities because they are willing to do so without specific reason in performing something. In contrast to extrinsic motivation, people do activities because they want to reach certain level of goals. The examples are the students in the classroom study hard to pass in national examination (p. 17).

Simply saying, when the only goal for doing anything is to acquire something external to the activity, such as passing a test or earning money, the motivation is going to be extrinsic. On the other hand, the motivation is likely to be intrinsic when the

experience of doing something provides interest and delight, and the purpose for conducting the action is found within the action itself.

1.2.2. Integrative vs. Instrumental Motivation

Gardner, Lambert, and their colleagues proposed a socio-psychological model that included two types of motivation: integrative and instrumental. According to Gardner and Lambert (1972), a desire to achieve social recognition or economic advantages through knowledge of a foreign language characterizes instrumental motivation, as opposed to integrative motivation that indicates the learner's willingness or want to be like representative members of the 'other' language community (as cited in Ahmad, 2004, p. 19). In other words, Bopita (2019) explained that Gardner divides motivation for learning English into two categories: integrative and instrumental motivation. Integrative motivation is motivation that manifests itself in a fruitful way in the object of language. Whereas, instrumental motivation is the rationale for pushing someone to learn a language or to set a goal for learning a language with a specific goal in mind (p. 18).

In addition to that, Saville-Troike (2006, p. 86) defined these two types by claiming that integrative motivation is described as a desire to be a part of a group or society where the second language is spoken by recognized or influential members. It is motivated by a desire to learn about, associate with, or connect with individuals who speak the second language, or by a desire to engage or integrate in that community's second language. On the other hand, instrumental motivation refers to conceptions of solely practical usefulness in learning a second language in order to advance learners' jobs or economic possibilities, give them greater status and authority, gain access to scientific and technical information, or simply pass a school course (as cited in Wimolmas, 2012, p. 906).

Moreover, Al-Ta'ani (2018) claimed that when a learner has a strong desire to learn a language, s/he is instrumentally motivated (p. 91). For example, you get interested in learning English to travel abroad. Moreover, Gardner and Lambert (1992) considered instrumental motivation as a technique of obtaining social and economic benefits from learning a second language (as cited in Al-Ta'ani, 2018, p. 91).

Furthermore, Chalak and Kassaian (2010) viewed integrative motivation as a desire to acquire a second language/foreign language in order to communicate with people in a second language society and get immersed in their culture (as cited in Al-Ta'ani, 2018, p. 91). In the same vein, Gardner (1985a, p.2000) added that integrative motivation refers to the sum of these three components: integrativeness, attitudes toward the learning setting, and motivation (as cited in Masgoret & Gardner, 2003 p. 128). This means that a learner who is integratively motivated is more eager to learn a second language, open to identifying with the other language community, and has positive views regarding the learning setting (Gardner, 2003, p. 128).

Bopita (2019) distinguished between integrative and instrumental motivation by explaining that both have distinct goals in mind when it comes to learning the target language (p. 19). He argued that both can be linked to day-to-day activities (p. 20). He explained that instrumental motivation is defined as having precise goals in mind when carrying out a task. People who are instrumentally driven engage in the following activities: studying English to improve their grades in school or college, learning English to become fluent in speaking English or to obtain a better job or a higher wage at work, and learning English to pass a school or college examination (2019, p.20). In contrast, students who learn English to understand and interact with individuals who speak the language have integrative motivation. People who are integratively motivated engage in activities such as singing an English song, reading an English-language

magazine, listening to English songs, tuning in to a foreign radio station, and keeping a diary in English. The activities that students frequently do in their daily lives are determined by their preferences and objectives (Bopita, 2019, p. 20).

Simply put, learners with instrumental motivation study a language for a more practical reason, such as seeking for a well-paying job or gaining social standing. On the other hand, learners who acquire a second language with integrative motivation are motivated by their desire to integrate into the target language community and their positive attitudes toward the target language group.

1.2.3. Achievement Motivation

According to many researches, it is believed that there is a growing interest in achievement motivation as it applies to pupils. As a result, various definitions were emerged from many different scholars. Atkinson (1964) coined the term “achievement motivation” to describe the act of comparing one’s performance to that of others and to that of particular benchmark activities (as cited in Singh, 2011, p. 163). Moreover, Atkinson and Feather (1966) added that the tendency to pursue success and the tendency to avoid failure are two personality traits that influence achievement motivation (as cited in Singh, 2011, p. 163). Simply, Singh (2011) defined achievement motivation as the desire to succeed or perform well, as indicated by perseverance and effort in the face of adversity. It is thought to be one of the most important human motivations (pp. 164-165). Therefore, achievement motivation is a person’s desire to achieve attainable goals and accomplish tasks.

According to the above definitions, motivation for achievement is a psychological force that is both subjective and internal; empowering people to do work that they value and motivating them to achieve their objectives. Meanwhile, accomplishment motivation is a mindset that encourages people to compete and

compare themselves to others (Singh, 2011, p. 163). In addition, Singh (2011) claimed that:

Achievement motivation is said to be the foundation of a happy existence. In general, those who are goal-oriented love their lives and feel in charge. People are more dynamic when they are motivated, and they have more self-esteem (...) People who are driven by achievement prefer to work on an issue rather than leave the outcome to chance. It is also clear that achievement-motivated people are more concerned with their own personal accomplishments than with the benefits of success (p. 164).

In the previous quote, it is indicated that achievement motivation makes people have a better and happy life. It helps them in achieving their objectives and feel in control. Achievement motivated people focus more on their personal achievements rather than on the rewards of their success.

The degrees of achievement motivation differ from one person to another. According to Parker and Johnson (1981), the accomplishment motive of a person can be viewed as a personality attribute. Each individual has varying levels of accomplishment motivation. High achievers can be described as determined, ambitious, competitive, or commanding. Quitters, non-participants, and failures may be stereotyped as low achievers (as cited in Zenzen, 2002, p. 16-17). That is to say, each person has a certain level of achievement motivation, it can be high, in which the person will be a successful one or it can be low in which the person will be characterized as a failure. Similarly, William and Burden (1997) explained that people's needs to accomplish or be successful differ significantly. Atkinson felt that it was feasible to analyze the disparities in people's motivation to succeed, and that this had significant ramifications for their educational backgrounds. According to some

individuals, the desire to succeed pervades their lives and drives them to excel at whatever they do, yet for others, it does not appear to make a difference whether they succeed or fail (p. 113).

He added that the relative strength of the inclination to approach a task compared to the degree of the propensity to avoid the activity can thus be used to assess achievement motivation for every individual (1997, p. 114). For better illustration, when presented with an English competency test, a student may be strongly motivated to succeed due to the competitive character of the educational system, family expectations, or the professional opportunities that a favorable result might bring. Simultaneously, he or she may try to avoid taking the exam due to the high level of competition, as well as a fear of sullyng the family name and the embarrassment that failure would entail. The relative strength of each of these elements will determine the level of motivation that learner has in achieving the goal of learning the language to the required examination level (William & Burden, 1997, p. 114).

In conclusion, the three types of motivation have different roles and goals. In addition, each category is used in a different way for a different purpose in studying English language because everyone has his/her own purposes in learning the target language. Thus, it depends on the students' goals and objectives whether to learn English for its own sake (intrinsic) or for external reasons (extrinsic). Whether to have a desire to adjust and follow the culture of society through language (integrative) or to use the language for good business or better income (instrumental). Finally, the desire to achieve successful results and feel happy (achievement).

1.3. Theories of Learning Motivation

Different motivation studies agreed that it is responsible for initiating, directing, and maintaining behavior and the majority of researchers felt that motivation had a

favorable and effective impact on one's success. However, they had not yet come to an agreement on a single theory that would explain and describe motivation. Therefore, many hypotheses and studies have been conducted in order to provide a reasonable explanation of where motivation comes from and how it influences human behaviour.

1.3.1. Expectancy-value Theory

Jacquelyne Eccles and her colleagues are the creators of the expectation-value theory (Leaper, 2011, p. 359). To give a broad overview of the theory, theorists who embrace this approach believe that people's expectations for success and the value they place on accomplishment are major factors of their desire to complete various tasks (Wigfield, 1994, pp. 49-50). In addition, expectancies were first defined by Atkinson (1957) as individuals' expectations that their performance would be followed by either a win or a loss. He defined value as the relative desirability of completing a task successfully or unsuccessfully (as cited in Wigfield, 1994, p. 50). In other words, according to this theory, people's achievement-related decisions are influenced by a mixture of their expectations for success and subjective task value in specific domains. For example, if youngsters expect to succeed and appreciate the activity, they are more inclined to pursue it (Leaper, 2011, p. 359).

In this context, Eccles et al. (1983) suggested that achievement of kids' expectations for task success and the subjective value people place on task success are the most direct predictors of performance, persistence, and choice of accomplishment tasks. Children's expectations for success can be defined as their beliefs about how well they will perform on a pending activity (Wigfield, 1994, pp. 50-52). Simply put, Individuals' decision, tenacity, and performance, according to this school of thought, can be described by their expectations of how well they would perform and how much they value the activity (Wigfield & Eccles, 2000, p. 68).

According to the expectancy-value theory, expectations for success and task value are impacted by a number of circumstances. Environmental influences (cultural milieu, socializers' ideas and behaviors) as well as kid traits (abilities, previous experiences, objectives, self-concepts, beliefs, expectations, and interpretations) are included (Leaper, 2011, p. 359). Further, Leaper (2011) explained that expectations of success and task value have been proven to be separate phenomena in research. At the same time, the two aspects are linked; children's future task value is predicted by their expectations for success. That is, youngsters place a high value on domains in which they excel (p. 359). In conclusion, expectancy-value theory emphasizes the importance of both success expectations and values in understanding children's motivation.

1.3.2. Achievement Motivation Theory

According to Moore et al. (2010), McClelland's work in the 1940s gave rise to the achievement motivation theory. In the beginning, he defined human motives in relation to achievement, connection, sexuality, and power motives. However, in his latter writing, he concentrated solely on the need for achievement, affiliation, and power (p. 25). In this context, McClelland's theory proposes that people are motivated to differing degrees by their wants for achievement, power, and affiliation, and that these requirements are acquired, or learned, throughout the course of their lives (Moore et al., 2010, p. 25). In other words, people will be motivated in varied ways by having a combination of these three needs.

Acquah (2017) added that the Acquired Needs Theory or Learned Needs Theory is another name for the Achievement Motivation Theory (p. 12). Moreover, he stated that the degree to which individuals differ in their urge to strive for rewards such as physical fulfillment, admiration from others, and emotions of personal mastery has been termed *achievement motivation* (2017, p. 12). Therefore, Schermerhorn explained

that managers must first grasp a person's wants and inclinations in order to comprehend their behavior and how they could be motivated (as cited in Acquah, 2017, p. 12).

Different definitions and ideas were highlighted by Singh (2011) who defined achievement motivation theory as one of several psychological ideas about what motivates people to do what they do. Managers who want to get the best out of their employees will benefit from knowing this principle (p. 166). He added that supporters of achievement motivation theory believe that people have an inbuilt desire to succeed or accomplish a high level of achievement. It is viewed as a foundation for all human motivation because it emphasizes the need to succeed (2011, p. 166). This indicates that people who have achievement motivation are more successful and happy in their lives, they do what they want to reach a high level of accomplishments.

1.3.3. Self-efficacy Theory

The term was first introduced by the psychologist Albert Bandura. According to Fitzgerald and Harmon (1998), self-efficacy is the most significant concept in counseling psychology throughout the previous 25 years (as cited in Betz, 2000, p. 205). Bandura (1997) defined self-efficacy as a belief in individual's ability to plan and carry out the steps required to achieve specific goals (p. 3). This belief is influenced by one's true abilities, fictitious encounters, persuasion through words and emotional reactions (Schunk & Meece, 2006, as cited in Ramey, 2012, p. 24).

Moreover, Pajares (2002) added that the cornerstone for a person's drive and academic success is self-efficacy (as cited in Ramey, 2012, p. 24). In the same vein, perceived self-efficacy is described as people's perceptions of their capacities to achieve specific levels of performance that have an impact on events in their life. People's self-efficacy beliefs influence how they feel, think, motivate themselves, and act (Bandura, 1994, p. 2). In addition, Bandura contrasts *efficacy* from *outcome*

expectations as follows: perceived self-efficacy is an assessment of one's ability to organize and execute specific sorts of performance, whereas an outcome expectation is a judgment of the expected outcome of such performances (1997, as cited in Betz, 2000, p. 209).

According to Bandura (1994), human accomplishment and personal well-being are enhanced by a strong sense of efficacy in a variety of ways. People who are confident in their talents view tough activities as challenges to overcome rather than dangers to avoid. People who are unsure of their talents, on the other hand, avoid tough tasks because they perceive them as a personal danger (p. 2). When we talk about self-efficacy in the context of learning, we are talking about how learners feel about their own capacities to complete a task. In this respect, Bandura (1997, p. 43) claimed that the higher students' self-efficacy, the more motivated and determined they are to achieve their objectives (as cited in Ramey, 2012, p. 24). This claim was explained by Bandura and Jourden (1991) by stating that Middle School students' achievements have an impact on their future goals and ambitions. Students who have high self-efficacy, or self-confidence in their talents, will set high objectives for themselves and feel compelled to attain them (as cited in Ramey, 2012, p. 24).

Azmitia (2002, p. 169), on the other hand, utilizes the phrase *self-esteem* rather than self-efficacy or self-worth when referring to the same thing. Emphasizing the importance of students with higher self-efficacy or self-esteem that they value their strengths more than their deficiencies; whereas, those with lower self-esteem value their deficiencies more (as cited in Ramey, 2012, p. 24). Which means that it may be difficult for pupils to maintain their motivation to succeed academically if they lack self-esteem (or self-efficacy) or have a low confidence.

1.3.4. Attribution Theory

Learners are engrossed in the classroom because they want to understand why certain actions occur. The attributions of an individual are used to define the causes of behaviours (Thoron, & Bunch, 2014, p. 1). According to Heider (1958), individuals are inspired to learn because they have a personal need to acquire new skills (as cited in Thoron & Bunch, 2014, p. 1). Accordingly, Weiner (2004) defined attribution theory as the way people think about the success or failure of their own or other people's action (as cited in Thoron & Bunch, 2014, p. 1). In essence, Weiner said that people prefer to attribute their perceived achievements and failures in life to four different kinds of attributions: (a) ability, (b) effort, (c) luck, (d) the perceived difficulty of the task with which they are faced (as cited in William & Burden, 1997, p. 105).

William and Burden (1997) explained that ability and effort are examples of internal attribution, meaning they are characteristics that emerge from within ourselves; whereas, luck and task difficulty are examples of external attribution (p. 105). Thoron and Bunch (2014) added that learners commonly use three aspects to describe their success or failure: 1) internal or external, 2) stable or unstable, and 3) controllable or uncontrollable (p. 1). Weiner prefers to refer to one of the two fundamental attribution dimensions as *the locus of causality*. Another criterion against which attribution elements might be assessed is stability; that is, "is the component stable or can it be altered?" (William & Burden, 1997, p. 105). William and Burden proposed the following table to sum up these attributions:

Table 1.1.

The Four Main Elements of Attribution

Locus of Control		
	Internal	External
Stable	Ability	Task Difficulty
Unstable	Effort	Luck

Adapted from: William and Burden, 1997, p. 105.

