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Motivational Strategies among Algerian EFL Teachers on MOODLE Platform

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Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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Dedication

In the Name of ALLAH, the Most Merciful, the Most Compassionate

I dedicate my work:

To my lovely parents: Hocine and Nora for their care and prayers,

To my dear brother: Abderaouf, To my beautiful sister: Asma.

To my sister's husband: Abdelhak

To my niece: Farah

To my uncles and my aunts especially: Radia, Dunia, Mohammed and Abdelatif

To all my Family members

To all my friends especially: Zineb, Raoua, Katia, Rayane, Noor El Houda, Nouha, Ferial,
Khadija, Amani, Nada, Rym.

Thank you all for your encouragement, help, and moral support.

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Abstract

The present dissertation investigates the motivational strategies used by EFL Algerian teachers to enhance EFL students' online academic performance on Moodle platform. Distance education is a technological tool used when teachers and learners cannot be physically present in the classroom, and it is becoming recently an alternative medium to in-class learning. In EFL classroom, stimulating students to interact with the lesson content, participate, and provide feedback require the teacher to utilize some motivational strategies in relation to students' needs. It is noticed that students may encounter some difficulties when learning remotely that can be pedagogical and/or technical, which may demotivate and discourage them to perform. In order to overcome this hurdle, teachers adopt motivational strategies to increase students' academic achievement in distance learning. Therefore, this study attempts to explore the teachers' perspectives towards the application of these tactics. In light of this, the current study endorses the descriptive method that consists of quantitative research design. The teachers' questionnaire was administered to 22 instructors, during the second semester, at the Department of English, University 8 Mai 1945-Guelma. As a result, the extracted data confirm the research hypothesis, which entails that teachers have a negative attitude towards remote learning in general. Accordingly, teachers favor e-learning as a substitute to support face-to-face learning in EFL classroom; additionally, they are aware of the usefulness of the motivational strategies that should be implemented on Moodle platform in order to foster learning, enhance the students' academic outcomes, and achieve the lesson learning objectives.

Keywords: Distance learning, Moodle platform, motivational strategies.

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GENERAL INTRODUCTION

Distance learning has emerged as one of the most innovative teaching mediums in the last two years because of the widespread of Covid-19 during 2020-2021, that urged the educational institutions to close its doors for sanitary reasons. The development of technologies is crucial in improving web-based usage and which encourages studying remotely to cope with the constraints related to the physical presence in the classroom. In this regard, the instructors attempt to adopt strategies to support e-learning as on Moodle platform.

In terms of academic achievements, motivation is a key factor in the teaching and the learning process, and instructors should encourage their learners using various motivational strategies. These motivating tactics are utilized to improve the students' academic learning outcomes. The current research seeks to provide insights on the usefulness of motivational strategies when the teacher conducts an online course on Moodle platform. The research will offer comprehensive background about distance education, motivational strategies, methodological approaches for data collection, and recommendations.

1. Statement of the Problem

In face-to-face classroom, EFL Algerian teachers are required to stimulate the students in order to engage in language learning tasks, to meet the learners' needs, and increase their motivation. Moodle platform is becoming one of the most used tools to deliver courses online especially during covid-19 outbreak. One of the challenges the teachers' face when teaching remotely is the students' demotivation and lack of engagement to complete the given tasks, which influences their learning outcomes. One of the reasons behind this is the EFL teachers' ineffective use of the motivational strategies that may have an impact on learners' motivation to perform in the E-learning setting. Therefore, this study seeks to investigate the role of EFL

Algerian teachers in motivating learners' use of Moodle platform to perform well with the application of different set of motivational strategies.

2. Purpose of the Study

The purpose of this study is to determine the motivational strategies that EFL teachers use to motivate learners in online learning, for interacting with the courses content on Moodle platform.

Thus, the aim of this research is threefold:

- 1) To raise teachers' awareness towards online learning.
- 2) To explore the motivational strategies used by Algerian EFL teachers in distance learning.
- 3) To collect views on the effectiveness of these motivational strategies in influencing EFL learners' English language learning performance on Moodle platform.

3. Research Questions

Algerian EFL teachers should deliver successful motivational strategies in e-learning to achieve strong outputs of the EFL learners on Moodle platform. The present dissertation attempts to answer the following questions:

- 1) Do EFL teachers recognize the significance of motivational strategies in online class?
- 2) Do EFL teachers apply motivational strategies in online learning?
- 3) To what extent do motivational strategies contribute in enhancing EFL learners' online performance?

4. Research Hypotheses

In EFL classes, learners' performance on Moodle platform depends on the effective motivational strategies used by EFL Algerian teachers. However, the lack of using these strategies may affect negatively their online performance. Thus, we hypothesize that:

The Null Hypothesis assumes that no relationship occurs between the variables:

(H0): If motivational strategies are used by EFL teachers on Moodle, the EFL learners' would not be motivated to perform better the given tasks.

The Alternative Hypothesis indicates that there is a relationship between the two variables:

(H1): If motivational strategies are used by EFL teachers on Moodle, the EFL learners' would be motivated to perform better the given tasks.

5. Research Methodology Design

The present dissertation adopts the quantitative design in order to collect in-depth information about the investigated theme.

5.1. Choice of the Method and Data Gathering

This research aims at exploring the relationship between the two variables; distance learning and motivational strategies in relation to learners' academic outcomes. Data was collected with the use of teachers' questionnaire, at the Department of English, University 8 Mai 1945- Guelma. The teachers' questionnaire was administered to twenty-two English teachers (n=22), during the second semester in order to identify teachers' opinions on the applicability of motivational strategies used on Moodle platform when designing the online course and how these tactics help to interact with the course and the teacher. Additionally, the questionnaire is considered an effective tool for obtaining reliable data that would serve the research aims, test and confirm the research hypothesis; and it provides a quick and efficient way of gaining a large amount of numerical information.

5.2. Research Population and Sampling

The sample of the study consists of twenty-two teachers (n=22), taken out from 59, who were chosen randomly at the department of English, University of Guelma. The purpose behind selecting this sample is that the target instructors experienced online teaching during the last two academic years 2019-2020 and 2020-2021.

5.3. Data Analysis

The research is conducted to collect quantitative data that will enable to understand the problem under investigation. The compiled results in quantitative method were reported, analyzed, and interpreted in text and presented in tables.

6. The structure of the Dissertation

The dissertation is divided into two parts. The first part is the theoretical background which is composed of two chapters. The first chapter is devoted to *Distance Education*; it focuses on distance learning definitions, history, theories, and types; in addition to its advantages and disadvantages. Furthermore, this chapter highlights the online platforms including Moodle functions, and it examines the role of both the online learner and teacher. The second chapter tackles the *Motivational Strategies*. It covers the motivation concept and the motivational strategies including Keller's Model of Motivation; the Attention, Relevance, Confidence, Satisfaction (ARCS), and Dornyei's Motivational Strategies. It deals also with the Ten Commandments for Motivating Language Learners. This chapter focuses on the use of motivational strategies in distance learning. The practical part involves the third chapter entitled *Insights on EFL Teachers' Awareness towards Motivational Strategies Used on Moodle Platform*. The chapter is about gathering data in an attempt to test the hypothesis with the use of teachers' questionnaire, and which provides a better understanding of the teachers

perspectives about the given research problem. Finally, the extracted and analyzed results enabled to formulate conclusions, suggest pedagogical implications, limitations, and further recommendations for future research.

CHAPTER ONE

DISTANCE EDUCATION

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Introduction

The rapid development of technology resulted in innovations in the way of English language teaching and learning. Traditional learning occurs in the classroom and it is supplemented today with remote learning. Although distance education appears to be modern but it is traced back to 100 years ago, in which many theories and concepts were established concerning this area. Hence, the present chapter aims at covering a brief history of distance learning, its definitions, advantages, limitations, its types, and a special focus on online platforms including Moodle. Finally, the role of online learner and teacher, and the learning assessment in the online classroom are reviewed.

1.1. History of Distance Learning

Distance education has recently flourished, mainly because of the new existing technologies, its roots date back to over 100 years (Hanson, 1997; Meyer, 2002; Birnbaum, 2001; Mehrotra, Hollister, McGahey, 2001, as cited in Chaney & Beth, 2006, p. 11). This section provides an overview about some studies such as the correspondence study and the electronic communication.

1.1.1. The Correspondence Study

Correspondence study is a type of distant education in which the teacher and students are physically separated. It refers to a technique of offering education for nonresident students, generally adults, who receive courses and assignments through mail or other means and they deliver them for analysis, evaluation, and grading (Encyclopedia Britannica, 2012, as cited in Kentnor, 2015, p. 32)

In the early 1900s, Moore (1990) distance education was expressed in her writing as the *study of correspondence*. Similarly, Charles Toussaint and Gustav Langenscheidt, language professors in Berlin, established a correspondence study in Germany. Isaac Pitman is another Englishman pioneer of distance education, who educated shorthand in England via correspondence. In the USA, the concept of correspondence study took place in 1873, when Anna Eliot Ticknor originated a Boston-based society termed *The Society to Encourage Studies at Home*. In this regard, within just 24 years, the Society had fascinated about 10.000 students (Watkins, 1991, as cited in Chaney & Beth, 2006, p. 11). Therefore, distance Learning has been included in many schools since the 19th century, and the faculty travel in order to visit the learner's off campus to achieve academic development (Moore, 1990, as cited in Chaney & Beth, 2006, p.12).

1.1.2. Electronic Communication

Mitigating travel needs, institutions began applying existing technologies such as audio connections including telephones, videotapes, and television, to manage distance education attempts and objectives. As a result, these different forms of communication and media are utilized in distance education. In the 1980s, communication systems were employed as a means to organize distance education by delivering lectures and instruction in off-campus places. With the availability of the Internet and the World Wide Web (WWW), there has been an increase in understanding that education does not really need to be site- or time-based, which means learning does not require a certain setting to be achieved, it can be in the classroom or remotely.

In 1971, when the Open University of the United Kingdom was established, represented a degree-granting Distance Teaching university, providing extra degree-programs, advance courses, and creative media use (Holmberg, 1986, as cited in Simonson et al., 2015, p.39).

1.2. Theories of Distance Learning

Due to the integral role of distance education, many important theories were developed concerning the effective use of E-learning in education.

1.2.1. Theory of Independent Study by Charles Wedemeyer

Wedemeyer (1981) claimed that the autonomy of the student is the core of distance education. In this regard, Wedemeyer developed a framework of 10 characteristics, which demonstrate learners' autonomy, and the use of innovation in order to enforce this independence (p. 36). These are:

- Be able to operate at any location with one or more student, and whether or not teachers are present simultaneously at the same place;
- Increase student academic responsibility;
- Free faculty members from guardianship functions so that genuinely educational activities can be taken longer;
- Provide greater choice and challenges for students in lessons, layouts, and strategies;
- Use the relevant educational means and methods;
- Blend media and methods to teach each topic or unit within a subject as best known;
- Create the new design of courses to integrate with a 'specific Media program';
- Maintain and increase adjustment capabilities to human differences;
- Assess student performance not by the increasing of obstacles to the location, cost, system or sequence of studies; and
- Allow students to begin, stop, and function independently.

1.2.2. Theory of Interaction and Communication—Börje Holmberg

Holemberg' theory of distance education is found to be part of the communication theory. Accordingly, Holmberg (1985) argued that this theory had theoretical implications for the effect of the feeling of belonging and interaction, in addition to the actual transfer of questions, responses, and arguments employed in structured communication in relation to academic achievement (p.10). In this respect, Holmberg provides his theory with seven background assumptions that are:

- The base of teaching is the interaction of teachers and learners; in which virtual interaction occurs by presenting topics related to previously produced taught/learned content. This can play a role in maintaining interaction, by allowing students to identify different opinions, methods, and solutions to engage in the course.
- Emotional research engagement and personal sense of relationship between teachers and learners may lead to enjoyable learning;
- Fun learning encourages and motivates students;
- Students' motivation is beneficial to the involvement in decision-making, which affects the research;
- High-motivated students learn easier;
- A pleasant and an easy access to the topic resulted in fun learning, endorses motivation and facilitates the process of learning; and
- The efficacy of teaching is confirmed through the students' learning of what has already been educated.

To sum up, these theories explain the significance of the autonomous learner, interaction, and successful communication in remote education.

1.3. Definitions of Distance Education:

Garrison and Shale (1987) stated that distance learning is related not only to teacher-student interaction. It must contain two-way conversation among trainee and trainer for the reason of facilitating and assisting the educational technique through the use of technology (p.11). Similarly, Hilary Perraton (1988) argued that distance education is an academic system in which the teaching and the learning are separated in terms of space and time (p. 34).

