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Enhancing Students' learning Motivation through E-Learning Case Study of Second Year Students, Department of Letters and English Language, University of 8 Mai 1945-Guelma

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A Dissertation Submitted to the Department of Letters and English Language in Partial 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 Gracious, Most Merciful, All the Praise is due to Him

alone, The Sustainer of the entire World.

I dedicate this work to

my dearest parents who are always supporting me

Who always pick me up on time and encourage me to go on in anything

I learned from my father "where there is a will there is a way"

I learned from my mother "always do the best job; your reputation is worth more than a quick

profit"

May Allah enlighten your path to Paradise my dear parents.

all my teachers; particularly my supervisor: Amina Boudraa.

My dear husband Tarek who kept pushing me forward to complete this work.

All my familly, specially my sisters : Najma, Houda, Salwa, kamar,

My darling brothers Rida, Soufian and Choukri for their unconditional love, help and support.

My closest friends with whom I shared my university life. Hakima, Chayma, Sabra,

and Marwa, I hope all the best for them.

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Thank you all

Abstract

It has been witnessed that some students are suffering from the lack of motivation to show their personal competences. The present research tackles the issue of raising students motivation through the use of E-learning. Therefore, our research aimed at investigating students' attitudes towards the role of using E-learning. In order to confirm or disconfirm the the hypothesis which was stated that: "if the students use E-learning, their motivation would be increased". Students questionnaires were delivered to elicit their opinions about the research topic. Our sample consisted of seventy six second year students in the English department of at 08 Mai 1945-Guelma University. The analysis of the questionnaires revealed that students are aware about the crucial role of E-learning in raising the students' motivation to learn effectively.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

E-learning: Electronic Learning

CBT: Computer Based Training

WWW: World Wide Web

CALL: Computer Assisted Language Learning

CAI: Computer Assisted Instruction

MPC: Multimedia Personal Computers

CMC: Computer Mediated Communication

WBL: Web-Based Learning

ICT: Information Communication Technology

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Introduction

Motivation has represented one of the most important factors for learners success in EFL classrooms. It has been, then an important aspect that can facilitate learning for students. Usually teachers use different teaching strategies in order to enhance their students' motivation in general and their proficiency in particular. Many researchers in general have suggested a set of different new technologies that can actually motivate learners in the learning process. E- Learning has been considered important since it can enhance EFL learners' motivation via using different new technological multimedia. Thus, E-learning or technology based instruction has been among the different teaching methods that teachers employ to raise their students' learning motivation.

1. Statement of the Problem

Students nowadays are digital learners, new technology of information and communication becomes the unique universe of education for them. Being surrounded by technology everywhere in foreign language classrooms may raise students' motivation. However, absence of technology in classrooms may push learners to be bored, less active and surly less desired to learn, in which they have been found it a hard task to get into the old fashioned techniques. Therefore, the majority of Foreign Language Learners at the Department of letters and English language, Guelma University students are not motivated to learn, this is due to their unawareness of the different new techniques, mainly E-Learning that may raise their learning motivation. However, e-learning can be effective and of paramount importance in enhancing students' learning motivation. Accordingly, this research will addressed the main following question:

Does e-learning help in raising learners' learning motivation?

2. Aims of the Study

The study in hand has aimed at shedding the light on the relationship between E-learning and learning motivation. In other words, through this research we have intended to show the importance of e-learning on students' motivation. Thus, the aim of this research is twofold:

1. Learning motivation.

2. To direct learners towards E-learning.

3. Research Hypothesis

In this piece of research, we have hypothesized that the use of Technology inside Foreign Language classrooms increase learners' motivation. That is to say, students have been highly motivated to learn using technological tools such as Computers, Data shows, recording tapes and smart phones, since it has created a gratifying and originative atmosphere for the learners and alleviates the task of the teacher inside the class. Hence, to conduct this study and to reach the trace objective, we have hypothesized the following:

If teachers apply E-learning techniques in their classes, their student's motivation would be enhanced. (H_1)

The null hypothesis implies that no relation exists between the two variables:

If teachers apply e-learning techniques in their classes, their student's motivation would not be enhanced. (H_0)

4. Research Metfhodology and Design

4.1. Research Method

Since the objective of the study is the analysis of the effect of e-learning on enhancing learners' motivation, the quantitative descriptive method has been used aiming at confirming the research hypothesis. For this reason, a students' questionnaire has been used to provide us with quantitative data about learners' views concerning how E-learning can enhance their motivation to learn.

4.2. Sample of the Study

The sample of the study has chosen randomly; it has consisted of Second year students at the English Language Department, 8 Mai 1945 University of Guelma. We have selected second year students because they are digital learners; they are born with the use of technologies. Besides this, the curriculum designed for them, includes module of ICT in which it encourages learners to use technologies in their learning.

4.3. Data Gathering Tools

To confirm the research hypothesis, students' questionnaire have used to gather information about the students' different learning perceptions, their attitudes toward the use of technology and whether it helps them to increase their learning motivation or not.

5. Structure of the Study

The dissertation have been made up of three chapters. The right beginning has been a general introduction which aims at identifying the problem to be investigated, the objectives to be reached, research question, and hypothesis. The first chapter has devoted to learners' motivation. In more details, it has included definition, types and theories of motivation, as

well as the source of motivation. The second chapter have entitled "E- Learning"; it has included mainly definition, importance, advantages, and disadvantages, and the impact of its use on FLL learners' motivation. The last chapter has entitled "Field Investigation", It has described, analyzed, and discussed the results of the students' questionnaire. Finally a 'General Conclusion' has included some pedagogical implications and recommendations in addition to, research perspectives and limitations.

Chapter One

Learning Motivation

Introduction

The explanation of why a language is learned successfully or unsuccessfully may lie in the individual's motivation to learn it. Therefore, motivation is the most formal phenomenon through which teaching and learning issues are reached and organized by teachers and students in the classroom. So, it is one of the most important factors in the student's learning process because they need it in order to improve their achievement for reaching the specific performance goal. Many teachers and researchers in the field of psychology of learning believe that motivation has a key role for success. To understand well the idea of motivation, the following issues would be tackled in this chapter, definition of motivation, its types, approaches and sources. In addition to that, we have to concentrate the source of motivation.

1.1 Definition of Motivation

Motivation is a broad term that has no specific definition. Many teachers and researchers considered it as a noticeable factor. For this reason, most of them agreed that motivation strongly affects learning and determines the degree of success. However, there was no such agreement about the definition of motivation. William and Burden (1997) stated that, "the concept of motivation has passed through a number of difficult interpretations as theories of psychology have changed and the term has come to be used in different ways by different people" (p. 111).

Furthermore, motivation was the most important cause in students success or failure since it improved knowledge, skills and abilities. According to Ur (1991, p. 274), "Learner

motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive". That is to say, the more the learner will be motivated the more the learning process will be productive, enjoyable and successful.

Generally speaking, Ryan and Deci (2000) who are a part of supporters of SDT 3 Self-determination theory" stated that "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p.54). That is to say, seemingly a motivated student considered as someone who involved in the learning process. So, there was an internal drive which pushed someone to do things in order to reach a goal. In the learning process motivation directly related to participation in learning activities. Motivation can be found in many field, though in learning process it generally had to do with the student psychology or inner state.

According to Santrock (2011), "motivation involves the processes that energize, direct, and sustain behavior" (p. 148). Thus, motivation refers to the set of factors that pushed individual to decide to do something, that is to say, motivation determined the direction of somebody behaviors, toward the persuasion of their ambition, As keller (2010, p. 4) mentioned, "motivation is generally defined as that which explains the direction and magnitude of behavior, or in other words it explains what goals people choose to pursue and how actively or intensely they pursue them"

The most important cause of students' failure or success was motivation which plaid a fundamental role in learning in the sense that it controlled the students' behavior. Therefore, students' academic success related mainly to their eagerness towards achieving the expected goals ;such a desire manifested in their daily performance. Gottfried (1990) labeled it academic motivation, which can be defined as "enjoyment of school learning

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characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks"(p. 525).

In SL/FL field, it is viewed that mastering the target language determined by the extent to which the student motivated. It serves as an evidence for teachers to interpret how much learners have the desire to achieve certain goal and willing to learn. "Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning."(Dörnyei,1998, p. 117).

Students can be motivated by three main elements, which are: the effort, the desire to achieve certain goal, and the positive attitude. Grander (1985, p. 10) gave the following definition of motivation. "Motivation is referring to a combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards the language" (William and Burden, 1997, p. 116).