The individual's locus of control, as described by Rotter (1966), is the person's effect on the achievement of a goal. He explained that a person's locus of control can be impacted from the outside or from within. When an outcome is unrelated to the learner's behavior, it is called an external locus of control. When a result is related to the learner's behavior, it is called an internal locus of control. Learners with an internal locus of control think they are in charge of their own fate. An external locus of control exists in a student who attributes success and failure to external circumstances (as cited in Thoron, & Bunch, 2014, p. 1).

The second causal dimension investigates the consistency of an outcome's cause. Each contributing element, according to Heider and Rotter, has a constant level of stability throughout time. The constancy of the relationship between the causal component and the behavior outcome is characterized as stability (as cited in Thoron, & Bunch, 2014, p. 2). They added that both ability and task difficulty are thought to be dependent on a long-term stable link between the causal factor and behavior. The difference between the two causal elements is that ability is thought to be controlled from within, whereas task difficulty is thought to be controlled from without. Furthermore, effort and luck are thought to be more unstable in nature, implying that the strength of the causative factor-behavior association varies depending on the actual

behavior. Effort is thought to be controlled from within, whereas luck is thought to be controlled from without (as cited in Thoron, & Bunch, 2014, p. 2).

According to Weiner (1979), the individuals' capacity to control the consequence of their behavior is the third causal dimension. He stated that:

A behavior can be controllable or uncontrollable by the individual. If a behavior is controllable, then the individual has the capability to influence the outcome of a task or behavior, whereas if a behavior is uncontrollable, the individual has limited or no capability to influence the outcome of the task or behavior. The effect that the controllability of the behavior has is based upon the individual's locus of control and the stability of the behavior (as cited in Thoron, & Bunch, 2014, p. 2).

Hence, the results of an activity are affected by the person's degree of controllability. A controllable behavior leads to better outcomes, whereas if an individual cannot control his/her behavior, the results of the task or the goal needed to be achieved will be influenced, that may lead to its failure. In addition, both locus of control and stability will be affected by the person's ability to control his/her behavior.

As a conclusion, the combination of the three factors (internal or external locus of control, stable and unstable causes for outcomes and controllable or uncontrollable behaviors) are interconnected. They will help people to generate explanations for their accomplishments or failures that assist them retain a positive self-perception.

1.3.5. Self-worth Theory

The original achievement motivation theory has been developed into the self-worth theory of motivation. Covington and Beery (1976) argued that the self-worth theory of *accomplishment motivation* is based on the basic cognitive viewpoint, which holds that accomplishment behaviour is best understood in terms of self-perceptions of

causality (as cited in Covington, 1984, pp. 7-8). Covington (1998, p. 78) added that the quest for self-acceptance is the highest human priority, and that “one's worth often begins to depend on one's capacity to succeed competitively” (as cited in Weibell, 2011). In other words, the self-worth hypothesis assumes that students' accomplishment aspirations, whether learning or performance focused, represent a life-long effort to develop and sustain a sense of worth and belonging in a society that places a premium on competence and achievement (Covington, 2000, p. 181). In order to be more specific, Covington (1998) explained that self-worth theory, in particular, focuses on the pervasive need implied by the drive-theory model to approach success and avoid failure, which leads to feelings of worthlessness and social rejection. In contemporary society, it is widely accepted that one's worth is largely determined by one's achievements. Furthermore, because ability is considered as a key component of success and inability as a leading source of failure, one's self-perceptions of ability become an important aspect of one's self-definition. As a result, self-worth theory emphasizes views of ability as a fundamental activator of achieving behavior (p. 8).

Moreover, Covington (1998) claimed that the self-worth paradigm stresses feelings of inadequacy that arise from the disclosure of incompetent behavior. Accordingly, he represented four main elements of the self-worth model as the following:

Figure 1. 1.

Cchematic Diagram of the Self-worth Model



Adapted from: Covington, 1998, p. 8.

According to this model, Covington stated that the underlying premise is that a variety of elements, such as one's performance level, self-estimates of ability, and degree of effort expenditure, influence one's sense of worth and adequacy (1998, p. 8). He further added that there are four basic elements of self-worth model, which are: ability, effort, performance and self-worth in which ability, performance and effort are linked to self-worth and ability and effort are linked to performance as well (1998, pp. 8-9).

1.3.6. Goal-setting Theory

Setting proper goals is an important aspect of motivated behaviour when making decisions to engage in an activity so that the decision can be carried out and the requisite effort can be maintained (William & Burden, 1997, p. 131). In this context, a well-developed goal-setting theory of motivation is provided by Locke and Latham. The approach highlights the importance of goal-performance alignment (Lunenburg, 2011, p. 1). This means means that the relationship between goals and performance is highly emphasized. According to Parvesh, the process of setting objectives is the focus of goal setting theory (2015, p. 75). The psychologist Edwin Locke believes that the

innate human desire to develop and achieve objectives is only beneficial if the individual understands and accepts the aim (as cited in Parvesh, 2015, p. 75).

Furthermore, according to goal setting theory, individuals' actions are driven by specific, measurable goals that they accept and can fairly hope to achieve (Parvesh, 2015, p. 75). Earley and Shelley divided the process of goal setting into *four stages* based on the logic of a person:

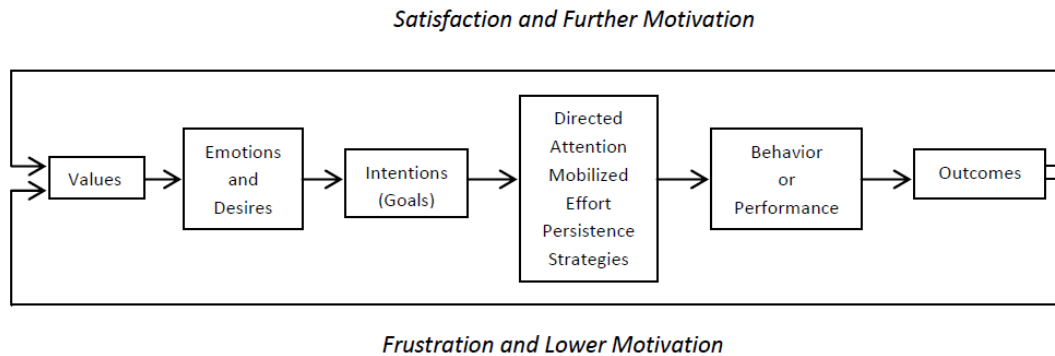
- Defining a goal to strive for.
- Assessing the standard to see if it can be met.
- Assessing the standard to see if it is in line with personal objectives.
- As a result of the acceptance of the standard, the goal is established, and conduct moves in the direction of the objective. (Earley & Shelley, as cited in Parvesh, 2015, p. 75)

Simply, research indicates that goals that are specific and hard work better as motivational elements for both individual and collective performance. In addition, research shows that employees are more motivated and committed when they are involved in goal setting. Employees require precise performance feedback (Parvesh, 2015, p. 75). However, William and Burden claimed that the term "goal" is more complicated than it appears at first. The two types of goal orientation have been distinguished by cognitive psychologists, which have been referred to as performance vs. learning objectives (1997, p. 131). Performance, in which the goal is to seem nice or, at the very least, not look foolish, and learning, in which the goal is to improve knowledge, skill, or understanding (William & Burden, 1997, p. 131). In other simple words, Dweck (1985, p. 291) concluded that individuals with performance objectives strive to appear clever, whereas individuals with learning objectives strive to become smarter (as cited in William & Burden, 1997, p. 131). Locke and Latham (1990)

suggested a general model of goal-setting theory, which is presented in the following figure:

Figure 1.2.

General Model of Goal-setting Theory



Adapted from: Lunenburg, 2011, p. 2.

From the above diagram, goal-setting theory is based on “two cognitive factors of behaviour: values and intentions” (goals). (2011, p. 2). Locke and Latham claimed that one’s value judgments take on an emotional form. To put it another way, one’s values inspire a desire to act in accordance with them. Additionally, goals influence behavior (work performance) through a variety of processes. Thus, Locke and Latham stated that goals focus people’s attention and encourage them to take action. In addition, setting difficult goals increases energy mobilization, effort, and persistence. Goals inspire people to devise tactics that will allow them to achieve the desired levels of performance (as cited in Lunenburg, 2011, p. 2). Hence, achieving the goal can lead to happiness (satisfaction) and increased motivation, whereas failing to achieve the goal can lead to dissatisfaction (frustration) and decreased motivation.

1.3.7. Goal-orientation Theory

Goal orientation theory has been a significant view in the field of accomplishment motivation, particularly in academic motivation, over the previous two

decades. However, as the field of goal orientation research has grown, the employment of numerous methods to measure goal orientations appears to have added to theoretical ambiguity, particularly when it comes to the origins, development, and stability of these orientations (Kaplan & Maehr, 2006, p. 141). Originally, goal orientations were characterized as contextual action orientations in an achievement assignment (Kaplan & Maehr, 2006, p. 141). In addition, Anderman and Maehr (1994) asserted that goal orientations refer to the overarching reasons of achieving behavior and indicate why and how people are attempting to achieve specific goals (as cited in Kaplan & Maehr, 2006, p. 141).

Moreover, Nicholls (1992) added that goal orientations were originally defined as situational purposes for activity, but they have now been expanded to include broader long-term attitudes toward participation (as cited in Kaplan & Maehr, 2006, p. 141). However, the number and characterization of the orientations that people can take in accomplishment scenarios varies slightly among researchers (Kaplan & Maehr, 2006, p. 141). According to Rusk and Rothbaum (2010), the goal orientation theory investigates what drives people to succeed in school and in other environments. It is also known as “achievement goal theory”, and it aims to explain why some people are driven to overcome barriers while others give up or refuse to try (p. 32).

Besides, Rusk and Rothbaum (2010) clarified that *self-validation* goals and *learning* goals are the two most prevalent distinctions made by goal orientation theorists (p. 32). Then, they defined and explained the two distinctions by stating that the purpose of self-validation is to demonstrate one's ability and defend against ineptitude or inadequacy assessments. Self-validation objectives are more generally referred to as “performance” objectives, but we prefer the former since we believe it better captures the phenomenon of interest, namely, the need to demonstrate one's

abilities and self-worth. Learning objectives, on the other hand, are concerned with improving one's abilities (Rusk & Rothbaum, 2010, p. 32).

According to Kaplan and Maehr (2006, p. 142), learning goals are often known as "mastery goals" , in which students that are mastery-oriented concentrate on learning, comprehending, developing skills, and mastering material (p. 142). On the other hand, self-validation, which is commonly known as performance goals, was distinguished from mastery goals where Ames (1992a) and Dweck (1986) believed that performance goal orientation signifies the aim of showing proficiency in contrast to mastery goal orientation that refers to improve knowledge and skills. Performance-oriented students concentrate on regulating others' perceptions of their ability: striving to convey a high level of competence while avoiding conveying a poor level of competence (as cited in Kaplan & Maehr, 2006, p. 143).

Anderman (2020) refers to goal orientation theory as achievement goal theory (AGT). He claimed that there have been considerable changes in AGT. Accordingly, he explained that: First, the distinctions between approach and avoidance became widely regarded as necessary components of AGT. Second, some academics have renamed achievement goals as "aims" rather than "orientations". This reinterpretation has had an impact on both theory and measurement (Elliot, 2005). Third, researchers have re-emphasized some of the original "big questions" raised by early AGT theorists, such as developing and implementing AGT-framed classroom-based treatments (p. 2).

However, Urdan and Kaplan emphasize the fact that despite some conflicting results, AGT research has consistently proven that: (a) Mastery goals are linked to positive results (interest and the implementation of a successful approach, for example). b) Performance-avoidance goals are linked to negative consequences (e.g., low achievement), and (c) performance-approach goals are often linked to high

achievement, as well as a variety of emotions and tactics (as cited in Anderman, 2020, p. 2). In other words, although there were some mixed findings, many researchers agreed on three common points: when you get good results, you will master your aims and objectives. Also, when you get bad results, you will fail in performing the required aims. Finally, when you achieve high results, it means that you have the desire to do so and you succeeded in performing the needed goals.

1.3.8. Self-determination Theory

Self-determination theory (SDT) was viewed as a wide concept that encompasses human motivation and personality. It is about how a person interacts with and is influenced by his or her social surroundings (Legault, 2017, p. 1). According to Parvesh (2015), this theory, which was developed by Deci and Ryan, focuses on how self-motivated and self-determined an individual's behaviour is (p. 74). Moreover, Legault (2017) added that SDT distinguishes between internal motivation and several types of extrinsic incentives and shows how these motives affect situational reactions in various domains, in addition to social, cognitive, and personality development. The essential psychological requirements of autonomy, competence, and relatedness, as well as their critical role in self-determined motivation, well-being, and progress, are central to SDT. Finally, SDT explains how the social and cultural context has a significant impact in assisting or obstructing people's basic psychological requirements, perceptual feeling of self-direction, performance and well-being (p. 1).

In addition, Parvesh (2015) pointed out that competence, relatedness, and autonomy are three demands identified by SDT that, if met, allow for best performance and expansion. These three psychological demands prompt the self to engage in specific behaviors and mental nourishment that are necessary for psychological health and well-being (p. 74). Accordingly, Legault (2017, p. 2) defined the three components

of competence, autonomy and relatedness. She stated that autonomy is something that everyone wants and needs (the desire to be independent and self-directed), the desire to feel competent is referred to as competence, and relatedness refers to the desire to form close bonds with people in order to thrive and prosper. In the same vein, Parvesh added that when these requirements are met, beneficial outcomes such as well-being and development occur, causing people to be more driven, productive, and joyful (2015, p. 74).

Besides, SDT is based on the core humanistic idea that people naturally and actively strive for self-organization and progress (Legault, 2017, p. 1). In other words, people attempt to expand and comprehend themselves by incorporating new experiences, by developing their wants, needs, and passions, and by interacting with individuals and the environment (Legault, 2017, p. 1). Ryan and Deci (2000) distinguished between distinct sorts of motivation in *Self-Determination Theory* based on the different reasons or goals that lead to an action. The most fundamental distinction is between intrinsic and extrinsic drive (p. 55). As it was discussed earlier, intrinsic motivation is when you participate in an activity only because you enjoy it and it provides you with personal gratification. When you are extrinsically driven, you do something for the sake of receiving a benefit from outside sources.

However, Ryan and Deci (2008) claimed that in SDT, the most important distinction is between autonomous and controlled motivation (p. 182). Then, they declared that autonomous motivation includes both intrinsic and the kinds of extrinsic motivation in which people have associated with the importance of an activity and, ideally, have incorporated it into their self-perception (2008, p. 182). On the other hand, they tried to explain controlled motivation by stating that it is characterized by external regulation, in which one's behaviour is determined by external reward or punishment

contingencies. When people are under control, they are under pressure to think, feel, or act in certain ways (p. 182).

To sum up, all the theories and approaches dealt with above were different from one another based on each one's interpretations and perspectives. The reason for this is that many processes and elements interact with each other at various levels and to varying degrees, making it extremely difficult to account for all of the factors that contribute to an individual's motivation to act in a certain way or take a certain course of action. However, despite all of the debate that has surrounded each theory, the construct of motivation still requires more research. It was difficult to provide a comprehensive view of this concept. Therefore, they offered up new avenues for future studies on motivation.

1.4. The Importance of Motivation in Learning

Educational psychologists are particularly interested in motivation because of the critical significance it plays in the education of students (Parvesh, 2015, p. 77). Schunk and Usher (2012) added that motivation is an important aspect in learning since it influences what, when, and how we learn and has a huge impact on results (as cited in Hartnett, 2016, p. 13). Moreover, Wimolmas (2012) claimed that motivation has a big part in whether you succeed or fail at learning a second language (p. 907). In other words, the term "motivation" refers to a desire to study. As a result, it has an impact on whether or not a student will give up or persevere, as well as how meaningful their learning reflection will be.