Similarly, Moore (1972) argued that Distance Education refers to the collection of instructional approaches in which the teaching behaviors are conducted separately from the learning behaviors, including those that would be conducted in the learner's presence in a congruent context, as a result, print, digital, mechanical, or other instruments must enhance communication between the instructor and the student (p.76).

1.3.1. Advantages and Limitations of Distance Education:

Distance education has considerable advantages in comparison to face-to-face education, as well as some disadvantages and constraints. Simonson et al. (2013, p.107) declared that the advantages of distance educations are:

- Learners can access to online courses available on different platforms through the use of computers, smartphones, tablets, and internet connection, and they can study anywhere from their homes, schools, and workplaces;
- Courses are always available online, and students are free when to study;
- Students can depend on themselves;
- The internet enables the students' engagement in online courses learning process;
- The well-organized online course offers a range of learning experiences and offers different learning strategies;

- Students are qualified to use online databases, which can enhance work experience opportunities after graduation;
- All learners, irrespective of gender, ethnic background, appearance, or disability, may be on equal ground where identities stay hidden;
- Internet based training courses can save considerable time and travel expenses for the workers.

The limitations of E-learning may also be significant, these involve:

- The availability of internet resources in rural areas is almost impossible; and students may not have computers and smartphones, and may not be knowledgeable enough on how to use technologies;
- E-learning concept focuses more on technologies rather than the course content.
- Good internet-based courses can require a lot of work and not many instructors have time and personal resources;
- Some teachers find it challenging to teach virtually because they are used to teach in the traditional classroom i.e. teacher-centered not learner-centered approach;
- Certain themes may not be well suited to be studied online as it requires modelling of body movements and acting out the words to convey the meaning.
- Online education requires students' autonomy that some consider challenging to study virtually; and
- The students' questions cannot be answered immediately and the teachers' feedback can be postponed to hours and days.

Consequently, teachers engaging into online courses need to bear in mind the advantages and restrictions encountered in the virtual setting. This will enable to better design the course and handle issues related to teacher-students interaction, motivation, etc.

1.4.Types of Online Learning

1.4.1. Blended learning

The blended learning or the integrated courses correspond to the incorporation of the different academic settings. It enables learners and teachers to engage in a more relaxed way during the learning and teaching processes. Furthermore, blended learning stands for the convergence and fusion of traditional education as a fundamental educational platform, in addition to adopting electronic tools outside the classroom. This integration should occur with the guidance of the instructor, and should represent and contribute for the learning purposes and interests of the students and supported with appropriate resources and activities (Garrison & Vaughan, 2008, pp. 3-4).

1.4.2. Asynchronous vs Synchronous E-Learning

According to Hrastinski (2008), *Asynchronous* E-learning is exemplified in networks such as e-mail and panel discussions, facilitating working relationships between students and instructors who cannot be simultaneously online, which makes it an integral aspect of flexible E-learning. Moreover, many learners take online classes via this tool due to their jobs and family responsibilities. It enables students to log in to an e-learning area and download documents at any time from any place. On the other hand, *Synchronous* E-learning refers to the use of media such as videoconferencing and chat. In addition, it aims to mitigate stress by raising and answering questions for students and teachers. This type of E-learning provides the sense that

students can participate in the learning process rather than being isolated. Furthermore, it entails teachers and students to be together but not always at the exact location (pp.51-53).

1.5. Online platforms

Sanchez and Hueros (2010) defined online platforms as Various terms are used to determine educational computer programs, such as Course Management System (CMS), E-Learning Systems, or Virtual Learning Environment (VLE). In such processes, the material courses will reach students through various forms (photos, texts, sounds) and communicate with their teachers through messages, forums, conversation, or even video conferencing (pp.1632-1640). Likewise, Paulsen argued that these sites have a range of features that can be designed to construct online classes, topics sections, working groups and learning environments, and it allows both teachers and students to record, control and review their activities online (pp.134-148).

1.5.1. Moodle platform

MOODLE is an associate signifier for the Modular Object Oriented Dynamic Learning Environment program. It is a Virtual Learning Environment (VLE) where the E-learning process is conducted, and it is a web-based framework that offers an atmosphere for collaborative learning. This platform creates a modern learning structure based on the pedagogy of constructivism, where both teachers and students meet, collaborate, and exchange knowledge. In addition, Chen et al. (2011) examined the application of MOODLE which expands university classical learning method. They explained that the MOODLE e-learning platform is a user-friendly because it serves as a good communication medium, it involves workspace, discussion area, group space, and makes learning more motivating (as cited in Umek et al., 2015, p.99).

In this regard, Taylakov and Anarbaeva (2020, p.105-106) claimed that in the Moodle platform, the course structure should contain five components, which are:

- The *motivation block* increases the desire in productive cognitive function, and effective control of essential credible data. Motivation is a vital part that can be sustained during the whole learning experience. However, when the degree of problem does not match that of the preparation of the student, the inspiration is lost.
- The *instruction block* consists of clear guidelines and effective methodological directives, documents, questionnaire findings, and the remote course planning (courses, assignments, tests, individual work, etc.); which are relevant for the participants.
- The *information block* contains printed and digital textbooks and instructions, laboratory and practical work assignments, and a collection of the essential and additional literary materials. In addition, there are elements in the platform such as lecture, glossary, Flash Video, Scorm package, and resources (Web page), to place information in this framework.
- The *control block* includes data that regulates the planning process: present, intermediate, and final control tests, independent job queries, and subject management tasks. Besides, the control work helps the students in managing the mastery of online education and the learners' autonomous ability.
- The *communicative and consulting block* identifies how distance students communicate with instructors. MOODLE network has opportunities for collaborative interaction between teachers and students, such as seminars, forums, and conversations. Consultation should be carried out alone or in groups (5-7 people at a time). It can be real-time (chatting, ICQ, Skype, webinar) or asynchronously (email, forum, ads).

1.5.2. Activities and Modules of the MOODLE Platform

According to Costa (2012, p.335) the Moodle Platform facilitates the creation of a course website, with access restricted to enrolled students. It enables the sharing of information among users who are geographically isolated. It contains readily adjustable functions such as the ability to create student evaluation procedures (quizzes, online examinations, and surveys), as well as manage their activities with their schedule, in addition to delivering a large range of additional tools to enhance the teaching and learning process. These activities and modules are illustrated in Figure 1.

Table 1. Activities and modules of the Moodle platform.

Activity	Module	Description
Creation	Database	allows to build, display and search a bank of record entries about any topic [19]; allows to share a collection of data [15];
Organization	Lessons	represent a set of ordered topics summarizing the instructional materials [15] and allow the access to them through the respective link;
Delivery	Assignments	allow teachers to collect work from students [15]; allow teachers to evaluate the student's work and provide feedback including grades, in a private mode [19]; allow students to upload assignment files [15, 20];
	Workshops	represent a peer assessment activity with many options [19]; allow students to submit their work via an online text tool and attachments [19];
Communication	Chats	allow synchronous conversation [20];
	Forums	represent a communication tool where students and teachers can exchange ideas by posting comments [15, 19];
	News	represent a special forum for general announcements [19]; allow teachers to add posts and to send emails [19];
Collaboration	Glossary	allows creating and maintaining a list of definitions [19]; represents a mechanism for collaborative activities that can be restricted to entries made by the teacher [19];
	Wikis	allow users to edit collaborative Web pages [15]; provide space for collaborative work [15, 20];
Assessment	Choice	allows teachers to ask questions and specify multiple choice answers [19]; represents a useful mechanism to stimulate thinking about a topic [19];
	Quiz	allows teachers to design and build quizzes with a variety of questions, with different types of answers, such as multiple choice, true/false, short answer [15];
	Survey	allows teachers to gather feedback from students using prepackaged questionnaires [15, 19];
	Feedback	allows teachers to create surveys to collect feedback [19];
Reusability*	SCORM	represent specifications that enable interoperability, accessibility and reusability of the learning content [19]; represent tools that enable SCORM packages to be included in the course [15];
	External tools	enable interaction with compliant learning resources (eg. Learning Tools Interoperability) and activities on other Web sites [19]; provide access to new activities' types or materials [19];

Figure 1. Activities and Modules on MOODLE Platform

(Adapted from: Costa et al., 2012, p. 336)

This figure demonstrates that the Moodle Platform contains numerous Modules such as Database, Lessons, Assignments, Workshops, Chats, Forums, News, Glossary, Wikis, Choice, Quiz, Survey, Feedback, SCORM (Sharable Content Object Reference Model) and External tools. Additionally there are other activities that are classified into six sections: Creation, Organization, Delivery, Communication, Collaboration and Assessment.

1.6. The Role of the Online Learner

It is predominant to shed the light on the role played by the student in the online platform. According to Borges (2008, p.3), the competences that constitute the role of the online learner are:

1.6.1. The Operational Competence

It refers to the effective use of Information Communication Technology (ICT) resources such as computers and online applications to learn, communicate, collaborate, and manage (Borges,2008, p.3) Its key qualifications are:

- Sufficient experience in the use of ICT and cooperation techniques, and the search and retrieval of information.
- Awareness on the usage of the online tutor demands.

1.6.2. The Cognitive Competence

It refers to the mental competence used by learners in order to learn the course content and implement their own skills and knowledge, and if required, they can ask for support from their instructors (Borges,2008, p.3). The main skills include:

- Learning how to control course information like a curriculum and a syllabus;
- The opportunity to learn from the guidelines of the course;
- Learning in a meaningful and critical way; and
- Offering assistance to both learners and teachers at the proper time.

1.6.3. The Collaborative Competence

Collaboration means the effective interaction between learners and instructors in the online classroom (Borges,2008, p.3). The main skills involve:

- Be prepared to communicate and share your views, beliefs, and emotions.
- Be able to receive and give feedback in order to learn and enforce motivation.
- Be able to take part in the class activities and engage in the class discussions.

1.6.4. Self-directing Competence

This competence denotes effective self-control and self-assessment adopted by students' and skills to learn online (Borges,2008, p.4). The major personal traits for learning online are:

- Be able to accept others' views, ideas, and criticisms.
- Perseverance, confusion, and uncertainty to loss.
- Try to handle the online content in the manner that best serves you.

1.6.5. Course-specific Competences

The adequacy of information management in a given content (Borges, 2008, p.4).

- Use the language learnt from the interaction between students and teachers;
- Participate in the online classroom with new ideas and experiences rather than being a mere reader; and
- Be prepared in attending the synchronous sessions.

1.7. The Role of Online Teacher

According to Baran (2011), online instructors role in remote learning consist of four dimensions: pedagogical, social, managerial, and technical. Furthermore, these functions were

specified within the framework of online communication, in which the pedagogical or the instructional role was designed to promote learning in discussions, while the social component was designed to encourage work together. Additionally, the management part implied that discussions strategies had been coordinated and created, and the technological role involved provided the learners with a clear technology setting (p. 426).

1.8. Assessment in Online Learning:

Swan (2005) defined assessment as the structured framework for assumptions about student education and progress. More precisely, assessment is the mechanism by which students outcomes are identified, chosen, planned, collected, evaluated, interpreted, and used to enhance their professional development (p.46). The online assessment techniques are represented in Table 1.1 (Marcel Robles & Sandy Braathen, 2002, p.46).

The following Online Assessment Techniques table depicts the different online components such as: Instructional Notes; where the students are required to print notes and study the materials. Moreover, the teacher assesses his students through providing them a knowledge of the material. Then, the assessment tool is giving them a self-test and assignments. Therefore, a number of evaluation strategies can be used to determine if a student has satisfied the pre-established learning outcome criteria after finishing their assignment in the online learning component.

Table 1.1. Online Assessment Techniques

Online Component	Student Tasks	Assessment Criteria	Assessment Techniques
Instructional Notes	Print notes Study materials	Knowledge of the material	Self-Test Assignments (Traditional)
Supplemental Readings	Read and study material	Knowledge of the material	Self-Test Assignments (Traditional)
Drop Box	Send completed assignments	Knowledge of the material	Assignments Electronic Portfolio (Traditional) (Alternative) (Performance)
External Links	Explore Outside websites	Discovery learning	Writing assignment Online discussion (Alternative) (Performance)
Asynchronous Threaded Discussion Group	Participate in discussion	Knowledge of subject matter Depth of understanding	Evaluate quality and quantity of discussion threads One-minute paper (Alternative)
Synchronous Chat Rooms	Participate in live discussion pertaining to the material	Knowledge of subject matter Depth of understanding	Evaluate the quality and quantity of opinions, comments One minute paper (Alternative)
Email	Ask questions of instructor or others in class	Degree of understanding/ Lack of understanding	Content of questions (Alternative)
Self-Test	Take the self-test to measure own learning	Knowledge of subject matter Depth of understanding	Answer key to test provided for immediate feedback (Traditional) (Alternative) (Performance)

*Self-Tests are for students use or assessment use only, not for evaluation or grading.

