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Teachers' and Students' Attitudes Towards the Use of Moodle Online Classes : The Case Study of Master One Students

at the Department of English, the University of 08 Mai 1945, Guelma.

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DEDICATION

Every challenge in this world needs efforts, patience, determination, will, in addition to a

supportive family.

I dedicate this work to my beloved parents, **Saliha** and **Lemtayche** who have been my source of

inspiration, who always pushed me forward to complete my studie ssuccessfully.

To my handsome brothers **Slimane** and **Mouhamed.**

To mydear sisters: **Loubna, Aya,** and, **Anfel**.

To my nephew **Abdullah**

To my classmate and the best partner **Chiraz** with whom I shared my experience.

Sara Bouchahdane

DEDICATION

In the name of Allah, the most merciful the most compassionate

I dedicate this work to the one who sacrificed all her life for my own benefits, who

supported, encouraged, cried for me, my Mother.

My father who was proud of me in every success I achieved .

To the most adorable Grandmother, Jamila

To my brothers Mohamed , and yahia

To my sister Nardjesse .

To my friends, Malak, Selma, Nada, and Lamis.

To my partner Sara Bouchahdane.

To all the ones in my heart

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Abstract

A learning management system called Moodle is intended to assist teachers in building up an online classroom environment , that allows for rich student engagement and collaboration. Moodle has a number of design features that enable instructors and students to communicate, work together, and engage in exciting online learning in many different ways. Moodle can be used to support traditional classroom instruction or to conduct entirely online courses.

The current thesis is made to examines teachers' and students' attitudes throughout using Moodle online classes .Through the use of Moodle and video-sharing platforms in a university-based English Language Institution context, this research seeks to get a more realistic knowledge of the advantages of language learning.

Key words : Moodle , online classroom environment, online courses.

List of Abbreviation

CMS : Course Management System

EFL : English as a Foreign Language

EM : Extrinsic Motivation

ICT : Information and Communication Technologies

IM : Intrinsic Motivation

LMS : Learning Management System

Q : Question

TRA : Teacher Retirement Association

VLE : Virtual Learning Environment

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Introduction

Many institutions throughout the world have developed various online courses for their students during the last ten years .Higher education has become more adaptable and flexible as a result of the introduction of online courses. For a long time, the typical instructional delivery approach at colleges was a classroom with a professor delivering speeches to students, and the students listening and taking notes. In this delivery platform, communication between the professor and students has been highlighted as a vital learning component. Educational delivery system innovations such as interactive and reflective schools of thinking, (Haverila & Barkhi, 2009; Tamrakar & K. Mehta, 2 011) have questioned established perspectives of schooling. Technology proposes a plethora of new features that may be used to make learning more engaging for students (Keller & Suzuki, 2004). It is commonly assumed that new technology cause changes in education. Many proponents of e-learning believe that everyone should be equipped with basic technological knowledge and use it as a means of achieving educational goals. As a result, several colleges have made extensive use of e-learning. The need for intellectual and technological understanding to teach using the Internet has emerged, and this knowledge is quickly becoming a key competency for many instructors. Some academics expect that the traditional classroom will be phased out. E-learning has made a significant impact on both education and the business sector, and it complements traditional delivery methods. It has made conventional educational systems such as distant learning possible (Haverila & Barkhi, 2009 ; Tamrakar & K. Mehta, 2011). Traditionally, e-learning has been used in the higher education paradigm, which means universities, to: (1) increase the exposure of the institution, (2) expand the educational suggestion, and (3) as learning "virtualization." Furthermore, e - learning

is an important tool that professors may utilize to improve student engagement and education (Mateo, Pérez del Rey, & Hernández, 2010).

E-Learning has become an essential component of university instruction. Some theories, such as reasoned action (TRAs) and planned behavior, have been employed as frameworks for research. E -learning has become a common style of providing educational materials in higher education by universities in every part of the world. Because of these changes there is an increasing need for flexible deliverance of education. Distant learning takes an imperative part in this .Even though distant learning had been common long before the introduction of the internet, technological development has enabled ICT to become a more main device for other forms of learning. In education ,the web (World-Wide-Web) has usually been used as a source of information or even as a learning device (Mahieu & Wolming, 2013). All these models or methods hold that it is crucial to produce the learner's motivation. For this reason, numerous of the computer-based learning environments constructed present realistic problems.

2. Statement of the Problem

Since e-learning is recommended by several institutions as a way for creating a more integrated approach for both teachers and students nowadays, and as a new technique and method, it has undoubtedly resulted in some modifications in teaching and learning. To investigate this, research must be conducted to assess teachers' and students' attitudes towards Moodle platform

3. Aims of the Study

1. To examine both students' and teachers' perceptions towards the importance of Moodle platform.

2. To raise awareness of both teachers and students about the importance of Moodle platform.

4. Research Questions

The present study addresses the following questions:

1. What are the problems that face students while using Moodle platform?

2. What do teachers think about the impact of Moodle platform on students 'learning motivation?

5. Research Hypothesis

In this study, is assumed that using Moodle platform would have an impact on students' learning motivation. Hence, we hypothesis that:

H1. Motivation may increase due to the use of Moodle platform.

H0. Motivation may not increase due to the use of Moodle platform

6. Research Methodology Design

The current study followed two research methods which are two questionnaires designed for both teachers and students; to confirm or disconfirm the research' hypothesis. The former is administered to 13 teachers of English and 60 Master one students, in order to know their views concerning the impact of Moodle Platform.

6.1. Data Collection

This research is conducted to collect qualitative and quantitative data. First, a survey for first year master students was administered to determine the influence of Moodle platform online classes on student learning motivation. Second, a group of teachers from the university of Guelma was interviewed to determine and collect their opinions about the influence of online classes on student learning motivation.

6.2. Research Population

The sample of this study consists of two types of population; teachers and students of English at the department of letters and English language, in the University of 8 Mai 1945-Gulema.The

study involves a group of 60 first-year master student and 13 teachers from the Department of English at Guelma University.

6.3. Data Analysis

This research is conducted to collected quantitative and qualitative data. The gathered data will be interpreted and systematically demonstrated in tables in the quantitative analyses. Whereas the qualitative analysis, will encounter a deep analysis of the collected simples upon whish a conclusion will be constructed.

7. Structure of the Dissertation

The present study is divided into three chapters. The theoretical part includes two chapters. The first chapter involves an overview about Moodle platform, its definition, its relation to teaching..The second chapter presents student learning motivation, and the last practical chapter provide the analysis of collected data from the questionnaire directed to learners of English language at the department of English and culture at Guelma university.

8. Conclusion

In recent years, new information and communication technologies have advanced significantly; and e-learning tools have become an important strategy for assisting students in overcoming problems such as geographical isolation from teaching centres and the need to constantly update and recycle knowledge that the information society imposes on us. As a result, the primary goal of our study was to investigate the impact of Moodle platform on students' learning motivation.

Introduction

A number of technological developments over the past 10 to 15 years have made it easier for us to manage and finish various elements of our lives using computer and online-based

technologies. The most common way to buy a ticket for a flight these days is online, through websites like Expedia, Flight Centre, and others.

Many colleges and universities now include web-based programs for studying, testing, collaboration, and assignment submission.

While some of those techniques appeared to improve student performance and engagement, others were found to be ineffective, and in some cases even harmful. Therefore, when it comes to the utilization of technology-based instruction and learning, academic specialists and senior school policy makers take a back seat (Shen, Lee, and Tsai, 2011). Due to educators exercising prudence, this has delayed down the full shift to e-learning and online-based instruction.

Furthermore, Moodle is one of the newest programs that has been accepted and used in academia (Wiki, 2013). It is a learning management system with features including material sharing between students and teachers and assignment, test, and other sharing options. Numerous studies have been done to look at various aspects of the Moodle experience across several grades, schools, disciplines, and communities. Researchers have also adopted and studied other video-rich learning management systems, and they came to similar conclusions. These findings suggested that using technology-oriented resources in the field of education would probably improve students' academic performance and make it easier to deliver and facilitate course materials (Choi and Yang, 2010).(Alhothli, 2015).

1.1Moodle Platform' definition

Moodle is an abbreviation that stands for Modular Object-Oriented Dynamic Learning Environment, which is largely valuable to programmers and educational theorists. It is also a verb that defines the process of leisurely wandering through something, doing things as they occur to you, a delightful fiddling that frequently leads to insight and creativity. As such, it applies to both

the development of Moodle and how a student or teacher could approach studying or teaching an online course. A Moodler is someone who utilizes Moodle.(Rice, 2006).