According to Wimolmas (2012), students who are motivated are more likely to learn more and faster than those who are not. Students that are less motivated are more prone to lose focus, misbehave, and generate discipline issues under a certain educational circumstance (p. 907). On the other hand, students with a higher level of

motivation will be more active and focus on a particular learning task or activity (Wimolmas, 2012, p. 907). This assertion reaffirms the critical importance of motivation in learning and the good impacts it has. In addition, it has been found to play a key influence in determining whether students continue in a course, their level of engagement, the quality of work they create, and their degree of achievement (Hartnett, 2016, p. 13).

Parvesh (2015) introduced six effects of motivation on how students learn and act in relation to subject matter, which are:

- Organize behavior to achieve specific objectives.
- More work and energy are increased.
- Increase the number of activities you start and stick with.
- Improve your cognitive abilities.
- Figure out which outcomes are mutually reinforcing.
- Result in better performance. (2015, p.78)

Therefore, it is critical to find strategies to raise motivation since it allows us to modify behavior, develop competences, be creative, set goals, create interests, make plans, develop talents, and promote engagement and most importantly is to be successful.

Conclusion

Motivation has taken a great part of research in many different domains mainly in the field of education. It has been defined in various ways within different perspectives, which makes it more complicated and not a simple concept to define. However, it is argued that motivation is the most important factor in determining whether or not students will succeed. It can be a valuable source of information and insight for

implementing suitable programs or activities to provide a more engaging learning environment.

Theories that overlap and contain comparable concepts have dominated motivation research, in which different theoretical perspectives were presented and discussed. However, no theory or approach has succeeded to provide a comprehensive view of this phenomenon. Thus, this field's empirical and theoretical research is still evolving.

Chapter two

Face-to-face Learning vs. Distance Learning

Introduction

As technology advanced, distance learning became a feasible and accessible option for many schools, universities and institutions. This new form of education attracted many learners especially those who live in rural areas or those with professional commitment. Thus, students and teachers are able to interact and learn in different places at the same time or different time, this format of education with the use of technologies helped to enroll unlimited number of learners from all around the world. However, this favorable option today became a necessity due to the outbreak of the global pandemic corona virus, academic institutions were locked down to avoid infection and to save people's lives. To cope with the current situation, institutions are obliged to move from face-to-face learning to a new learning environment which provides learners with an easy and flexible way for delivering courses, anytime, anywhere, and without being affected by the challenging circumstances.

There are a considerable number of studies that investigate the two forms of education: distance learning and face-to-face learning, and to compare between the two concepts, how they influence students and the whole educational process in many aspects. In this regard, the present chapter attempts to provide a literature that goes through the history of distance learning. It also deals with the basic definitions offered by different scholars in the field, with some related terminologies in relation to distance learning such as e-learning, blended learning. Moreover, this chapter attempts to compare between the traditional way of teaching and online learning, in addition to theories and modes of distance learning. It also highlights some factors that influence

distance learning and its promises. Furthermore, it converses the design and implementation of distance learning, as it attempts to shed light on the problematic issues in distance learning. Finally, this chapter tries to investigate student's motivation in distance learning versus face-to-face learning.

2.1. History of Distance Learning

The term *distance education* may seem as a modern concept that appeared with the age of new technologies and with the development of the Internet and computer, but in fact it existed before with different forms. Due to the emergence of modern mechanisms, for instance computer in addition to the Internet and the World Wide Web, remote education become an innovative format of teaching and learning. In fact, this method of education traced back for over 100 years (Imal, 1998, p. 3).

According to Sherry (1995), correspondence courses are the first format of study far a way that was established in Europe, and this was the accepted standard until the middle of the twentieth century when educational radio and television became widespread (p. 339). This form of correspondence programmes took place in Germany (Berlin) by two English as Foreign Language (EFL) teachers, namely Charles Toussaint and Gustav Langenscheid (Schlosser & Anderson, 1994, p. 8). In keeping up with the correspondence courses, Moor and Kearsley (2012) stated that distance learning history started with the instructional lessons in which the content was transmitted by postal services which are usually referred to as "correspondence education", and for the earliest private institutions it was called "home study"; while, for colleges it was referred to as "independent study". In the early 1880s, individuals began to gain their education at home or at work as result of the creation of the rail transportations system in which the mail services became the most inexpensive and credible means (pp. 23-24). However, this form of education had much shortage; as mentioned by Barker et al.

(1989), the degree of communication preformed for this method of transmission was highly weak and time consuming, it may takes a long period of time between sending homework or asking for information, and resending the correction or delivering information by the teacher (p. 23). Similarly, Harper et al. (2004, p. 588) stated that learning in distance is a modern form of the old method; it traced back to the 1970s with the form of correspondence program or any other means of transport, in which teachers and learners share materials such as courses, exercises, tests and feedback that are delivered by the postal services. This form of exchange attracted the attention due to its need, but the interaction was slow and the materials were delivered late, and this was highly problematic.

As technology has changed and with the restriction of the mail services because of long time duration, or the mail's loss, in addition to its expense, new forms of distance education were used among them broadcasts and audiotapes to learners who are far away (Bower & Hardy, 2004, p. 7). Casey (2008) claimed that most of the weaknesses of the postal system particularly date of the delivering were decreased due to the instructional broadcasting media, which enhanced the rapidness of the teaching procedure. When instructional radio became available, correspondence transmission of educational material became unnecessary. By the year of 1921, the universities of Salt Lake City, Wisconsin, and Minnesota all earned their first academic broadcast certification, and about 200 academic institution received such certificates from the Federal Communication Commission (FCC) during 1918 and 1946, and by 1923, academic institutions controlled more than 10% of live radio channels for delivering teaching content (p. 46). Another medium to teach and to provide course material for learners at distance is television. According to Teaster and Blieszner (1999), the television is more advanced than the previous medium since it combines the other

forms of pedagogical transmission. However, it takes another turn in which communication occurs at different locations at the same time (p. 742). In the 1960s, the development of the satellite technologies presented more effective distance learning programmes in which the government supported the new instructional services which led to its growth (Schlosser & Anderson, 1994, p. 10).

Bourdeau and Bates (1996) stated that in the 1970s, computer and information technologies were introduced, with Computer-Assisted Instruction (CAI) and Computer-Based Training (CBT) used independently as delivery systems for student resources. Parallel to video-conferencing, using satellite was established, though at a great expense, as a two-way video channel for collaborative communication and conferences. In the late twentieth century or the Digital Age, satellites combined telecommunications and information technologies in digital networks, provided interaction between people and accessibility to vast volumes of multimedia content stored in many locations and on various storage systems, which “led to audio-graphics, interactive television, digital desktop videoconferencing and broadband videoconferencing being used for distance education” (p. 268).

2.2. Definition of Distance Learning

During the course of teaching and learning, many new methods and techniques have been used to enhance the learning process; among them is the use of technology which has been developed rapidly in the field of education. According to Solak and Cakir (2014), technology became an essential feature in the modern community where the new generation is known as “Net generation”, since they are born with ability to use technology as all learners use it in their daily routine whether in the Network or as a means for entertainment, which makes them massive users of it unlike the previous generation who may be called “Web foreigners”, due to the lack of knowledge about it

(p. 37). The use of technology led to the ability to change education from *face-to-face learning* to *distance learning*, which has been defined in numerous ways. One of the most cited definitions through the literature is the definition offered by Desmond Keegan who stated that “the technical disconnection” of instructors and their students is the product of distance education and teaching, which relieves learners from the need to drive to a specific location at specific period of time in order to join a particular course (1995, p. 7). Another commonly cited definition was by Perraton (1998) who defined distance learning as a concept that can be extended to a variety of teaching techniques; yet, its main distinction is that the instructor and their students are physically and probably apart (as cited in Teaster & Blieszner, 1999, p. 742). In other words, the main elements of distance learning are the separation of teachers and students. Also, this method offers for learners the chance to study anywhere and in any time.

Due to the advance in technology used to provide distance learning, the term distance education has evolved in its sense as pointed out by Greenberg. During the last twenty five years, the concept distance education has changed in meaning and the development of the electronic technologies also greatly expanded the scope of what is now known as *remote learning* (1998, p. 36). As mentioned by Imel (1998), distance learning is the term that describes the process of education, in which educators and their students are set apart by space and duration. Previously, the process was known as distance education but due to the advancement in technology that focused more on learners and gave them more dominance, the concept distance learning has been used for this mode (p. 3). According to this perspective, the term distance learning advanced and developed with the spread of technology. As a result, the concept has changed over time in its meaning and its function to permit learners autonomy.

In 1989, Barker, Frisbie and Patrick had broadened the definition of distance learning in the light of the development of the new telecommunication technologies. They stated that the remote educational system that is based on technologies goes beyond the boundaries of the mail services of learning. The educational process between the teachers and the learners take place at the same time. By adding telecommunication technology to the process such as audio or video, it allows the direct interaction between the instructor and the learner at the same time, which make it feasible for the teacher to give instant reply to the learner's questions and remarks just like regular face-to-face situation, in which the learners can receive direct feedback from the instructors. The chance of direct communication also increases more flexibility among all members in the educational system (p. 23). Accordingly, the more communication technologies continue to grow up, the more it facilitates the process of distance learning. Therefore, distance learning offers for students and teacher more flexibility in which they can interact and communicate via technology.

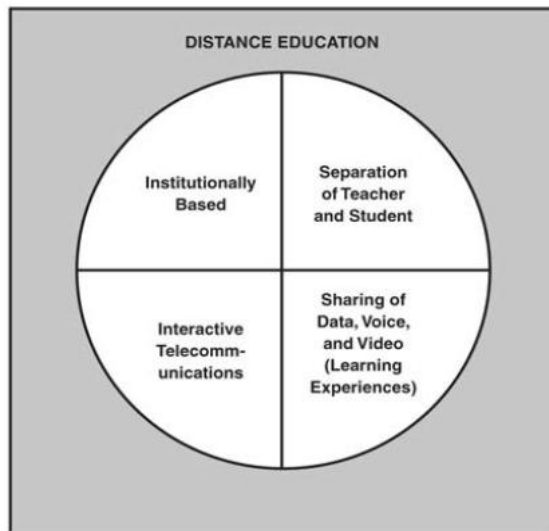
Gunther Dohmen (1967), a founder and administrator of the German distance education institution (DIFF) at Tubingen, defined distance education as a method of one's own education that is regularly structured through which students' evaluation and the delivery of the teaching content, as well as learners' monitoring and guidance are taken by a group of instructors in which each one has special duties. This kind of distance education is achievable through technologies that can involve thousands of miles (as cited in Bozkurt, 2019, p. 259). Ultimately, distance learners are able to study and obtain educational content, in addition to interaction with teachers in an organized way by means of technology. Another scholar who worked with Dohmen in DIFF is named Otto Peters (1997). He defined *distance education* as a form of communicating information, capacities and perspectives that is organized by dividing the work and also

structural rules, with high emphasis on the use of technologies, in order to create a great form of learning instruction that makes it easy to teach a large amount of learners at the same period in different places (as cited in Schlosser & Anderson, 1994, p. 8). Hence, students and teachers can exchange the needed content in an organized way by using technology to enroll many people who are located in different places.

Garrison and Shale (1987), in their attempt to define distance education, described three standards that identify the process of distance education. The first one indicates the separation of instructor and learners during the process of instructional exchange; the second criteria is the necessity of including context in two direction between the learner and the teacher in order to promote and improve the academic procedure; the third criteria is about the use of technologies to manage the two way exchange (p. 11). In this context, Moore and Kearsley defined distance education as the educational and scheduled teaching that take place in different locations, which necessitate the interaction via electronic devices, in addition to distinct administrative arrangement (2012, p. 2). In brief, all the previously mentioned definitions of distance learning share some common aspects that explain how this process works and the way of delivering materials to students. As illustrated in Figure 2.1., distance education is characterized by four aspects:

Figure 2.1.

Four Aspects of Distance Education.



Adapted from: Simonson et al., 2019, p. 32.

As shown in Figure 2.1., distance education has four features. First, it is institutionally-based; this indicates that it is controlled by institutions like colleges. Second, it is characterized by separating teachers and students. Third, it uses interactive tele-communications. Fourth, it is based on learners' experiences by sharing data, voice, and videos. This implies that what relates the teacher and the learner is virtual learning environments and tele-collaboration.

2.3. Related Terminology

The field of distance learning contains many related terminologies, that is varied due to the technological tools have been used. Thus, those terms sometimes are used interchangeably.

2.3.1. Online Learning

According to Ally (2004), giving an inclusive definition for online learning is difficult because a variety of terminologies are often used. Some of the terms that have been used are: Web-learning, E-learning, software-based learning...etc. What is common between those terminologies is the separation of the teacher and the student

and they need to use technology in order to interact together, and to find out learning content and to receive several forms of assistance (p. 14).

Tasia and Machado stated that “online learning is associated with content readily accessible on a computer. The content may be on the Web or the Internet, or simply installed on a CD-ROM or the computer hard disk” (p. 2). They also mentioned that online learning is connected to more popular terms such as internet help, online documentation, and web services. It is linked to easily accessible learning resources in software applications. Online learning is frequently used to refer to learning resources that are immediately accessible from inside a core programme. However, learning resources that are available on the Internet may be qualified when they are easily available (Tasia & Machado, 2002, p. 3).

The concept online learning is usually used by the public to refer to distance learning, but in fact it is one method of distance learning; meanwhile, people also use it with other terms such as e-learning or Web-based Learning. However, online learning in its widest sense relates to any type of e-learning that takes place through computers (Carliner, 2004, pp. 4-5). According to this perspective, online learning is a form of distance learning. Basically, it implies the use of the web and online resources to link teachers and students who are far away.

2.3.2. E-Learning

Bates (2005) pointed out that, although the concept online learning and e-learning are mostly used simultaneously, e-learning can refer to any kind of communication technologies and computer-based learning, whereas online learning refers to using the network (p. 8). According to Serif et al. (2007), E-learning is a broad word that currently encompasses nearly any sort of learning activity that relies on technological tools (p. 230).

According to Stockey (2003), e-learning is electronic distribution of teaching, education or training systems, e-learning is the utilization of computer or electronic technologies to give training, instructional or learning content (as cited in Bhattacharya & Sharma, 2007, p. 547). Similarly, Khan defined e-learning as:

An innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environments to anyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible, and distributed learning environments (2005, p. 3).

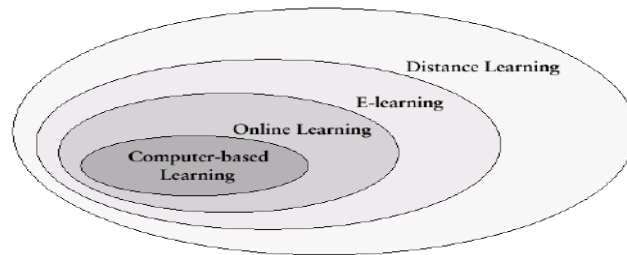
Based on this definition, e-learning allows for learner's autonomy. Therefore, students can learn at any time and any place without restriction of centralized location by using electronic means.