1.2. Types of motivation

There are two major contrasts of motivation, integrative/ instrumental contrast and intrinsic/ extrinsic contrast. However Intrinsic and extrinsic motivation considered to be the major types of motivation, since learners are motivated to learn for the sake of learning or to receive an external reward. This is mainly based on internal and external factors which work together to satisfy one's needs. In other words, a learner can be motivated intrinsically as well as extrinsically. Both types have an important part to play in classroom motivation. Therefore, let us explore what each term implies.

It is obvious that there were common factors and reasons that energize people to initiate behaviors such as drives, needs, fears, goals, social pressures, self-confidence,

interests, curiosity, beliefs, and expectations. All these various causes can be seen under two distinct categories of motivation.

1.2.1 Intrinsic Motivation

Intrinsic motivation is one type of motivation. We can be intrinsically motivated when we do something because we are encouraged from the inside, regardless of any external reward or punishment.

when an individual do not need the external reinforcement for performing the task or when the reward is presented as a part of the task itself; this type is called intrinsic. i.e it referred to the internal factors that drive individuals to do enjoyable activities. Ryan and Deci (2000) stated that: "Intrinsic motivation defined as the doing of an activity for its inherent satisfactions rather than for some separable consequences. When intrinsically motivated a person moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (p. 56)

In order to offer a clear image of the Intrinsic-Extrinsic dichotomy, Spolsky (1989, p.124) borrowed Harter's model (1982) and represented it in the following way:

Intrinsic		extrinsic
Preference for challenge	vs	Preference for easy work
Curiosity / interest	vs	Pleasing a teacher / getting grades
Independent mastery	vs	Dependence on teacher in figuring out problems
Independent judgement	vs	Reliance on teacher's judgement about what to do

Internal criteria for success   vs   External criteria for success

Figure 01: Dimensions of intrinsic and extrinsic motivation (Harter, 1981, p. 304)

Intrinsic motivation is often joined with curiosity, which is characterized by personal interest, enjoyment, or pleasure. Intrinsic motivation defined as "motivation to engage in an activity because that activity is enjoyable and satisfying to do" (Deci & Ryan, 1985, p. 39). Which means, performing an behavior or action for the sake of pleasure and enjoyment besides, it hypothesized that People who intrinsically motivated feel that they did an activity because they had chosen to do so voluntarily and because the activity represented a challenge to their existing competencies.

Intrinsic motivation must encouraged in the classroom. In this way, Slavin (2006) pointed that "classroom instruction should enhance intrinsic motivation as much as possible." (p. 336). I.e, teacher was the responsible one for been the lesson successful and to gain the learner attraction. This could be by using different ways such as teachers' use of proverbs and idiomatic expressions or the use of some interesting presentation tools as well as films, songs, games, and so on.

Intrinsic motivation was the internal derive that raised learners' desire to learn because the activity took their interest and allowed their curiosity. Actionally, the purpose behind accomplishing the task was performing the task. As Schunk and Pintritch (2002) stated that, "Intrinsic motivation refers to motivation to engage in an activity for its own sake People who are intrinsically motivated work on tasks because they find them enjoyable.Task participation is its own reward and does not depend on explicit reward or other external constraints" (p. 245)

Intrinsic motivation referred to the student's abilities, attitudes, and individual differences as well as the internal derive. That is to say, motivation came from the learners

themselves. Brown (1991) stated that "in some EFL classes, there is no problem of motivation; students are naturally motivated and their interest is high." (p. 334). In such case, this type of motivation was "self-determination of goals" and "Self-regulation of actions", it means that students chose to study language for their own pleasure to satisfy their want.

1.2.2 Extrinsic motivation

Extrinsic motivation referred to the external factors which were neither related to the learners nor to the teacher's behavior and their strategies or methods applied in the classroom. Brown (2000) distinguished between the two types of motivation when he said "Motivation is also typically examined in terms of intrinsic and extrinsic motives of the learner; those who learn for their own self perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated" (p. 162).

In the words of Fontana(1995) "Intrinsic motivation is defined as the form of motivation which comes from the individual and extrinsic the one which is imposed upon him or her by the environment" (p. 149).it means that extrinsic motivation guided by external support. However, intrinsic motivation was the learners' engagement in the activity as a result of interest and desire.

Extrinsic motivation means doing something because of its advantages that is to say, doing same thing and waiting for the result such as doing an activity and waiting to get a good mark or to avoid punishment of not doing that activity. So, a person who extrinsically motivated perform a task with no interest or satisfaction because the stimuli came from outside factors. According to Santrock (2011) "extrinsic motivation involves doing something to obtain something else (a means to an end)" (p.418). Typical extrinsic rewards were grades, prizes, money or even a certain positive feedback. A person who

initiated to perform a task solely to avoid punishment extrinsically motivated (Brown, 2000, p.164). Deci and Ryan (2000) defined it as "a construct that pertains whenever an activity is done in order to attain some separable outcome"(p.60). For example, a student who did his homework only because he feared parental or teacher's punishment is extrinsically motivated because he did the work in order to attain the separable outcome of avoiding sanctions.

In this regared, it was essential to include some external methods or techniques that were significant for the teacher in order to make students involved in their learning as well as to achieve their outcome. Many perspectives supported the fact that extrinsic motivation should be enhanced as possible. Slavin (2006) explained an extrinsic incentive as "a reward that is external to the activity such as recognition or good grade." (2006, p. 348).

Furthermore, he suggested some extrinsic method to sustain students' motivation. For example, teachers in ongoing activities must provide learners with clear, immediate and frequent feedback. It is better if this feedback will be positive, because it will be more efficient than negative feedback in changing the learner's behavior. Cooperative work was also an other technique. That is to say, students who work in cooperation with other students in various classroom tasks were more likely to learn and accomplish their objectives.

Ryan and Deci (2000, p.60) explained extrinsic motivation as "a construct that pertains whenever an activity is done in order to attain some separable outcome" i.e it mainly focus on the external factor Unlike intrinsic motivation, individuals who extrinsically motivated involved in an activity not because they interested, but because they considered that participation leaded them to desirable outcomes such reward or praise. Accordingly, students in such type of motivation may performed a task for consequences that were independent to the activity itself such as "receiving a reward, avoiding guilt, or gaining approval" (Deci, Ryan & Williams, 1996, p.167).

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On the other hand, in extrinsic motivation student could participate in the activity for obtaining some kind of external reward. As William and Burden (1997) stated, "When the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial reward, the motivation is likely to be extrinsic"(p. 123). Which means that student engaged in same activity that enabled them to gain an external reward, a teacher praise, or to avoid punishment.

1.2.3 Integrative Motivation

As it is stated in Crookes and Schmidt (1991) integrative motivation "is identified with positive attitudes towards the target language group and the potential for integrating into that group, or at the very least an interest in meeting and interacting with members of the target language group"(pp.471,472). Integratively motivated learners may have significant others such as family members who speak the language and heritage language learners typically have a particularly strong integrative motivation for language learning.

. Learner with this motivation tend to such want that leaded individual to learn language in accordance with its culture In this way, Brown (2000) viewed that "The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group" (p. 162). That is, learners may study a language because of various causes. For instance, may be they learned it because they wanted, to immigrate to a foreign country and use that language. Or they admired its people and culture.

Integrative motivation mainly referred to the willingness to learn a particular language for the sake of integrating with its speakers as well as for cultural reasons so as to mix-up in the culture of its members. Moreover, integrative motivation was the most important aspect that could help students to develop their language learning level, and all this happens with a direct interaction between the learner and target language society. In addition to that,

Gardner (2010) claimed that, "motivation to learn a second language is influenced by group related, context related attitude, integrativeness and attitudes towards the learning situations respectively" (p.168).Also, he proclaimed that oriented learners were more motivated than others because they have a more positive reactions towards learning. Similarly Finegun(1999, p. 568) theorized that, "integrative motivation typically underlies successful acquisition of a wide range of registers and native like pronunciation". Therefore, one can sum up that due to integrative motivation learners can be more aware not only about the foreign language aspects but they can be aware about the target languages' culture and can understand its peoples' behaviours, customs……and so on

1.2.4 Instrumental Motivation

Student who instrumentally motivated assumed to learn just for the purpose of accomplishing some academic aims in their process of learning. According to McGroarty (1996), "Instrumental motivation refers to the desire to learn language in order to achieve some other goal such as academic or occupational success."(p. 7). That is to say, instrumental motivation explained the fact that students have desire to learn their target language not because of the language itself, but because of another reason that is related to the need to reach a specific goal. In such situation, many views agreed that instrumentally motivated learners may perform better in a given test, Moreover, their language is well acquired and they are highly successful student.