1.2.E-learning platforms

Due to the specialization of content management systems (CMS) in systems targeted to content management for distant learning, Web-based eLearning platforms have their roots in these systems. Software called content management systems (CMS) is primarily used to make managing the web, whether it be on the Internet or an intranet, easier. The implementation of these CMS systems, however, is not focused on the Web in the case of distance learning or e-learning, but rather on educational content (tools, papers, assessment tests, and so forth.). In some situations, there are some particular requirements that a general CMS may not always meet, or if it does, may not offer the same features as a tool designed specifically for this purpose.(Fernandez-Piqueras, n.d.)

1.3.Moodle and Teaching

One of the most well-known e-learning programs is Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle is a software program that enables the development and management of online courses over the Internet. Every project is being upgraded and developed further. A quick and adaptable open-source tool is Moodle. This tool's enormous popularity can be attributed to its quick and easy installation, reasonable resource requirements, straightforward integration into current systems, and intuitive user interface for both teachers and students. Due to its pedagogical foundation and ability to adapt to the academic setting, Moodle has become extremely popular among teachers. Currently, Moodle sites are registered with over 49 600 educational institutions throughout more than 210 countries (www.moodle.org/stats). Moodle is utilized in public and private schools, universities, enterprises, and places of higher

learning for staff development. Users range from elementary school students to postgraduate students and graduates. (Bošković et al., 2014)

1.4 Roles in Moodle Platform

Moodle has three levels of use, each with its own set of features such as different use and login. As a result, the principles of director or operator, and instructor. The roles and their attributes are depicted in the table below.

Roles	Function
Manager	Administrate the platform
Instructor	Manage courses , events , guidelines and subjects
Learner	Adapt and participate at the planed courses and subjects.

Roles and functions in Moodle platform (Lopes, n.d.)

1.5. The basic features of Moodle Platform

The following part will present some of the major features which are related to language teaching and learning .

Layout

Moodle is shown in a modular, adaptable form. By selecting the module from the "blocks" pull-down menu and moving it to the chosen place, new functionalities can be built and activated. Rice (2006).

Course management

Moodle is shown in a modular, adaptable form. By selecting the module from the "blocks" pull-down menu and moving it to the chosen place, new functionalities can be built and activated. Rice (2006).

The Resources Tab gives the instructor the option to create labels—simply headings for each topic or week—text pages or websites with text, photos, and links, links to files or websites/pages that can lead to videosand other files, and directories, which are folders**.**

The activities Tab The assignments, conversation, and choice (one question with a choice of answers) sections are located on the activities page. The database section is a table that the tutor creates and the studentsfill out.

Chats Users can debate a subject by speaking with staff or other peers, and chats can be made for each topic**.**

Glossary Each subject can have its own glossary, which doubles as a dictionary and makes it simple for pupils to learn the definitions of some challenging phrases.(Reddy et al., 2020)

1.6 . EFL learning

EFL or English as a foreign language , refers to learning and using English in the non – English countries it is also defined as the use of English language from whom their

First language is another language .

Usually students desire to learn English via different sources where they may improve their pronunciation and enhance their level for specific purposes . (Si, 2019)

1.7. Technology as a tool for learning

According to Doolittle (1999), modern pedagogy can be translated into the virtual environment, and this interface can stick to constructivist principles while offering pertinent learning opportunities. To connect constructivist theory with pedagogical advice, a learning management system (LMS) is required.

Through the use of synchronous (simulations, web-based data collecting, and ill-structured problem solving) and asynchronous (email, threaded discussions) technologies, Moodle can offer students a singular opportunity to engage in social negotiation and mediation. Social negotiation and mediation can now take place over time and location thanks to these internet exchanges (Doolittle, 1999). Additionally, both the professor and the students can offer formative feedback to students in order to modify following instruction. . Additionally, this structure encourages educators to adopt a facilitative posture and promotes the utilization of a variety of resources and viewpoints (Doolittle, 1999). (Wood, 2010)

1.8. The Net Generation

According to Tapscott (2009), there are eight norms, or groups of attitudes and actions, that best describe this generation. These norms are crucial to understanding how their needs are altering the way that education and the workplace are run. Freedom, customization, information scrutinizers, integrity, collaboration/relationships, entertainment/motivation, speed, and innovation are some of these norms. The Net Generation is regarded a "adapter" of technology, while earlier generations are called "users" of the technology that is made available to them. Additionally, he defines the Net Generation as the Boomer generation's 11- to 31-year-old children who have grown up in the digital age. New taxonomies should guide the creation of instructional strategies and evaluations that encourage a variety of "types (styles) of learners," such as active, strategic, intentional, conversational, reflective, and "ampliative," or learners who generate assumptions, attributes, and implications of what they learn (Jonassen&Tessmer, 1997). Therefore, learners are multifaceted contributors to a sociocultural process that elevates "knowing how we know" to the highest level of achievement.(Wood, 2010)

1.9.Advanteges of e-learning

Multiple situations have benefited from the use of e-learning in education. Previous studies have outlined a number of benefits connected to the integration of e-learning technology into university instruction (Raspopovic et al., 2017). E-learning has been described as having the capacity to concentrate on the needs of specific learners. For instance, focusing on the requirements of individual students rather than the needs of educational institutions or teachers can efficiently impart knowledge in the digital age (Huang and Chiu, 2015). E-learning allows for the quickest and easiest completion of objectives. Equal access to the information is observed when managing the e-learning environment, independent of the users' locations, their racial origins, their races, and their ages .According to the findings of students or learners, several research have demonstrated the benefits of e-learning (Gautam and Tiwari, 2016; Martnez-Caro, Cegarra-Navarro, and Cepeda-Carrión, 2015; Chang, 2016). For instance, e-learning enables the observation of far more adaptable learning methods to attend classes with significantly less need for travel.

Through classroom activities that utilize interactive video technology, students are able to gain a deeper understanding of the material (Gautam and Tiwari, 2016; Martnez-Caro, Cegarra-Navarro, and Cepeda-Carrión, 2015). This enables students to react quickly to the exercises.Al-Handhali, Al-Rasbi, and Sherimon (2020) identified several significant advantages of LMS, including how user-friendly it is, how effective it is at managing time, how simple it is to administer courses, teachers, facilities, and how easily reports can be generated. Additionally, it gives users frequent reminders for things like delivery dates, question and answer deadlines, test dates, etc. In this study, Aydin&Tirkes (2010) examined the value of LMS and Moodle. The study's conclusions showed that Moodle is unquestionably one of the most useful LMS tools. Some of the advantages noted include its adaptability to the modules used and assistance with

teaching in any format or venue. Compared to its rivals and with a modular design and user interface, Moodle has a higher usability rating. (Rawashdeh, 2021).

1.10.Disadvanteges of e-learning

The likelihood of procrastinating, not understanding subject while not in-person with the teacher, and need greater self-discipline for reading and studying were identified as the key drawbacks of attending online courses. Online learning's drawbacks have been listed as technology problems, difficulty contacting the instructor for assistance, and misunderstood assignment instructions. Additionally, a lot of students mentioned that using the computer for purposes unrelated to the course—like browsing Facebook—while completing coursework would be problematic. Teachers in traditional classes, who frequently urge students to log off of Face book, are not surprised by this, but it is remarkable that kids are aware that this is a significant distraction. Other issues included the rise in email communication and the simplicity of cheating. Similar to the benefits, females thought some anticipated drawbacks would be far more of a taking online courses has a disadvantage when compared to men. instructors and educators in information systems must By making sure that these worries are kept to a minimum, you can solve these perceived disadvantages.

Traditional students often have misconceptions or expectations regarding online education when they first enroll in college. Information systems educators must emphasize the conditions for successfully completing an online course as more and more students choose to take their classes online. Even though this study's findings indicate that online courses are thought to have numerous advantages, some students may not find these courses to be a good fit for their learning preferences. Students might not realize how much effort and time is needed to succeed in an online course. Students should have reasonable expectations and be aware of the particular

criteria needed to succeed in an online course before registering for one.(ALEXANDER et al., 2012).

1.11.Asynchronous learning

Because of its adaptability, an asynchronous style of learning/teaching has been the most common form of online teaching thus far (Hrastinski, 2008). Asynchronous settings provide information such as audio/video lectures, handouts, publications, and power point presentations quickly available to students. This material is available at any time and from any location via a Learning Management System (LMS) or other similar channels. Since learners are not restricted and can react at their leisure, asynchronous e-learning is the most widely used method for online education (Parsad& Lewis, 2008). Because they can think about an issue for an extended amount of time and may develop divergent thinking, the possibility for delayed reaction allows them to apply higher order learning skills. A prepared reaction replaces spontaneity of expression. As a result, asynchronous learning is self paced, independent, and student-centered (Murphy, Rodrguez-Manzanares, & Barbour, 2011). As a result, asynchronous e-learning can build on students' prior knowledge by introducing new concepts (Lin, Hong, &Lawrenz, 2012).