Sangrà, Vlachopoulos, and Cabrera (2012), attempted to construct a comprehensive definition of E-learning. They stated that e-learning might be viewed as a natural progression of distance learning or as modern trend of it, which has always benefited from the most recent instruments to emerge in the framework of technology (p. 146). They also identified four general categories of definitions that were gathered from literature about elements of e-learning; the first category is "Technology-Driven Definitions". This category is about the employment of technical methods and processes to deliver educational programmes; the second category is "Delivery-System-Oriented Definitions" which treat e-learning as a tool of acquiring information, it is about the availability of resources; the third category is "Communication-Oriented Definitions". It regards e-learning as a tool of engagement and cooperation. "Educational-Paradigm-Oriented Definitions" is the last category, which describes e-learning as an innovative style of education or an advancement of the current model

(pp. 148-149). Therefore, E-learning is a method of distance learning and it is wider than online learning. It includes the use of electronic technologies and computer to deliver information. This can be showed in Figure 2.2.

Figure 2.2.

Subsets of Distance Learning



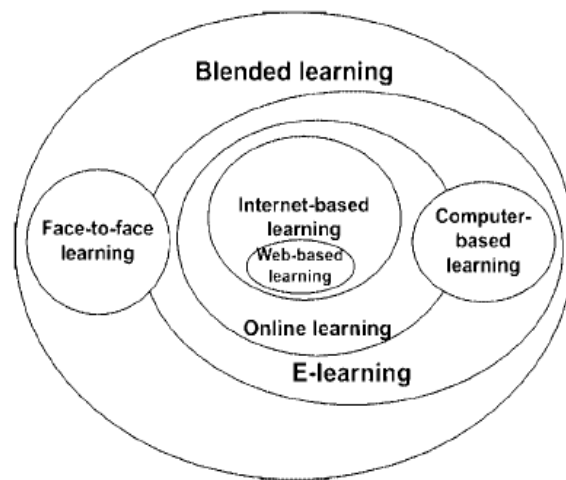
Adapted from: Serif et al., 2007, p. 231.

2.3.3. Blended Learning

In the recent years, the concept “blended learning” has gained popularity as a representation of a specific type of technology-enhanced instruction; nevertheless, just like many other terminologies in the discipline it remains insufficiently defined (Oliver & Trigwell, 2005, p. 17). There are several definitions of blended learning; each one has its own contribution in the field. Whitelock and Jelfs (2003) on their *Journal of Educational Media’s* special issue on the field of blended learning stated the three most common definitions of the term. The first one is the mixture of face-to-face instruction with the online learning. In contrast to this definition, the other common description is about the combination of the tools and media that are used to deliver content, the third one is about the integration of a number of pedagogical techniques (p. 99). As Figure 2.3 illustrates, blended learning combines classroom learning with E-learning. The latter includes the use of computer, Internet and the web learning.

Figure 2.3.

Components of Blended Learning.



Adapted from: Hadjerrouit, 2008, p. 185

Moebs and Weibelzahl (2007) stated that blended learning refers to educational setting that either mixes instructional methodologies, delivering techniques, media format or a combination of all of those (p. 163). Another definition offered by Kim Won (2007) in which he argued that in order to provide a precise definition of blended learning there are several types of learning that need to be taken into consideration, including the physical presence, virtual learning, formal/informal learning, and scheduled/unscheduled learning. Based on those types, blended learning is an integration of two or more of these kinds of learning, in which one of these types must be based on the physical presence and at least another type which is e-learning (p. 4).

Blended learning could be considered as a successful method since it combines more than one method. This combination will help to overcome the weaknesses of each method. Rovai and Jordan (2004) claimed that blended learning is a flexible method to programme design that allows for combination of various times and locations for learning by providing some of the benefits of online courses without completely eliminating face-to-face communication (pp. 3-4). A similar view was mentioned by

Chew et.al. (2007), proposed that blended learning provides significant possibilities to design the educational process that can overcome the flaws in face-to-face learning services or technology-based instruction (p. 123). In the light of the previously mentioned definitions, blended learning is a combination of instructional methods. Therefore, learners can benefit from the advantages of both methods that are used for successful learning process.

In the light of the previous definitions, López-Pérez et al. (2011, p. 820) conducted an experimental study to investigate student perception of blended learning, this study was carried out in the University of Granada with 1431 students. In this study, the course was divided into two parts; the first one is face-to-face course while the second one is activities that students can accomplish online. Participants should complete these e-learning exercises using the material of the face-to-face courses. Findings showed that by using the blended learning, students were able to decrease the rate of dropouts. Furthermore, the mixture of conventional face-to-face and e-learning exercises has a significant influence on student's final grades and a positive influence on their attitude (López-Pérez et al., 2011, p. 824).

2.4. Face-to-face/Traditional Learning vs. Distance Learning

With advance in technologies, there is a greater desire for creative methods of providing information, which has resulted in changes in instructional approaches. Distance learning which differs from conventional education depends on the geographical separation of instructors and learners, whereas classroom learning is a form of educational process in which students and teachers operate within one building (Sadeghi, 2019, p. 80). Interestingly, digital methods are maintained to keep learners in contact with educators, allow for interaction among students, narrow the gap, and provide instructional content through remote educational activities. Both learning

methods have benefits and limitations (Sadeghi, 2019, p. 80). In the same vein, the benefits of distance learning are higher than its limitations like freedom to choose place and time to study, saving money...etc. (Sadeghi, 2019, p. 83). However, Hardy and Boaz (1997) stressed that during the academic year learners face many difficulties, and distance learners comforts extra obstacles, because among the qualities that are necessary for distance learners are self-managing, self-motive and insistence (p. 42).

Significant similarities exist between online and conventional schooling. Learners must always attend lectures, absorb the content, participate in doing the homework, and work on team projects. Teachers must always develop curricula, increase educational effectiveness, respond classroom inquiries, push students to study, and evaluate assignments. Despite these fundamental commonalities, there are several distinctions, classroom teaching has generally been recognized to be based on teachers' assistance and involves passive learning on the part of the learners, whereas online training is frequently student-centered and demands learner autonomy (Paul & Jefferson, 2019, p. 2).

Several studies were conducted to compare between face-to-face learning and distance learning in order to find out which method is the best for students performance, motivation, outcome and which format they prefer, and the result varied from a student to another. Some researchers believed that there is no difference between the two methods such as Solak and Cakir (2014) who carried out a research to understand students' views towards e-learning and face-to-face learning (p. 37). It was conducted in the academic year 2012-2013 at a state-run university where a number of 221 students from two different vocational schools were subject to this study. The descriptive method was used to collect data about student's views through a questionnaire (p. 40). They found that there is no difference between E-learning and

face-to-face learning and that both of them are successful tools (Solak & Cakir, 2014, p. 44). Other studies by different researches have suggested that both methods are different and students choose according to their needs. As pointed out by Paechter and Maier (2010) in their study about students' experiences and preference, when it comes to developing self-regulation abilities, students favored online education features; yet when it comes to acquiring conceptual understanding, abilities in the implementation of one's understanding as well as practicing knowledge and skills, participants preferred classroom learning components (p. 296).

Salcedo (2010) carried out a comparative analysis of learning a foreign language in face to face versus online classroom settings, a number of 32 students in Spanish class were the sample of this study, in which the aim is to evaluate their performance in the classroom format or distance format (p. 47). The results of this study suggested that the way of delivering the content has no influence on the outcome of the student, but the type of assessment is what effects learner's outcome (Salcedo, 2010, p. 48). They also reported that students who had skills in using software programmes are more satisfied with distance learning. In addition to that, learners of languages usually prefer online learning for another reason, which is using languages privately so that they would feel free (Salcedo, 2010, p. 50). Similarly, Young and Duncan (2014) conducted a research to compare student evaluation of online and traditional classroom teaching in order to assess the online and classroom learning for planning and arranging, interaction, scoring, instructional techniques, learner's engagement, the outcome of the course, and the general assessment (p. 73). Their research indicated that learners in this study gave high evaluation to their instructor in face-to-face learning in comparison to online learning, in the areas of research such as interaction and scoring; however, for

student hard work and commitment the rating was high in the online courses (Young & Duncan, 2014, p.75).

Harris and Gibson (2006) stated that based on the finding of many researches, it was predicted that learners would attend distance courses due to their adaptability and easy enrollment, particularly for those who have jobs' commitment and they are usually matured and graduated learners who prefer distance instructional programmes (p. 757).

Another study at Gazi University was conducted to compare between distance and face-to-face learning Master programmes. Işık and Güler (2012) delivered a questionnaire to 46 graduated students that were divided into two groups: one face-to-face and the other at distance, in addition to an oral interview with four traditional learners and two distance learners (p. 121). The study showed that students were satisfied with the independence of time and place and with the ability to repeat the virtual sessions. However, some students did not prefer distance learning due to its cost, which is higher than face-to-face education, and the main benefit of distance is for the full time workers who work and learn at the same time (Işık & Güler, 2012, p.123). Kahl and Cropley (1986) pointed out that distance learners were more likely to have a profession or they are married. Furthermore, distant learners experienced "disconnection", with little opportunity to discuss their studies with relevant other persons or study in a classroom (p. 44).

Allen et al. in their meta-analysis to compare learner's satisfaction in distance learning and face-to-face classroom, stated that learners can be satisfied with distance learning but they may in fact benefit more from using the classroom interaction. Thus, satisfaction is only one-way of rating that need when compared to other assessment processes (2002, p. 92). In addition to that, students' preferences may differ from a student to another, and choosing one method over the other may depend on the learning

style of the learner, some students would enjoy distance learning while others would react negatively towards it (Allen et al., 2002, p. 92). Hence, learners' preferences and choice is not the same for all the learners, it is something changeable from an individual to another and it may also depend on their circumstances, for instance recently, the world is experiencing a very dangerous pandemic that has a serious impact on all academic institutions. So, online learning is considered as the only tool that can replace the traditional way. For this reason, Adnan and Anwar (2020) conducted a research for the examination of Pakistani higher education students' attitudes towards distance learning and COVID-19 (p. 45). The sample of this study contained 126 higher education students, all of them attended online courses, and then, the data was gathered by using an online survey technique (Adnan & Anwar, 2020, p. 47). The findings indicated that in such undeveloped countries like Pakistan, online learning couldn't be a successful tool because students are not able even to access the Internet due to technical issues (Adnan & Anwar, 2020, p. 49). In the light of the previous literature both distance and face-to-face education have advantages and disadvantages. Hence, it is not easy to predict which one is better. Although, Hassenburg (2009) argued that distance learning is progressively advancing everyday with the advance in technology. It became integrated in the educational system and it is more popular nowadays and in the coming years. It is highly influencing education with its pros and cons to the extent that in the future remote learning would become similar to face-to-face leaning and may become even more useful (p. 10). Accordingly, several studies have been conducted to investigate the relationship between face-to-face and distance learning as well as to compare between the two methods in terms of similarities and differences. Moreover, many studies were carried out to examine to influence of distance learning on students' satisfaction, outcome and performance in both distance and classroom learning. Thus,

the finding of those studies varied based on students' circumstances, also the way of delivering. Whereas, some finding shows that face-to-face learning and distance learning have no significant difference but students may prefer one over the other based on their needs.

2.5. Theories of Distance Education

In the field of distance learning, there are four key theories to represent the process and demonstrate the implementation of distance learning. Those theories cover the interaction and communication between learners and teachers as well as the similarities of the two methods and the equal opportunities for learners in both face-to-face and distance learning.

2.5.1. Moore's Transactional Distance Theory (TDT)

The term "transaction" in distance education refers to the interaction of the behaviors of educators and students in conditions where they are in different locations and must connect via technology. This division of students and instructors needs specific "patterns of behavior", in how subject matter and education are arranged in curricula; known as structure, as well as specific "patterns of behavior" in how instructors communicate with students while using communication technologies in knowledge-creation tasks, that is, through dialogue. The goal in both developing the correct framework and defining the proper type of discourse for any given learners, group of learners, or content is to establish a link over what may be thought of as a psychological distance or gap in what a learner thinks about a reality and the comprehension of that same reality by the person or individuals responsible with assisting that learner in the growth of his or her understanding (Moore, 2018, pp. 33-34).

According to Moor and Kearsley (1996), transactional distance describes distance as a mental and communicative gap caused by the interaction of structure, dialogue, and autonomy. Structure relates to educational design aspects such as learning goal, exercises, projects, scheduled engagement, and assessment. Whereas, dialogue applies to interaction between both the teacher and student (as cited in Stein et al., 2005, p. 106). Based on Moor's Theory (1997) in distance learning, the form of the interaction formed between instructor and learners must take three aspects into consideration: *structure*, *dialogue*, and *learner autonomy*. First, course structure is defined as the degree of tightness or adaptability of the curriculum (as cited in Falloon, 2011, pp. 189-190). Second, dialogue as described by Moor (1993) is beneficial, and is appreciated by both parties; in a dialogue, each participant is an attentive and engaged listener; both are participants who expand on the insights of the other person(s) in an instructional partnership where the goal of a conversation is to increase the student's comprehension. The third aspect is autonomy. It is the degree to which the learner, rather than the instructor, determines the educational plans, objectives, classroom activities, and assessment choices in the instructional interaction (as cited in Gorsky & Caspi, 2005, p. 3).

Within this scope, McIsaac and Gunawardena (1996) stated that Moore's Model indicates that there is a reverse connection between these three parameters, having an increase in one resulting in a drop in the others (as cited in Falloon, 2011, p. 190). Moore and Kearsley (1996) commented that the level to which the teacher and the institution are able to provide proper structure and the effective amount of dialogue among educator and student, taking into consideration the learner's autonomy is what determines success in distance teaching (as cited in Stein et al., 2005, p. 106). According to this perspective TDT is a theory to explain the process of interaction

between teachers and students in distance learning. According to this theory, the separation of learners from their instructors may cause a gap in communication. Because of that, the three factors (structure, dialogue and autonomy) need to be taking into account to create successful distance educational process.

2.5.2. Holmberg's Theory

According to Holmberg (1985), distance learning has fundamental components that draw up this educational theory. In order to create effective motivational learning and to support learning satisfaction, distance education needs to be delivered in a way that serve the individual's needs of the learner, and to foster the bond between distance students and the educational organization with its teachers and advisors. The other way is to promote connection to the internet material, as well as mediating interaction between learners through tasks and conversations as well as allowing beneficial and educational communication among learners (p. 15).

Holmberg et al. (1982) provided basic hypotheses for this theory by assuming that the more communication between the students and teachers, the more learners would feel the interaction between them and the educational institution; and the more feeling of support they develop, the more they engage and get motivated. Consequently, they get more autonomous and become intellectually competent. Eventually, when students gain autonomous and academic knowledge, the elements of controlled educational discussion become less significant (as cited in Holmberg, 1985, p. 18). Therefore, this theory stands for the communication as a key component to motivate learners and to satisfy their needs. That is to say, when students communicate and interact with their teachers they get motivated and more competent.

2.5.3. The “No Significant Differences” Phenomenon (NSDP)

The No Significant Difference Phenomenon (NSDP) is created and organized differently from other papers or publications. It is a collection of concise descriptions of study results relating to the successful use of technologies, particularly distant learning, in comparison to alternative methods or strategies of instruction. The analyzed studies are organized by year, starting in 1928 and concluding in 1998; there are 355 study reports, summaries, and articles mentioned in which no significant difference in the variables studied was recorded (Layton, 1999, p. 142).

Summers et al. (2005) explained that Russell’s No Significant Difference Phenomenon (1999), in which he listed various comparison studies of distant educational programmes with face-to-face sessions, is among the most favorable works of remote learning. While Russell’s primary intent was to find materials that promoted the idea of distance mode via communication media, he has instead built a strong claim for employing technology without devaluing education as long as it is functional and economically possible (p. 234). Hence, Russell’s No Significant Difference theory was developed from the investigation of several studies that compare between online and face-to-face learning. Surprisingly, the investigated studies suggested that the two methods are similar and there is no difference between them.