To sum up, to effectively and comprehensively assess student learning, various online components, assessment criteria, and techniques are required.

Conclusion

The reviewed literature attempted to shed light on the effectiveness of distance education, which is considered as a modern instructional approach of learning/teaching EFL. The discussed definitions and theories of online learning showed that the virtual classroom may enable to enhance the learners' engagement through autonomous learning with the use of different strategies. However, it can also be challenging for some teachers and learners because of the technical and psychological issues they face. Furthermore, it highlights the Moodle platform as one of the most commonly used open source e-learning platforms for teaching and learning. Finally, it is valuable to present the role played by learners and teachers in remote learning, the online assessment and its techniques, in order to understand the process of language learning/teaching on distance learning contexts.

CHAPTER TWO
MOTIVATIONAL STRATEGIES

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Introduction

Motivation is essential in the learning and teaching processes. It is necessary that motivational strategies should be considered by EFL teachers in order to improve the students' performance on virtual classes. Thus, this chapter sheds light on the definition of motivation, the motivational strategies that include Keller's Attention, Relevance, Confidence, Satisfaction (ARCS) Model of motivation. Moreover, Dörnyei's motivational strategies are illustrated which involve creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation, in addition to other ten commandments of motivating learners are reviewed. This will permit to understand the functional nature of motivation and its impact on enhancing EFL students' learning outcomes on distance platforms such as MOODLE.

2.1. Motivation Concept

Many scholars described motivation in different ways, since it is a cognitive process. Thijs (2011, p.125) defined motivation as reliant on the satisfaction of essential, intrinsic psychological necessities for proficiency, independence, and connectedness. Moreover, Gardner (1985) declared that motivation is concerned with the question "why does an organism behave as it does?" in which he depicted motivation as involving four aspects; favorable attitudes toward the activity in question, effortful behavior, a goal, and a desire to maintain that goal (p.50).

2.2. The Motivational Strategies

Motivational strategies can be referred to instruments and methods utilized by EFL instructors to inspire and persuade students to learn English. They are defined by Dörnyei (2001, p.28) as those motivational impacts that are applied to attain a high-quality effect. In this study

we are going to focus on the ARCS model of Keller and Dörnyei's motivational strategies. These are:

2.2.1. Keller's ARCS Model of Motivation:

The ARCS model of motivation suggests a design for considering aspects that can be tackled to create a more motivating instruction. Keller (2010, p.44) declared that we can quickly acquire an overview of the primary characteristics of human motivation, specifically in the era of learning, and how to design tactics that activate and preserve motivation in each of the four areas, Figure 2.1 shows the major categories, its definitions, and the process questions.

Major Categories and Definitions		Process Questions
Attention	Capturing the interest of learners; stimulating the curiosity to learn	How can I make this learning experience stimulating and interesting?
Relevance	Meeting the personal needs/goals of the learner to effect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence	Helping the learners believe/feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction	Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

Figure 2.1. ARCS Model (Keller, 2010, p.45)

In this regard, Keller (2010, p.44-46) explained the four categories as follows:

2.2.1.1. Attention

This aspect includes motivational factors linked to fortifying and encouraging learners' desires and needs. The term *attention* differs from the context of motivation to the instructional one. In a learning setting, the question is how to control and guide learner attention. This is achieved by using signs and prompts to guide the student's attention to stimuli or parts of stimuli

that are directly relevant to the learning objectives. However, before attention can be directed, it must first be obtained, which happens in the process of motivation. As a result, the motivating issue is gaining and maintaining attention (Keller, 2010, p.44-45).

2.2.1.2. Relevance

It is to determine that the learning process is personally important and relevant to the student. The student might ask the typical relevance question, "Why do I have to learn this?", or an adult who was expected to attend the training course may think, "I don't need this.", "It is irrelevant to my work, and I am uninterested in it" In each of these cases, the students see little personal relevance to the instruction. Even if a student accepts the need to learn the material, s/he will feel isolated from other students or the learning environment. Students must first assume that teaching is linked to essential personal interests or motivations before they can be inspired to understand (Keller, 2010, p.45).

2.2.1.3. Confidence

Regarding this aspect, even if the students in the audience feel the material is relevant and they are eager to study it, they will not be sufficiently inspired due to insufficient or excessive confidence or expectation of achievement. They may have long-held fears of the subject, talent, or situation that discourage them from learning effectively (Keller, 2010, p.45).

2.2.1.4. Satisfaction

In order for the students to have a continued ability to learn, they must be pleased with the services or outcomes of the educational experience. Furthermore, Extrinsic and inherent variables may also contribute to satisfaction. From one hand, extrinsic impacts include grades, chances for advancement, certificates, and other material prizes. On the other hand, intrinsic

impacts involve students preferred rewards that boost their self-esteem, positive interactions with others, making their opinions expressed and valued, and mastering tasks that increase their feelings of competence (p.46).

2.2.2. Subcategories and Major Supporting Strategies

Keller (2010) Argued that each of the four categories has subcategories dependent on the main motivating factors that the categories encompass. The subcategories are helpful for identifying learners' motivational profiles and developing motivational strategies that are suitable for the established issues (Keller, 2010, p. 47-54).

a. Attention Getting Strategies: Human traits such as the orienting reflex, curiosity, and sensation acquisition fall into the category of attention. It consists of three types (Figure 2.2):

- **Perceptual Arousal** refers to real-world examples, humor, and opposite point of view.
- **Inquiry Arousal** stands for the active engagement and questioning to allow brainstorming and critical thinking.
- **Variability** means the use of a variety of methods (videos, discussion groups, lectures, etc.)

Concepts & Process Questions	Main Supporting Tactics
A1. Perceptual arousal What can I do to capture their interest?	Create curiosity and wonderment by using novel approaches, injecting personal and/or emotional material.
A2. Inquiry arousal How can I stimulate an attitude of inquiry?	Increase curiosity by asking questions, creating paradoxes, generating inquiry, and nurturing thinking challenges.
A3. Variability How can I maintain their attention?	Sustain interest by variations in presentation style, concrete analogies, human interest examples, and unexpected events.

Figure 2.2. Attention Getting Strategies (Keller, 2010, p.92)

b. Relevance Producing Strategies: If the student has a positive feeling about the material's personal significance, or consciously considers its relevance, the student would be inspired to study it. A professional instructor should narrow the gap between the subject matter and the learner's needs, requirements, and desires, as illustrated by the subcomponents of relevance (Figure 2.3) that are:

- **Goal Orientation** means to explain why and how the content helps the students today and in the future.
- **Motive Matching** is the choice to allow learners to choose their own strategies and methods.
- **Familiarity** is to link to previous experience and establish connections between new and old information.

Concepts & process questions	Main supporting tactics
R1. Goal Orientation How can I best meet my learner's needs? (Do I know their needs?)	Provide statements or examples of the utility of the instruction, and either present goals or have learners define them.
R2. Motive matching How and when can I link my instruction to the learning styles and personal interests of the learners?	Make instruction responsive to learner motives and values by providing personal achievement opportunities, cooperative activities, leadership responsibilities, and positive role models.
R3. Familiarity How can I tie the instruction to the learners' experiences?	Make the materials and concepts familiar by providing concrete examples and analogies related to the learners' work or background.

Figure 2.3. Relevance Producing Strategies (Keller, 2010, p.126)

c. Confidence Building Strategies: the achievement experience will be positive and will encourage continued motivation if there is enough challenge to take any effort to succeed, but not so much that it causes extreme anxiety or risks failure. There are some ideas and tactics that can help teachers to boost the students' confidence, these include:

- **Learning requirements** is to discuss objectives and necessities by offering the learners the educational curriculum and the assessment criteria.
- **Success opportunities** facilitate self-growth by providing learners with a variety of experiences that will allow them to succeed and give them feedback.
- **Personal control** means teachers give learners control over their learning process so that they can feel that their success depends on their internal factors not only on external ones.

Concepts and Process Questions	Main Supporting Tactics
C1. Learning Requirements How can I assist in building a positive expectation for success?	Establish trust and positive expectations by explaining the requirements for success and the evaluative criteria.
C2. Success Opportunities How will the learning experience support or enhance the learners' beliefs in their competence?	Increase belief in competence by providing many, varied, and challenging experiences that increase learning success.
C3. Personal Control How will the learners clearly know their success is based upon their efforts and abilities?	Use techniques that offer personal control (whenever possible), and provide feedback that attributes success to personal effort.

Figure 2.4. Confidence Building Strategies (Keller, 2010, p.159)

d. Satisfaction Generating Strategies: Feedback can be a strong instrument for fostering positive motivation and/or suffocating students' motivation (Figure 2.5). It contains three subcomponents that are:

- ***Intrinsic motivation*** means that the teacher motivates learners so that they enjoy performing the task and carry on the learning experience without expecting a reward or other types of external motivational elements.
- ***Extrinsic rewards*** are expressed through praise or rewards and giving positive feedback, prizes, and reinforcements to your students.
- ***Equity*** is to ensure good success criteria and consequences. Using consistent assessment checklists and making them available to the students.

Concepts and Process Questions	Main Supporting Strategies
S1. Intrinsic Reinforcement How can I encourage and support their intrinsic enjoyment of the learning experience?	Provide feedback and other information that reinforces positive feelings for personal effort and accomplishment.
S2. Extrinsic Rewards What will provide rewarding consequences to the learners' successes?	Use verbal praise, real or symbolic rewards, and incentives, or let learners present the results of their efforts ("show and tell") to reward success.
S3. Equity What can I do to build learner perceptions of fair treatment?	Make performance requirements consistent with stated expectations, and use consistent measurement standards for all learners' tasks and accomplishments.

Figure 2.5. Satisfaction Generating Strategies Keller, 2010, p.189)

2.3. Dörnyei Motivational Strategies

Dörnyei (2001, p.31) suggested that the motivational strategies used in the teaching of EFL are classified in four major forms, which are:

2.3.1. Creating the Basic Motivational Conditions

Motivational methods cannot be used effectively in a *motivational void* which means that some preconditions must be met before any additional efforts to generate motivation; can be successful. It consists of the following principles:

2.3.1.1. *Acceptable teacher behavior and a positive student-teacher interaction* can affect the students' motivation by employing a variety of strategies such as enthusiasm, students' engagement, and ambitions to learn, teachers' interaction with the students and their parents (p.32).

2.3.1.2. *Creating a comfortable and safe classroom atmosphere* that should be a pleasant and encouraging classroom environment by using humor, encourage risk-taking and embrace mistakes as a normal part of the learning process (pp.40-42).

2.3.1.3. *Creating a cohesive learner group:* to encourage interaction, teamwork, and the exchange of true personal information among the students (p.45).

2.3.2. Generating Initial Motivation

Brophy (1998) argued that while inherent desire and the intrinsic pleasure of learning are surely admirable ideas, if we truly want to express something of classroom significance, we must adopt a more practical approach. The true motivating problem for most teachers is figuring out ways to inspire their students to embrace the aims of the provided classroom activities, regardless of whether or not the students prefer these activities or would choose to engage in them if other options exist (as cited in Dörnyei, pp.50-52). It involves the following strategies:

2.3.2.1. *Enhancing Learners' Language-related Values and Attitudes*

Dörnyei (2001, p.51) stated that individuals have a value system which consists of attitudes, beliefs, and feelings towards the world. It is the result of past experiences and it plays a significant role in determining the individuals' approaches to various activities. He suggested

that there are three value dimensions. Firstly, intrinsic values involve the internal concern in target language learning process. Secondly, integrative value indicates the TL itself, as well as the people who speak it. Thirdly, instrumental value means the advantages and disadvantages of learning the TL which is related to the practical results such as finding a future job.

2.3.2.2. Increasing Learners' Expectancy of Success

This is related to improving students' confidence in their general abilities to do certain activities and learn. Thus, to ensure that they get enough preparation and guidance, to understand exactly what success in assignment entails, and that there are no significant barriers to accomplishment (p.59).