Only a well developed set of tactics can keep students engaged and interested in this type of learning environment to enhance motivation, confidence, involvement, problem solving, analytical, and higher order thinking skills. Furthermore, it is a self-paced system in which students must be self-disciplined in order to stay engaged and interactive in order to maintain track of e-activities. While interactions on forums and blogs might keep children engaged, deviating from the topic can also be distracting. Another additional issue is delayed feedback (Huang & Hsiao, 2012). Furthermore, there aren't many possibilities for socializing, so students must find ways to connect on their own.(Perveen, 2016)

1.12. synchronous e-learning

Synchronous e-learning, on the other hand, refers to learning/teaching that occurs concurrently through an electronic means. Teacher-student and student-student contact is possible in synchronous voice or text chat rooms. Video-conferencing, in addition to chat, allows for face-to-face contact. Web conferences with surveys, polls, and question-and-answer sessions can be more interactive than video conferences.Due to the presence of the teacher and classmates, synchronous sessions might result in high levels of desire to stay involved in e-activities (Yamagata-Lynch, 2014). Instant comments and responses might assist pupils in resolving any learning issues. Facial expressions and voice tones can help people have a more human experience and lead to global interaction at a low cost.

Some of the obstacles of synchronous education include the need for students to be available at a specific time and the availability of a high-bandwidth Internet connection. Due of technical issues, participants may feel frustrated and thwarted. Furthermore, a well-thought-out instructional design is necessary, as pedagogy is more important than technologically aided media. According to Murphy et al. (2011), synchronous mode is more teacher-oriented. Special e-activities must be developed to expand the scope of synchronous communication beyond a lecture or teacher-student discussion.(Perveen, 2016)

CONCLUSION

The advancement of modern technologies allows for blended learning, which refers to the variety of educational resources. The online environment is appropriate for university students to aid in their self-learning process. Even so, face-to-face education is still the best option. The usage of social media and online media in blended learning can result in a combination of online and offline learning that nevertheless has a substantial impact on students' skill, self-control, and motivation. When blended learning is mentioned, several issues are unavoidable. More learners' commitment, more professors' dedication, and more knowledge integration between traditional courses and current technology are required.Moodle has a wealth of materials to assist teachers in efficiently teaching. It is designed in such a way that the teacher can work simply away from the classroom. Furthermore, it provides activities for both professors and students; they can partially substitute classroom activities and keep students who take distance courses up to speed on what is going on in the classroom. It enables professors to design activities for their students in order to keep them up to speed with the course, evaluate them, communicate with them, and debate various issues related to the courses they have taken.

Introduction

Without a doubt, illiteracy is one of the negative forces that lead to the deconstruction of illiterate people's lives, as they are no longer able to define themselves, be aware of what is going on in the world, or meet their basic requirements. Therefore, awareness of one' sown culture and willingness to cover the different global events can be only attained through the act of learning, which in terns develops and enlarge the imagination and creativity of people's mind through discovering new things. This is why; learning can be seen as the best instrument that enables learners interact, communicate, and also travel to other places without moving.

However, Curriculum implementation requires motivating students to learn. This is due

to the fact that motivation plays a role in teaching-learning circumstances. The success of learning is determined on the motivation of the students. Learners are motivated to achieve their learning objectives. It is critical to remember that encouraging students to study is an essential component of effective teaching. This means that the most significant aspect of learning is usually the learners' motivation. Learning is intrinsically difficult; it requires the brain to be pushed to its limits, and socanonly be accomplished with incentive

Technologies have swiftly advanced since their inception, and their influence has expanded throughout society. As a result, there is an increasing desire to incorporate them into education as a goal, as teaching and learning content, and as a teaching and Methodological resource, and this chapter attempts to shed the light on students' learning motivation through Moodle Platform.

2.1. Definition of Learning

The term learning means different things to different people and it issued to mean different things. Most text book definitions of learning, according to Lachman (1997), relate to learning as a change in behavior caused by experience. Learning is viewed as a function that maps experience to behavior in this basic functional definition of learning. To put it another way, learning is the effect of experience on behavior.

In human behavior, the concept of learning is extremely important. From birth to death, humans continue to learn. "Once you stop learning, you start dying," Albert Einstein observed in one of his statements. Learning is a natural phenomenon which is natural to all organisms including both humans and animals. . According to behaviorists Learning is the process of changing one's behavior as a result of previous experiences. After gaining experiences from the surroundings, the youngster modifies his behavior. Learning occurs in everything a learner does or thinks. Learning is a learner's generally permanent change in behavior it even affects

the environment, personality characteristics.

According to Gestalt learning is based on gaining knowledge after viewing the entire framework. Learning is responding to the entire situation." For Kurt Lewin described learning as the direct cognitive organizing of a situation in his field view of learning. In learning, motivation plays an important role." Also G.D. Boaz (1984) described learning as the process through which an individual acquires numerous habits, information, and attitudes that are required to satisfy the demands of life in general, Pavlov has said, " Learning is habit formation resulting from conditioning."However, Kingsley and Garry, suggest that :

"Learning is a process by which behavior is originated or change through practice or training." In the words of C.E.Skinner, "Learning is the process of progressive behavior adoption."

The following facts emerge as a result of examining and analyzing the above-mentioned definitions of learning in education so, it pointed out that Learning entails a change in behavior, It is organized through education, and thereafter Learning marks the beginning of a new phase. The term "learning" is a broad one. Learning encompasses all activities that have an impact on children. The child's mental development occurs in tandem with his or her growth. As a result, he is constantly changing his conduct. The child continues to learn through his or her experiences, learning has been described as a stimulus-response process from a psychological standpoint.

2.2. Learning Styles

2.2.1. Visual Learners

Someone who prefers visual learning enjoys looking at and observing items such as photos, diagrams, written instructions, and more. This learning technique is also known as "spatial" learning. When knowledge is given visually, those who learn by sight understand it better.

These are the students who doodle, make lists, and take notes. These type of students need certain tools like: the whiteboard or the smart board it give students the opportunity to see and

draw diagrams ; teachers who work with visual learners should produce handouts and use them on a regular basis. However, in case like Corona Virus in Algeria in period of time at 8 Mai university 1945 Guelma, teachers sought to find a solution to teach students online and they create Moodle Platform as the right and the only solution.

2.2.2. Auditory Learners

When the subject content is reinforced by sound, auditory learners learn better. These students prefer to listen to lectures rather than read notes, and they frequently utilize their own voices to emphasize new concepts and ideas. These individuals prefer to read aloud to themselves. They aren't scared to speak up in class and are excellent communicators. Additionally, they may read more slowly and frequently repeat what a teacher says. These student are more active they could not keep calm for a long period of time, to get involved with this category of students ask them questions open a discussion also they help them more to express their ideas easily. Auditory learners will benefit more by watching videos and listening to music or audiotapes.

2.2.3. Kinesthetic Learners

Kinesthetic learners, often known as tactile learners, learn by doing or feeling things. They enjoy becoming involved by acting out events or touching and handling objects to better understand topics. These students may find it difficult to sit quietly and often thrive at athletics or like dancing. When studying, they may need to take more frequent breaks.

The best method to assist these pupils in learning is by getting them moving. Instruct students to perform a scenario from a book or a lesson that you're teaching. Incorporate movement into lessons via pacing to aid memory, playing learning games that require students to walk around

the classroom, or having students write on the whiteboard as part of an activity. Kinesthetic learners need more challenging topics because they can physically sense what they're studying.

2.2.4. Reading / Writing Learners

According to the VARK Modalities theory proposed by Fleming and Mills in 1992,Reading/writing students prefer to learn through written words,. While there is some overlap with visual learning, these learners are drawn to writing, reading articles or books, keeping journals, looking up terms in the dictionary, and exploring the internet for almost anything. Of the four learning styles, this is probably the easiest to cater to since much of the traditional educational system tends to center on writing essays, doing research and reading books. Be mindful about allowing plenty of time for these students to absorb information through the written word, and give them opportunities to get their ideas out on paper as well.

2.3. Learning Style Models

2.3.1. Kolb Leaning

This model also known as the experiential learning theory David A. Kolb mentioned in this model that learning is a rotation that consist four stages.

1. Concrete learning. 2-Reflective observation. 3- Abstract conceptualization.

4- Active experimentation.

The student either has a new experience or goes through a version of an old one in the first stage, the learner then moves on to the following step, in which he or she reflects on the experience his personal interpretation of this experience is the only way to comprehend it. However, the learner goes through abstract conceptualization based on this understanding, in which new concepts are produced or old ones are transformed.