2.5.4. The Equivalency Theory (ET)

The equivalency theory offered by Simonson and Schlosser (1995) supported the emergence of new technologies such as Iowa Communication Network (ICN); which is based on “live two-way interaction”. Within this theory, new definition and new procedure of distance learning have developed; in which scholars are involving technology in order to create for distance students similar learning experience to face-to-face students (p.13). Simonson et al. (2019) claimed that the equivalence theory of

distant education emerged and developed within the digital educational setting. Some distance education proponents have made the mistake of attempting to create comparable learning environments for all students, regardless of when or where they study. While, other believes that all students should participate as distant learners; this is founded on the idea that all learners should have equal access to learning opportunities, and this is a mistake (p.50). Basically, Equal, “rather than identical”, each student, whether in the classroom or at distance, should be offered appropriate educational experiences, and the assumption should be that equal outcomes, rather than identical results. As a result, each student may have accessibility to varied, unequal, but similar teaching methodologies and instructional materials (Simonson et al., 2019, p. 50).

According to Simonson (1999), the idea of “equivalence” is central to this theory, which state that local and remote learners learn in essentially different circumstances. It is the distance educator’s job to create educational events that can provide learning opportunities for learners, even if individual experiences differ greatly, the experiences of a local student and a remote student must have equal value (p. 7). In other words, the ET suggests that learners in face-to-face and in distance are learning in different situations. Even though, they should have equal opportunities for learning.

2.6. Modes of Distance Learning

The development of the Internet and its applications determined an increase of the role of computer-based instruments in the learning process. This is the reason why educational institutions have an increasing need to use virtual learning environments (VLE), namely an electronic learning platform that accompanies the traditional teaching-learning-assessment process. As a result, a series of applications appeared having the role to enable the integral management of the on-line learning process, as

well as the blended learning-type applications. Based on this Several of these apps emerged, each with the purpose of enabling the integrated administration of the online learning process, as well as mixed learning-type tools (Popat et al. 2007, as cited in Oproiu, 2015, p. 427).

In this regard, the Moodle System functions as a Virtual Learning Environment (VLE), where the educational strategy is implemented electronically, and it represents free software that is designed to facilitate a collaborative learning environment (Oproiu, 2015, p. 427). According to Chourishi et al., (2011) Moodle platform is “Moodle (Modular Object-Oriented Dynamic Learning Environment) is basically an Open Source e-learning platform. Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses” (p. 34).

Oproiu (2015) mentioned that Moodle is not a paid programme. It can be placed on a site and viewed from any computer that is connected to the Internet, it is structured into sections which make easy to use by anyone it does not necessitate users who have extremely extensive digital skills. This platform facilitates direct interaction between teaching professionals and students. Students learn in this virtual environment through direct, interactive engagement, the forums of Moodle allows for students to interact with their teachers any time, it also provide chat space for real direct interaction between them, another space is wiki it is for collaboration with other learners (p. 427).

Another mode to deliver distance learning is Google classroom. Google Classroom is designed to assist instructors in managing the development and collecting of teaching materials in a digital setting, employing the platform of Google Docs, Drive, and several other Programmes. Google Classroom enables teachers to devote extra time to their learners and less time on papers. It has just been improved by using additional features like preparing for sessions in advance (Iftakhar, 2016, p. 12).

2.7. Factors Influencing Distance Learning

Over years, distance learning becomes a relevant component in education and a choice for many learners. However, this form of instruction is influenced by many factors that may affect students during the process of learning.

2.7.1. Learning Styles

In the process of learning, people acquire information and knowledge differently using different methods and techniques and this is generally referred to as learning style. It is defined by James and Blank (1993) as “the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn” (pp. 47-48). According to Shih and Gamon (2002), considering the way students learn allows teachers to understand better how differently learners get and understand knowledge (p. 2). In the context of distance learning, James and Gardner (1995, p. 27) claimed that distance learning systems need thoughtful and comprehensive effective instructional efforts. Furthermore, education should be facilitated successfully by using technology that is suited for the students; otherwise, it will be useless to teach without taking into account individual variations stated by their learning styles (James & Gardner, 1995, p. 27).

Parson (1998) argued for the necessity of recognizing how an innovative technology affects the educational process when utilized by various learners with different learning styles (as cited in Shih & Gamon, 2002, p. 1). As there are scholars who believe in the importance of the effect of learning styles and its necessity in designing distance-learning environment, some studies suggest that there is no relationship between learner style and his performance in distance learning. Among those studies, a study conducted by Neuhauser (2002) to compare between face-to-face and online learning, he attempted to investigate learning styles and if there is a

difference between the two groups; the one that was studying online and the other in traditional classroom (p. 100). He found that learners' outcomes and their learning styles are not related in both online group and face-to-face group (Neuhauser, 2002, p. 109). In addition to that, another study was conducted by Aragon et al. (2002) to examine the influence of student learning style on their success. They concluded that students could equally succeed in both learning forms even if their preferred learning style is different. They also suggested that the quality of online courses and content is what matters in designing the instruction (p. 243).

Accordingly, Diaz and Cartnal (1999), assumed that in case there is no variations in learning styles, the learning activities employed in the traditional classroom and in distance learning can be transferred for both methods, and it might be successful in both as well (1999, p. 31). Moreover, they suggested that if efficient learning is based on learning styles, and these styles are not the same for online and face-to-face students, teachers should be aware of these variation and modify their planning and teaching approaches appropriately; Thus, the first stage in applying teaching style data in distant education is by determining students' learning styles (1999, p. 31).

2.7.2. Engagement

According to Hu and Kuh, (2002) recently, scholars increasingly described "engagement" as the degree of effort students actively apply to academically meaningful activities that can contribute significantly to intended result (as cited in Richardson & Long, 2003, p. 224). Also Greenwood et al. (1984) described academic engagement as a collection of distinct classroom actions such as writing, engaging in assignments, reciting, reading quietly, discussing, and exchanging ideas (as cited in Greenwood et al., 2002, p. 329).

Currently, the concept “engagement” is commonly employed to reflect characteristics such as effort’s quality and participation in producing educational process (Kuh, 2009, p. 6). Muzammil et al. (2020) in their research investigated student’s satisfaction by investigating students’ engagement and interaction in distance learning in the Faculty of Economics who were taken online courses, a questionnaire was used for the data collection in this study (pp. 90-91). They concluded that the importance of communication in distance learning in increasing student engagement could not be underestimated. The survey also found that student engagement is a significant factor in determining learner satisfaction (Muzammil et al., 2020, p. 93). Eventually, Martin and Bolliger (2018) proposed that student involvement improves student pleasure, motivates students to study, decreases feelings of loneliness, and enhances student performance in distance learning (p. 205); they also mentioned that for learners to succeed in online learning, schools must create and offer attractive learning opportunities (p. 218).

2.7.3. Tech-Literacy

Self-motivation is an important aspect in students’ success in the E-learning process, the incorporation of information and communication technology into the learning process is dependent on the personal motivation of the learners; students must be helped with their digital enhanced learning in order to realize the ICT (Information and Communication Technology) potential in their educational experience. Students who ignore the use of information technological tools must work to improve in order to fully benefit from the opportunities provided by e-learning (Abou El-Seoud et al., 2014, p. 25).

Furthermore, learners may face additional challenges due to a lack of confidence and competence with technology; due to that, some students require special

computer hardware and abilities in order to advance correctly and successfully using all e-learning tools to efficiently reach online knowledge (Abou El-Seoud et al., 2014, p. 25). According to Mateo et al. (2010), technologies, particularly ICTs, are breaking down barriers in the current social situation, and their use is becoming essential for any competent individual, and their context of use is becoming extremely common in education due to the availability of interaction outside of the classroom via the e-learning devices (as cited in Harandi, 2015, p. 425).

Abdelaziz et al. (2011) used a quasi-experimental research design for their study to evaluate e-learning programmes versus face-to-face programmes; students in the faculty of nursing were divided into two groups, one group received traditional lectures and the other one e-learning lectures (p. 53). The findings of this study showed that students' lack of computer skills limits their ability to connect successfully with the teacher and prevents them from participating in a range of online communication techniques. Students in the study group were satisfied with the e-learning system as a teaching approach, but they refused to participate in another e-learning programme unless they had access to a computer and the Internet at home and learned additional technical skills (Abdelaziz et al., 2011, p. 57).

2.7.4. Self-efficacy

According to Bandura (1986), self-efficacy is described as people's perceptions of their capacities to plan and carry out a plan of action necessary to achieve specified sorts of accomplishments (as cited in Shen et al. 2013, p. 10). As mentioned by Alqurashi (2016), people who have sense of efficacy are more likely to be devoted to achieving their goals, Individuals who are confident in their abilities are said to have a strong feeling of efficacy, they do not view hard activities as barriers to be avoided, but rather as a competition to improve their talents (p. 45). In this regard, Chang et al.

(2013) investigated the effects of online college Internet self-efficacy on students' learning motivation and performance. The study results indicated that pre-test scores of students' beliefs of Internet self-efficacy affected their final examination results, indicating that Internet self-efficacy has a significant impact on learning achievement, those with stronger Internet self-efficacy outperformed students with lesser Internet self-efficacy on the final grade (p. 373).

2.8. The Importance of Distance Learning

Distance learning can offer students many opportunities that may be similar or better than face-to-face learning. Accordingly, Schlosser and Anderson (1994) mentioned that throughout the United States, technology advancements and modern distant education ideas have led to a new framework of distance learning, with the objective of providing a remote learner with an experience that is as close to conventional, face-to-face learning (p. 14).

Online learning is becoming more popular in higher education due to several reasons, including its ability to give flexible access to information and teaching at any time and from any location additionally it saves money for higher education institutions. Furthermore, distance learning offers for learners more resources without the struggle to travel to different locations as well as maintaining equivalent quality to face-to-face instruction (Castle & McGuire, 2010, p.36).

According to Valentine (2002), almost all of the promises made by remote learning are monetary in nature. Universities seek to save money by providing education to students who are unable to attend class due to time or distance constraints. Basically, the number of learners grows without changing cost. Moreover, distance learning makes a huge promise in terms of time and location flexibility. Students are not obliged to be present in the same place and even in the same time with the teacher.

Therefore, those promises are great advantages for students who are unable to attend regular classes (p.2)

2.9. Design and Implementation of Distance Learning

The first aspect for design consideration, according to Sherry (1995), is Systematic Design and Development. In planning appropriate distance directions, one must consider not only the objectives, requirements, and qualities of educators and learners, but also material demands and technology issues as well. If unexpected delivery systems are needed, they must be made available towards all people involved. What should also be considered is *interactivity* or interaction among instructor and students, among learners and the educational setting, and among classmates themselves. Also, engaged classroom learning is an essential component of effective remote educational system; the other considerations are visual images and successful communication (pp. 344-346).

During the process of planning for distance education, there are certain matters which need to be addressed; such issues include knowing the learners, examining the students' overall skills, examining the potential for learner interaction, recognizing the qualities of the student, assisting students in comprehending the environment of the learning process, and analyzing the nature of the material. Other issues also include the educational techniques, the selection of media, the educational setting; also knowing what to teach and preparing material for the students are some important issues in addition to evaluating the instruction's efficiency (Simonson et al., 2019, pp. 131-140). Consequently, designing distance learning is a complex, multidimensional process.

2.10. Problematic Issues and Solutions in Distance Learning

According to Galusha (1998), students encounter a number of challenges when they are far away from their teachers, among these challenges is the absence of

feedback or interaction with the teacher. Because of the lack of face-to-face contact with the teachers, students may struggle with evaluating themselves. Moreover, in distance learning students face isolation due to the lack of support. Accordingly, when designing distant programs, distance learners' support should not be ignored, because student needs instructors and educational organizers to assist them in completing courses on schedule as well as to support them when pressure becomes an issue (pp. 9-10).

Perreault et al. (2002) recommended some steps to solve or decrease problems. First, for technology concerns. It is important to provide technical help and instruction on how to use all of the technology accessible in the process of distance learning to both academics and students, also to organize courses for educators on how to become facilitators in the distance-learning environment. The next step is to implement several modes of communication with students into all distance-learning courses, such as e-mail, chat rooms, and virtual study groups (p. 327). Moreover, the instructional designers need to develop opportunities that promote learners' cooperation. Additionally, distance learners should gain knowledge or lessons to assist them understand how to manage the tools and interact with faculty members and with other learners. Finally, institution need to provide material to all learners; printed documents or tapes may be given to the learners when they enroll in learning platform (Perreault et al., 2002, p. 317).

2.11. Motivation in Distance Learning vs. Face-to-face Learning

Xie et al. (2006) investigated students' motivation by switching from the face-to-face classroom to online one using an online discussion board, which was part of online lectures (p. 71). They found that students' intrinsic desire for participation in online discussions has progressively declined over time. The reason behind that was not

clear; however, from some open ended responses in the questionnaire they can assume that limited time is the most common cause of motivational declines, participants were overwhelmed by the course work and did not think they had enough time to extend their views and opinions in online conversation. Motivation may have also decreased because of the nature of the one-month summer class arrangement, in which teachers and students gathered four times per week providing sufficient time for face-to-face communication (Xie et al., 2006, p. 77).

Rovai et al. (2007) conducted a research in order to compare student's motivation based on the type of courses whether face-to-face or online context. In this study, a causal-comparative design was followed in order to answer the research question (p. 419). They found that the group that used online platforms overtook the group who used the traditional method, the learners were more intrinsically encouraged, and they showed a high satisfaction and enjoyable online experience; however, there was no difference in extrinsic motivation (Rovai et al., 2007, p. 423).

In contrast, another research by Stark (2019) was conducted in order to examine the role of motivation and learning strategies in student success in online versus face-to-face courses (p. 234). A number of 778 participants were enrolled in psychology classes; then, the data was collected by making a survey (Stark, 2019, p. 238). The results showed that unlike face-to-face courses, online courses are less interesting and students are less motivated both intrinsically and extrinsically (Stark, 2019, p. 243). It was also found that the learning strategies are less used by online learners. They are asking for help from their classmates and teachers (Stark, 2019, pp. 243-244).

Harandi (2015) also conducted a research. The study questioned whether the application of e-learning in educational institutions impacts individuals' motivation in the academic domain, as well as the influence of technology on learners' motivation.

This study's sample frame covers all Tehran Alzahra University individuals from diverse specialties and levels of learning. To collect data, a questionnaire was administered; he concluded that students are more motivated when teachers use e-learning. Furthermore, the findings revealed that there is no significant variation in the association between e-learning and students' motivation across various levels and ages of education (Harandi, 2015, p. 427). Thus, the use of E-learning lead to the increase of students' motivation as shown in Figure 2.4:

Figure 2.4.

The Relationship between E-learning and Students' Motivation



Adapted from: Harandi, 2015, p. 428.

Conclusion

In the light of what has been discussed in the previous chapter, distance learning has become an important part of education, especially with the advance in technology and with the spread of corona virus. This alternative method for face-to-face learning has many advantages as well as disadvantages that need to be fixed. This form of education started long time ago in different forms, starting with the correspondence courses to new forms that uses more advanced telecommunication technologies to offer for learners more flexibility and a high quality of instruction.