2.3.2.3. Increasing Learners' goal-orientedness

Enhance your students' main objective can be achieved by creating concrete class goals that they embrace. Additionally, allow the students to discuss their individual goals and establish a shared purpose before displaying the result in public. Besides, bringing attention to class goals and how certain activities are helpful to achieve these objectives; is beneficial (p.62).

2.3.2.4. Making Teaching Materials Relevant for Learners

Making curriculum and instructional materials attractive to students can be realized through employing needs analysis tools to learn about the students' needs, goals, and interests, and then include these as much as feasible into the curriculum. Furthermore, it can be achieved by linking the subject matter to the students' everyday experiences and backgrounds (p.66).

2.3.2.5. Creating Realistic Learner Beliefs

This has to do with confronting any inaccurate ideas, expectations, or assumptions that learners may have in a positive way. Also, to boost learners' overall understanding of the many ways languages are acquired and the various aspects that might lead to success (p.70).

2.3.3. Maintaining and Protecting Motivation

Dörnyei (2001, p. 71) stated that this part is concerned with sustaining motivation throughout the Foreign Language learning process, it consists of a number of tactics:

2.3.3.1. Making Learning a Stimulating and Enjoyable Activity

This can be realized by changing the routine of classroom activities, modifying the learning tasks and other components of instruction as much as possible, and to concentrate on the motivating flow of the lesson rather than merely the content (p.75).

2.3.3.2. Presenting Tasks in a Motivating Way

In order to achieve this, the EFL teacher can describe the purpose and value of a task, to arouse the students' interest in the task's subject, and to provide suitable techniques for completing the assignment (p.81).

2.3.3.3. Setting Specific Learner Goals

This strategy aims to inspire students to set short-term goals for themselves, that should be clear, specific, measurable, and challenging (p.85).

2.3.3.4. Protecting Learners' Self-esteem and Increasing their Self-confidence

This stands for giving students frequent opportunities to succeed (p.90), and to encourage them on a regular basis to help them gain confidence (p.91).

2.3.3.5. Learners Maintaining a Positive Social Image

The goal behind using this technique is to allow learners preserving a good public image while participating in learning activities. This includes avoiding humiliating criticism or suddenly putting students in the spotlight (p.100).

2.3.3.6. Promoting Cooperation among Learners

This strategy aims at boosting student motivation through encouraging collaboration among students (p.102).

2.3.3.7.Creating Learner Autonomy

This strategy objectives are centered on enhancing student's motivation by encouraging learner autonomy and independent learning. It is about transferring the different leadership/teaching responsibilities and duties to the learners (p.108).

2.3.4. Encouraging Positive Retrospective Self-evaluation

Dorney affirmed that the fourth motivational issue relates to the learners' evaluations and reactions to their own previous experiences. Also, it indicates the ways teachers can help their students to see their achievements in a positive manner (2001, p.117). It entails the following strategies:

2.3.4.1.Promoting Motivational Attributions

The EFL teacher should encourage the students to attribute effort, and motivate them to explain their mistakes on a lack of ambition and proper techniques, rather than on a lack of ability (p.122).

2.3.4.2.Providing Motivational Feedback

The instructor can offer favorable information feedback to students such as giving regular comments on students' achievement and the areas in which they should focus their efforts (p.125).

2.3.4.3.Increasing Learner Satisfaction

The teacher attempts to provide positive reinforcement to the students. This can be realized by preserving records of student achievements and progress, and to devote time to celebrate any successes (p.127).

2.3.4.4. Offering Rewards and Grades in a Motivating Manner

The instructor can provide rewards for kids to participate in activities that are attractive to them. These are characterized by involving creative goal-oriented behavior and provide unique experiences and regular success (p.130).

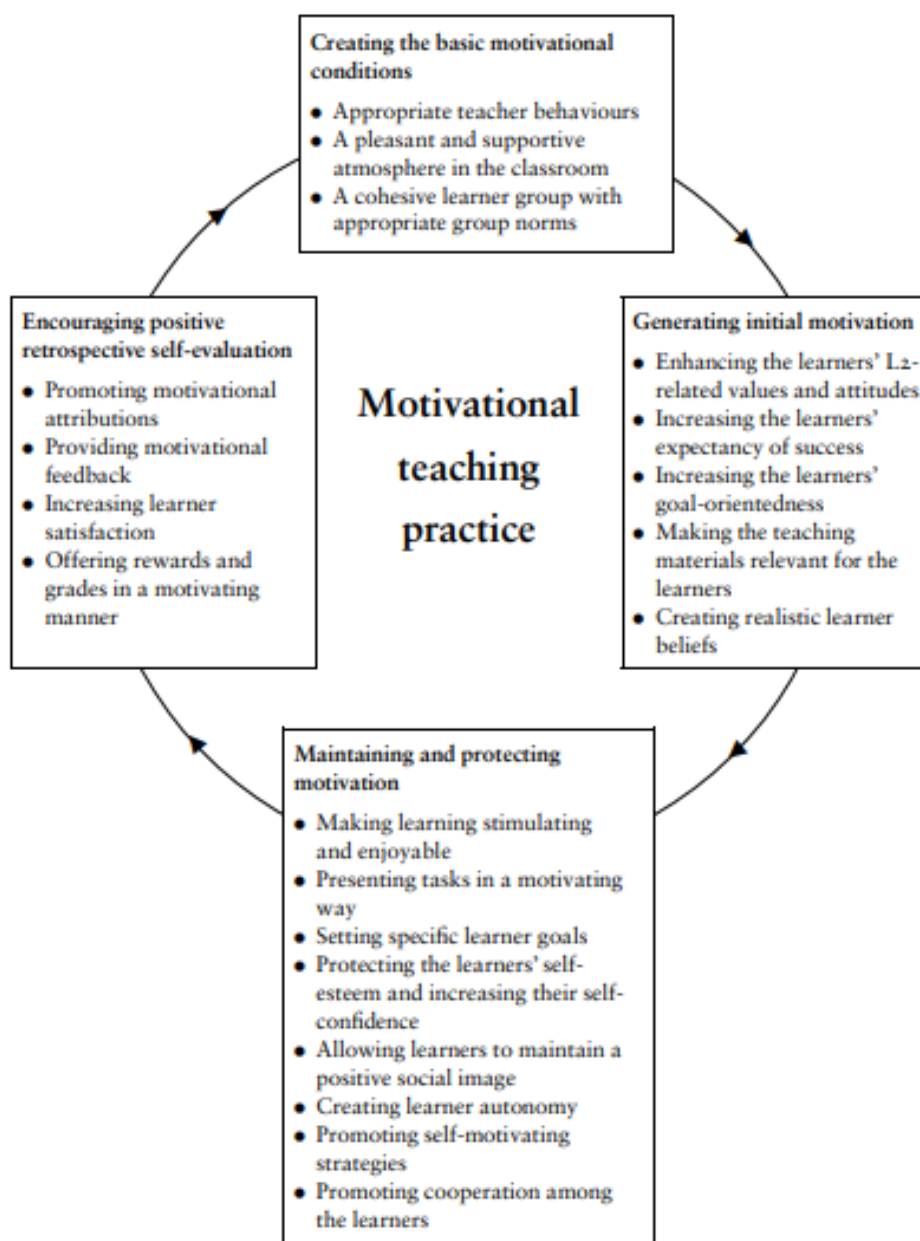


Figure 2.6. Motivational teaching practice in the L2 classroom
(Adapted from Dörnyei, 2001, p.29)

Figure 2.6 illustrates Dörnyei motivational practices in EFL classroom, which displays a system plan with details of the subareas previously described. He incorporated the motivational tactics into the following primary types: Creating the basic motivational conditions, Generating initial motivation, Maintaining and protecting motivation, Encouraging positive retrospective self-evaluation, in addition to several strategies in each kind.

2.4. Ten Commandments for Motivating Language Learners

Dörnyei & Csizér (1998, p. 215) planned one of the first studies concerning EFL perceptions and motivational strategies, the survey contained 200 foreign-language Hungarian English (EFL) trainers, including schools and universities. The conclusions of this study demonstrated the top ten motivational plans as assessed by teachers, which were afterwards used in motivating students as a basis for the "*ten commandments*." These involve:

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.

10. Familiarize learners with the target language culture.

2.5. The Use of Motivational Strategies on Distance Learning

Malik (2014) stated that educational institutions can use the ARCS model of motivation in distance learning, to inspire students achieving better results in their courses. It will assist in overcoming the dropout, passing percentage, and low motivation of distance learners (p.198).

According to Glore (2010), implementing instructional techniques to begin or support motivation in distance education, learners can address concerns of attention, relevance, confidence, and satisfaction. These techniques may involve media selection, encouraging email messages, and other similar tactics. Using diverse media in learning allows individual differences to be addressed while also increasing motivation (Astleitner & Weisner, 2004; Ivers & Barron, 1998; Johnson & Aragon, 2003; Kommaraju & Karau, 2008, as cited in Glore, 2010, p.36).

Meyer (2001) stresses that media is only a means of communication or a vehicle for data, and that focus should be centered on selecting a medium that effectively delivers that information. Furthermore, when the construction is based on one of the four aspects of the ARCS Model, email may be utilized to give a personalized support network for motivation (Huett, Kalinowski et al., 2008; Keller, 2008, Kim, 2008; Kim & Keller, 2008). The attention enhanced message employs techniques to raise reader's interest and passion in the subject matter (ChanLin, 2009; Kim, 2008). Relevance is incorporated by adding information that is tailored or directly relevant to the learner (Kim & Keller, 2008). Confidence is established in the learner by encouraging them in the email that their objective is achievable (Kim & Keller, 2008).

Additionally, satisfaction uses tactics to highlight what the learner would benefit by adopting and implementing the offered strategies (as cited in Glore, 2010, p.37).

Conclusion

In terms of motivational strategies, the present chapter focuses on the employment of these tools to improve the learning outcomes of the EFL students in distance learning platforms. Understanding the concept of motivation enlightens our perspectives that motivation is predominant to achieve better results and cope with the deficiencies created with the absence of face-to-face learning. Dörnyei and Keller's ARCS models serves to promote instructors' awareness and enhance their skills to increase students' engagement in the e-learning environment and result in an efficient educational experience.

CHAPTER THREE

Insights on EFL Teachers' Awareness towards Motivational Strategies Used on Moodle Platform

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Introduction

The present chapter depicts the adopted methodology to test the research hypotheses, in which data are collected through quantitative method that would enable generating valid results and answering the research questions. This tool enables to enlighten perspectives about EFL teachers' awareness towards the use of motivational strategies in distance learning Moodle platform. Therefore, the chapter provides a detailed description of data collection devices that involve the teachers' questionnaire. The gathered information is reported and interpreted to provide a better understanding of teachers' views regarding the effective application of motivational strategies on Moodle platform courses.

3.1. Methodological Approach

Exploring motivational strategies utilized by EFL teachers in distance learning Moodle platform necessitates adopting a quantitative design that involves teachers' questionnaire. Moreover, this approach enabled to collect reliable data, to elicit in-depth information, to supplement and extend the scope of measuring the subsurface of the examined phenomenon.

The quantitative research design is described as a study plan that offers the important basis for data gathering (Leedy, 1997, p.195). According to MacMillan and Schumacher, the purpose of a successful research design is to provide credible results (2001, p.166). Therefore, the research method used in this study is a questionnaire to gather a large amount of numerical data which would make more valid results.

3.2. Description of the Teachers' Questionnaire

Brown (2001) defined the questionnaire as any text-based tools that provide survey respondents with a set of questions to answer or statements to reply to, either by expressing a particular response as writing a number, or ticking a box on paper or online (as cited in Young, 2015, p.4).

Young (2015) assumed that questionnaires are appealing to less experienced researchers, such as students working on dissertation research, for the following reasons; simple to be constructed, portable and be released online, used to collect datasets easily either through direct contact or email or via the web. Also, the collected data can be processed and analyzed very simply compared to spoken data which should be recorded and transcribed before the analysis (p.4).

Therefore, employing the questionnaire contributes in revealing insights on EFL teachers' awareness towards the use of motivational strategies in distance learning Moodle platform.

3.2.1. Aims of the Questionnaire

The teachers' questionnaire is used to figure out the teachers views about motivational strategies effectiveness employed on Moodle platform courses, and to clarify whether the students' e-learning outcomes are being enhanced or not. The questionnaire aims are:

- 1) To explore the online motivational strategies used by EFL Algerian teachers.
- 2) To figure out the effectiveness of these motivational strategies on the learners' online performance.