Everything that has been comprehended in the previous three steps is suggested in the last stage. The student then applies these acquired skills in real life, with the results leading to a new cycle.

2.3.2. Vark Learning Model

The learning model, is described by the abbreviation VARK. Visual, auditory, reading/writing, and kinesthetic learning methods are all included. According to this paradigm, every learner goes through one of these processes at some point. So, Learners are classified into two groups using this model. Type one students can transition between the four learning modes as needed. Type two learners, on the other hand, are labeled as sluggish learners because they have only one choice.

2.3.3.Gregork Learning Model

The Gregork learning model, delves into the inner workings of the mind. According to this paradigm, the mind has a dominant quadrant. Because this quadrant dominates brain activity, it determines each person's learning style.Concrete sequential learning is the first of four learning methods. Hands-on experience is how these students learn. In such learning, the utilization of all senses is noticeable.

2.3.4. The Hermann Brain Dominance

(HBDI) is a model that introduced a mechanism to identify the learning preferences of individuals. Based on the results, this model suggests that learners can be theorists, organizers, humanitarians, or innovators. Theorists prefer sequential learning, so they are good at memorizing information. Organizers can only absorb new knowledge if all the information is arranged systematically. Humanitarians focus on interpersonal thinking so their learning comprises of emotions, feelings, and expression of ideas. Group interactions are pretty common for humanitarian learners. Lastly, innovators use existing knowledge to

build upon with their creativity. Problem-solving and critical thinking are prominent traits of these learners.

2.3.5. 4MAT Learning Model

The Kolb model is extended by the 4MAT learning model. It does, however, show four distinct learning styles: imaginative, analytical, dynamic, and common sense. Individuals who learn by experiences, according to this approach, are common sense learners Analytical learners apply and improve their ideas, whereas imaginative learners conceptualize them. All of the processes are used by dynamic learners, but they primarily base their learning on their own interpretation.

2.3.6. Felder- Silverman Learning Model

This learning model is based on the idea that each person has their own preferences when it comes to learning new knowledge. Some people have numerous preferences, while others switch between them, and yet others have only one.

2.3.7. Honey – Mumford Learning Model

The Honey Mumford model and the Kolb model are very similar. The following learning styles are discussed; Active learners engage in practical activities in order to gain knowledge.

Theorists are those who like to learn from facts and numbers that already exist. Pragmatists, These people think about and experiment with concepts before learning from them. Reflectors, these students think about and learn from what they see.

2.4. Online Learning (Moodle Platform)

According to (Bach et al, 2016) online learning considered as higher education It has to do with the technology-created medium of communication, rather than the technology's goods itself, such as computer networking. In addition, Ally (2008, referenced in Harnett,

2016) describes online learning as follows:

…the use of the internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. (p. 5).

In different words, online learning is learning that occurs without the teacher and students meeting face to face, but rather through the use of tools that require the internet as a communication medium, such as Facebook, Schoology, Edmodo, Platforms…etc. Moreover according to Isaksen and Ramberg (2005, p.3), online learning is a digital learning approach provided by education institution which usually takes place in a long period of time with some measurements and different assessments.

Teachers used different online tools for teaching –learning activities. They use the web technologies to provide any course-related information, such as assignments. They also provide certain activities for the pupils, whether in groups or individually. One of the exercises is for students to participate in a follow-up discussion on a topic that was previously discussed in class, and the teacher grades the students based on how many times they presented their views and participated in the conversation. Because all information, assignments, and follow-up discussions must be completed online, all students must constantly check their devices. As a result, online learning requires students to actively participate.

2.4.1. Online Learning during COVID-19 Pandemic

As the Covid-19 coverage and ramifications have grown, teaching and learning activities in the classroom have been eliminated, Li and Lalani (2020) reported in their study that Around the world, **12.2** billion students are studying outside of the classroom. Schools are conducting online learning remotely utilizing digital platforms to replace face-to-face learning in the classroom. In its report, the United Nations Sustainable Development Group (2020)

stated that, while online learning has become a part of most higher education institutions' learning systems, some universities still face challenges in fully implementing an online learning system due to a lack of information technology infrastructure for teachers and students.

2.4.2. Advantages and Disadvantage of Online Learning

Like everything, online learning has advantages. Serhan (2010, p.4) mentioned some of them. First, learners could save more time by studying and working at the same time (convenience),

Secondly, they could attend the session at any time and in any location because the time and location were both flexible. Thirdly, They could quickly locate any other resources. It has also disadvantages as Serhan (2010, p.5) declared :

1. The absence of immediate feedback.

2. The absence of live interaction.

3. Self- learning which put an extra responsibility of learning on one's own.

4. Amount of the material covered

5. Technical problems.

These disadvantages may impede students from reaping the benefits of their education, the absence of immediate feedback is the first. It may be decreased if teachers provided follow-up discussion activities on the feed, allowing students to receive instant response and eliminating the need for live engagement. Furthermore, Serhan (2010) discovered that several students cited one of the downsides of self-learning as the additional responsibility of studying on one's own. In other words, students had to learn more on their own. Furthermore, the last drawback of online learning, technical issues, such as the unavailability of internet networks in some areas, cannot be prevented till now.

2.5. Definition of Motivation

Motivation; Powering people to reach high levels of performance and overcoming barriers in order to change, Motivation is the driving force behind human behavior

direction, control, and perseverance. Motivation has been defined by many authors as

follows: "Motivation" is defined by M. J. Gannon as an individual's wants, desires, and concepts that motivate him or her to act in a certain way. According to Glueck Motivation is the inner state that energizes channels and keeps human activity going, Joe Kelly says that Motivation is the process by which needs induce conduct directed toward goals that can satisfy those wants, says Joe Kelly. After that, Heinz Zeihrich and Harold koontz declared that; Motivation is a broad term that encompasses the full class of desires, needs, wishes, and related forces.

In order to learn a language, you must be motivated. Learners who are motivated

are more likely to succeed since they can create their own concepts to attain their

objectives. Even learners with exceptional ability are thought to be unable to achieve long–term goals without motivation. Motivation develops successful second language (L2) communicators by making people self–confident, according to Ebata (2008, as referenced in Babaee, 2012).

Learners who are confident will find it easier to achieve their objectives. This is why language learners must remain motivated at all times.

2.5.1. Types of Motivation

2.5.1.1. Extrinsic motivation

Extrinsic Motivation (EM), in contrast to intrinsic motivation (IM), refers to a wide range of behaviors in which the goals of action transcend beyond the activity

itself. They are actions taken as a means to an objective rather than for their own

purpose (Deci, 1975). EM was originally supposed to relate to activities that were undertaken without self-determination and so could only be triggered by external

factors. Deci and Ryan (1985, 1991) developed a self-determination theory in which

several types of EM exist and are organized along a self-determination continuum.

In fact, according to these researchers, there are four forms of EM, some of which

are more self-determined and can be accomplished by self-regulation. They are

external, interjected, and internal, from lower to greater levels of self determination.

2.5.1.2. Intrinsic Motivation

In general, intrinsic motivation (IM) refers to doing something for the sake of

doing it, as well as the joy and satisfaction that comes with it (Deci, 1975).As an

example Students attending school because they enjoy learning they want to learn

and prefer learning.

2.5.1.3. Amotivation:

It is the state where the learner lacks any intention to act. People, who are amotivated, either

do not take action or perform a task without any intent.

| MOTIVATION | ⟹ | Extrinsic | ⟹ | Intrinsic | ⟹ | Amotivation |
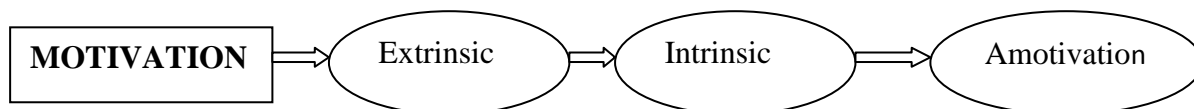
Figure 2.1. Types of Motivation (Desi and Ryan, 2.15)

2.6. Learning Motivation

Nowadays, inspiring students to learn in school is a major worry for educators, and motivating

students to achieve in school is one of the most difficult challenges in

education. Student motivation is a critical component of high-quality education.

Motivation, according to Hadre et al.,p.17, is one of the most potent factors of students' success

or failure in school.

For students, motivation to learn is essential. Making students aware of their position at the start of learning, throughout the process, and at the end of learning, as well as informing them about the strength of their learning efforts in comparison to their peers, directing learning activities, encouraging learning enthusiasm, and making them aware of the existence of a learning journey and then working. What matters in terms of teaching and learning activities is how to create conditions or a process that encourages students to engage in learning activities and motivating in online classes « Moodle Platform ».