Instrumental motivation referred to the desire to learn a language since it could be useful for certain instrumental and practical goals such as passing an exam and getting a job. While integrative motivation referred to the want to learn a language in order to be able to understand, relate, and communicate with the people of the culture that speak it (Wajneyb, 1992, p. 64).

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Ur (1991) defined instrumental motivation as: "the wish to learn the language for the purpose of study or career promotion" (p. 276). According to this claim, learner in this type of motivation his main goal in learning the language was to use it as a tool of satisfaction of personal needs or requirement rather than to use to gain knowledge of the foreign culture or for the sake of communication.

1.3 Theories of Motivation

Motivation is considered as an important factor that impacts the learner's learning. For this reason, many psychological approaches explained the term motivation in different ways. Most scholars agreed that motivation had a positive and effective effect on one's achievement. However, they did not yet agree on a unique theory to explain and define motivation. In fact, the most prominent theories that represent the major leading school of thought were The Behavioural, cognitive and the humanistic theory.

1.3.1 The Behavioral Approach

Many researchers defined motivation in terms of an external stimulus and reinforcement. In other word, they emphasized on the importance of rewards and punishment in stimulating students motivation. They consider that the good behaviors will be encouraged if the learners provided with different types of rewards, thus the learner will be able to act appropriately in order to receive as much as possible of positive reinforcement. So, the appropriate behaviors would be repeated in the future. In few words, according to behaviorisms learning reinforced by reward and weakened by punishment. Westwood (2004) stated that:

Behavioral learning theory considers that all behavior is learned and

that learning occurs as a result of the effect of one's behavior on the

environment. A learner's action and responses are in some way either

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rewarded or punished and there by strengthened or weakened. That is to say the teacher can use rewards for encouraging the appropriate behaviors and use punishment for preventing the encouragement of inappropriate behavior. (p17)

A behaviourist defined motivation quite simply as "the anticipation of reward". Brown (2000) claimed that "Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. In this view our acts are likely to be at the mercy of external forces" (p.160). In this sense, learners pursued, goals in order to receive externally administered rewards: praise, gold star, certificate, grades, diplomas, careers, scholarships, and happiness. Students motivated to complete a task by being promised a reward of some kind. Many times the reward takes the form of praise or a grade. and at other times the reward may be the privilege of engaging in a self selected activity.

1.3.2 Cognitive Theory

Unlike the behaviorist theory that viewed motivation in terms of anticipation of reward, the cognitive view of motivation "centers around individuals making decisions about their own actions" (Williams & Burden, 1997, p. 119). That is to say, individuals were in command of their acts; they were responsible for their decisions making in order to achieve the goals they traced. This view influenced by many cognitive researchers who mapped out six main theories:

This approach did not emphasize on the external factors in explaining the term motivation, but it focused on the student's strong desire to reach goals. (Brown, 2000, p. 168)argued that, "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect". In other

word, That is to say, increasing or decreasing the degree of motivation related to the persons cognition changing. Which means, that students able to change their motivation through their thinking for making decisions. In few words, the cognitivists include the role of the mind and the thinking processes in determining motivation. Brown (2000) also mentioned that, "in cognitive terms, motivation places much more emphasis on the individual's decisions" (p. 168).

1.3.3 Attribution Theory

One of the most important cognitive theories of motivation was the attribution theory which developed by Bernard Weiner, aimed at understanding individuals explanations to their success or failure in accomplishing a given task. Attributional approach mainly looked for excuses or justifications for success and failure. A well-known assumption of this theory was that individuals usually try to support a positive self-image which means, the attributional view undertake that people may relate their success or failure to self or others' influences such as effort, mood, capacity, luck, chance, the nature of the task, and others. These justifications can distribute into three classes. First, they may be either external or internal. Second, they can be either stable or unstable. Finally, they may be either controlled by the person or uncontrolled. (Woolfolk, 2004, p. 344).

This theory aimed at making a clear image about individuals explanations to their success or failure in accomplishing a given task. (William & Burden, 1997, p. 105) mentioned that the attribution theory is based on four explanations for success and failure: ability, effort, the perceived difficulty of a task, and luck. These attributions were either internal or external (locus), stable or unstable (stability) and controlled or uncontrolled (controllability) Consequently, while they performed well in a given activity, they related their failure to

uncontrollable external factors (task difficulty and luck). The following table recapitulates the three main attribution dimensions:

Table 1.1: Attribution Four Main Elements

Locus of Control		
	Internal	External
stable	Ability	Task difficulty
Unstable	Effort	Luck

Adapted from: (William &Burden, 1997,p.105)

Locus of control was a word derived from the "Social Learning Theory" Slavin (2003, p. 334) defined locus of control as "a personality trait that determines whether people attribute responsibility for their own failure or success to internal or external factors". Williams and burden (1997,p.105) identified two types of individuals: "internalizers": were persons who believed that they were responsible for all what happen in their lives and "externalizers" that were persons who believed that all what happen in their lives influenced by external forces;

However, there were some persons who caught in between. Many studies were put forward to examine locus of control in relation to academic achievement. The results demonstrated that learners with internal locus of control show great deal of interest towards learning and problem solving tasks, and were really enthusiastic to gain the maximum of rewards, whereas learners with external locus of control were inactive and careless.

1.3.4 Goal Theory

Decision was at the heart of cognitive theories of motivation. It viewed that when making decision about accomplishing a given task required setting goals in the part of the learners. These goals saw by many theorists as "situation-specific aims that establish a framework for how individuals engage in and experience achievement tasks" (Salkind, 2008, p. 690). An early view of goal theory hypothesized that goals diverge in relation to "a performance mastery dichotomy". Performance goals emphasized on doing better than others when performing a given task, while mastery goals or learning goals with empahsis on developing competence when carrying out a given task. Latest views integrated another item which is "performance-avoidance goals". It highlighted the importance of avoiding failure while doing a particular activity. Other theorists added a fourth item "mastery-avoidance goals" with the focus on avoiding incompetence.

1.3.5 Humanistic Theory

This view did not focus only on cognition or on the impact of environment, but rather on human experience. furthermore, its role was to help people dealing with life more successfully. Humanistic researchers suggested that individuals motivated because they need for growth, self-development, power, achievement, attainment and so on. The Abraham Maslow Hierarchy of Needs considered as the most influential humanistic theories which introduced to the world in the 1940's and 1950's.

Figure1.2. Maslow's Hierarchy of needs
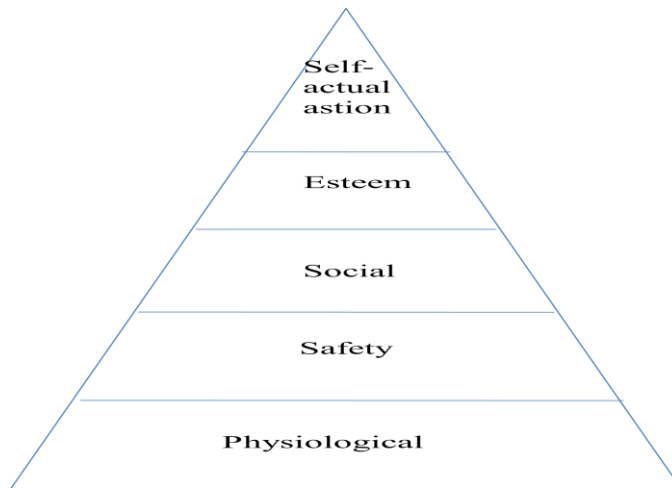
Adapted from: Maslow,1943, p. 375.

Maslow's humanistic need theory of motivation suggested that people are motivated to achieve goals because of the tension created by unfulfilled needs. He classified these need hierarchically in a pyramid from the lowest to the highest: As shown in Maslow's five-level pyramid, the four levels of the pyramid, which were psychological needs, or as called "deficiency needs" should be met before the fifth level of the pyramid "growth need" because it enabled the person to self actualize. In other words, in order to push a student to reach his fullest potential the teacher should meet his basic or primitive needs. Nevertheless,same teachers are unaware of their students needs or at least they hardly can identify them.

1.4 Sources of Motivation

Many sources may affect Student's motivation towards learning English, the following were the most influential ones:

1.4.1The Teacher

According to Harmer (2001, p.53), "increasing and directing the student's motivation is one of the teacher's responsibilities"; Therefore The teacher considered as a primary source of motivation. That is to say, teachers should know a clear idea about their learner's

motivational beliefs so that designing tasks and activities will be rich. in other word, a some learners may lack motivation and others were more anxious and eager to achieve different goals, so teacher needed to deal with different types of motivation.