3.2.2. Teachers' Questionnaire Administration

The questionnaire was administered in the second semester with twenty-two (n=22) EFL teachers, at the Department of English, University 8 Mai 1945-Guelma. The data were collected anonymously to assure that the informants will answer fairly and truthfully.

The teachers' questionnaire consists of 30 questions (Appendix A) organized from the most general to the most specific into three sections. The questionnaire includes 11 open-ended and 19 close-ended questions in which the former allows the informants to respond freely and the latter permits them to select from the proposed possibilities.

The first section is entitled *Personal Information* which includes four questions dealing with the teachers' experiences in distance learning environment. The second section covers "*EFL Teachers Use of Moodle platform*" and it includes 13 questions intended to investigate the effective use of the Moodle Platform. The third section deals with "*Teachers Employment of Motivational Strategies*" and it involves 13 questions to explore the application of motivational strategies.

3.2.3. Population and Sampling

The twenty-two EFL teachers were chosen randomly to take part in the questionnaire. Teachers have an important role in enhancing the students' learning outcomes in EFL classroom and when learning online. Thus, it is considered that teachers apply some motivational strategies in order to achieve the lesson objectives and improve the students' learning performance. This sample was chosen because teachers experienced teaching online during the second semester of 2019-2020 and 2020-2021 academic year which coincides with COVID-19 outbreak.

3.2.4. Findings

This part provides information about data collection, analysis, and presentation. In order to determine the reliability of results. The findings are illustrated in texts and tabulations.

a. Section One: Personal Information

This section deals with the teachers' experiences in relation to distance learning platforms in general.

Question 1: Which type of English language learning do you prefer?

- a. EFL classroom learning
- b. Distance learning

The majority of EFL teachers (82%) opted for the choice of EFL classroom learning due to their experiences to teach in face-to-face EFL classroom. This denotes that may be they used to teach with teacher-centered more than learner-centered approach. A minority (18%) picked both options for the purpose of filling in any gaps left during the classroom teaching-learning process, and this may lead to a better learning results. Moreover, no teacher preferred distance learning only, this may indicate that they find it challenging to teach virtually due to technical and motivational issues (Table 3.1).

Table 3.1*Teachers' Preferred type of English Language Learning*

Option	Number	Percentage (%)
EFL Classroom Learning	18	82
Distance Learning	0	0
Both	4	18
Total	22	100

Question 2: Whatever is your answer, please justify.

A large number of teachers (59%) claimed that the direct interaction and the use of non-verbal cues in EFL classroom play an integral role in the teaching and learning process. This designates that they get to know better the students' level, and chances of interaction and participation in classroom discussions are increased. These include the use of communicative approach that focuses on students' explicit reactions inside the classroom, and teachers' use of eye-contact, gestures, and body language. Moreover, some EFL teachers (23%) declared that the EFL learners encounter some technological constraints such as the low internet speed, and the limited access to the internet for some students. This shows that success in distance learning is dependent on good technological tools. Furthermore, other teachers (18%) assumed that it is beneficial to use both methods, i.e. traditional and virtual classroom to foster the learning

process. This implies that distance learning medium can help to fill in any gaps resulted during classroom teaching-learning process (Table 3.2).

Table 3.2

Teachers' Justifications of their preferred type of English Language Learning

Option	Number	Percentage (%)
• Direct interaction and verbal cues in EFL classroom learning	13	59
• Technical Problems in Distance Learning	5	23
• Mixture of both methods to complete each other	4	18
Total	22	100

Question 3: How many years have you been teaching English online?

As it is observed in Table 3.3, many teachers (68.2%) had been teaching English online from 1 to 2 years since 2019-2020 academic year, during the first wave of Covid-19 outbreak. This reveals that this was the most available choice to schedule online classes and they used technological devices to do so, including Zoom, Google meet, Moodle, etc. Some teachers (13.6%) taught English online for more than 7 years because they found it helpful in teaching by using emails and Google Classroom, sharing materials as videos, PowerPoint docs, Word docs, etc. This shows that distance education is not a new method and it dates back to many years ago. Others (18.2%) did not teach English online probably due to their lack of experience.

This suggests that they prefer direct teacher-student interaction and the use of non-verbal cues such as eye-contact.

Table 3.3

Years of teaching English online

Options	Number	Percentage (%)
1-2 years	15	68.2
More than 7 years	3	13.6
Never	4	18.2
Total	22	100

Question 4: How does online learning become important during the Covid-19 outbreak?

All of the teachers (100%) considered that using online learning is important during the Covid-19 outbreak due to universities' shut down for sanitary reasons. This shows that distance education is significant and the more appropriate alternative at the time to continue the teaching-learning process from any location, and at the teachers' and students' own pace (Table 3.4).

Table 3.4*The Importance of Online Learning during the Covid-19 Outbreak*

Option	Number	Percentage (%)
Important	22	100
Not important	0	0
Total	22	100

Section Two: EFL Teachers Use of Moodle Platform

This section aims at investigating the effective use of the Platform.

Question 5: In terms of Moodle Platform user-interface functionality, is it:

- a. User-friendly
- b. Complicated

The results displayed in Table 3.5 demonstrate that a large number of teachers (68 %) showed that Moodle platform is user-friendly because it serves as a good communication medium. This evokes that teachers can use workspace, discussion area, forums and other resources to make learning more motivating. Additionally, some teachers (32%) declared that it is complicated due to the alternative options that Moodle platform contains which requires a high internet speed to have access to it.

Table 3.5*Moodle Platform user-functionality*

Option	Number	Percentage (%)
User-Friendly	15	68
Complicated	7	32
Total	22	100

Question 6: Do you face technical problems when accessing to Moodle Platform?

Yes

No

The overall responses are found to be positive as the majority of teachers (82%) showed that they usually face technical problems when accessing to Moodle Platform due to many reasons; however, a minority (18%) declared that they do not face technical problems. This displays that technical restrictions may have impact on motivating both teachers and students to achieve the learning objective in an online class (Table 3.6).

Table 3.6*Technical problems of Moodle Platform*

Option	Number	Percentage (%)
Yes	18	82
No	4	18
Total	22	100

Question7: If yes or no, please explain.

It is observed that the majority of teachers (77.3%) who face technical problems when accessing Moodle Platform claimed that it is due to the low internet speed and the pressure on the platform. This shows that teachers should afford good internet connection and try to avoid teaching during the pressure of the platform and when too much people are connected at the same time. Others (9.1%) stated that they do not face technical problems because they have good internet connection and they displayed that they should make a personal effort to master the use of the Moodle Platform. Besides, three teachers (13.6%) did not justify their answers and this implies that they do not face any problems. This shows that some teachers find it challenging to use the platform resources probably to technical constraints or limited knowledge on how some applications are used, as they did not receive a training beforehand (Table 3.7).

Table 3.7*Teachers' Explanations of the Technical problems of Moodle Platform*

Option	Number	Percentage (%)
a. Low internet speed and the pressure on the platform	17	77.3
b. Good internet	2	9,1
c. Did not justify their answers	3	13.6
Total	22	100

Question 8: What kinds of distance learning activities and resources do you prefer or use the most? You can select more than one option.

- | | | | |
|---|--------------------------|-------------------------|--------------------------|
| 1. BigBleuButton | <input type="checkbox"/> | 12. Glossary | <input type="checkbox"/> |
| 2. Assignment | <input type="checkbox"/> | 13. HSP | <input type="checkbox"/> |
| 3. Book | <input type="checkbox"/> | 14. IMS content package | <input type="checkbox"/> |
| 4. Chat | <input type="checkbox"/> | 15. Label | <input type="checkbox"/> |
| 5. Choice | <input type="checkbox"/> | 16. Lesson | <input type="checkbox"/> |
| 6. Database | <input type="checkbox"/> | 17. Page | <input type="checkbox"/> |
| 7. External tool | <input type="checkbox"/> | 18. Quiz | <input type="checkbox"/> |
| 8. Feedback | <input type="checkbox"/> | 19. SCORM package | <input type="checkbox"/> |
| 9. File (pdf, word doc, video, audio recording, ppt, image, etc.) | <input type="checkbox"/> | 20. Survey | <input type="checkbox"/> |
| 10. Folder | <input type="checkbox"/> | 21. URL | <input type="checkbox"/> |
| 11. Forum | <input type="checkbox"/> | 22. Wiki | <input type="checkbox"/> |
| | | 23. Workshop | <input type="checkbox"/> |

The majority of teachers use resources as the Big Blue Button, assignment, File, Lesson, and URL (77.2%, 63.6%, 86.3%, 63.6%, 45.4%, respectively) because they find them useful and easy to manipulate by their students as well. This indicates that teachers tend to use those tools to deliver the content of the course and to enhance learners' motivation. Moreover, a minority employs in addition to these major activities the following resources: Book, Chat, Forum, Quiz (27.2%, 36.3%, 36.3%, 36.3%, respectively) as these serve to fill in any gaps resulted from the main and most used ones. This implies that teachers use other varieties of activities to achieve other learning goals and avoid boredom, which leads to maintain students' motivation. Very few teachers selected the following resources that are database, external tool, feedback, folder, glossary, label, page, lesson, SCORM package, survey, workshop due to their different functions. This shows that teachers do not use them in isolation, but rather with the main resources as well. It is also observed that these resources Choice, IMS content package, wiki are not used at all may be due to their difficult format and utilization. This evokes that teachers use the easiest activities to enhance the learners' online performance (Table 3.8).

Table 3.8*The most used learning activities and resources of the Moodle Platform*

Option	Number	Percentage (%)
1. Big Blue Botton	17	77.2
2. Assignment	14	63.6
3. Book	6	27.2
4. Chat	8	36.3
5. Choice	0	0
6. Database	2	9.1
7. External tool	3	13.6
8. Feedback	2	9.1
9. File (pdf, word doc, video, audio recording, ppt, image...)	19	86.3
10. Folder	3	13.6
11. Forum	8	36.3
12. Glossary	2	9.1
13. HSP	0	0
14. IMS Content package	0	0
15. Label	2	9.1
16. Lesson	14	63.6
17. Page	3	13.6
18. Quiz	8	36.3
19. SCORM package	1	4.5
20. Survey	1	4.5
21. URL	10	45.4
22. wiki	0	0
23. workshop	4	18.2

Question 9: Whatever is your answer, please justify.

The compiled data revealed that the teachers seem to employ particular resources and activities over others depending on the course learning objectives. These include engaging the students in the learning process, studying, reviewing, evaluating, and providing feedback to their homeworks.

Question 10: What are the difficulties you face in Moodle?

- a. Lack of motivation
- b. Low internet speed
- c. Lack of the direct interaction with the students

The results displayed in Table 3.9 revealed that the majority of the informants (41%) confirmed that the difficulties they face in distance learning are: lack of motivation, low internet speed, and lack of direct interaction with students; due to the low and limited access of the internet that leads to teachers' demotivation to teach and to create a good learning atmosphere as the face-to-face education. Moreover, (22.7%) of teachers claimed that they face a and b difficulties because of the limited knowledge of the use of technologies and the lack of inspiration to teach online. Additionally, (18.2%) of teachers argued that they encounter issues with b and c options, which is may be related to the restricted access to internet services in rural areas and that leads to low interaction level of teachers and students. Furthermore, (9.1%) of participants observed that the difficulty they face is the low internet speed, b option, may be due

to its time and energy consuming. Also, only one teacher (4.5%) reported that the lack of motivation, a option, is a significant difficulty to teach online, maybe because of the lack of experience that hampers learning which can also be linked to students' inability to understand instructions as they are not well informed. Another teacher (4.5%) opted for the lack of the direct interaction with the students, option c, which is a result of distance learning. This evokes that teachers are used to teach in traditional classrooms rather than in distant education.

Table 3.9

The difficulties of distance learning

Option	Number	Percentage (%)
A	1	4.5
B	2	9.1
C	1	4.5
A and B	5	22.7
B and C	4	18.2
All	9	41
Total	22	100

Question 11: If others, please specify.

According to the results shown in Table 3.10, most of the participants (82%) did not specify other difficulties which means that they face only the stated ones. Three teachers (13.5%) suggested the technical problems and a lack of means that occasionally lead to server connection errors due to overcrowded and pressure on the Moodle platform resulted from simultaneous connected users. Only one teacher (4.5%) proposed that another difficulty is the design of the platform which indicates that they lack training on the platform and how it is used in order to achieve better results.

Table 3.10

Teachers' suggestions of other difficulties

Option	Number	Percentage (%)
Technical problems and lack of means	3	13.5
Platform design	1	4.5
Did not specify other suggestions	18	82
Total	22	100

Question 12: How much are you interested in the online learning/teaching?