2.6.1 Motivation in online Learning

Isaksen and Ramberg (2005), pointed out six different motivational factors that are related to online learning. First, Learning objectives/goals in this factor Studentsmust understand their learning objectives in order to be motivated. Then, Involvement; During online learning, students should be stimulated in many ways and permitted to engage in the teaching system. The next one is Feedback; Teachers should provide students with feedback on their learning progress. After that Emotions; During the learning process, students should be in a positive frame of mind. The other factor is Socialization and belonging; During online learning, students should form strong bonds with their teachers. Finally Self-efficacy; During online learning, students must be confident in their abilities to learn the content on their own.

Furthermore, Amotivation, or the lack of intrinsic and extrinsic motivation, is the most common issue among unsuccessful online learners (Artino, 2008; Keller, 2008).

As a result, motivation is critical for learners in online learning and is an important component to consider when conducting online learning. Following that, the motivation of students in their online learning should be investigated as a metric for the success of online learning.

2.7. Factors Effecting Motivation of Online Learning

Despite the fact that online learning plays a significant part in learning, studies demonstrate that online learners do not receive more attention (Jones &Issrof, 2005; Miltadou&Savenye, 2003).

Online learning is influenced by several things. Sievi (2010, p.8) outlined five primary themes and variables in order of priority in a study examining students' perceptions of motivation :

• Learning-teaching process (which are usually seen in the roles of an instructor)

• Participation and attention (which are seen in the recipient of knowledge or learners)

• Online learning environment

• Technical infrastructure

• Time management

According to Kim and Frick (2011) there are three major factors.

2.7.1. Internal Factors

Internal factors are concerned with the content and characteristics of an online course and how they influence learners' motivation (Kim & Frick, 2011). Keller addressed four key aspects of a student's motivation: attention, relevance, confidence, and satisfaction (Keller, 2000).

2.7.2. External Factors

According to Kim et al. (2011) external factors include numerous motivation theories and are concerned with components of the learning environment. In addition,

Schramm, Wagner, and Werner conducted an investigation indicated that online

learners' satisfaction is high when they have access to the appropriate tools and technology.

2.7.3. Personal Factors

Apart from internal and external factors, personal factors play a significant role in motivating online learners. Some research imply that learning style might influence learning motivation and

that instructional tactics should be tailored to the learner's preferred learning style (Cuneo & Harnish, 2002).

2.8. Students Online Learning Motivation Problems

Different obstacles to online learning have been explored by researchers (Bell, 2007; Muilenburg& Berge, 2005; Rogers, 2000). Students' challenges to online learning, according to Muilenburg and Berge (2005), include time interruptions, a lack of motivation to utilize, infrastructure, perceived skills, technical, and social abilities. Theprimary challenges to online learning, according to Muilenburg and Berge, are a lack of social interaction, administrative and teacher issues, time and support, and learner mobility. According to Roger (2000), there are two types of barriers to online learning: internal and external. External barriers are determined by the quality of support, lack of instructional support, and technology, whereas internal barriers are determined by technological proficiency (availability and accessibility). Learners' autonomy and cultural resistance can also be obstacles to online learning (Beamish, 2003).

Conclusion

Online learning and teaching, are becoming increasingly practical. Facilitators must bear in mind the aspects that can either motivate or demotivates the learner. As a result, planning the course appropriately, to ensure the success and the productive engagement of learners and, teachers' role at the online learning environment, is highly important.

Feedbacks and evaluation processes, and technological competencies are some of the important points that should be considered by participants, when planning and implementing an effective online learning experience for learners**.**

According to Shank & Sitze (2004), "Online learning involves the use of network technologies (such as the internet and business networks) for delivering, supporting, and assessing formal and informal instruction" (p. 2)

Chapter Three: Field Investigation

introduction

This study intends to probe the awareness to the use of Moodle platform on students learning motivation. The study's scope involves first year master students from the University of Guelma in order to determine their knowledge. A questionnaire was adapted in this study; it was projected to accumulate the different adequate data from learners on their attitudes and opinions towards the use of Moodle platform. Furthermore, teachers are part of this study, they were asked about online learning technique (whether they use Moodle platform for online learning). They are also questioned about their learners' online motivation.

3.1. Teachers' Questionnaire

3.1.1. Population of the Study

The current study was directed to teachers at the department of English language, 8 Mai 1945 university-Guelma .The chosen sample appears to be adequate for gathering information on the topic under research.

3.1.2. Administration of the Teachers' Questionnaire

The present researcher of the sample distributed the questionnaire used in the current study. It has been submitted to sixteen (16) teachers at the department of letters and English language – Guelma University. All of the teachers answered immediately which helped to collect the findings needed for this research. During the distribution of the questionnaire, some obstacles were faced because of the teachers' lack of time, although they answered sincerely.

3.1.3. Description of the Teachers' Questionnaire

This questionnaire was distributed to sixteen teachers (16) who teach different modules. The questionnaire mainly consists of close ended questions where the teachers are recommended to pick up and choose the desired answers. In addition, to some open ended questions where

teachers can justify and provide explanation. The questionnaire is mainly divided into three sections; general information, teachers' attitudes towards using online teaching, and teachers attitudes towards the importance of Moodle Platform in enhancing students' motivation . The main aim of the first section(from Q1 to Q4) is to collect general and personal information about the participants. Basically, it is about the general background of the teachers; their ages, their experiences in teaching English.

The second section outlines the different questions that target the teachers' general opinions about using online teaching. In (Q5) teachers' are questioned about the importance of the usage of Moodle Platform for their students. Its aims to determine the teachers' point of view about using e-learning strategies in teaching to asses to what extent they support teaching via online materials and how they prefer their sessions to be thought. Question seven (7) main aimed at having an idea about the number of online sessions asked by a teacher to know how often they utilize the platform.

The goal of question eight (Q8) is to list what kind of problems that may face students while using the platform in order to have a clear vision about the struggles that may occur in the platform.

The third section is related to the importance of Moodle platform in enhancing students' motivation; it is important to determine to what extent the use of online Moodle Platform is fundamental in order to make a change at students' level. It starts with (Q9) in which instructors are asked to reveal e –learning influence on students motivation, and also (Q10) if they think and support that the platform should be an official teaching and learning strategy where the last open ended question (Q11) was about some clarifications given by instructors in which they clarify their opinions in case they think that Moodle should be an official teaching method.

3.1.4 Analyzing Data from the Teachers' Questionnaire

This part of the chapter, consists of the analysis of the results obtained from teachers' questionnaire, which was a data collection tool used for this study.

3.1.4.1 Section one : general information

Q1. Age

A. 25---35

B. 35---45

C. more than 45

Table 3.1

Teachers' Age

Options	Number of teachers	Percentage
A	10	62.5%
B	6	37.5%
C	0	0%
Total	16	100%

The results displayed in table 1 demonstrate that the majority of teachers (62.5%) who have responded to the questionnaire are between 25 and 35 years while (37.5%) are between 35 and 45 years and none of them (0%) are more than 45 year. As a result, teachers are young enough to be familiar with the use of new technologies and this would improve students' use of Moodle platform.

Q2. The highest academic degree

a.   Magister Degree

b.   PHD

c.   Professor

Table 3. 2

Teachers' Highest Academic Degree

Options	Number of teachers	Percentage
A	10	62.5%
B	6	37.5%
C	0	0%
Total	16	100%

The results in the table above illustrate that most of teachers (62.5%) declared that they have Magister degree. however (37.5%) of them have PHD degree and no one of the teachers is a professor. it is noticed that teachers' level differs from one to another, and most of teachers achieved the Magister degree as the ultimate level.

Q3. How long have you been teaching at university?

a.   less than three years

b.   three years

c.   more than three years

Table 3.3

Teachers' Years of Experience

Options	Number of teachers	Percentage
A	4	25%
B	0	0%
C	12	75%
Total	16	100%

As the above table (3) shows, the majority of teachers (75%) have been teaching English at the university more than three years, and (25%) of them claim that they spend less than three years teaching English. The obtained results indicate that the teachers' long experience in teaching English will provide reliable results, since they have met different students and taught different modules.

Q4. How long have you been using Moodle Platform?

a.   less than two years

b.   two years

c.   more than two years

Table 3.4

Moodle Platform Usage

Options	Number of teachers	Percentage
A	6	37.5%
B	6	37.5%
C	4	25%
Total	16	100%

As it is displayed in table (4), teachers point out that (37.5%) of them have been using Moodle platform between two years and less, and (25%) of them declare that they have been using the platform more than two years. We conclude that the emphasis is on the traditional teaching methods. As a result there is no sufficient use of the platform and there is a total ignorance of the blended learning strategies. Thus this questionnaire raises the teachers' awareness of this teaching tool.