The teacher is considered as an important source of motivation since he/she have different roles and responsibilities among them creating a good atmosphere for learning (Chambers, 1999) which results in increasing learners' motivation as well as language achievements. Dörnyei (2001) supported this claim stated that, "the teacher's level of enthusiasm and commitment is one of the most important factors that affects the learner's motivation to learn". (p.158). Furthermore, teacher 's motivation included an intrinsic components which means that teachers were able to influence the students desire to learn. I. e, teachers can do either a positive or negative effect on the learner's motivation. So, when professors display a sense of humour and love their career, it will be reflected on the students' attitude towards learning.

Teacher's method that used inside the classroom also considered as another type of motivation. Harmer (2001, p. 53) added that both teacher and students have some confidence in the way teaching and learning take place. When they loosed this confidence, motivation can be strongly affected, but when both were comfortable with the method being used, both of them will succeed. In other words, the teaching technique helped both teachers and students to involve in the learning process, and to reach the needed goals.

1.4.2 The Student

In general a personality could be an effective features to the success of a Foreign language learning in other words, a generally a good and successful learner characterized as being extrovert, flexible and self-confident, this explained differences between students such as there was a type of student who can develop their level in a very rapid way where as others

no this was due to the fact that successful ones adopt a more positive reactions towards learning, as a result those students seem to have greater chances of success than those who demonstrated a lack of self-confidence, being shy and nervous which create problems of motivation later on. In this concern, (Lengnck-Hall &Sanders, 1997, p. 1335) stated that: "students are the raw materials for education and the primary products of educational transformations; and most important students are key members of the labor force involved in creating education". In conclusion, learners' were responsible for their own motivation (self - motivation) (i-e) having the ability to enhance their desire to learn via building their own feeling of competence.

1.4.3 The Society

Learner's motivation can be influenced by the society they live in. As Harmer (2001) stated that, "Outside any classroom there are attitudes to language learning and the English language in particular" (p. 52). In other words, EFL learners can be affected by the attitudes of people towards English. He also concluded that

> all these views of language learning will affect the students' attitudes to the
>
> language being stated, and the nature and strength of this attitude will,
>
> in its turn, have a profound effect on the degree of motivation the
>
> students bring to class and whether or not that motivation continues. Even
>
> where adult students have made their own decision to come to class to study
>
> English, they will bring with them attitudes from the society they live in
>
> (Harmer, 2001, p. 52).

In few words, we can consider the society or the environment as a major source of impacting the learner's attitudes and motivation. Another source of motivation derived from certain significant people such as: parents, siblings and peers. Learners of English

could be greatly affected by the influence of those people who were close to them. Harmer (2001) pointed out that "the attitude of the student's peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. if they are enthusiastic learners. However, they may take the student along with them .Thus, others' attitudes either negative or positive will influence learner's motivation" (p. 52).From the points that discussed above, we can conclude that the sources of motivation can be related to the environment in general and the teacher or the closed peers and student in specific.

Conclusion

Motivation is a very important aspect in the learning process, through which students could learn quickly and effectively in their classroom activities. It seems complicated that's why it was defined and explained by different perspectives, each one with its principles, but all of them argued that it was the major cause of students' success or failure. Besides, it can be categorized as intrinsic, extrinsic, integrative or instrumental. In addition, Different theories-on the other hand- have been put forward in the language learning motivation field. The teacher considered as a major source of sustaining learner's interest and engagement through providing different motivational sources.

<p style="text-align:center">**CHAPTER TWO**</p>

<p style="text-align:center">**E-LEARNING**</p>

Introduction

It was remarkable that technology dominated the whole world, in which we find computers, Internet, video players and others almost in all household companies and universities. Young learners were the most influenced population; technology for them was an indicator of propriety time lag modern ideas and thinking. Nowadays learners are very skillful users of technological media devices like iPhone, iPad, tablet, and a PC, so being a member in an online course was not an impossible activity. E-learning was widely spread in all branches of professional life, and education was not an exception. In recent years, different universities and institutions from different countries were trying to deliver a high quality of teaching and acquisition practices scene occupational intention. For that reason, they were not any more restricted to the traditional face to face classroom and they begin to whirl online courses. Online learning started to amplification popularity among their user, whether they are teachers, student, or administrative workers. Accordingly, this chapter Started with An Overview of E-learning Timeline, Online Learning Today the definition of the concept of E-learning and other connected concepts, Then, it tackles very important component which was types of E-learning(blended learning, computer assisted language, learning web based learning, synchronous vs asynchronous learning). Finally, We shed light on the impact of e-learning on learning motivation.

2.1 An Overview of E-learning Timeline

Since 1999the expression "E-learning" was only in use, when the word first utilized in tutoring systems. After that words also started to emerge in search of an exact description such as "online learning" and "virtual learning". Whereas, e-learning concept is well

assimilated throughout the history, and it traced back its origin far away from the 1999 and it began in the 1800 (E-Learning Concepts, Trends, Applications, 2014, p. 8).

It believed that E-learning began with the invention of the internet; however, it started with the coming into court of balance field and appearance of correspondence studies. At that time, the teacher and the learners used pen, paper and other writing types to exchange letters using the postal services. The growing of the postal delivery Correspondence studies developed in order to give chance to instructors and students to the mails access and improve their writing rate, researchers have developed what we call the Postal Delivery Correspondence Studies. This kind of writing mainly founded in secretaries, journalists and other places where writing skill was of main interest (E-Learning Concepts, Trends, Applications, 2014, p. 8-9).

The nativity of the first testing instrument was in 1924, This piece of equipment allowed self assessment, which means that learners can asses and evaluate themselves. Then, in 1954, the behaviorist pioneer BF Skinner, made-up the "teaching machine", which more elaborated in the sense that it enabled educational organizations like institutions to innovation carefully program education. After that , in 1960, it was the clock time of the emergence of PLATO-Programmed which was computer based training program (or CBT program) Promoting teaching procedures which was the main aim of the CBT program. First, its availability was only to Illinois University students, however, recently, it showed a wide spread in many other educational association (E-Learning Concepts, Trends, Applications, 2014, pp. 8-9).

In 1970s, Systems that lead to interactional learning replaced by the systems which aimed at transmitting contents. Learning at a distance was a focus on up to date ways which followed by the organization of education of the Open University in Britain to take advantage

of E-learning. Several interactive educational experiences and faster correspondence with students via email and other modern internet application started to be suggested by the Open University (E-Learning Concepts, Trends, Applications, 2014, p. 9).

2.2 Online Learning Today

In the late 20th century, E-learning had more influence on the education with the integration of computers and internet, teaching techniques and methods really fully structured. The first gradation was the use of computers inside and outside the classroom, and make sure that anyone who subject must have a computer in his dwelling house .in the following years, virtual learning environments began to truly flourish, with people gaining access to the WWW information and E-learning opportunities. By the early1990s, a number of schools opened a new challenge by offering online courses that exploit only the majority of internet services that bring education to people who did not have the ability to attend at a university due to geographical restrictions or time limitations. (E-Learning Concepts, Trends, Applications, 2014, p.10). "In the 2000′s, business began using E-learning as a tool to educate their employees. New and experienced workers alike now had the opportunity to improve upon their industry knowledge base and expand their skill sets. At home individuals were granted access to programs that offered them the ability to learn online" (E-Learning Concepts, Trends, Applications, 2014, pp. 10-11).

2.3 Definition of e-learning

E-learning can be defined as the planned use of network information and interaction technology used in education. It also may refer to an electronic learning that utilized computer or any other technological devices as tools for instructions distribution. In simple words, it referred to education via the Internet, network, or CD-ROM. Furthermore, the component of

distributed learning that included digital content, experienced through a technological interface, and Internet-enabled. (Naidu, 2006, p. 1).

The 'E' in the term E-learning referrd to electronic, furthermore there was a debate about what can included under such term it can take many forms, A wider discussion on the use of the term E-learning can be found in (Pollard& Hillage, 2001,P. 20) in which they have been stated that, "The delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development". I, e, this definition included the use of the Internet, and CD-ROMs, but also includes video conferencing, satellite-delivered lecturing, and virtual educational networks.

What was meant by « E-learning » was the use of internet or wireless technologies to deliver a broad array of training. E-learners were to be trained using computers connected to the internet or an intranet, or even using hand held devices such as palm pilot. In 2001, Mark Rosenberg defined E-learning as: "the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance." (p.28). in less than two short years, this definitions expanded to include wireless as well as internet technologies with the two technologies often working hand in hand to deliver focused learning to the job-site.

Perhaps the great donation of technology to education was online learning. For better understanding of E-learning, we had to point out some closely related concepts like online learning, distributed learning, open learning, and distance education.