- a. Much
- b. Little
- c. Not at all

The results demonstrated in Table 3.11 disclose that the majority of teachers (45%) are much interested in online learning/teaching because they find it useful and practical. This insinuates that teachers are motivated to teach online and to support students' learning with other means, renovate their teaching techniques and be up-to-date. Moreover, other teachers (41%) are little interested in online education due to the recent integration of online education. This indicates that teachers are less motivated to teach online and they may prefer face-to-face education. Furthermore, some teachers (14%) are not interested at all as they do not find it beneficial. This may be due to the fact that they did not receive training on online teaching which is probably the reason behind their reluctance.

Table 3.11

Teachers' interest towards online learning/teaching

Option	Number	Percentage (%)
A	10	45%
B	9	41%
C	3	14%
Total	22	100%

Question 13: Are you satisfied with the design of the Moodle platform?

- a. Very unsatisfied
- b. Unsatisfied
- c. Don't know

- d. Satisfied
- e. Very satisfied

According to the results in Table 3.12, a large number of the respondents (59.1%) are satisfied with the design of the Moodle platform. This demonstrates that both students and teachers may not experience difficulty in using Moodle functions. Moreover, some participants (27.3%) are unsatisfied due to the lack of information regarding the platform. This entails that teachers may be in need to learn more on how it operates more effectively. Furthermore, two teachers (9.1%) replied that they do not know whether they are satisfied or not because of the lack of experience. This reveals that they did not teach online and have a very limited knowledge about the Moodle platform. Only one teacher (4.5%) is very unsatisfied and s/he finds it very difficult to use which demonstrates a negative attitude towards the application of Moodle. Additionally, none of the teachers is very satisfied due to some constraints to the utilization of Moodle platform. This discloses that the Moodle platform has advantages as well as some limitations.

Table 3.12

Teachers' satisfaction with the design of the Moodle Platform

Option	Number	Percentage (%)
A	1	4.5
B	6	27.3
C	2	9.1
D	13	59.1
E	0	0

Total	22	100
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Question 14: Whatever is your answer, please explain why.

The compiled arguments regarding the satisfaction of teachers with the design of the Moodle platform are summarized as follows (Table 3.13):

- The teachers who are satisfied with the design of the Moodle platform argued that:
 - ✓ It is very simple, interactive, and flexible.
 - ✓ A user-friendly platform and it contains all necessary teaching/ learning tools to achieve the learning objectives.
 - ✓ It increases learning opportunities, foster professional development and collaboration, and support teacher facility with technological resources.
 - ✓ It contains many choices to perform different tasks.
 - ✓ Teaching and learning at the teachers and students' own pace, respectively.
 - ✓ A practical medium to continue on the process of teaching and learning during the pandemic era.
- The teachers who are not satisfied with the design of the Moodle platform argued that:
 - ✓ It is complicated because it contains so many options that they do not have knowledge about.
 - ✓ The online sessions could be recorded, yet the recordings disappear after 8 days, and the other features are not practical.
 - ✓ There are technical and interaction issues.

- The teachers who don't know whether they are satisfied or not with the design of the Moodle platform argued that:
 - ✓ Teachers need more training and a better internet connection quality.
- The teachers who are very unsatisfied with the design of the Moodle platform argued that:
 - ✓ There are many difficulties to use the platform since it is their first experience.

Table 3.13

Teachers' explanation of their satisfaction with the design of the Moodle Platform

Option	Number	Percentage (%)
Very satisfied	0	0
Satisfied	12	54.5
Unsatisfied	5	23
Don't know	2	9
Very Unsatisfied	1	4.5
Did not justify their answers	2	9
Total	22	100

Question 15: Has the learning on Moodle improved the students' level better than in classroom face-to-face learning?

Yes

No

The majority of teachers (100%) argued that the face-to-face classroom learning may enable the students to improve better their level than on Moodle platform because they are not used to learn online. This infers that teachers lack experience and training on the online learning, and students learning outcomes may not ameliorate due to autonomous learning, which is not always mastered by everyone.

Table 3.14

Moodle platform improvement of the students' level

Option	Number	Percentage (%)
Yes	0	0
No	22	100
Total	22	100

Question 16: If yes or no, please justify.

As it is shown in Table 3.15, the majority of the respondents (41%) claimed that students are not interested in online learning and they do not pay attention to the relevance of online setting for their level improvement. This indicates that students are not motivated to study via the Moodle platform. Moreover, 18.2% of instructors highlighted that online education lacks

the direct teacher-student interaction, which designates that the traditional classroom can enhance more the students' level. Additionally, the same portion (18.2%) declared that the primary obstacles that prevent students from improving their skills are technical including low internet speed problem; this indicates that the students need to possess appropriate equipment to ensure effective learning and direct interaction. Others (9%) suggested that traditional learning could achieve the learning objectives, which in a way lessens the effectiveness of supporting the in-class learning with online learning. Furthermore, 13.6% of teachers did not provide an answer to this item.

Table 3.15

Teachers' justifications about the Moodle platform improvement of the students' level

Option	Number	Percentage (%)
• Direct interaction with the teacher on face to face learning	4	18.2
• Students are not interested on online learning	9	41
• Good learning outcomes on face to face learning	2	9
• Technical and connection problems	4	18.2
• Did not justify their answers	3	13.6
Total	22	100

Question 17: Do your students interact better with the taught online courses than with the face-to-face classroom teaching?

Yes

No

As it is observed in Table 3.16, all the respondents (100%) declared that their students do not interact with the taught online courses because they are not motivated towards the virtual learning. This requires that teachers should consider using motivational strategies to improve their learning results.

Table 3.16

Students' interaction with the taught online courses

Option	Number	Percentage (%)
Yes	0	0
No	22	100
Total	22	100

Section three: Teachers' Employment of Motivational Strategies

This section aims to ensure whether the EFL teachers use motivational strategies or not.

Question 18: To what extent do you use motivational strategies on Moodle in an online class?

- a. Always
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

The obtained data revealed that the informants who picked often (N=9) and sometimes (N=6) showed a regular usage of various motivating tactics in online classes. Some respondents (N=4) have opted for seldom which indicates that they hesitate to learn or know more about the needed motivational strategies to encourage their students to learn virtually. Others who never (N=3) used the motivational strategies probably they did not experience teaching online or they are not familiar with these motivational tools (Table 3.17).

Table 3.17

The Teachers use of the motivational strategies on Moodle

Option	Number	Percentage (%)
A	0	0
B	9	41
C	6	27.3
D	4	18
E	3	13.7
Total	22	100

Question 19: Do you think that the motivational strategies that you employ are important in improving the students learning outcomes?

Yes

No

The results displayed in the Table 3.18 demonstrated that the majority of informants (77.3%) confirmed the fact that teachers should tutor their learners through a variety of strategies, including the motivational one, to improve their learning outcomes. This infers that instructors are likely to be aware of the significance of motivating tactics. Moreover, few teachers (13.6%) argued that the motivational strategies might not be important in ameliorating the students learning outcomes because they do not employ them. This means that the lack of awareness towards the predominant role played by motivational strategies may be one of the reasons for students' reluctance in studying on Moodle platform.

Table 3.18

The importance of the motivational strategies in improving the students learning outcomes

Option	Number	Percentage (%)
Yes	17	77.3
No	3	13.6
Neither yes or no	2	9.1
Total	22	100

Question 20: If yes or no, please explain why.

A large number of teachers (N=9) who stressed the significance of the motivational strategies in improving the students' learning outcomes claimed that these tools can raise their interest, encourage them to engage in the learning process and to inform them that the module

is important and their online participation is necessary. Another argument (N=1) is tied up to the importance of teachers' awareness in using motivational strategies. Moreover, another claim (N1) was about making students feel better about themselves and their learning abilities and this leads them to engage more in the learning process; this means that the usage of the motivational strategies on Moodle increase the autonomous learning i.e. the learner-centered approach. Furthermore, two teachers (N=2) added that some motivational strategies may help the learners to get involved in the online course. By contrast, one teacher (N=1) confirmed his disagreement that the students are not motivated to learn online due to some technical difficulties. Another instructor (N=1) clarified his disagreement that they should focus on the content of the lesson not the motivational strategies due to the time limitations which implies that the strategies are time consuming, and he disclosed "the lesson is more important and we have no time for such strategies", also, 8 respondents did not justify their answers (Table 3.19).

Table 3.19

Teachers' explanation of the importance of the motivational strategies in improving the students learning outcomes

Option	Number	Percentage (%)
• <i>Yes</i> : To motivate learners	9	40.9
• <i>Yes</i> : Increase the learners' autonomy	1	4.55
• <i>Yes</i> : Adding sources is good in E-learning process	2	9.1
• <i>No</i> : Students are not motivated to learn	1	4.55
• <i>No</i> : Time limitation to use the motivational strategies	1	4.55

- Did not justify their answers 8 36.3

Total	22	100
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Question 21: Do you raise the students' awareness towards online learning?

As shown in Table 3.20 the majority of respondents (N=16) attempt to raise the students' awareness towards online learning due to its importance in fostering their academic skills. This indicates that online education is the most appropriate choice especially during Covid 19 pandemic outbreak, which encourages teachers to provide the students with the more opportunities to engage in the learning process. Others' answers (N=6) were negative because they think that virtual learning is hard which means that they may disfavor online education or they are not well acknowledged about online teaching.

Table 3.20

Teachers raising awareness of students towards online learning

Option	Number	Percentage (%)
Yes	16	72.7
No	6	27.3
Total	22	100

Question 22: Do you use the component of raising attention such as:

- a. **Perceptual Arousal:** real-world examples, humor, and opposite point of view
- b. **Inquiry Arousal:** active engagement and questioning to allow brainstorming and critical thinking.
- c. **Variability:** the use of a variety of methods (videos, discussion groups, lectures, etc.)

As mentioned in Table 3.21, one teacher (4.5%) asserted that he uses the perceptual arousal because it raises the students' attention. This insinuates that EFL teachers use real-world examples, humor, and opposite point of view to enhance learners' motivation. However, no teacher (0%) uses the inquiry arousal in isolation to motivate learners because s/he might not be aware of such techniques such as questioning to allow brainstorming and critical thinking, for the purpose of active engagement. Moreover, two teachers (9.1%) declared that they make use of variability because they believe that students like the application of diverse techniques and they become bored when they are taught through the same method. This indicates that students have different learning strategies in order to be motivated. Furthermore, most of the teachers (22.7%) do not limit raising attention to only one method, but rather they employ both the

Perceptual and Inquiry Arousal (A+B). Two teachers (9.1%) opted for two methods: *Perceptual Arousal and Variability* (A+C). Others (18.2%) chose *Inquiry Arousal and Variability* (B+C). The majority of them (22.7%) selected *all* suggestions (A+B+C). This infers that teachers are motivated to raise the students' attention towards online learning. Additionally, (13.7%) of instructors did not choose one of the cited options which indicates that they do not draw the attention of their learners and thus do not inspire them to study online.

Table 3.21

The use of the component of raising Attention

Option	Number	Percentage (%)
A	1	4.5
B	0	0
C	2	9.1
A+B	5	22.7
A+C	2	9.1
B+C	4	18.2
All	5	22.7
None	3	13.7

Total	22	100
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Question 23: Do you use the component of relevance to help the students learn better on E-Learning platform?

- a. **Goal Orientation:** Explain why and how this content help you today and in the future
- b. **Motive Matching:** choice to allow learners to choose their own strategies and methods
- c. **Familiarity:** link to previous experience and establish connections between new and old information.

According to the findings shown in Table 3.22, some teachers (18.2%) asserted that they employ the *Goal Orientation* because it helps in improving the relevance of online courses. This indicates that teachers explain why and how this content helps the students today and in the future which increases the learners' motivation. Moreover, one teacher (4.55%) uses *the Motive Matching* because it is important to allow learners to choose their own methods. This requires teacher awareness of diverse learning techniques. Furthermore, some instructors (18.2%) make use of *Familiarity* because it is important to make connections between information. This implies that teachers seek to boost their learners' motivation through explaining their experience in relation to the presented information. Additionally, one teacher (4.55%) does not limit the

relevance of the course to only one method, but rather he prefers to employ both the *Goal Orientation and Motive matching* (A+B). Five teachers (22.7%) opted for two methods: *Goal Orientation and Familiarity* (A+C). Another teacher (4.55%) chose *Motive Matching and Familiarity* (B+C). The majority of them (22.7%) selected *all* suggestions (A+B+C). This construes that teachers are motivated to make the online course as relevant as possible in order to motivate their learners. Also, one instructor (4.55%) did not select one of the above options indicating that s/he is not concerned with the relevance of the online course and does not encourage students to study online.