3.1.4.2. Section Two: Teacher's Attitudes towards Using Online Teaching

Q5. How important do you consider the usage of Moodle platform for your students?

a.   important

b.   very important

c.   not important

Table 3.5

The Importance of using Moodle Platform for Students.

Options	Number of teachers	Percentage
A	6	37.5%
B	6	37.5%
C	4	25%
Total	16	100%

From the data presented in the table above (5); (37.5%) of teachers state that Moodle platform is important. In addition, (37.5%) of instructors claim that they consider the usage of Moodle platform as very important. However (25%)of them report that using Moodle is not important. This reveals the significance of Moodle platform and this indicates that the use of the platform is no less important than the traditional teaching which implies the appropriateness of using Moodle as an official teaching technique.

Q6. How do you prefer online sessions?

a. Teacher option

b. Scheduled

Table 3.6

Online Sessions

Options	Number of teachers	Percentage
A	12	75%
B	4	25%
Total	16	100%

As it is indicated in Table (6) , the majority of teachers (75%) report that they prefer teaching online sessions based on their own option . while (25%) of teachers prefer scheduled online sessions. We noticed that teachers' preference is based on the flexibility of Moodle platform which offers several options for education.

Q7. If (b). How often do you ask your students for an online session?

a. usually

b. often

c. sometimes

Table 3.7

Online Session Times.

Options	Number of Teacher	Percentage
A	0	0%
B	0	0%
C	4	100%
Total	4	100%

The table (7) , reveal that the majority (100%) of teachers ask their students sometimes for an online sessions. This leads to conclude that all teachers do not provide students with usual and programmed online session. Thus, it is important to raise teachers' awareness regarding this crucial tool that plays a significant role in enhancing students' use of the platform.

Q8. What do you think are the major problems that face students while using the platform?

a.   Low speed

b.   Lack of motivation of students

c.   Digital literacy and technical issues

Table 3.8

Moodle Platform Obstacles

Options	Number of students	Percentage
A	6	37.5%
B	8	50%
C	2	12.5%
Total	16	100%

From the data presented in the Table(8), (37%)) of the teachers claim that students face problems because of low speed of internet, however (50%) of teachers answer that the major problem that face students while using the platform is, the lack of students motivation, and only (12.5%) of the teachers claim that digital literacy and technical issues are the reason behind students' struggles. This indicates that teachers are aware of the students' problems. Thus, teachers need to help students in solving and dealing with these lacks in order to overcome such struggles that affects students' motivation negatively.

3.1.4.3. Section Three : Teachers Attitudes Towards the Importance of Moodle Platform in Enhancing Students Motivation

Q9. To what extent can e-learning influence students' motivation?

   a) To higher extent

   b) To limited extent

   c) To an average extent

Table 3.9

The Influence of E- learning

Options	Number of teachers	Percentage
A	8	50%
B	4	25%
C	4	25%
Total	16	100%

The results from the table(9), shows that the majority of teachers (50%) respond that e-learning can influence students motivation to a higher extent , while (25%) of teachers declare that e-learning influence students motivation to a limited extent, another (25%) of teachers choose the average option, as the influence of e- learning on students' motivation. In this regard, it is highly appropriate to say that the majority of students are influenced to high extent and this entails that Moodle has a positive impact on students learning motivation.

Q10. Do you think that Moodle platform should be an official teaching and learning strategy ?

a. Yes

b. No

Table 3.10

Moodle Platform as an Official Teaching Technique

Options	Number of students	Percentage
A	10	62.5%
B	6	37.5%
Total	16	100%

As it is displayed in table (10), the majority of teachers (62.5%) prefer Moodle to be an official teaching and learning strategy, whereas (37.5%) of them declare that it should not be an official strategy.

From the obtained results, it can be concluded that most of the teachers are aware of the importance of using Moodle platform as an official teaching and learning technique in order to make a balance between the traditional teaching materials and the recent ones and that Moodle platform is highly important as a new and a successful teaching method .

Q11. Clarify why please!

Teachers Clarifications:

"It saves extra time in addition to the one in the classroom . It can include the use of images , audios , or videos that can fit students different learning styles: this reflects the benefits of Moodle platform which consists of saving more time and flexibility of use. "If students are used to this technique this will help teachers and students: this means we must raise awareness of students and provide more practice to them to be familiar with the platform. "To have more lectures and practice without needing to be in class : this results in flexibility and adaptability in using the platform without the need of specific setting . "Since it can act as a real back-up support

for face to face learning: it may be used as an official teaching technique which help support and develop education."It facilitates communication between teachers and students, also provide teachers with the means to share other materials about lessons: it is a way of enhancing communication between teachers and learners which will have a positive impact on students performance.

3.1.5. Summary of the Results and the Finding from Teachers' Questionnaire

A significant number of perspectives on this part has been investigated based on the data collected and analyzed from teachers' questionnaire concerning the impact of Moodle platform online classes on students' learning motivation, the case study of Master one LMD students.

The first section of the questionnaire is devoted to gather background information of teachers. Moving to the second section which covered teachers' attitudes towards online teaching, which implies teachers' awareness of the importance of online materials in enhancing student motivation; as it is an essential concept specially with the development of teaching materials. Besides that , tutors agree that learners need to enhance their learning motivation to achieve better results and to facilitate education for both teachers and tutors, since Moodle provide courses without the need to a face to face meeting or crossing long destinations to receive information.

Moreover; the third section covers teachers' attitudes towards the importance of Moodle platform in enhancing students motivation. Where the majority of teachers declared that e-learning can influence students motivation to a higher extent as well as tutors preferred Moodle to be an official teaching and learning strategy. In addition to several clarifications which approved the benefits of Moodle platform and e-learning in enhancing and developing students motivation and creating a new teaching and learning technique with different flexible and rapid methods.

3.2 Students ' Questionnaire.

3.2.1 Population of the Study

The current study was directed to 60 Master one students at the department of letters and English Language University of 8 Mai 1945 – Guelma. The chosen sample appears to be adequate for gathering information on the topic under research following the quantitative method

3.2.2 Administration of the Learners' Questionnaire

The questionnaire used in the current study, has been submitted to sixty (60) of Master one students at the English Department of Guelma University. All the participants answered immediately which helped us to collect findings needed for this research.

3.2.3 Description of the Learners' Questionnaire

The Questionnaire is addressed to the students, shows students' and teachers' attitudes towards the use of Moodle online classes. It consists (16) questions divided into three sections background information, online learning, and students learning motivation.

The first section provides general information about learners. Beginning with (Q1) which aims at collecting data about learners' age, and years of learning English (Q2), (Q3) assess whether students motivated to study English or not. Notably, (Q4) examines the students' level of evaluation in English.

The first question in section two (Q5) requires Yes or No question asking learners about Moodle. Then, they are demanded to define Moodle (Q6).The next is Yes or No Question (Q7) that investigate whether students like learning via Moodle or not. The following question learners asked if their teachers teaches them via Moodle (Q8). Question (Q9) is a part of the preceded question learners asked to select how frequently teachers teaches them via Moodle.

The following (Q10), Yes or No question that focuses on their thinking about Moodle platform if helps learners increasing their Motivation. Furthermore, (Q11) aims at exploring the learners' view about Moodle Platform if it is a good teaching tool for EFL students.

The last section comprises five items. The first, (Q12) is about the effect of Moodle platform on learning motivation. The second, (Q13) is concerned with giving list if options. Third, (Q14) is used to see whether students interact or be motivated with their teachers in the platform.

Likewise, (Q15) is Yes or No question for learners; about the difficulties while using Moodle platform, and finally (Q16) they are asked to state some of the difficulties that faced them.

3.2.4 Analyzing Data from the Students' Questionnaire

The questionnaire for the students was created based on the preceding theoretical chapters. It is used to get a sense of how students feel about themselves and how beneficial the Moodle platform is. It also looks at the students' perspectives on the influence of Moodle on students' motivation. There are sixteen closed questions in the questionnaire, which are divided into three sections.

3.2.4.1. Section One: Background Information

Q1.