Online learning an education that occurred only through the Web. It did not consist of any physical learning materials issued to students or actual face-to-face contact. Pure online learning was essentially the use of E-learning tools in a distance education mode using the Web as the sole medium for all student learning and contacts. For this study, However, online

learning defined by course work that had at least 80% of the contents and interactivities online (Allen & Seaman, 2005, p. 4).

Second, open learning is not connected to distance learning. Open learning was an approach in which the educators were the responsible for the plantation and collection of a course; this approach aimed to give the student more opportunities as possible to get control over instructional materials and learning strategies, and to involve them in the classroom (Holmberg, 1995, p. 5). Another definition given by Race (2005) simplifies more this concept. Indeed, he said that open learning means provision for learners under conditions that give them some control concerning where they learn, when they learn, and most significantly in how they learn and the speed at which they learn. Open learning occasionally also involved learners having some control of what they learn, and their learning strategies would be into account (Race, 2007, p. 8).

We cannot talk about E-learning without mentioning another vital concept which was distance learning. This later defined as institution-based, where interactive communication related to learners' resources, and instructors and the learning group separated. This definition composed of four main components, which were. First, based on the premise that distance learning was not a kind of self learning, and it mainly depended on institution instruction. The second element of this definition was the separation which implies geographical separation between the learners and the teacher. Also, it held the time separation between them. In other terms, there were a period between the instructional delivery and students' access. Thirdly, communication referred to interaction between the learner and the specialist content, learners with other learners, and learners with their mentor by using a technology application usually E-mails at the same time or at different times. Finally, according to the above definition, recourses must be subjected to instructional design and producers who

organized them into learning experiences that promote learning, including resources that can be observed, felt and improved (Schlosser & Simonson, 2009, pp. 1-3).

2.4 Types of E-learning

The process of learning that depend on using digital delivered content or interaction was E-learning. This later mainly focus on delivering content and information to student by using computer whether in distance or in a classroom. with the development of technology Today, we are immersed if not overwhelmed with technological devices wherever we go; we use them at work, inside shops, at home, and even along streets, but certainly we claimed about its use inside our schools; in which learners spend 90% of their day's total time. People use different blogs or online tutorials in order to learn about products or particular ways of doing tasks. These all are E-learning processes. Depending on the use of the source or the delivery tools, E-learning can be of different kinds:

2.4.1 Blended Learning

Blended learning also known as hybrid or mixed-mode courses referred to the incorporation of various learning environments and settings. The expression may hold many interpretations based upon the context in which it used. Blended learning gave learners and teachers a possible environment to learn and teach in more comfortable way. Each time we mentioned the term blended learning, we assumed that there was an integration and combination use of traditional teaching as a basic platform for education, in addition to the implementation of technological devices and sometimes with the internet launching inside or outside the class. This incorporation should happen with the negotiation and support of the teacher and, as with any materials used, should reflect and work toward the learning aims and needs of all learners (Garrison & Vaughan, 2008, pp. 3-4).

There are two key principles commonly associated with blended learning. First, students who can share information and work with other students directly in a collaborative setting who more enriched learning experience and collaboration between students can be improved upon if group activities rely on information gathered from online resources or lessons. Second, it also suggested that students who complete online coursework followed by interactive, face-to-face class activities had richer educational experiences (Marsh, 2012, p. 4).

2.4.2 Computer Assisted Language Learning (CALL)

The acronym of CALL stood for Computer Assisted Language Learning which defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1) according to this definition it appeared that CALL aimed to "improve the learning capacity of those who are being taught a language through computerized means" (Cameron, 1999, p.2) that is to say, the main aim here was not language teaching but language learning. CALL originated from (CAI) Computer Assisted Instruction as a teachers' aid in order to facilitate language learning. The development of CALL over history can be divided into three phases: Behaviorist , Communicative and Integrative /Explorative CALL.

2.4.2.1 Behaviorist CALL

The first period in the history of Computer Assisted Language Learning was behavioristic CALL. In the late of 1970s, learners seemed to be bored or impatient with other machines, and the computers were the perfect means for many aspects of learning, at that time computer can present objects to the student as his/her own pace and even making drills possible for learners. Furthermore, CALL programs of this period played the role of giving a stimulus to which the learner provided a reaction. At first, stimulus and response could be

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done just throughout the text, errors and evaluation would be examined by the computer. Also, the more complicated programs would react to student's mistakes by branching to help screens and remedial activities. While such programs still used today. Yet the majority of behaviorist approaches questioned, and the development of more sophisticated computer technology directed CALL to other promises (Graham Davies, 2012).

2.4.2.2Communicative CALL

The communicative CALL was the Second phase of CALL which grew up as a reaction to behavioral approach to language learning as mentioned in (Margin, 2010, p. 262) "there has been a degree of controversy about the teacher centered. Drill based approach to CALL". It became well known in the1980's The reaction against the drill and practice in the behavioral approach did not allow enough authentic communication to be of much value since it based on communicative approach to teaching which became prominent at that time. In order to know the reasons behind that objection made by the communicative CALL proponents we had to take a closer look to what was meant by communicative CALL on both theoretical and pedagogical levels.

2.4.2.3Integrative learning:

Beginning from the 1990's, It referred to as integrative CALL. As it's name implied it meant the process of integrating various skills in language learning such as listening, speaking, reading, and writing. And incorporating technology more completely into language teaching Integrative approaches to CALL based on two important technological developments of the last decade as pointed out (Margin, 2010, p. 262). The First one, known as Multimedia Personal computers (MPC's) which helped learner to raise control over the activity because the integration of skills such as reading, writing, speaking and listening in a single activity. For instance; CD-ROM which carried texts, images,

graphics, animations, sounds, video to be admitted on a sole machine. It of a great power because it also entails hypermedia which means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking the mouse. After that , a range of communicative, informational, and publishing tools proposed by multimedia network computers that were effectively obtainable for learner. Second, the internet that "offered new opportunities for computer mediated communication (CMC) between learners and teachers, and wide range of activities centered on the World Wide Web" (Margin, 2010, p. 262).

2.4.5 Web-Based Learning (WBL)

According to Pachecos' article (2005), Scholars identified WBL as From a pedagogical point of view Internet or the World Wide Web, WBL provided an added value to the learning of languages. Can support the change from the traditional teacher-centered classroom to a learner-centered environment. in which it can encourage Learners to raise their autonomy. WBL provided benefits in terms of the accessibility and availability of authentic materials too. (Pacheco, 2005, p. 6). stated that some unique characteristics of the Web include: information on the WWW can be made interactive in nature; and it often make use of multimedia, including graphics, sound, and animation. Moreover, multimedia capabilities probably make the Web more attractive to many people.

2.4.6 Synchronous vs. Asynchronous Learning

There are other attached concepts in online learning which were synchronous and asynchronous learning, E-learning involved asynchronous as well as synchronous modes of communication (Hrastinski, 2008). The asynchronous mode referred to online learning situations where students interact with each other, over a time gap, with the help of tools such as discussion forums, E-mail, and bulletin boards (Oye, Salleh & Iahad, 2012).in this stand

the learning allowed learners to discuss with the teachers or instructors as well as among themselves Over the internet at different times. Furthermore asynchronous mod do not based on interaction at the same moment but later, with the use of tools such as emails. However synchronous mod was more similar to traditional teaching because communication in this mode carried out in real time "Synchronous communication enables students to watch teachers' presentations and verbally interact with the teachers during learning sessions" (Keegan et al., 2005). So, this type allowed learners to discuss with the instructors and also among them selves via the internet at the same time with the use of tools such as the videoconference and chat rooms. Their definitions and the differences can be illustrated in the following:

Table 2.2

Synchronous E-learning vs. Asynchronous E-learning

Asynchronous e-learning	Synchronous e-learning
✓ It is presented with a variety of online applications such as e-mails and discussion broads among instructor and his students ✓ It is a key component of a flexible e-learning ✓ It allows students to log on to an e-learning atmosphere at any time from any place ✓ It gives learners an opportunity to download courses and interaction	✓ It is facilitated by the use of media such as videoconferencing and real chat ✓ It helps both teachers and learners to avoid frustration by asking and answering questions ✓ It gives the learners impression that they are participants rather than isolates ✓ It requires from teachers and students to be at the same time, but

with the instructional materials throughout the activities and with their teachers or colleagues throughout chats ✓ Popular features used Vikis, email, e-portfolios,	not necessarily at the same place ✓ Popular features used chat, web conferences, virtual classes	

Adapted from:Harstanski, 2008,p.35

Synchronous and Asynchronous were two E-learning methods that used for integrating online tools which ensured many educational aims that could not accomplish inside the traditional classroom like the software communication application. The right use of a certain type in the accurate context would guarantee a double benefit for learning and teaching processes, and the next table gave more detailed explanations.