Despite the popularity of distance learning and its ability to advance with the developments of technologies, many researchers believes that distance learning can never replace face-to-face learning. Also, many students are unable to adopt this new

form of learning. However, distance learning is gaining more popularity due to its promises and it is a good choice for many learners who have professional commitments or who are unable to attend regular classroom sessions.

Chapter Three

Field Investigation

Introduction

Following the discussion of some points of view and considerations about motivation and distance learning versus face-to-face learning contexts that were presented in the first and second theoretical chapters, this chapter analyses students' questionnaire in order to investigate whether their motivation decreases in distance learning in contrast to face-to-face learning contexts. In addition, its goal is to objectively interpret the results of the questionnaire in order to compare the two learning contexts.

3.1. Students' Questionnaire

A students' questionnaire was used as the main research tool to collect quantitative data about students' opinions.

3.1.1. Aims of Students' Questionnaire

The purpose of the questionnaire was to learn more about the students' experiences with distant learning. Additionally, it aimed at discovering the importance of motivation in the learning process and the factors that could affect it. Also, it intends explore the effect of distance learning on students' motivation. Moreover, the ultimate goal was to see whether students' motivation in distance learning environments diminished or increased when compared to face-to-face/traditional environments. Finally, the questionnaire looked further to discover students' opinions about online education and the use of Moodle Platform in addition to the most significant solutions to increase students' motivation in distance learning.

3.1.2. Population of the Study

The sample of this study was First-year Master Students at the department of English, 8 May 1945 University-Guelma. The reason behind choosing to work with this level is due to the fact that First-year Master Students' experience with distance learning has lasted for two academic years unlike third and second-year Licence Students. Thus, they are expected to be familiar with the online education and more knowledgeable about the use of the online platforms. In addition, they are supposed to be mature enough and more independent from the teacher. So, they are able to choose the most appropriate learning method. The sample under investigation was consisted of ninety-two (92) students from a total number of one hundred twenty (120) students following the sampling table of Krejcie and Morgan's (1970, as cited in Cohen et al., 2007, pp. 102-103). Accordingly, 92 questionnaires were administered at the Department of English, university of 8 May1945 (Guelma) to first-year Master Students who were enrolled into six (6) groups.

3.1.3. Description of the Questionnaire

The students' questionnaire opens with a brief explanation of the study's purpose, with a focus on the significance of their responses. It is composed of twenty-eight questions divided into three sections: the first section seeks general information about the students; it includes five questions. The second section, which consists of six questions, is about the students' opinions about learning motivation, and the last section includes sixteen questions that deal with the students' motivation in face-to-face versus distance learning contexts. The questions have three types, the first one is multiple-choice questions, the second one is dichotomous (yes-no) questions, and the third one is rating scales.

Section One: General Information (Q1-Q5)

This section contains five questions (Q1-Q5). It aims at collecting data about the students' gender, age, the years spent studying English, whether English is their first choice, one of the choices or imposed on them and their level in English, whether good, average or bad.

Section Two: Learning Motivation (Q6-Q12)

This section begins with the sixth question (Q6), where the students were asked if they are motivated to learn English or not. Then, they were asked about their evaluation of their level of motivation in the learning process, whether high, moderate or low (Q7). The eighth question (Q8) deals with types of motivation, in which the students were asked to choose whether they have extrinsic or intrinsic motivation. The ninth question (Q9) aimed to collect data about the student's opinion toward the importance of motivation in learning, in which they have three choices, whether not important, important or very important. In the tenth question (Q10), the students were asked about the important factor that could affect their motivation towards learning English through giving three options and they were allowed only to pick one option. Then, a space was left for them to add other options. In the eleventh question (Q11), students were requested to tell if the teacher is the main source of motivation or not. In the last question of this section (Q12), the students were asked whether they agree or not that achievement motivation is the most significant factor in determining the student's success or failure in addition to the option "neither agree nor disagree".

Section Three: Motivation in Distance Learning vs. Face-to-Face (Q13-Q28).

In the first question of this section, students were asked to select which type of learning they prefer whether face-to-face or distance learning. Then in question

fourteen (Q14), they were asked to choose in which type of learning they feel more motivated to study. In the next question (Q15), they were asked about their experience in distance learning, whether it is poor, average, good or excellent. After that, the next three questions (Q16 –Q17-Q18) were about the availability and the type of electronic devices they have and the Internet speed for distance learning. In the following question (Q19), students were asked about the time they allocate daily for their online courses. Through the question twenty (Q20), they were asked about the effectiveness of using the Moodle Platform, and the main causes behind its ineffectiveness. The question (Q21) intended to explore if teachers are using additional online applications for online learning such as Google Classroom or Zoom... etc. The next question (Q22) is a yes /no question where students were asked about the reliability of online assessment. Additionally, they were asked about whether distance learning affects students' motivation in positive or in a negative way. Then, they were asked about the three main causes behind that (Q23). For question twenty-four (Q24), informants were asked about the integration of face-to-face in distance learning in order to increase students' motivation. Question twenty-five (Q25) is about students' agreement on the idea that distance learning individualizes students and prevents socialization. The next yes or no question (Q26) is about the effect of Covid-19 on students' learning motivation. After that, they are asked if the lack of interaction between teachers and students in distance learning decreases students' motivation (Q27). The last question deals with the suggested solutions that should be followed to increase students' motivation in distance learning, students are asked to choose three options that they consider as the most effective solutions. The final open question was intended to submit any thoughts, remarks, or comments on the examined topic.

3.1.4. Administration of the Students' Questionnaire

The questionnaire was administered on the 25th May 2021 at the Department of English. It was distributed to six groups of First-year Master Students while they were studying in the classrooms. The period of administrating the questionnaire and collecting data took only one day. It was highlighted that their answers will be very beneficial for the research data and will be completely anonymous. The questionnaire was designed in a clear and direct way in order to avoid any misunderstanding and ambiguity, the language used was very simple to understand. Moreover, the topic was up to date to the current situation of the students. As a result, they showed their interest to share their experiences and opinions.

3.1.5. Analysis of Results and Findings from the Students' Questionnaire

Students' answers were coded, analyzed, and interpreted in the light of research questions and hypothesis. Closed questions yielded quantitative/numerical data while the last open question aims at getting unexpected responses by students to be more objective in this research.

Section One: General Information

Question One:

Table 3.1

Students' Gender

Options	Frequency (N)	Percentage (%)
Male	19	20,65%
Female	73	79,35%
Total	92	100%

The aim of this question is to see which category are more motivated to study online: males or females. According to this table, males represented 20,65% of the

whole population of study. Whereas, the majority of the Second-year Master Students (79,35%) were females which means that views presented in this study are mainly introduced by females.

Question Two:

Table 3.2

Students' Age

Options	Frequency (N)	Percentage (%)
[21-24[81	90%
[24-28]	9	10%
More than 28	0	0%
Total	90	100%

The majority of the students (90%) are aged from 21 to 24 years old. Whereas, only few students are from 24 to 28 years old, this represents 10% of the whole population. However, two students skipped this question.

Question Three:

Table 3.3

Students' Years of Studying English

Options	Frequency (N)	Percentage (%)
11 years	62	70,45%
More than 11 years	26	29,55%
Total	88	100%

According to the results introduced in the table, most of the students (70.45%) claimed that they have been studying English for eleven (11) years, which means that the majority of the students are successful and did not fail in their learning career. On the other hand, some students (29,55%) declared that they have been studying English for more than 11 years. This indicates that some the students had either dropped a year or more, or they had some issues that forced them to take a break for a year. Moreover, four students did not answer this question.

Question Four:

Table 3.4

Students' Choice of English

Options	Frequency (N)	Percentage (%)
The first choice	63	68,48%
One of the choices	26	28,26%
Imposed on you	3	3,26%
Total	92	100%

The majority of the students (68,48%) claimed that English was their first choice, which indicated that many students showed interest in learning English. Besides, some students (28,26%) reported that English was one of the choices. This indicates that they may not be interested in learning English. However, 3.26% of them declared that English was imposed on them, it could be by their parents, family or they did not have other choice.

Question Five:

Table 3.5

Students' Level in English

Options	Frequency (N)	Percentage (%)
Good	50	54,95%
Average	40	43,96%
Bad	1	1,09%
Total	91	100%

The results of question 5 revealed that more than half of the total number of students (54.95%) claimed that they have a good level in English, which implies that they can do better and reach their academic goals. Whereas, the rest of the students (43.96%) stated that they have an average level in English, which means that they know basic elements about the language and they can enhance it through more practice. However, only one student admitted that s/he has a bad level in English. Thus, s/he could be one of those who said that English was imposed on them. This may lead to serious problems that should be fixed. In addition, one student skipped this question.

Section Two: Learning Motivation

Question Six:

Table 3.6

Learners' Motivation in Learning English

Options	Frequency (N)	Percentage (%)
Yes	82	89,13%
No	10	10,87%
Total	92	100%

As it is noticed from the results in Table 3.6, the majority of the students (89.13%) agreed that they are motivated to learn English, this implies that they are satisfied with their choice, they like it and want to develop their skills. In contrast, few

students (10.87%) declared that they are not motivated to learn English, which may affect their studies negatively.

Question seven:

Table 3.7

Students' Evaluation of their Level of Motivation in the Learning Process

Options	Frequency (N)	Percentage (%)
Low	8	8,70%
Moderate	62	67,39%
High	22	23,91%
Total	92	100%

Concerning students' level of motivation in the learning process, most of them (67.39%) have a moderate level of motivation. It implies that there are some factors or problems that prevent them from having a high level of motivation, it could be the teacher's method, syllabus' content or the lack of proficiency and self-esteem. On the other hand, some students (23.91%) claimed that they have a high level of motivation to learn English, which indicates that they have a higher self-esteem and proficiency and can achieve better results. However, the rest of the students (8.70%) argued that their level of motivation is low, which can result from many conditions like lack of engagement, reward, and technological tools.

Question Eight:

Table 3.8

Students' Type of Motivation

Options	Frequency (N)	Percentage (%)
Extrinsic	28	31,82%
Intrinsic	60	68,18%
Total	88	100%

By examining Table 3.8, it is noticed that 68.18% of the students declared that their motivation is intrinsic, which implies that they enjoy learning English and they do not really care about the rewards as much as English itself, which means that they are excited and ready to work hard. However, 31.82% of the students stated that they have extrinsic motivation, which indicates that they do not care about the language as much as the grades in order to achieve their goals and get a job or they are just afraid of being under-estimated by their family or the society. Eventually, four students did not answer this question.

Question Nine:

Table 3.9

The Importance of Motivation in Learning

Options	Frequency (N)	Percentage (%)
Not important	1	1,10%
Important	37	40,66%
Very important	53	58,24%
Total	91	100%

According to the findings presented in Table 3.9, more than half of the students (58.24%) believed that motivation is very important in learning. This showed that the students value the importance of motivation. Thus, they considered it as crucial in their

academic life and one of the most significant factors to succeed and achieve high grades in English. In addition, under half of the students (40.66%) considered motivation in learning English as important to a moderate degree, which means that they are aware about the importance of motivation and they need it to reach their goals. In contrast, only 1,10% of the participants, which equals one student claimed that motivation is not important. This indicates his/her lack of interest about English and unawareness of the importance of motivation, in which motivation is not necessary for him/her. Moreover, this question was skipped by one student.

Question Ten:

Table 3.10

The Most Important Factors that could Affect Students' Motivation toward Learning English

Options	Frequency (N)	Percentage (%)
The teacher	34	37,36%
Your family	9	9,89%
The environment where you live	36	39,56%
Other (s)	12	13,19%
Total	90	100%

In this question, the students were asked about the most significant factors that could affect motivation towards learning English. 39,56% of students declared that the environment where they live could be the most interesting factor that may affect their motivation either positively or negatively. Almost the same percentage of students (37,36%) stated that the teacher could be the most inspiring source of motivation because some teachers make you love the module and motivate you to learn while others do not use the right method of teaching that may decrease the students'

motivation. In addition, a low percentage of students (9.89%) chose the family as the most significant factor that could affect their motivation in learning; they may have a supportive family that encourages them continuously. Twelve students opted for “other (s)” and their answers were as the following: six students agreed that motivation comes from the inside and love of learning English is what made them motivated. Thus, the main factor that could affect their motivation is one’s self. While three students claimed that, the most important factor that could affect their motivation is their dreams and goals which they want to achieve by learning English. Two students stated that the environment where they study affected their motivation with their friends and colleagues. Only one student said that *Ted Talks* affected his/her motivation by listening to many inspirational speeches. Moreover, one student skipped this question.

Question Eleven:

Table 3.11

The Teacher as the Main Source of Motivation

Options	Frequency (N)	Percentage (%)
Yes	38	41,30%
No	54	58,70%
Total	92	100%

As it is displayed in Table 3.23, more than half of the respondents (58,70%) believed that the teacher is not the main source of motivation, which indicates that most of the students rely on themselves or other factors more than the teacher. Thus, they can be motivated without interacting with their teacher. On the other hand, less than half of the informants (41,30%) considered the teacher as the main source of motivation,

which implies that they feel better when they interact with their teacher and rely more on his/her direction and presence.

Question Twelve:

Table 3.12

Achievement Motivation as the Most Significant Factor in Determining Students' Success or Failure

Options	Frequency (N)	Percentage (%)
Agree	52	57,78%
Neither agree nor disagree	30	33,33%
Disagree	8	8,89%
Total	90	100%

It is shown in Table 3.12 that more than half of the participants (57,78%) agreed that achievement motivation is the most significant factor in determining their success or failure, which means that they are aware of the role of motivation in the learning process as well as the need of it in order to achieve their goals and desires. Whereas, less than half of students (33,33%) opted for “Neither agree nor disagree”, which indicates that they are neutral, which means that achievement motivation may or may not determine the students’ success or failure. However, a low percentage of students (8,89%) did not agree that achievement motivation is the most significant factor in

determining their success or failure, which means that they think motivation does not determine one's success or failure. They may not enjoy learning English and feel less or not motivated. Moreover, two students did not answer this question.

Section Three: Motivation in Face-to-face Learning vs. Distance Learning

Question Thirteen:

Table 3.13

Students' Favourite Type of Learning

Options	Frequency (N)	Percentage (%)
Face-to-face learning	88	95,65%
Distance learning	4	4,35%
Total	92	100%

As it is displayed in Table 3.13, the majority of students (95,65%) asserted that they prefer face-to-face learning. This indicates that students prefer the physical classroom presence with the teachers and the other students using regular face-to-face methods. Whereas, only 4,35% of the participants chose distance learning as their favourite type of learning, which means that only 4 students would prefer to be separated from their teachers and classmates and to use technology to obtain educational instructions.

Question Fourteen:

Table 3.14

Students' Motivation in Face-to-face vs. Distance Learning

Options	Frequency (N)	Percentage (%)
Face-to-face learning	60	65,22%
Distance learning	3	3,26%
Mixing both types (Blended Learning)	29	31,52%
Total	92	100%

65,22% of the informants feel motivated in face-to-face learning, whereas, less than half of the students (31,52%) feel more motivated in Blended Learning. However, only some students (3,26%) can feel motivated in Distance Learning. This indicates that students' motivation increases in the traditional classroom more than in studying online.

Question Fifteen:

Table 3.15

Students' Evaluation of their Experience in Distance Learning

Options	Frequency (N)	Percentage (%)
Poor	38	41,31%
Average	42	45,65%
Good	9	9,78%
Excellent	3	3,26%
Total	92	100%

According to the findings presented in Table 3.15, nearly half of the students (45,65%) evaluated their experience in distance learning as average. This means that they did not feel that it is so different from the traditional method. While (41,31%) said

it is poor experience, it means that they did not enjoy the experience and it did not fit them. Only few students (9,78%) opted for good. This means they liked distance learning and they did not face any difficulties. For the rest (3,26%), the experience was excellent for them. This indicated that they enjoyed the experience and they can do well while they are studying online.