Age:. …. Years

Table 3.11

Students' Age

Age categories	Number of students	Percentage
20	2	3.33%
21	24	40%
22	15	25%
23	5	8.33%
24	2	3.33%
25	4	6.66%
26	4	6.66%
27	0	0%
28	1	1.66%
30	1	1.66%
31	1	1.66%
44	1	1.66%
Total	60	100%

As it is shown in table(11), the majority of Master one students are between the age of 21 and 22 years . Others (8.33%) stated that they are 23years; while (6.66%) are between 25 and 26 years. And only one for each 28, 30, 31, and 44. This leads to conclude that the sample of this

study is not homogenous, and this indicates that some of the students have dropped and failed some years in their academic career . In general table(11) indicates that students' age differ from one student to another, which result at having various personalities , mentalities and thoughts in one group of students , and this variety of characters and ages , affect students' interactions and engagements inside the classes .

Q2. How long have you been learning English**?**

Table 3.12

Years of Learning English.

Options	Number of students	Percentage
A	37	61.66%
B	5	8.33%
C	4	6.66%
D	12	20%
E	1	1.66%
F	1	1.66%
Total	60	100%

The results shown in the table (12) demonstrates that (61.66%) of the students were learning English for eleven years ,(20%) of the participants claimed that they spent fourteen years learning the language , and (8.33%) stated that they learnt English for twelve years . while (6.66%) studied English for thirteen years and only(1.66%) learn the language from 15 to 16

years.   This shows the qualification of students in studying English , since the majority of students dealt with the language for many years, which would affect their learning' level positively and indicate that they have an advanced level in English .

Q3.Are you motivated to study English?

   a) yes

   b) no

Table 3.13

English Motivation

Options	Number of students	Percentage
A	55	91%
B	5	5%
Total	60	100%

It can be deduced from the table above that the majority of students answered the questionnaire, who represents (91%) that they are motivated to study English . While only (5%) answered with no. the results manifested in the table (12), indicates that the majority of the students are motivated to study English and they achieved good results in their educational development.

Q4. How do you evaluate your level in English?

   a) High

   b) Average

   c) Low

Table 3.14

Students' level of English

Option	Number of students	Percentage
A	19	31.66%
B	41	68.33%
C	0	0%
Total	60	100%

From table 4 we can noticed that the majority of students(68.33%) described their level in English as average , while (31.66%) perceived their level in English as high , and none (0%) of the students answered with low . the results revealed that ,most of the students share an average level in English. Therefore, students level must be enhanced in order to achieve better results. Further, a considerable percentage admitted that they consider their level in English as high level and this will guarantee varied responses in this questionnaire.

3.2.4.2. Section Two, Online Learning.

Q5. Do you know what Moodle is?

    a) Yes

    b) No

Table 3.15

Learners' opinion concerning Moodle

Options	Number of students	percentage
A	60	100%
B	0	0%
Total	60	100%

The data collected from table (13), confirm that all the students (100%) know what Moodle Platform is , and no one (0%) of the students answered with no. The results indicates that there is a total awareness and recognition of the platform among students, Since they know what is Moodle, they will perform well while following the needed instructions on the platform, which will accelerate their learning level and increase the use of the Platform .Moreover students' awareness of the nature of Moodle platform implies that they have the required knowledge to provide accurate and insightful responses to the present questionnaire .

Q6 . If yes define it

   Students were asked about Moodle, their definitions were as follows:

   "Online learning and teaching platform. ": it shows that students recognize that it is a platform of learning and teaching which will be used as it is defined. "An online website where can people or students study": it means that it is an e-learning strategy where students can meet and learn through. "Application that help students and teachers to get attached": a way of communication between both students and tutors to break the bridge and being close with teachers "A platform where lessons are put to be downloaded in addition to the big bleu button".

: all lessons are downloaded which help students to have an idea about the exact subjects, themes and notes given by the teacher. "It is a platform in which students can study without coming to the university or school" : this will boost student motivation more and more in order to have a flexible learning method.

Q7. Do you like learning via Moodle?

a.   Yes

b.   No

Table 3.16

Moodle and Learning

Option	Number of students	Percentage
A	56	93%
B	4	6%
Total	60	100%

As it is shown in the table (14), the majority of the learners (93%) confirmed that they like learning via Moodle Platform, while only (6%) said that they do not prefer studying via Moodle. This leads to conclude, that the majority of the students have positive attitudes towards using Moodle platform, as a new teaching and learning method. This improve and facilitate their learning. In addition to the flexibility and adaptability, the Platform offers different ways of knowledge, where the learners will discover new techniques, styles and strategies that suits their preference. Nevertheless some students prefer studying via the traditional teaching methods, which implies that there is a variation in students' attitudes towards the platform.

Q8. Does your teacher teaches you via Moodle?

a. Yes

b. No

Table 3.17

Learning via Moodle.

Option	Number of students	Percentages
A	42	70%
B	18	30%
Total	60	100%

The collected answers reveal, that most of the teachers (70%) invite their students to learn via Moodle while (30%) claimed that they do not perceive education via Moodle .This means that there is a recognisable percentage of the students who do not receive education through Moodle platform .So, its highly important to insure that the platform is used by all the students equally.

Q9. If yes how often?

a.   Always

b.   Sometimes

c.   Rarely

d.   Never

Table 3.18

Moodle' Usage Frequency

Option	Number of students	Percentage
Always	1	2.38%
Sometimes	26	61.90.%
Rarely	15	35.71%
Never	0	0%
Total	42	100%

The results displayed in the table (15) , show that the majority of the participants declared that they sometimes receive education through Moodle , while (21%) of them assumed that their teachers rarely ask them for learning via Moodle , and only (1.66%) of the students answered with always and no one of the learners answered by never . In this regard , it is appropriate to claim that the majority of the research sample receive on line education irregularly; this indicates the existence of E-learning difficulties that resulted in hindering its frequent reception .

Q10. Do you think that Moodle platform helps learners increasing their motivation?

a.   Yes

b.   No

Table 3.19

Increasing motivation via Moodle.

Option	Number of students	Percentage
A	6	10%
B	54	90%
Total	60	100%

The collected data from table (17) indicates that most of the students (90%) do not think that Moodle platform increase their motivation while only (10%)of the students thinks that Moodle increase their motivation . The obtained results highlights the fact that students' motivation is not increased via Moodle and this is due to the technical struggles that face students while using the platform. Therefore, motivation is a crucial learning component, it needs to be increased in order to gain and achieve better future results.

Q11: If yes say why please.

"Moodle in Algeria is not useful, because we have problems in connection in the whole country and there are many students who do not work."

"Yes because me myself it helped me to improve my level and gain some self-confidence because I present behind the screen and this challenge my fear from facing the audiences and this gave a positive impact on my marks.**"**

"It is good when having certain circumstances like in our case COVID, which remains the best solution at the moment.**"**

"I do not agree that studying in Moodle platform is useful since sometimes it is hard to access to the platform."

We notice from the clarifications provided by the students, that Moodle influence students ' motivation differently ,i.e. some of the students evaluate their learning' motivation through Moodle positively and consider the On -line teaching as the solution of overcoming certain problems as, lack of self-confidence , stress , and fear . However other students confirmed that receiving education via On-line sources cannot act successfully and this is due to the limited access of internet and some of students' financial problems.

2.4.3 Section Three. Students Learning Motivation

Q12 : According to you, does Moodle classes effect your learning motivation ?

   a. Yes

   b. No

Table 3.20

The Effect of Moodle Platform on Learning Motivation.

Option	Number of students	Percentage
A	23	38.33 %
B	37	61.66%
Total	60	100%

Based on the data obtained from table (18) , the majority of the students (61.66%) confirmed that Moodle does not affect their learning motivation , while (38.33%) claimed that Moodle affect their learning motivation . The collected data indicates the differences in evaluating Moodle among the students, which implies that Moodle can have an impact on a certain amount

of students. Further this reinforces the assumption that motivation should be provided as soon as possible

Q13. In what way Moodle affects students learning motivation?

a.   Enhance autonomous learning

b.   Increase peer communication

c.   Speed and time

Table 3.21

Learners Views about the Effect of Moodle on Learning Motivation

Option	Number of students	Percentage
A	4	17.39%
B	5	21.73%
C	14	60.86%
Total	23	100%

The results presented in table (19),demonstrates that (60.86%) of the students confirmed that, Moodle affect their motivation in terms of speed and time; by providing flexibility and the rapidity needed while studying , (21.73%) of the students claimed that Moodle platform affect their motivation via increasing peer communication , which means that Moodle platform acts also as a communication tool that, connect students' ideas , shared opinions and suggestions .

Q14. How can students interact or be motivated with their teachers in the platform?

Students' suggestions.

- "By making lessons more interested with using materials and new tools and avoiding the traditional methods of learning."

- "Through comments or the vocals."

- "Opening online camera."

- "Via the blue button."

Students suggests different and interesting tools, in which that it may increase their motivation towards learning via Moodle platform. This implies that students consider Moodle platform important and should be used through the learning and teaching process.