Table3

Why and When and how Synchronous vs. Asynchronous E-learning

	Synchronous	Asynchronous
when	• Reflectin on complex issues • When synchronous meetings cannot be scheduled because of work, family	• Discussing less complex issues • Getting acquired Planning tasks
Why	• Students have more time to reflect because	• Students become more committed

	the sender does not expect an immediate answer	and motivated because a quick response is expected
How	• Use asynchronous means such as e-mail, discussion boards, and blogs	• Use synchronous means such as videoconferencing, instant messaging and chat, and complement with face-to-face meetings.
Example	• Students expected to reflect individually on course topics may be asked to maintain a blog. Students expected to • Sharre flections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussions on a discussion board.	• Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. • A teacher who wants to present concepts from the literature in a

		simplified way might give an online lecture by video conferencing.

Adapted from Harstanski, 2008.

2.5 The Impact of e-Learning on Learning Motivation

Rovai, Ponton, Wighting, & Baker, (2007) conducted a survy about student motivation when it comes to E-learning courses and traditional schoolroom, their study showed higher intrinsic motivation for student who used E-learning compared to those who studied in traditional classroom. the result showed that there was no signicant difference when it comes to the extrinsic motivation. In addition, the result display that graduate students were more intrinsically motivated than undergraduate student.

Ryan, 2001; Pintrich, 2003; Entwistle & Thompson, 1979; Schmidt, Stephen, Zdzinski & Ballard, 2006; Siebert et el., 2006) highlighted the importance of motivation stating that it the learning success related closely to motivation. Thus, E-learning course design should be taken into consideration as a motivational factour (Keller & Suzuki, 2004; Cored & Weibelzahl, 2006). The ARCS model of motivation (Keller & Burkman, 1993) provided an approach that is systematic in the instructional design. According to this model, there were four components that need to be fulfilled to make up for a learning system, and they include E-learning applications,

which may motivate the student. These four components are: A – Attention, R – Relevance,C – Confidence, S – Satisfaction.

2.5.1 Relevance Strategies

Students should give the chances to choose and find the most suitable lesson material that went in hand with their purpose of learning. Furthermore, the lesson plan or the system should make up a general picture of differences concept and explained reason behind including each materials in the syllabus for the learner as (Keller&Burkman, 1993)illustrated with this strategies:

- Provide lecture- contents that is familiar to the student.

- Direct the goals of the learners according to the lesson or vice versa.

- Provide them with examples of students that have better experience.

- Show why the class is important.

- Show how they are going to benefit from future the course in the future.

- Match the course with their needs (Learning Style Matching Using Data Mining).

- Show best role models.

2.5.2 Confidence Strategies

Confidence was a key element. Thus, the strategies in an E-learning program should focus the performance of the learner. The students tend to be more confident when they're successful in completing an assignment. The process of learning should be monitored carefully and the tasks should be adjusted according their performance. (Keller & Burkman, 1993; Picar, 2004) provide the following strategies:

- Check the learning needs.

- Adjust the difficulty (Adaptive learning).

- Learn about the students expectations and try to meet them.

2.5.3 Attention strategies

Distant learning could suffer from attention difficulties. Therefore, presenting the learning material should maintain the learners' focus on the information and the attention should be kept at their finest. The techniques (Keller & Burkman, 1993; Pica, 2004) listed were:

- Stimulation of perception.

- Give conflict and incongruity.

- Use different types of examples to illustrate a concept, and use fun.

- Use inquiries, needs analysis.

2.5.4 Satisfaction Strategies

satisfaction was the most important element that student must fell their learning As the results of using the E-learning system. The instructors or designer can enhance satisfaction of students with following these strategies (Keller&Burkman,1993; Picar, 2004):

- Provide unexpected rewards (such as games).

- Implement positive outcomes (Give results – feedbacks immediate).

- Avoid negative punishments.

- Scheduling – matching the course according to the students expectations.

- Transfer knowledge into real world settings (Use simulations).

- Be fair in the test result.

Conclusion

It can be concluded that an e-learning is a new paradigm in the educational settings. Online learning has gained an important position in the academic research papers, especially for EFL It brings new issues to the process of English language teaching that can be of great importance in the EFL context. Furthermore, online learning is the new coming phase of higher education because one day there would not be a place for the traditional face to face classroom concept.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

After discussing some views and aspects about E-learning and motivation in the first and second chapters, which are considered to be the theoretical part of the present research, the current chapter which is the practical part we are going to investigate learners' perceptions and views about the impact of E-Learning on students motivation. That is, we are seeking to highlight intangible information about student's attitudes and views about E-learning and the way it relates to motivation. In this study, we are going to follow a descriptive method that is presented with a questionnaire in order to fulfill our aims (second year students of the English department). The aim of the student's questionnaire is to see whether they prefer to work with technology inside the classroom rather than following the traditional methods, and also to check out to what extent the students are motivated when learning with e-learning.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The whole population of this study is second year students at the Department of English language and letter of the University of Guelma registered for the academic year 2017-2018. The sample is a total of seventy-six students from a total number of about 140 students. The reason behind choosing to work with second year is that at this stage students like to be motivated whereas, after this stage, Learners start to create some kind of independence from the teacher. So, teachers should choose the appropriate method to teach them. If they do not take the method into consideration the learners will never be motivated.

3.1.2. Description of Students' Questionnaire

Students' questionnaire begins with a brief introduction that describes the aim behind the study with a focus on the importance of the respondents' answers. It is composed of sixteen closed and open questions divided into three sections: the first section seeks general information about the students which includes three questions. The second section which consists of seven questions is about the students' opinions about learning motivation, and the third section includes six questions that deal with the concept of e-learning and its effects on the learners' motivation.

3.1.3. Administration of Students' Questionnaire

The questionnaire has been administered at the Department of English, university of 08 Mai 1945(Guelma) to second year student. The period of administration is two days; 10 to 11Mai 2018. The student do not have experience in answering questionnaires and also the concept of E-learning seems to be new for them, that's why we take time to explain the Questions for them in order to reach validity.

3.2. Analysis of Students' Questionnaire

Section one: Background Information

Question 1: What is your age?

Table 3.1

Students' Age

Option	Number	Percentage %
Under 20	10	13.15%
20-25	64	84.21%
Over 25	2	1.31%
Total	76	100%

A quick glimpse at table 3.1 has revealed that there are three age categories of the selected sample. The first category under 20 years old includes (13.15 %). The second one 20-25 years has represented numerical majority of students' (84.21%) of the whole sample. The third category of age, over 25 years old, only two person (1.31%). Thus, this table has showed great diversity as far as students' age is concerned.

Question 2: What is your gender?

Table 3.2

Students' Gender

Option	subjects	Percentage%
Male	11	14.47%
Female	65	85.52%
Total	76	100%

Table 3.2 has showed that females number (65)has been six times of males (11). We have recorded 11 male subjects on the total of 76 making up 14.47% of the sample. The remaining (85.52%) are female students. This indicates that girls are more interested in studying English compared to males who often choose to have scientific studies.

Question 3: How long have you been studying English?

Table 3.3

Years of English Language Learning Experience

Option	Number	Percentage%
Less than 9 years	00	00%
9 years	62	81.57%
More than 9years	14	18.43%
Total	76	100%

According to the table above, we have noticed that the majority of students have studied English for nine (9) years. That is to say, (81.57%) from the target sample have not repeated any year. This result has showed that those students are motivated to learn English as a foreign language. Whereas the rest, (18.43%) has studied English for more than nine (9) years. Nine years have referred to those who didn't repeat the year which means that most of the students are motivated to learn English.

Question 4: Is studying English Your first choice, One of your choices or Imposed on you?

Table 3.4

Students' choice to study English

Option	Number	Percentage
Your first choice	65	85.52%
One of your choices	9	11.84%
Imposed on you	2	2.63%
Total	76	100%

This question has been a further confirmation of students' motivation to learn English. The great majority of the students (85.52%) have said that English was their first choice, which indicates their interest in English and their motivation to learn it. However, (11.84%) have reported that English was one of their choices, and this would make them less motivated or not motivated to learn English. Only 2 students (02.63%) have said it has been imposed on them. This choice may have been imposed on them by their parents,friends, or the baccalaureate results.