Table 3. 22

The use of the component of relevance to help the students learn better on E-Learning platform

Option	Number	Percentage (%)
A	4	18.2
B	1	4.55
C	4	18.2
A+B	1	4.55
A+C	5	22.7
B+C	1	4.55
All	5	22.7

None	1	4.55
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Total	22	100
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Question 24: Do you use the component of confidence to help the students learn better on Moodle?

- a. Learning requirements:** Discuss objectives and necessities by offering the learners the educational curriculum and the assessment criteria.
- b. Success opportunities:** facilitate self-growth by providing learners with a variety of experiences that will allow them to succeed, and giving them feedback
- c. Personal control:** Teachers give learners control over their learning process so that they can feel that their success depends on their internal factors not only external ones.

According to the results shown in Table 3.23, one teacher (4.55%) declared that s/he uses the *Learning Requirements* because it helps in improving the learners' confidence towards online courses. This designates that s/he uses this technique to explain to his/her students the objectives of the course and the educational curriculum. Moreover, no teacher (0%) uses *the success opportunities*; which suggests that teachers are not aware of facilitating self-growth by providing learners with some experiences that allow them to succeed. Furthermore, instructors make use of *personal control* strategy (13.6%) since it is important for them to have their

students take charge of their own learning. This leads to teachers attempt to raise their students' self-confidence by making them believe that their success is dependent upon internal causes. Additionally, a significant percentage of teachers (22.7%) does not limit the learners' confidence towards the online course to only one method, but rather they prefer to employ both the *Learning Requirements and the success of opportunities* (A+B). One teacher (4.55%) opted for two methods: *Learning Requirements and Personal control* (A+C). Three teachers (13.6%) chose *success of opportunities and the personal control* (B+C). The majority of them (27.3%) select *all* suggestions (A+B+C). This denotes that teachers are motivated to boost the learners' confidence towards online learning. Additionally, some instructors (13.65%) did not select one of the above options demonstrating that they are not concerned with the learners' confidence of the online course and they might use other strategies.

Table 3. 23

The use of the component of Confidence to help the students learn better on E-Learning platform

Option	Number	Percentage (%)
A	1	4.55
B	0	0
C	3	13.6
A+B	5	22.7
A+C	1	4.55
B+C	3	13.6

All	6	27.3
None	3	13.65
Total	22	100

Question 25: Do you use the component of satisfaction to help the students learn better on E-Learning platform?

- a. Intrinsic reinforcement:** Motivate learners' intrinsic satisfaction of the learning process, so that they enjoy performing the task and carry on the learning experience without expecting a reward or other types of external motivational elements.
- b. Extrinsic rewards:** through praise or reward and giving positive feedback, prizes, and reinforcements to your students.
- c. Equity:** Ensure good success criteria and consequences. Using consistent assessment checklists and making them available to students.

The results displayed in Table 3.25 explain the component of satisfaction; that is about feedback which is a strong instrument for both fostering positive motivation and suffocating people's motivation. Three teachers (13.6%) stated that they employ *Intrinsic Reinforcement* due to its importance on motivating learners to enjoy performing a task without expecting a reward. This suggests that instructors use this method to boost the autonomous learning of the online learner. Also, a large number of teachers (31.8%) depend on the *Extrinsic Rewards* because learners prefer to receive positive feedback and prizes. This insinuates that teachers prefer to reinforce their students through the extrinsic rewards. Furthermore, no teacher (0%)

uses *Equity* because they are not familiar with this technique which is very important to ensure good success criteria and consequences. Additionally, a significant percentage of teachers (18.2%) does not limit the component of satisfaction and feedback towards the online course to only one method, but rather they prefer to employ both the *Intrinsic and Extrinsic Rewards*(A+B). Two teachers (9.1%) opted for two methods: *Intrinsic Rewards and Equity* (A+C). One teacher (4.55%) chose *Extrinsic Rewards and Equity* (B+C). Only one teacher (4.55%) selected *all* suggestions (A+B+C). This construes that teachers are motivated to boost the learners' satisfaction and feedback towards online learning. Also, some instructors (18.2%) did not select one of the above options which signifies that they are not aware of the component of satisfaction in the online course and they might use other methods.

Table 3. 24

The use the component of satisfaction to help the students learn better on E-Learning platform

Option	Number	Percentage (%)
A	3	13.6
B	7	31.8
C	0	0
A+B	4	18.2
A+C	2	9.1
B+C	1	4.55
All	1	4.55

None	4	18.2
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Total	22	100%
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Question 26: Which of these motivational commandments do you use the most in the online class? You can select more than one.

- a. Set a personal example with your own behavior.
- b. Create a pleasant, relaxed atmosphere in the online/live streaming class.
- c. Present the tasks properly.
- d. Develop a good relationship with the learners.
- e. Increase the learner's linguistic self-confidence.
- f. Make the language online classes interesting.
- g. Promote learner autonomy.
- h. Personalize the learning process.
- i. Increase the learners' goal-orientedness.
- j. Familiarize learners with the target language culture.

As indicated in Table 3.25, the majority of teachers (68.2%) chose developing a good relationship with the learners which indicates that teacher-student interaction should be well developed in online conditions through messages, chats, and emails. In addition, some instructors (63.6%) designated creating a pleasant, relaxed atmosphere to be very important in online learning. It implies that the appropriate conditions in the online classroom may include acceptable teacher behavior and a positive student-teacher interaction, creating a comfortable and safe classroom atmosphere, and creating a cohesive learner group. Other respondents (59%) picked to present the tasks properly which denotes that the presentation of the online lesson

should be presented appropriately in a different manner. Additionally, many instructors (54.5%) selected to promote learner autonomy; which shows that teachers may not stress too much the use of teacher-centered approach but rather learner centered approach which allows students to study online and at their own pace. Moreover, a large number of informants (45.4%) familiarize learners with the TL culture which helps learners to be more motivated to study online. Furthermore, (40.9%) of teachers chose to make the language learning in online classes interesting which specifies that they tend to use a simple and appropriate language to facilitate the learning process. Other respondents (36.4%) opted for setting a personal example with their own behavior; which leads to grasp the learners' motivation and thus be well motivated to study online. The same portion (36.4%) has confessed to increase the learner's linguistic self-confidence. It indicates that teachers should encourage and promote their students' confidence, therefore motivating them. Seven respondents (31.8%) selected increasing the learners' goal-orientedness. It means that learners should understand the purpose of the online courses they are taking. Moreover, four teachers (18.2%) have conceded to personalize the learning process; meaning that the online learning should be personalized more than the face-to-face classroom learning.

Table 3.25*The most used motivational commandments in the online class*

Option	Number	Percentage (%)
A	8	36.4
B	14	63.6
C	13	59
D	15	68.2
E	8	36.4
F	9	40.9
G	12	54.5
H	4	18.2
I	7	31.8
J	10	45.4

Question 27: Does the online course design has an influence on the students' motivation?

Yes

No

The majority of respondents (95.4%) declared that the online course design has an influence on the students' motivation; which implies that students engaged with the online course when it is well-designed (format, easy usage, enhancing tools, etc). One instructor (4.5%) who answered with *No*, suggesting that students' motivation is not affected by the online course design, but rather by motivational tactics (Table 3.26).

Table 3.26

The Influence of the online course design on the students' motivation

Option	Number	Percentage (%)
Yes	21	95.4
No	1	4.5
Total	22	100

Question 28: If yes or no, please explain in what way.

The compiled arguments regarding the influence of the online course design on the students' motivation are summarized as follows and the results are displayed in Table 3.27:

- The teachers who agreed that the online course design has an influence on the students' motivation justified their answers as:
 - ✓ The course should be designed to meet students' needs because they have different learning styles, and also to achieve the teachers' goals.
 - ✓ Students feel empowered when course projects promote choice, flexibility, creativity, experimentation, and extensions to other applications.
 - ✓ The good course design ensures to develop learner autonomy and learning at their own pace without feeling the pressure and they become less anxious, more confident, and motivated to learn.
 - ✓ A teacher of translation argued that the course design is significant to motivate students to translate and students prefer the practical part more than the theoretical one.
 - ✓ The course design is important in the virtual class because it influences the students' motivation, when taking into consideration course' objectives, learners' preferences and learning styles.
 - ✓ The course design influences the learners' motivation, for example, the longer and more detailed the course is the less motivated the learner will be.
 - ✓ Designing the online course is as important as preparing the lesson plan, both ensures a good approach of the lesson.
 - ✓ If the course is based on a PowerPoint format, then the learner will easily follow and grasp the course objectives. Which means that the lesson should be more attractive to attract the students' attention and interest.

- The two teachers who agreed that the online course design does not have an influence on the students' motivation, claimed that:
 - ✓ The students perceive online learning as to be a relaxed environment where no actual responsibility is to be taken.
 - ✓ Online learning is not implemented in the appropriate manner in the Algerian context.

Table 3.27

Teachers' explanations of the influence of the online course design on the students' motivation

Option	Number	Percentage (%)
• Yes	11	50
• No	2	9.1
• Did not justify their answers	9	40.9
Total	22	100

Question 29: If you have any suggestions or recommendations, you are welcome to share.

A large number of teachers (40.9%) provided some recommendations about the teachers' awareness towards the use of the motivational strategies in distance learning via Moodle platform. The answers are presented as follows (Table 3.28):

- They stated that it is an interesting topic, which discusses a recent problem in remote language teaching/learning (22.7%).
- Four instructors suggested that teachers should raise students' awareness towards online learning and more specifically, the Moodle platform through the use of motivational strategies (18.2%).

Table 3.28

Teachers Further suggestions and recommendations

Option	Number	Percentage (%)
• Interesting topic and a new one	5	22.7
• Teachers should raise students' awareness towards Online learning through the motivational strategies.	4	18.2
• Did not provide suggestions	13	59.1
Total	22	100

3.7. Discussion of Teachers' Questionnaire Results

The information gathered in the first section shows that all teachers have different levels of professional experience over a long period. Furthermore, due to the pandemic era of the Covid-19, the majority of EFL teachers have been teaching English online for the past two years.

As a result, remote education is becoming increasingly important in order to facilitate the learning/teaching process and cope with any given EFL classroom constraints.

The ongoing investigation of section two revealed teachers' belief that the Moodle platform is user-friendly due to the ease access to its functions/applications, and it serves as a good communication medium and provides a professional atmosphere. However, they declared that they face some technical problems such as the internet instability speed, the pressure on the platform and the lack of training. Moreover, most of the teachers are interested in the online education due to its practicality and usefulness, and they are satisfied with the design of the Moodle platform. Additionally, in terms of students' level improvement, Face-to-face EFL classroom boosts students' levels more than online class, which indicates that online education is a new approach to learn more about and to be used for years to come; in addition, teachers should employ incentive tactics in order to increase the EFL learning outcomes.

The third section attempts to confirm that EFL Algerian teachers are employing motivational strategies. Based on the previous studies; teachers are likely to be aware of the motivational tactics that should be implemented in online education. Furthermore, teachers are conscious towards the utilization of the proposed motivational approaches, which suggests that they used them at least occasionally and they are training themselves on new strategies of encouraging and stimulating students. Finally, teachers should raise students' awareness towards distance education to enhance their learning outcomes on Moodle platform.

Conclusion

Based on the findings of the present chapter, we conclude that EFL teachers are aware of the importance of the motivational strategies that should be used on Moodle platform in order

to encourage the students' to achieve better results in remote learning setting. Yet, they emphasized the technical challenges they experienced and recommended training in terms of designing lesson plan for distance learning, and the platform functionalities for both teachers and students. Finally, they confirmed that the motivational tactics are an effective tool to develop distance education, support EFL classroom learning/teaching, and realize the learning objectives.

Pedagogical Implications

The objective of this investigation is to examine the expertise of teachers about the usage of motivational strategies on Moodle remote learning. With regard to the use of the Moodle platform, students confront technical challenges including low internet speed, a lack of motivation, and the lack of direct teacher-student interactions that impede them from efficiently learning. These challenges significantly affect the students' online interaction as well as the quality of instruction, which subsequently affect their academic achievement.

The analysis of the results of the present study showed that teachers are aware of the necessary motivational techniques employed to motivate the students, which may result in improving their online performance and to enable them to overcome psychological and technical difficulties. Hence, students can cope with these challenges and use the Moodle platform smoothly. In this respect, teachers need to build a suitable online learning environment that can inspire students to learn actively.