Q15.Do you face difficulties while using Moodle platform?

a.   Yes

b.   No

Table 3.22

Learners' Views about the Difficulties while Using Moodle Platform

Option	Number of students	Percentage
A	51	85%
B	9	15%
Total	60	100%

As it is shown, in table 15, the majority of students (85%) claimed that they face difficulties when using Moodle platform. while only (15%) of the students do not face difficulties while using it .

From the collected data, it is highly appropriate to say that the majority of the students face problems while using Moodle platform, which is the reason why students 'motivation is not

increased. In this regard, technical problems should be solved as soon as possible in order to provide the appropriate teaching and learning method for both students and teachers.

Q16. If yes state some please.

Stating some difficulties that face the students while using the platform . According to students :

- "The unstable connection,"

- "The unpredicted sessions, not fixed to particular time."

- "Technical problems."

- "Voice problem."

3.2.5. Summary of the Results and the Finding from Learners' Questionnaire

A significant number of perspectives on this part, has been investigated based on the data collected and analyzed from learners' questionnaire concerning students' and teachers' attitudes towards using Moodle online classes.

Concerning the first section, it showed the background information of Learners' Age , and years of learning English , also students were asked about their Motivation to study English and finally their level in English , we noticed that the majority of them have an average level despite the long years that have been studying this language .

Based on the statistical analysis, the following results in section two can be concluded, concerning the Learners' view about Moodle platform all of them know this Platform but each one of them defined it in different ways ,it is noticed that their answers varied from one to another since every learner presented his / her opinion about Moodle if it is good or bad because the ability of every learner in term of understanding or motivating is different from one to another. For example some learners can be motivated just when they see the teacher face to face, and other have the ability to motivate and interact online easily. Moreover, according to their opinion we pointed out that the minority of them like learning via Moodle, it differs From one

learner to another; several learner like learning via Moodle because they have Possibilities, good connection, materials and all of them help learners and facilitate to them learning via Moodle.

In fact, in section three only some of first year master student see that Moodle classes affect their learning motivation like in the case of (Q12) and the rest said yes it affect because Moodle : Enhance autonomous Learning , Increase peer communication , and speed and time. whereas learners interact or be motivated with their teachers in the Platform when they have an interesting topic interact through comments vocals and opening online camera to understand more clearly of course when they have a good atmosphere because according to the analysis above learners state some difficulties faced while using Moodle Platform.

Conclusion

Based on the above discussion, one can conclude that first year master students are not Aware of Moodle Platform; because of the difficulties that are faced by most of them ; such as technical problems and the unstable connection . Finally one could say that when we have possibilities to use this Platform it could be more helpful and beneficial for both Learner and teacher, and it can act as an official and appropriate teaching and learning tool .

General Conclusion

The current study has aimed at investigating students' and teachers' attitudes towards using online classes . It has also attempted to sheds light on the importance of using Moodle platform as a new and technological teaching and learning platform; so that they can make balance between the traditional education strategies and the recent ones. This will make the learning and teaching process easier and more flexible for both instructors and learners.

Therefore, by means of two questionnaires designed both for teachers and learners, the impact of Moodle Platform online classes on students' learning motivation, has been addressed. The former were administered to thirteen teachers of the University, and sixty Master one students of English to identify their perceptions, views and attitudes with reference to topic in question.

Based on the obtained results from the questionnaires. It can be deduced that using Moodle platform as a teaching and learning technique is now recommended in the process of teaching and learning

The hypotheses of this study dealt with the impact of Moodle platform online classes on students' learning motivation. From the data obtained it can be stated that the majority of the participants believe that Moodle Platform has an impact on students' learning motivation .

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APPENDICES

Appendix A

Teachers' Questionnaire

   Dear teachers, this questionnaire is designed to achieve a research work for a Master 2 degree in English .You are kindly invited to answer the questionnaire which is about the impact of Moodle platform online classes on students learning motivation : the case study of 1st year master LMD students .we will be very thankful if you spend a little of your time to answer the following questions . Would you please tick in the corresponding answer.

Section One: Background Information

1. Age

a) 25***35

b) 35***45

c) More than 45

2. Your highest academic degree?

      a) Master degree

      b) PHD degree

      c) PROFFESEUR

3. How long have you been teaching at the university ?

      a) Less than three years

      b) Three years

      c) More than three years

4. How long have you been using Moodle platform?

a) Less than two years

b) Two years

c) More than two years

Section Two: Teachers Attitudes towards using Online Teaching

5. How important do you consider the usage of Moodle platform for your students ?

a) Very important

b) Important

c) Not important

6. How do you prefer teaching Moodle online session?

a) Teachers' option

b) Scheduled

7. If (b), how often do you ask your students for an online session?

a) Usually

b) Often

c) Sometimes

8 .What do you think are the major problem that face students while using the platform?

a) Low speed

b) Lack of students motivation

c) Digital literacy and technical issues

Section Three: Teachers Attitudes towards the Importance of Moodle Platform in

Enhancing Students Motivation.

8. To what extent can e-learning influence students motivation ?

a) To higher extent

b) To limited extent

c) To an average extent

9. Do you think that Moodle platform should be an official teaching and learning strategy ?

a) Yes

b) No

10. Clarify why please?

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11. If any further suggestions state here please ?

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Thank you for your Helpful Participation.

Appendix B

Learners' Questionnaire

Introduction

Dear second year students,

This questionnaire aims at investigating the impact of Moodle platform online classes on students learning motivation. I would be grateful if you answer the following questions as thoughtful as possible. The result will help the researcher in gathering reliable information about the usefulness of Moodle in enhancing students learning motivation

Section One; Background Information

1. Age …… years .

2. How long have you been learning English?

…… Years

3. Are you motivated to study English

a. Yes

b. No

4. How do you evaluate your level in English?

a. High

b. Average

c. Low

Section Two, Online Learning.

5. Do you know what is Moodle?

      a. Yes

      b. No

6. If yes, define it.

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7. Do you like learning via Moodle?

a. Yes

      b. No

8. Does your teacher teach you via Moodle?

      a. Yes

      b. No

9. If yes, how often

a. Always

b. Sometimes

c. Rarely

d. Never

10. Do you think that Moodle platform helps learners increasing their motivation?

a. Yes

b. No

11. Do you agree that Moodle platform is a good teaching tool for EFL students. If yes say why please?

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……

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……

Section three; Students Learning Motivation.

12. According to you, does Moodle classes affect your learning motivation?

    a. yes

b. No

13. If yes, how?

    a. Enhance autonomous learning

    b. Increase peer communication

    c. Speed and time

14. How can student interact or be motivated with their teachers in the platform?

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15. Do you face difficulties while using Moodle platform

a. Yes

    b. No

14.   If yes state some please.

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Thank you for your participation.

Résumé

Un système de gestion de l'apprentissage appelé Moodle est destiné à aider les enseignants à créer un environnement de classe en ligne, qui permet un engagement et une collaboration riches des étudiants. Moodle a un certain nombre de fonctionnalités de conception qui permettent aux instructeurs et aux étudiants de communiquer, de travailler ensemble et de s'engager dans un apprentissage en ligne passionnant de différentes manières. Moodle peut être utilisé pour soutenir l'enseignement traditionnel en classe ou pour dispenser des cours entièrement en ligne.

La thèse actuelle est faite pour examiner les attitudes des enseignants et des étudiants tout au long de l'utilisation des cours en ligne Moodle. Grâce à l'utilisation de Moodle et des plateformes de partage de vidéos dans un contexte d'établissement universitaire de langue anglaise, cette recherche vise à obtenir une connaissance plus réaliste de la avantages de l'apprentissage des langues.

ملخص

يهدف نظام إدارة التعلم المسمى إلى مساعدة المعلمين في بناء بيئة الفصل الدراسي عبر الإنترنت ، والتي تسمح بمشاركة الطلاب وتعاونهم بشكل ثري. يحتوي مودل على عدد من ميزات التصميم التي تمكن المدرسين والطلاب من التواصل والعمل معًا والمشاركة في التعلم المثير عبر الإنترنت بعدة طرق مختلفة. يمكن استخدام موودل لدعم التدريس التقليدي في الفصول الدراسية أو لإجراء دورات عبر الإنترنت بالكامل.

تم إعداد الأطروحة الحالية لفحص مواقف المعلمين والطلاب خلال استخدام فصول عبر الإنترنت. من خلال استخدام ومنصات مشاركة الفيديو في سياق مؤسسة اللغة الإنجليزية في الجامعة ، يسعى هذا البحث إلى الحصول على معرفة أكثر واقعية عن مزايا تعلم اللغة.

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