-**Whatever your answer is, please justify.**

Only few students who answered this question mainly those who are chosen most of their answer was that, English is the global language that learner must choose it in order to connect and communicate with the world. Also majority of students have said that they love it. So this can lead them to have high motivation in learning

Question 5: How do you consider your level in English?

Table 3.5

Students' Level in English

Option	Number	Percentage
Very good	16	21.05%
Good	49	64.47%
Average	10	13,15%
Bad	1	1,31%
Total	76	100%

The aim behind this question has been to assess students' competence in English. The questionnaire has revealed that (21.05%) of the participants consider their level to be very good. (64,47%) of students have reported that their level is good. (13.15%) have stated that their level is average, whereas one student (1,31%) have stated that his level is poor. Students, usually, assess their level to what extent they can learn, understand and use English.

Section Two: Learning Motivation

Question 6: Do you feel comfortable in your class?

Table3.6

Students' feelings in class

Option	Number	Percentage

Yes	68	89.47%
No	8	10.52%
Total	76	100%

Table 3.6 has showed that (89.47%) of students feel comfortable in class. In other words, 68students from the target sample do not have any problem to attend classes so they will be highly motivated. Whereas (10.52%) of students have felt uncomfortable in class and hence unmotivated.

Question 07: How often do you participate in the class?

Table3.7

Students' Participation

Option	Number	Percentage
Always	18	23.68%
Usually	24	31.57%
Often	9	11.84%
Sometimes	17	22.36%
Rarely	7	9.21%
Never	1	1.31%
Total	76	100%

From the obtained results, we have noticed that (32%)have stated that they usually participate in the class. However, (24%) of respondents rarely participate. While seventeen (22%) students have reported that they sometimes participate. It means that, they do not participate all the time but they talk when they have the appropriate answers, and when the teacher have gave them the opportunity to talk which depends on the students' desire and the classroom environment. Nine students (11,84%) have seen that they often participate. However, one (1) student has stated that he never participates in class. Thus, students' frequency of participation is a butter indicator of their motivation.

Question 8: To what extent do you think motivation is important to learn English?

Table3.8

Importance of Motivation

Option	Number	percentage
Very important	65	85.52%
Important	11	14.47%
Less important	00	00%
Not important	00	00%
Total	76	100%

Table 3.8 have showed that the majority of students, i.e.(85,52%) have believed that motivation is to a great extent important for learning English. (14,47%) of students have seen that motivation to learn English is important, whereas, none of the students (00%) perceive it as not important or less important. Thus, students are aware that motivation is the most important factor in learning English.

Question9: How do you rate your current level of motivation?

Table 3.9

Students' Perceptions of their Level of Motivation

Option	Number	Percentage
Very low	6	7,89%
Low	6	7,89%
Moderate	46	60,53%
High	15	19,74%
Very high	3	3,94%
total	76	100%

By examining the table 3.9 it has been clear that the majority of students, precisely, (60.53%), have a moderate level of motivation. A considerable number of them (15) which have mad (19.74%) of the sample consider their level of motivation to be high. Hence, there has been a probability that this has attributed to the method of teaching used in class. Just three (7.89%) students have stated that they have a low and very low level of motivation. while three others (3.94%) have a very low level of motivation.

-**Why?**

The reason behind the answer of this question has been to know why students are not motivated. Only students who rated their level of motivation as very low, low, who have explained their answers. They have gave similar explanations. Those explanations can be grouped into five categories, types and number of activities, the teacher's methods, the department's physical conditions, and students' lack of effort, classmates and students' family/social conditions. So, It is important to mention that students who have attributed their low level of motivation to the teacher's method constitute the greatest proportion among all students, precisely, 56.66% (17). This may to a great extent confirm that the teachers' method in classroom has not motivated learners.

Question10: What other factors could be affecting your motivation towards learning English?

Table 3.10

Other Factors Affecting students' Motivation

Option	Number	Percentage
Classroom physical condition	12	15.78
The teacher	54	71.05
People close to you	10	13.15
Society you live in	6	7.89
other	3	3.94

Combination a+b	4	5.26
total	76	100

Table 3.10 has showed a significant proportion of students (71.89%) who have believed that the teacher is the main factor that could affect their learning motivation. (13.15%) of students have seen that classroom physical conditions has an effect on their motivation. Just 10 students have mentioned that people close to them to be the other factor affecting their motivation. However, six students have mentioned that the society they live in may affect their motivation. Three students have opted for others. They have believed that the only factor that could help them to raise their motivation is their selves. The rest of our participants have opted to (5.26 %) for the combinations of options (a) and (b) at a time.

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

Table 3.11

Students' opinions about teachers' role in motivating them

Option	Number	Percentage
Yes	56	73,68%
No	20	26,31%
Total	76	100%

The results in table 3.11 show that the majority of the sample (56) students opted for the first choice, which means that all of them believe that the teacher is the main source of motivation. Whereas 20 (students) believe that it is not the main source of motivation, which means there is another factor that could be the source of motivating students.

Section three: Motivation and E-learning

Question12: Do you use ICTs in your class sessions?

Table 3.12

Learner' use of ICT

Option	Number	Percentage
Yes	60	78.94%
No	16	21.05%
Total	76	100%

The purpose behind this question is to see if the learner is provided by technological devices in the classroom or not and if teachers are using ICTs in their classes or they do not. From this table, it has noticed that, (78.94%) of students have indicated that they use ICTs in their class sessions because of their effective role in enhancing the quality of Learning. Thus, the use of ICT may help student to be more creative via the use of different mode of course presentation. However, for (21.05%) of second year students who have claimed that their learning inside class room depending only on lecturing as a method of distribution of lessons. Since they have not been familiar with the way of using them or their teacher do not use technological devices in the class. In addition, they may believe that the old approach is enough, and there is no need to use ICTs when delivering their courses, or may be the department have not support such way of learning and don't provide learners as well as teachers with the tools and materials for learning.

-If yes, what are the kinds of ICTs used in the class?

Table 3.13

Use of ICT

Option	Number	Percentage
Mobiles	20	26.31%
Data show	46	60.52%
computer	10	13.15%
Total	76	100%

We have asked this question in order to know the type of ICTs used by teachers inside the classroom. As Table3.15 displays, we can see that the most important ICTs that have been used is data show by percentage of (60.52%), the computers percentage is (13.15%) whereas mobiles scored only (8%).

Question13.Do you use E-learning in your Learning experience?

Table 3.14

Use of E-learning

Option	Number	Percentage
Yes	61	80,26
No	15	19,73
Total	76	100

This question has proposed to seek students' use of E-learning skill in their learning experience the aim behind this question has investigated their willingness to use technology inside the class to present a work or to do an activity of using e-learning. The majority of the student prefer to use E-Learning, i.e. (80.26%) of them prefer to use it, however only(15) student have answered no, may be this is due to the fact that some student are aware that some software used in electronic learning are not authentic and lacks accuracy.

-If yes, how do you use it?

Table3. 15

E-Learning Application

Option	Number	Percentage
I use only E-learning	16	21.05%
I use e-learning with face to face learning	56	73.68%
I use only synchronize E-learning	4	5.26%
Total	76	100%

The objective of this question is to recognize the way learners apply E-learning. There is dispersal in the preferences of students which have centered in the second option which has been using E-learning with face to face learning (73.68%) In other words, blended learning method is the use of mixture learning environments. This is in fact the most preferable method applied by students all over the world. Because, blended courses allow students and teachers to take advantage of much of the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience. In contrast, to the previous method, using only online learning (21%) from the given answers may be because in Algeria in general we do not reach a point that students relay only on online courses to complete their college studies. However, 16 students have preferred to use E-learning alone. On the other side only 4 students who have applied only synchronize E-learning.

Question 14: Do you prefer using online course or is it just an administrative obligation?

Table 3.16

Learner s' preference of Online Courses

Option	N	%
Yes, I prefer using it	65	85.52
It is an administrative obligation	3	3.94
No, I do not prefer using online learning	8	10.52
Total	76	100

We can become aware of the fact that (85.52%) of the students' learning as their personal choice has been free from any outside obligations. That is to say, they have wanted to deliver online courses for the sake of helping their selves and they have wanted to learn by new techniques and methods. In addition may be their desire to be up to date with changes in the educational system, or online setting has opened the door for their curiosity to go through this new adventure .Yet still (10.52%) of them have claimed that E-learning is put forward just

they have obliged by the administration, it has stilled a question mark behind obliging

teachers to put online courses on the university's website and not let as a teachers' choice.

Question: 15 Do You Think That E-learning Enrich Your Learning Experience?