Question Sixteen:

Table 3.16

The Availability of Electronic Devices for Distance Learning

Options	Frequency (N)	Percentage (%)
Yes	92	100%
No	0	0%
Total	92	100%

According to the obtained results in Table 3.16, all the students (100%) have electronic devices for distance learning. So, all the students have the tools to study online and to have online courses, this means that they prefer face-to-face (as declared before) not because they do not have devices for the distance learning but for other reasons.

Question Seventeen:

Table 3.17

Students' Internet Speed

Options	Frequency (N)	Percentage (%)
High	7	7,69%
Moderate	52	57,15%
Low	32	35,16%
Total	91	100%

As it is displayed in Table 3.17, the speed of the Internet for more than half of the student (57,15%) is medium. This may show that students can access the online platform more easily in comparison to other students (35,16%), who may struggle to access. For the rest (7,69%), they said they have high speed Internet, which means only 7 students can access without problems. However, all the students answered the question, but only one skipped it.

Question Eighteen:

Table 3.18

The Devices that Students often use for their Online Education

Options	Frequency (N)	Percentage (%)
Laptops	34	36,96%
Desktops	1	1,09%
Tablets	3	3,26%
Smartphones	64	69,57%

As mentioned above, all the students have electronic devices for their online courses. Table 3.18 shows that the majority of students (69,57%) use their smartphones, which implies that they can study anywhere and anytime and they find it more practical to use and even they can receive notifications, so that they do not miss any updates or online sessions in the platform. For the other devices, the laptop is also used by

36,96% of students; whereas, the tablet is used only by 3,26% of the participants and the desktop is also used only by 1,09% of them. This may indicate that students differ in their preferences regarding the devices they use to connect to the Net, but the smartphone is more used because it is easy and practical for the students to enroll in the platform.

Question Nineteen:

Table 3.19

The Time Students Allocate for Online Courses

Options	Frequency (N)	Percentage (%)
1-3 hours	76	89,41%
3-5 hours	7	8,24%
5-7 hours	2	2,35%
More than 7 hours	0	0%
Total	85	100%

The majority of students (89,41%) reported that they study from one to three hours, this indicates that they study less hours than the regular classroom sessions whereas only few (8,24%) study from three to five hours. This conveys that those students are working daily to attend online sessions and to download their courses and do their homework. The rest of students (2,35%) are studying from five to seven hours

daily this shows that only two students are motivated to work hard and spend more time studying online. Not all students answered this question, seven students skipped it.

Question Twenty (a):

Table 3.20

The Effectiveness of Using Moodle Platform in Distance Learning

Options	Frequency (N)	Percentage (%)
Not effective	61	66,30%
Effective	31	33,70%
Very effective	0	0%
Total	92	100%

According to the findings presented in Table 3.20, two thirds of the population (66,30%) consider the use of Moodle Platform as ineffective. This indicates that their experience in using this platform is not good and they faced many problems to log in or to find courses, however, some students (33,70%) indicated that Moodle Platform is effective for distance learning. This implies that they are able to use it successfully without facing many difficulties, and all the materials are available for them.

Question Twenty (b):

Table 3.21

The Main Causes behind Considering Moodle Platform as Ineffective

Options	Frequency (N)	Percentage (%)
Technical problems	38	41,30%
Low Internet speed	42	45,65%
Bad design of the platform	32	34,78%
Ineffective assessment	17	18,48%

Other (s)	0	0%
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As a continuation to the previous question, students who consider Moodle Platform as ineffective for distance learning were asked about the main causes behind that, and as it is displayed in the previous Table, less than half of the participants (45,65%) opted for low Internet speed. This conveys that students are facing difficulties to log in to attend online sessions and to listen well to the teachers while they are explaining since the quality of voice is bad. Whereas, 41,30% of them opted for technical problems. This means that the platform is not working all the time and they face difficulties to enroll in it. Some students (34,78%) choose bad design of the platform. This denotes that this design is complicated for the use and not all of them are skillful in using it. Few students (18,48%) declared that ineffective assessment is the main reason that make Moodle Platform ineffective for distance learning. This shows that students do not believe in the reliability of the assessment through the platform.

Question Twenty-one:

Table 3.22

Other Applications used by Teachers in Online Learning

Options	Frequency (N)	Percentage (%)
Google Classroom	66	71,74%
Facebook Messenger	22	23,91%
Zoom	8	8,70%
None of the above	14	15,22%
Other (s)	0	0%

From the result displayed in Table 3.22, teachers are using additional applications to enroll students in the process of distance learning. The majority of students (71,74%)

declared that teachers are relying on Google Classroom, this indicates that this application is easy and simple for use by both teachers and students, students can access to material and can use it with other application such as Google Docs, Drive and email. Whereas 23,91% of them claimed that teachers are using Facebook Messenger. This shows that some teachers are using it because it is available for all students even if it is informal but many students may prefer it since it is easy to access and it does not require any technological skills. Few students (8,70%) affirmed that teachers are using Zoom. This displays that even if this platform is widely used by other universities it did not attract the attention of teachers, only few teachers who may prefer the direct interaction with students would use it. However, 15,22% of the informants asserted that their teachers are not using any additional application to engage their students in online learning.

Question Twenty-two:

Table 3.23

The Reliability of Online Assessment

Options	Frequency (N)	Percentage (%)
Yes	24	26,09%
No	68	73,91%
Total	92	100%

Concerning the students' views about the reliability of online assessment, the majority of students (73,91%) claimed that online assessment is not reliable. This denotes that they can perform better in the classroom while they are interacting with their teachers and classmates. They can achieve better results for the same test in the classroom learning. The rest of the students (26,09%) pointed out that online assessment is reliable. This displays that those students prefer more online assessment

because they feel they can do better when answering questions online and they can feel free doing their activities at home without the pressure of classroom environment.

Question Twenty-three (a)

Table 3.24

The Effect of Distance Learning on Students' Motivation

Options	Frequency (N)	Percentage (%)
Negatively	78	84,78%
Positively	14	15,22%
Total	92	100%

Based on the results presented in Table 3.24, 84,78% of the students claimed that distance learning has a negative effect on their motivation. This indicates that their experience using this form of education was not successful and they were not motivated to study or to do any tasks, and they were not able to access to the platform to attend the online sessions. The rest of students (15,22%) stated that distance learning affected their motivation positively. This suggests that they found this experience enjoyable and they were able to study without need to go out from their homes, it is more flexible and without cost.

Question Twenty-three (b):

Table 3.25

The Causes behind the Negative Effect of Distance Learning on Students' Motivation

Options	Frequency (N)	Percentage (%)
Technical issues	60	65,22%
Teachers' feedback	22	23,91%
No interaction with teachers	49	53,26%

No interaction with students	15	16,30%
Ineffective time management	19	20,65%
Family issues and lack of stability	18	19,57%
The influence of learning styles	9	9,78%
Lack of Engagement	18	19,57%
Technological illiteracy	7	7,61%
Lack of self-efficacy	2	2,17%
Lack of self-direction	4	4,35%
Other (s)	0	0%

Concerning the reasons of the negative effect of distance learning as displayed in Table 3.25, more than two thirds of the population (65,22%) opted for technical issues. This conveys that students' motivation is affected negatively when they face technical problems to log in and to access the platform. More than half of the participants (53,26%) chose lack of interaction with teachers. This indicates that they were not able to depend on themselves when they were separated from their teachers. Some students (23,91%) opted for teachers' feedback. This implies that students need the remarks of their teachers to know their progress in order to be motivated. 20,65% admitted that the ineffective time management affected their motivation negatively. This implies that they were not able to organize their time for education with other responsibilities. Some other students (19,57%) nominated family issues and lack of stability. This denotes that those students are not able to study in their home and to find time for education due to problems inside their homes. While 19,57% of students selected lack of engagement. This shows that they were not able to increase their efforts to study by their own and to be motivated. 16,30% of the students maintained that the

lack of interaction with other students effected their motivation negatively. This displays that they were isolated and not able to cooperate with their classmates. Some students (9,78%) opted for the influence of learning styles; this conveys that each student has his own way for learning and distance learning cannot reflect the different styles of learners. Few students (7,61%) chose technological illiteracy. This indicates that the lack of technological skills affects their motivation so that they were not able to use the platform and the electronic devices to study. Only 4,35% of students opted for lack of self-direction. This implies that most of the students are self-directed and autonomous. Finally, 2,17% opted for lack of self-efficacy, which implies that the majority of students have a high self-efficacy that guides their online learning. As a result, each student has his/her own reason behind the lack of motivation in distance learning.

Question Twenty-four:

Table 3.26

The Integration of Face-to-face Learning with Distance Learning in order to Increase Students' Motivation

Options	Frequency (N)	Percentage (%)
Yes	84	91,30%
No	8	8,70%
Total	92	100%

Through this question, students are asked about the integration of face-to-face learning with distance learning in order to increase students' motivation. The majority of students (91,30%) supported this idea. This indicates that by this form of education students can benefit from the advantages of both methods of teaching. Only few

students (8,70%) opted for no, this implies that distance learning can work alone and no need for face-to-face integration, or the opposite.

Question Twenty-five:

Table 3.27

The Relation between Distance Learning and Individualization

Options	Frequency (N)	Percentage (%)
Strongly agree	25	27,17%
Neither agree nor disagree	58	63,05%
Strongly disagree	9	9,78%
Total	92	100%

Concerning student's view on the idea that distance learning individualizes students and prevents socialization. Less than two thirds of the population (63,05%) were neutral by choosing neither agree nor disagree. This indicates that they ignored this issue. While some students (27,17%) agreed on this idea. This denotes that they probably experienced this feeling of isolation due to lack of interaction with other students. Very few students (9,78%) selected disagree. This shows that they do not consider distance learning as a way to individualize learners.

Question Twenty-six:

Table 3.28

The Effect of Covid-19 on Students' Learning Motivation

Options	Frequency (N)	Percentage (%)
Yes	76	82,61%
No	16	17,39%
Total	92	100%

This question investigates the experience of studying online during the period of Covid-19 and if students' motivation was affected during this period. As it is displayed in Table 3.28, the majority of students (82,61%) were affected negatively. This conveys that this period of the pandemics diseases affected students in a negative way because studying online was something new for them and the spread of the virus was confusing and students were not motivated to study, and they were not trained to use the online platform. While few students (17,39%) confirmed that their motivation was not affected negatively during this period. This conveys that they were able to study and enroll in the platform and they were not affected by the international circumstances.

Question Twenty-seven:

Table 3.29

Students' Lack of Motivation in Distance Learning due to the Lack of Interaction with the Teachers

Options	Frequency (N)	Percentage (%)
Yes	82	89,13%
No	10	10,87%
Total	92	100%

As it is indicated in Table 3.29, the majority of students (89,13%) declared that the lack of interaction with teachers leads to the decrease of motivation in distance learning. This conveys that students do not feel motivated to study when they do not interact with their teachers or classmates and they cannot act independently while they are away from their teachers. The rest of students (10,87%) said that their motivation did not decrease due to the lack of interaction with their teachers. This shows that those

students are intrinsically motivated and able to depend on themselves; therefore, they are not influenced negatively by the lack of face-to-face interaction with teachers.

Question Twenty-eight:

Table 3.30

The Most Effective Solutions/Measures to Increase Motivation in Distance Learning

Options	Frequency (N)	Percentage (%)
Allowing students to post online discussions in the platforms	19	20,65%
Rewarding students' access to the online platforms	15	16,30%
Collaboration and group projects between students	26	28,26%
Creating a regular schedule for each module	44	47,83%
Arranging video-conferencing sessions	19	20,65%
Giving students the chance to choose the learning material and the way of delivering it	47	51,09%
The use of two-way communication technologies	23	25%
Frequency of communication with the teachers	17	18,48%

Providing an open, easily accessible modes of distance learning	28	30,43%
The use of different instructional methods that include visual, audio, and textual format	31	33,70%

According to the results obtained in Table 3.30, nearly half of students (51,09%) opted for giving them the chance to choose the learning material and the way of delivering it. Less than half of the students (47,83%) chose creating a regular schedule for each module whereas 33,70% of them chose the use of different instructional methods that include visual, audio, and textual format. Additionally, 30,43% of them chose providing an open, easily accessible modes of distance learning. Moreover, 28,26% of the participants selected the collaboration and group projects between students as an effective solution to increase students' motivation. 25% of them opted for the use of two-way communication technologies while 20,65% of the informants selected arranging video-conferencing sessions. The same percentage of students (20,65%) opted for allowing students to post online discussion in the platforms. Some students (18,48%) chose the frequency of communication with the teachers as an effective solution. Few students (16,30%) selected the rewarding students access to the online platforms. All the mentioned solutions were chosen by students according to their preferences and their needs.

Further suggestions:

7,61% of the participants contributed their thoughts and comments on the topic of our research. The following points highlight the respondents' views and suggestions:

-Motivation is important for students to get good results, and it is necessary to take it into consideration in distance learning. Students cannot handle the situation without motivation.

-The pandemic virus, Covid-19 affected the whole world, and students are the most affected ones by this situation and even the alternative way of teaching was not helpful for learners.

-Face-to-face learning is much more effective than distance/online learning, it can be supported by distance learning even if it is not totally a reliable method to follow.

-Online learning can never motivate students and especially if teachers rely only on written documents that are posted in the platform because it is not easy for students to understand by their own.

-Blended learning is a good way to help students and to post materials on the platform. However, teachers must use face-to-face learning to explain what have been already posted.

-In order to make distance learning efficient in Algeria there are few things which need to be fixed among them the Internet, as well as training students who lack the necessary skills to use technology. Otherwise, it is better to keep the traditional way of learning.

3.1.6. Summary of Results and Findings from the Students' Questionnaire

In light of the previous results of the students' questionnaire, the majority of students (89,13%) are motivated to learn English. Moreover, most of them (68,18%) are intrinsically motivated since the majority of them said that English was the first choice and they are motivated to learn it. Furthermore, more than half of students (58,24%) believed that motivation is very important in learning. Concerning the most important factor that could affect students' motivation in learning English, 39,56% of students chose the environment where they live as the main factor whereas, 37,36% of

the informants argued that the teacher is the main factor. This implies that both the environment and the teacher can play an important role in improving the students' motivation. More than half of the students (58,70%) agreed that the teacher is not the main source of motivation, which indicates that teachers may not be the main source of motivation but still have a significant role in enhancing their motivation. This means that students do not only rely on the teachers and they can be motivated without them especially those who are intrinsically motivated. In addition, (57,78%) of the participants claimed that achievement motivation is the most significant factor in determining their success or failure.