The instructions on how Moodle platform is used are not explained explicitly to the students and this may be another reason behind their reluctance to learn virtually. Therefore, teachers should give their students knowledgeable instructions and motivational means to inspire, involve, and accomplish higher achievements in the online education.

Finally, EFL teachers should be as informed as possible about the best motivational strategies that suit their students' needs to improve their online performance. The tactics can handle issues at psychological and technical level, and can enable students to interact with the online content.

Limitations of the Study

This research encountered some challenges that should be reported and investigated. These are summarized as follows:

- The spread of the Coronavirus was an obstacle in conducting the research, particularly during the teachers' questionnaire administration; where meeting with the target sample was constrained with the specific teaching classes in a certain period.
- Time limitation was a big challenge during the process of data gathering, and extra time would enable us to apply more than one research tool such as the semi-structured interviews and the online-classroom observation.
- Due to the originality of the topic, there were limited sources related to the relationship between the two variables, i.e., the application of the motivational strategies on online learning.
- No explicit instruction or manual are available about the E-learning platform.

GENERAL CONCLUSION

The focus of the present dissertation is to explore EFL teachers' attitudes towards the use of the beneficial motivational strategies adopted in the online Moodle platform, in order to improve students' online academic outcomes. In this regard, this work is composed of two parts; the theoretical part reports on the literature in relation to the theme under investigation of using motivational strategies when teaching/learning online. The practical part demonstrated EFL instructors' perspectives towards the application of the motivational strategies on the virtual learning environment.

This quantitative study adopted teachers' questionnaire and the extracted results showed that the majority of teachers are familiar with motivational strategies that are employed in face-to-face teaching, and they expressed their positive attitudes and readiness to utilize these tactics in remote learning setting such as Moodle. Accordingly, students' increased motivation can allow them to enhance their online performance, reduce psychological constraints, and achieve better academic results.

The research hypothesis is confirmed through the adopted research methodology. Consequently, the study gives considerable perspectives on the need to raise teachers' awareness towards the significance of applying motivational strategies on Moodle platform.

In short, there are several recommendations that may be explored for future research. Instructors should bear in mind that in terms of motivation there is a difference between applying motivational strategies in EFL classroom and distance learning, as those tactics are designed for in-class learning and teaching. Therefore, it is challenging for teachers to cope with the demands of online teaching/learning, and which requires training, research, and keeping oneself updated

about the new innovative trends in distance education. Finally, e-learning can always serve as the best substitute that supports EFL face-to-face learning and can permit to achieve the course learning objectives.

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APPENDIX A

Teachers' Questionnaire

Insights on EFL Teachers' Awareness towards the Use of Motivational Strategies in Distance Learning Moodle Platform

Dear teachers,

You are kindly invited to answer the following questionnaire that is part of Master dissertation research. The questionnaire aims to figure out the teachers views about motivational strategies effectiveness employed on Moodle platform courses, in order to enhance the students' e-learning outcomes regarding the target module. We ensure you that your responses will be treated with great care and confidentiality, and will be held anonymous.

Thank you in advance for your time, effort, and collaboration.

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Algeria

2021

Section one: Personal Information

1. Which type of English language learning do you prefer?

a. EFL classroom learning

b. Distance learning

2. Whatever is your answer, please justify.

.....
.....

3. How many years have you been teaching English online?

.....

4. How does online learning become important during the Covid-19 outbreak?

.....
.....
.....
.....

Section Two: EFL Teachers Use of MOODLE Platform

5. In terms of Moodle platform user-interface functionality, is it:

a. User-friendly

b. Complicated

6. Do you face technical problems when accessing to MOODLE Platform?

Yes No

7. If yes or no, please explain.

.....
.....

8. What kinds of distance learning activities and resources do you prefer/use the most?

- | | | | |
|--|--------------------------|-------------------------|--------------------------|
| 1. BigBleuButton | <input type="checkbox"/> | 13. HSP | <input type="checkbox"/> |
| 2. Assignment | <input type="checkbox"/> | 14. IMS content package | <input type="checkbox"/> |
| 3. Book | <input type="checkbox"/> | 15. Label | <input type="checkbox"/> |
| 4. Chat | <input type="checkbox"/> | 16. Lesson | <input type="checkbox"/> |
| 5. Choice | <input type="checkbox"/> | 17. Page | <input type="checkbox"/> |
| 6. database | <input type="checkbox"/> | 18. Quiz | <input type="checkbox"/> |
| 7. external tool | <input type="checkbox"/> | 19. SCORM package | <input type="checkbox"/> |
| 8. Feedback | <input type="checkbox"/> | 20. Survey | <input type="checkbox"/> |
| 9. File (pdf, word doc, video,
audio recording, ppt, image, etc.) | <input type="checkbox"/> | 21. URL | <input type="checkbox"/> |
| 10. Folder | <input type="checkbox"/> | 22. Wiki | <input type="checkbox"/> |
| 11. Forum | <input type="checkbox"/> | 23. Workshop | <input type="checkbox"/> |
| 12. Glossary | <input type="checkbox"/> | | |

9. Whatever is your answer, please justify.

.....

.....

.....

10. What are the difficulties you face in Moodle?

- a. Lack of motivation
- b. Low internet speed
- c. Lack of the direct interaction with the students

11. If others, please specify.

.....

.....

.....

12. How much are you interested in the online learning/teaching?

- a. Much
- b. Little
- c. Not at all

13. Are you satisfied with the design of the MOODLE platform?

- a. Very unsatisfied
- b. Unsatisfied
- c. Don't know
- d. Satisfied
- e. Very satisfied

14. Whatever is your answer, please explain why.

.....

.....

15. Has the learning on Moodle improved the students' level better than in classroom face-to-face learning?

Yes

No

16. If yes or no, please justify.

.....

.....

.....

17. Do your students interact better with the taught online courses than with the face-to-face classroom teaching?

Yes

No

Section Three: Teachers' Employment of Motivational Strategies

18. To what extent do you use motivational strategies on Moodle in an online class?

a. Always

b. Often

c. Sometimes

d. Seldom

e. Never

19. Do you think that the motivational strategies that you employ are important in improving the students learning outcomes?

Yes

No

20. If yes or no, please explain why.

.....

.....

21. Do you raise the students' awareness towards online learning?

Yes

No

22. Do you use the component of raising attention such as:

- d. **Perceptual Arousal:** real-world examples, humor, and opposite point of view
- e. **Inquiry Arousal:** active engagement and questioning to allow brainstorming and critical thinking.
- f. **Variability:** the use of a variety of methods (videos, discussion groups, lectures, etc.)

23. Do you use the component of relevance to help the students learn better on E-Learning platform?

- d. **Goal Orientation:** Explain why and how this content help you today and in the future
- e. **Motive Matching:** choice to allow learners to choose their own strategies and methods
- f. **Familiarity:** link to previous experience and establish connections between new and old information.

24. Do you use the component of confidence to help the students learn better on Moodle?

- d. **Learning requirements:** Discuss objectives and necessities by offering the learners the educational curriculum and the assessment criteria.
- e. **Success opportunities:** facilitate self-growth by providing learners with a variety of experiences that will allow them to succeed, and giving them feedback
- f. **Personal control:** Teachers give learners control over their learning process so that they can feel that their success depends on their internal factors not only external ones.

25. Do you use the component of satisfaction to help the students learn better on E-Learning platform?

- a. **Intrinsic reinforcement:** Motivate learners' intrinsic satisfaction of the learning process, so that they enjoy performing the task and carry on the learning experience without expecting a reward or other types of external motivational elements.
- b. **Extrinsic rewards:** through praise or reward and giving positive feedback, prizes, and reinforcements to your students.
- c. **Equity:** Ensure good success criteria and consequences. Using consistent assessment checklists and making them available to students.

26. Which of these motivational commandments do you use the most in the online class? You can select more than one.

- a. Set a personal example with your own behavior.
- b. Create a pleasant, relaxed atmosphere in the online/live streaming class.
- c. Present the tasks properly.
- d. Develop a good relationship with the learners.
- e. Increase the learner's linguistic self-confidence.
- f. Make the language online classes interesting.
- g. Promote learner autonomy.
- h. Personalize the learning process.
- i. Increase the learners' goal-orientedness.
- j. Familiarize learners with the target language culture.

27. Does the online course design has an influence on the students' motivation?

Yes No

28. If yes or no, please explain in what way.

.....
.....
.....

29. If you have any suggestions or recommendations, you are welcome to share.

.....
.....
.....

Thank you

Résumé

La présente thèse examine les stratégies de motivation utilisées par les enseignants Algériens du EFL (De la Langue Anglaise comme Langue étrangère), afin d'améliorer les performances académiques en ligne des étudiants EFL sur la plateforme Moodle. L'enseignement à distance est un outil technologique utilisé lorsque les enseignants et les apprenants ne peuvent pas être physiquement présents en classe, et il devient récemment un moyen alternatif pour l'apprentissage en classe. Dans la classe de l'ALE, stimuler les étudiants à interagir avec le contenu de la leçon, participer et fournir des rétroactions exige que l'enseignant utilise certaines stratégies de motivation dans relation avec les besoins des élèves. On remarque que les élèves/étudiants peuvent rencontrer certaines difficultés lors de l'apprentissage à distance qui peuvent être pédagogiques et/ou techniques, ce qui peut les démotiver et les décourager à performer. Afin de surmonter cet obstacle, les enseignants adoptent des stratégies de motivation visant à améliorer le rendement scolaire des élèves/étudiants dans l'enseignement à distance. Ainsi, cette étude tente d'explorer les perspectives des enseignants sur l'application de ces tactiques. À la lumière de cela, la présente étude approuve la méthode descriptive qui consiste en une conception de recherche quantitative. Le questionnaire des enseignants a été administré à 22 instructeurs, au cours du deuxième semestre, au Département d'Anglais, Université 8 mai 1945-Guelma. En conséquence, les données extraites confirment l'hypothèse de la recherche, qui implique que les enseignants ont une attitude positive envers l'apprentissage à distance en général. Les enseignants dès lors privilégient l'apprentissage en ligne comme substitut pour soutenir l'apprentissage en face à face en classe EFL; par ailleurs, ils sont conscients de l'utilité des stratégies de motivation qui devraient être mises en œuvre sur Moodle afin de favoriser

l'apprentissage, d'améliorer les résultats scolaires des étudiants et d'atteindre les objectifs d'apprentissage des leçons.

Mots clés : Apprentissage à distance, plateforme Moodle, stratégies de motivation.

الأطروحة الحالية تحقق في الاستراتيجيات التحفيزية المستخدمة من قبل الأساتذة الجزائريين للغة الإنجليزية كلغة أجنبية لتعزيز الأداء الأكاديمي للطلاب على منصة مودل و التعليم عن بعد هو أداة تكنولوجية تستخدم عندما لا يستطيع الأساتذة والمتعلمين

أن يكونوا حاضرين شخصيا في الفصول الدراسية، وأنها أصبحت في الآونة الأخيرة وسيلة بديلة للتعلم في الصف ، في الفصل الدراسي في اقسام تعليم اللغة النجليزية كلغة أجنبية يتطلب تحفيز الطلاب على التفاعل مع محتوى الدرس والمشاركة وتقديم التعليقات من المعلم و استخدام استراتيجيات تحفيزية معينة فيما يتعلق باحتياجات الطلاب ويلاحظ أن الطلاب قد يواجهون صعوبات معينة أثناء التعلم عن بعد يمكن أن تكون تربوية و/أو تقنية، مما قد يؤدي إلى تثبيطهم وثنيتهم عن الأداء. ومن أجل التغلب على هذه العقبة، يعتمد الأساتذة استراتيجيات تحفيزية تهدف إلى تحسين الأداء ..الأكاديمي للطلاب في مجال التعلم عن بعد

وهكذا، تحاول هذه الدراسة استكشاف وجهات نظر المعلمين حول تطبيق هذه التكتيكات. وفي ضوء ذلك، تؤيد هذه الدراسة الطريقة الوصفية لتصميم البحوث الكمية. تم إعطاء استبيان المعلمين ل 22 معلما (ع=22)، خلال الفصل الدراسي الثاني، جامعة قالمة -في قسم اللغة الإنجليزية، جامعة 8 ماي 1945

ونتيجة لذلك، تؤكد البيانات المستخرجة فرضية البحث، مما يعني أن المعلمين لديهم موقف إيجابي تجاه التعلم عن بعد بشكل عام.