Furthermore, the majority of students (95,65%) stated that face-to-face learning is their preferable type of learning. Moreover, less than two thirds of the population (65,22%) feel motivated to study in face-to-face rather than in distance learning. While 31,52% of the informants can be motivated in Blended Learning. Concerning students' experience in distance learning, less than half of the students (45,65%) stated that their experience was average. Whereas, nearly half of them (41,31%) confessed that their experience was poor. This implies that many students did not enjoy the new experience of distance learning. Although, all the students have electronic devices for distance learning, and more than half of the population (57,15%) have medium Internet speed. In addition, the most used electronic devices for their online education are smartphones (69,57%) and laptops (36,96%). The majority of informants (89,41%) allocated only from one to three hours daily for their online courses. Concerning the effectiveness of the use of Moodle Platform in distance learning, two thirds of the population (66,30%) stated that the Moodle Platform is not effective for distance learning. They linked this to many reasons like technical issues, low Internet speed, bad design of the platform, and ineffective assessment. Apparently, many teachers are using additional applications

to enroll students and the most used application is Google Classroom (71,74%); this reveals that this application can work as alternative to the Moodle and it can be easy for use by both teachers and students. Moreover, almost all the students (73,91%) considered online assessment as unreliable. This denotes that students are not able to show off their abilities and skills while they are apart from their teachers. Additionally, 84,78% of the students agreed on the negative effect of distance learning on students' motivation. Students related this to many reason but technical issues (65,22%) and lack of interaction with teachers (53,26%) are the most common reasons. Consequently, when students are not able to access the platform easily and also to depend on themselves without interaction with their teachers, they would feel unmotivated to study. More importantly, the majority of students (91,30%) agreed upon the integration of face-to-face learning in distance learning in order to increase students' motivation. Additionally, only few students (27,17%) agreed that distance learning individualizes students and prevents socialization. Most importantly Covid-19 had a negative impact on students motivation and a high percentage of students (82,61%) agreed on that. This conveys that in this period, students were obliged to study online and their motivation was effected negatively. Due to that, students were not able to study and to use online platforms. Also, the lack of interaction with the teachers led to the decrease of motivation in distance learning. Finally, students showed interest in all the offered solutions to increase students' motivation, and the highest ranked solution (51,09%) was for giving students the chance to choose the learning materials and the way of delivering them. This indicates that students want to participate in choosing what fits their needs and preferences, and also selecting the modes of interaction that are easier for them to access educational materials and to interact with teachers. The current study investigated students' motivation in distance versus face-to-face learning contexts.

Results showed that students prefer more face-to-face learning and they feel less motivated when they study online. Moreover, distance learning affects them negatively. Consequently, we can approve our research hypothesis that students' motivation decreases in distance learning contexts, in contrast to face-to-face learning contexts.

Conclusion

To sum up, there is a clear difference between students' motivation in face-to-face learning versus motivation in distance learning. However, motivation plays a significant role in both distance and face-to-face education. Based on the participants' opinions, face-to-face learning is better than distance learning where they feel more motivated through interacting with the teacher, in contrast to distance learning where most of the students had a bad experience that caused the decrease of their motivation. Consequently, raising students' awareness towards motivation in both face-to-face and distance learning, in addition to providing better conditions should be well-implemented throughout the educational process. This implementation needs to be supervised and managed by increasing students' motivation in distance learning through fixing all the problems related to it including mainly Internet speed and technical issues.

Motivation is an important component of the teaching and learning process. It assists students in improving their academic performance, achieving good marks, and maintaining their skills and abilities. In distance learning, students need motivation in order to study and interact with teachers and to improve their performance just like the face-to-face learning. Hence, students' motivation must be taken into consideration as the most significant factor to help students increase their academic achievement and to overcome barriers, for better results in distance learning. Moreover, the importance of interaction between teachers and students is crucial in distance learning as well as

avoidance of technical issues that may face student during the online education because they are among the main reasons that affect students' motivation negatively. Additionally, pedagogical strategies should be implemented to assist learners to increase their motivation in online contexts. Consequently, students will become more flexible and they can study under any circumstances.

General Conclusion

1. Concluding remarks

The problem of lack of students' motivation is so important that it needs to be taken into consideration. Moving to online education was something that learners are not familiar with, and based on the current situation and with the spread of corona virus, more research is needed to shed light on this problem, and to investigate solutions that help to increase student's motivation. Throughout this research, the survey provides knowledge about how de-motivation affects learners and their performance, and the obstacles that faced them during their journey in distance learning. In addition to that, the study helps in raising student's awareness about the characteristic of online education.

The data obtained proved that students' motivation decreases in distance learning contexts, in contrast to face-to-face learning contexts. Thus, the research hypothesis is confirmed through quantitative data from the students' survey, which reveals the ineffectiveness of motivation in distance learning. In other words, distance learning has not been an effective strategy that should be implemented by the students in order to raise their motivation and achieve high success in EFL learning.

2. Pedagogical Implications

2.1. Enhancing Students' Motivation in Online Learning

In order to raise students' motivation, teachers' need to use different online applications to provide students with a variety of instructional methods to include different learning styles such as, chat rooms, virtual sessions, emails phone calls and live interaction sessions with teachers and other students. Additionally, it is highly important to create a regular schedule for each module to motivate students to enroll in the online sessions, and to create for them flexible learning environment. Furthermore,

students should be given the chance to choose the learning material and the way of delivering, so that they can select the appropriate modes to satisfy their needs. Another way to motivate students to enroll is by providing two-way communication technologies for teachers and students to interact through video conferencing sessions. Moreover, teachers have to collaborate students in some workshops with other students to motivate them to complete their assignments also to prevent isolation.

During the whole process teachers should provide students with a regular feedback to confirm their progress as well as to supervise their performance and to respond to their questions anytime. Apart from this, students need an easy accessible learning applications and platforms to access in it in order to be motivated to interact with teachers and classmates. Besides, students need enjoyable materials to be motivated for instance, providing them with some YouTube videos that are related to the course can work as a source of motivation for them. Moreover, institutions should provide both teachers and students with instructions on how to use online platforms effectively to facilitate the distance learning process, together with taking students' feedback about the online platform in order to improve its design and to overcome its shortcomings. Also, students need to learn how to manage their time effectively to study from home without being interrupted with other home duties or family issues. Finally, many students reported that distance learning should be supported by face-to-face learning in order to increase students' motivation. So, it is important to integrate blended learning to the educational process to increase the frequency of communication with teachers and to motivate the students.

Furthermore, decision-makers need to add a module of learning motivation as the main factor in determining students' success or failure. Also, they should create a motivational atmosphere and providing the needed materials to make the students more

interested in learning English online. In addition, they need to make sure that all students and teachers were able to access the platform, and the most important is to fix all the technical problems of the Moodle Platform.

2.2. Teachers' Roles in Distance Learning

Teachers play an important role as motivators for their students. Based on the learners' opinions, teachers are the one of the main factors that could affect their motivation. The teacher's primary responsibility is to develop the course and determine the students' needs. Moreover, the teachers' main role is to guide students. In online learning, teachers should first develop their technological skills in order to establish an effective environment for both teacher-student and student-student interaction, in which learners will be able to discuss or ask about whatever they need or want. Accordingly, the teacher should be present to help the students and give them equal opportunities for interaction. In addition, teachers need to understand students' characteristics by asking them direct questions about their learning styles because this process helps the class to work more effectively. Teachers should raise students' awareness towards motivation in both face-to-face and distance learning by focusing more on the advantages of distance education. Also, they should encourage their students to be self-directed. The opinions of pupils should be valued by the teacher to make them feel more engaged and motivated. The teacher should give clear instructions and accurate feedback to facilitate learning. However, due to the poor internet speed in Algeria, students may not attend the sessions on time. So, the teacher should take that into consideration and record all the sessions. Another important role of the teacher is to be flexible, patient and confident in order to increase students' level of motivation and make them achieve better results.

2.3. Students' Roles in Distance Learning

Everyone can benefit from distance education since it allows them to learn at their own pace. The students' main role is to be responsible for learning, in which they have to follow the teachers' instructions seriously and to be disciplined. Also, they have to engage effectively with the tasks and activities to receive feedback on their development and see how they are doing. Moreover, it is the students' responsibility to make contact with the teacher for further clarification or suggestion. Participation is always important for enhancing students' learning whether in face-to-face or distance learning. Thus, students should take it seriously. More importantly, it is not always the teachers' responsibility to find solutions but students as well can be a problem solver whether in finding other effective tools for communication, assignments, spreading the word between all students and so on. As a result, students should collaborate to expand their knowledge and skills in order to create a successful learning environment. In distance learning, learners are individualized and they should take advantage of that by evaluating and judging self-performance. Finally, students should be flexible and overminded, they need to think about the advantages of distance learning which are: saving money, studying at any time in any place they want, sharing their ideas and participating without being afraid of the teacher's reaction, being free to use other sources of information and so on. Therefore, it is the students' choice to be high motivated and more successful whether in traditional or distance learning.

3 Limitations and Recommendations of the Study

This study has faced many limitations: due to the pandemic disease, we were not able to use other gathering tool, which was supposed to be an interview with the teachers. As a result, we were unable to obtain the views of the teachers on the subject.

Also, due to the fact that we finished our exams in April, there were only two months left to start and finish the whole dissertation and the training. There was too much pressure on us. In addition to that, we faced a problem with the internet speed especially in the days of the official exams. Accordingly, future research on this subject could be covered from an experimental perspective to find out more about other related issues that were not addressed.

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Appendix A
Students' Questionnaire

Dear student,

You are kindly asked to answer this questionnaire that is an attempt to gather the needed information in order to accomplish our Master Dissertation. It is about investigating students' motivation in face-to-face versus distance learning contexts. It aims at comparing the two methods of education by figuring out whether students' motivation decreases in distance learning context, in contrast to face-to-face learning context. In addition, it helps in making improvements for better student's achievements. For this reason, we would like to hear from you about your experience and personal opinion about this topic in which your responses will be very beneficial for our research. We would like to highlight that your answers are completely anonymous and we really appreciate your input. Would you please cross (X) the right answer.

Miss. Rania RETEM and Miss. Chaima BAALI

Department of Letters and English Language

8 May 1945 University-Guelma

Section One: General Information

1. Gender

Male	
Female	

2. Ageyears.

3. How long have you been studying English? (Including this year)years

4. Is studying English:

Your first choice	
One of your choices	
Imposed on you	

5. How could you describe your level in English?

Good	
Average	
Bad	

Section Two: Learning Motivation

6. Are you motivated to learn English?

Yes	
No	

7. How do you evaluate your level of motivation in the learning process?

Low	
Moderate	
High	

8. Is your motivation?

Extrinsic	
Intrinsic	

9. Do you think that motivation in learning is important?

Not important	
important	
Very important	

10. What is the most important factor that could affect your motivation towards learning English? (One option)

The teacher	
Your family	
The environment where you live	
Other (s), would you please specify below	

.....

11. Do you think that the teacher is the main source of motivation?

Yes	
No	

12. Do you agree that achievement motivation is the most significant factor in determining the student's success or failure?

Agree	
Neither agree nor disagree	
Disagree	

Section Three: Motivation in distance learning vs. face-to-face learning.

13. Which type of learning do you prefer?

Face-to-face Learning	
Distance Learning	

14. In which type of learning do you feel more motivated to study?

Face-to-face Learning	
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Distance Learning	
Mixing both types (blended learning)	

15. How do you evaluate your experience in distance learning?

Poor	
average	
Good	
Excellent	

16. Do you have electronic devices for distance learning?

yes	
No	

17. How is your Internet speed?

High	
Medium	
Low	

18. Which device do you often use for your online education?

Laptop	
Desktop	
Tablet	
Smartphone	

19. How much time do you allocate daily for your online courses?

1-3 hours	
3-5 hours	
5-7 hours	
More than 7 hours	

20. How effective is the use of Moodle Platform in distance learning?

Not effective	
Effective	
Very effective	

-If not effective, what are the main causes behind that?

Technical problems	
Low internet speed	
Bad design of the platform (e.g. lack of notifications for new lessons)	
Ineffective assessment	
Other (s), would you please specify below	

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21. Which online applications do your teachers also use for online learning?

Google classroom	
Facebook Messenger	
Zoom	
None of the above	
Other (s), would you please specify below	

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22. Do you consider online assessment as reliable?

Yes	
No	

23. How does distance learning affect students' motivation?

Negatively	
Positively	

- If negatively, is it mainly because of? (Three options)

Technical issues	
Teachers' feedback	
No interaction with teachers	
No interaction with students	
Ineffective time management	
Family issues and lack of stability	
The influence of learning styles	
Lack of Engagement	
Technological illiteracy	
Lack of self-efficacy	
Lack of self-direction	
Other(s), would you please specify below	

.....

24. Do you think distance learning should be supported by face-to-face learning (blended/mixed learning) in order to increase students' motivation?

Yes	
No	

25. Do you agree that distance learning individualizes students and prevents socialization?

Strongly agree	
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Neither agree nor disagree	
Strongly disagree	

26. Do you think that Covid-19 had a negative effect on your learning motivation?

Yes	
No	

27. Could the lack of interaction between teachers and students in online/distance learning decrease motivation?

Yes	
No	

28. According to you, what are the most effective three solutions/measures that should be followed to increase students' motivation in distance learning?

Allowing students to post online discussion in the platforms	
Rewarding students access to the online platforms	
Collaboration and group projects between students	
Creating a regular schedule for each module	
Arranging video-conferencing sessions	
Giving students the chance to choose the learning material and the way of delivering	
The use of two-way communication technologies	
Frequency of communication with the teachers	
Providing an open, easily accessible modes of distance learning	
The use of different instructional methods that include visual, audio, and textual format	

- If you have further comments would you please add them below

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Thank you for your cooperation

ملخص

تهدف هذه الدراسة الى مقارنة تحفيز الطلبة عند الدراسة وجها لوجه والدراسة عن بعد. وفقا لذلك، يسعى البحث الحالي الى معرفة آراء الطلبة بخصوص هذا الموضوع وفقا للأهداف المسطرة والاسئلة المطروحة. حيث افترضنا انه سيقبل تحفيز الطلبة عند اتباع التعليم عن بعد. وللتأكد من صحة الفرضية، تم تطبيق المنهج الوصفي المقارن من خلال استخدام استبيان يتألف من 28 سؤال للحصول على بيانات كمية، حيث تم توزيع الاستبيان على اثنين وتسعين طالب ماستر سنة أولى بقسم اللغة الإنجليزية، جامعة 8 ماي 1945. بعد تحليل النتائج، تم التأكد من أن التعليم عن بعد أدى الى انخفاض تحفيز الطلبة للتعلم وتحقيق نتائج جيدة. ولذلك يجب أخذ مسألة التعليم عن بعد بعين الاعتبار من خلال اتخاذ تدابير جديدة لتحفيز الطلبة للتأقلم مع الوضع الجديد وتحقيق أهدافهم. وقد أوصت الدراسة بتعديل المنهج حسب احتياجات الطلبة أثناء التعليم عن بعد.

Résumé

Cette étude vise à comparer la motivation des étudiants lorsqu'ils étudient en face à face et étudient à distance. Ainsi, la recherche actuelle cherche à connaître les opinions des étudiants sur ce sujet en fonction des objectifs fixés et des questions posées. Où nous avons supposé que les étudiants seront moins motivés lorsqu'ils suivront l'enseignement à distance. Pour vérifier l'hypothèse, l'approche descriptive comparative a été appliquée à travers l'utilisation d'un questionnaire composé de 28 questions pour obtenir des données quantitatives. Le questionnaire a été distribué à quatre-vingt-douze étudiants de première année de master au Département d'anglais, Université du 8 mai, 1945. Après analyse des résultats, il a été confirmé que l'enseignement à distance entraînait une diminution de la motivation des étudiants à apprendre et à obtenir de bons résultats. Par conséquent, la question de l'enseignement à distance doit être prise en compte en prenant de nouvelles mesures pour motiver les élèves à s'adapter à la nouvelle situation et à atteindre leurs objectifs. L'étude a recommandé de modifier le programme d'études en fonction des besoins des étudiants lors de l'enseignement à distance.