Table 3.17

The Role of E-learning in Enriching Students' Experience

Option	Number	Percentage
Yes	62	81.57%
No	14	18.42%
Total	76	100%

The objective of this question has been to see the role of E-learning in enriching students'

learning experience and student's views if it is the best way for learning or no. from the table

above we have noticed that the majority of student have focused on the first option (yes) with

(81.57%). i.e., they think that online learning has enriched their learning experience in a way

or in another in terms of pedagogical as well technical techniques, and it may make them

more connected with their teachers.

- **If yes, Please Explain**

Only 8 students have given us their explanations. From their answers we have picked

up the following:

❖ Using E-learning (or technology in general) in order to facilitate and enhance the

learning as well as teaching processes is very wise. It helps me reach more information

in a blink of an eye as well as present them perfectly, which simplifies my job and

helps me attract the audience.

❖ Because it adds a lot of things and we gain a lot of new things and information

- ❖ Because we get better opportunities to improve our level especially when it comes to vocabulary, pronunciation and knowing the culture of the language.

- ❖ Using e-leaning during the learning process may enhance one's level of acquisition; it can develop the vocabulary of the student in addition to improve his/her performance more. In online research, I find more information than when with classmates. Besides, there are more people to discuss with.

- ❖ If the learner is interested in the subject, he'll be motivated to use e-learning to understand more or to get better information, because sometimes the handouts are not enough.

- ❖ Well, because we have certain modules that are difficult so you cannot rely only on the teacher's explanation you need other sources that are more simple and we can understand from them.

- ❖ Because this year is totally different from the other two previous years, I find that teachers are not motivating us to do better.

- ❖ E-learning helps us gather more information about whatever topic we want and helps us to be more motivated to learn as it shows information in an attractive manner and thus we become more eager to learn.

Question16: Do you think that E-learning can enhance your Motivation to Learn?

Table 3.18

Learners Belief about the Impact of E-learning on Motivation

Option	Number	Percentage
Yes	66	86.84
No	10	13.15
Total	76	100

From the obtained results, we have noticed that (86.84 %) of the total percentage have agreed the first choice which mean they have believed that E-learning is an important factor that can help students to enhance their motivation. While, only (13.15%) of the total percentage disagrees with the view. So, E-learning and motivation are strongly have related terms because motivated learners would be more involved in learning when they work with E-learning platforms.

Question17. What is your impression about E-learning in your department?

Table3.19

Teachers' Impression about E-learning

Option	Number	Percentage
Not at all satisfied	62	81.57%
Satisfied	14	18.42%
Very much satisfied	00	00%
Total	76	100%

The aim of this question has been to perceive students' impression about E-Learning in their department. As Table 3.19displays, we can observe that (81.57%)of the responses make us be sure that all of the students are not satisfied with the reality of E-learning at University of Guelma in general and at English Department in specific. They may prefer to learn in better conditions which are not reachable in their department. Another important reason for student dissatisfaction is that the university does not offer materials and moral incentives. Moreover, the department does not formulate a clear strategy or settled an organized plan for defining of a vision for the future of online learning within its institutions and departments.

Question 18: Could you add further information about this topic, please?

Only 6 students have answered this question. Their answers are as follows:

❖ First, it is a good topic and good luck with it. Second I don't like to use ICTs in the classroom especially the data show because I had a bad experience in literature class that I had to read what is written on the data show and listen to the teacher explanation and at the same time so it was existed. But, in my first year this tool was successful (oral expression session) maybe it differs from one module to another and also each teacher and his capacities to control or to deal with too.

❖ First, thank you for giving importance to our opinions; I think it would greatly help if students also attend conference, because we can acquire new information, learn new ways of learning and get experience and get to view the way of presenting, and it also enriches our terminology as well.

❖ I can say that the difference between using the e-learning in the class and not using it _ is so clear to us , it makes the students so interested in , and can get our attention !in the opposite the class or the session where we don't use it, it's so bored and sometimes the teacher lose the attention of the audience (students) .

❖ I think that e-learning is helpful in some cases but not all the time. It could be an element that destructs learners from studying.

❖ personally I don't love using technology in my learning I believe it is a source of distraction

❖ E-Learning can be very beneficial for students who only concentrate on studies while surfing on the net. However, for those who're more interested in social media and games, it is going to be very harmful!

3.4. Summary of the Findings

Analyzing students questionnaire has revealed not a lot of facts on learner's attitudes towards E-learning in the department of English at Guelma University 8 Mai 1945, but we

tried to gather from the analysis of the questionnaire the following: the first section of the questionnaire has showed that the majority of second year students are young and they study 9 years. This result have showed that those students have motivated to learn English as a foreign language. Moreover, this section also has demonstrated that the majority of students have good level in English; this means that they are aware about the importance of English as a foreign language

Concerning the second section, we can notice that the majority of students participate in the class and have a good level of motivation that is to say they motivated to learn English. Also we remarked that the majority of second year students consider the teacher as the most important factor that could affect learning motivation as well as he is considered to be the main source of motivation . So this result showed the important role that the teacher can play in enhancing the motivation of their student

In the third section, the majority of students answered that they use ICT in their class sessions and the most used kind is data show and computers because the department ensures the presence of and they have module of ICT In fact, although students claimed that they have used E-learning method in their learning experience. Another vital finding is that student do not have positive attitudes about the position of E-learning in their university, furthermore, most of students believed that E-learning can enhance their motivation to learn

Conclusion

The current chapter is devoted to shed light on the practical part of our study; moreover, the analysis of students' questionnaire ended with the confirmation of our hypothesis; that most of second year student are motivated to learn English and their awareness of the importance of motivation in learning process. Moreover students strongly

have supported the use of E-learning and its importance in learning. So, E-learning is a useful strategy to enhance students' motivation to learn English.

General Conclusion

1. Concluding Remarks

Teaching a FL requires the adoption of a range of techniques to progress in this language. The current research has hypothesized that in order to enhance students' motivation, they have needed to be given more opportunities to include E-learning platform in students learning; in other words, E-learning technique has been an effective strategy that should be implemented by the student in order to rise their motivation and achieve high success in EFL learning. That is to say it is important for learner to be aware the benefits of this technique.

2. Pedagogical Implications

This research has provided the effectiveness of using E-learning on learning motivation in the English department at Guelma University 8 Mai 1945, and whether really second year student use and learn on online in the university's website or no. It has shed the light on the position of electronic learning in the English department in general .also it has hoped to take online learning from the shadow to the daylight. i.e to introduce the great benefit of E-learning as a beneficial method in rising student learning motivation. Further research may have the luck to assess the effectiveness of such method on learners' achievement , not just restricted to know its importance.

The findings have showed that the hypotheses were confirmed. In other words, student in the English department at Guelma University are using E-learning and that it has a great importance in learning motivation. E-learning has embedded in the educational setting, especially at the higher one.

Nowadays, students have showed a strong affection to the technology devices. Moreover, using technology in the classroom is not something unusual any more. So E-learning method has founded a strong platform built via the use of ICTs. That is to say, its very important to include such strategies in the learning process and to support teacher, student as well as department to use it. Furthermore, web learning is the new phase of education and it will be the only mode of learning and teaching in the coming years.

It is true that E-learning in Algeria has not yet reached its appropriate statue which means that, the online learning still an complicated idea because they think that it has required a lot. But in fact, with all of the existing online learning management systems, software applications, widgets, learners and teachers could access online courses at easy. But in the coming days online situation will be improved this is due the fact that a considerable number of Algerian universities have used online learning beside face to face learning plus they offer online workshops. This also could be achieved throughout advertising the concept inside the universities and institutions, and why not at the national Tv and other media tools. Furthermore, many applications and widgets that would assess and smooth the progress of using E-learning like Turnitin, Prezi, Top Tools for Online Teaching, RubiStar, E-learning Brothers, E-learning Council and Edudemic_ the Teacher's Guides … etc.

3. Research Perspectives and Limitations

As any research, the presented study has faced many limitations. student basically do not know at all about the E-learning zone at the university. In addition, our sample is include second year student; in other word, they have lack same how experience to answer the questionnaire and E-learning is a new concept for students. this obliged as to explain for them to reach validity.

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Appendices

Student's Questionnaire

Dear students,

This questionnaire is an attempt to gather information needed in the framework of a master dissertation. It is about the importance of E-learning (using electronic means in learning) as a motivational technique for students to learn English. The data collected will help us to make future recommendations and suggestions about the implementation of e-learning in the Algerian EFL classes.

Please, tick the suitable answer or make a full statement where it is appropriate. Your contribution is very much treasured.

Thank you very much for your cooperation

LABIOD Basma

Department of Letters and English Language

University of 8 Mai 1945, Guelma

Section One: Background Information

1.   Age ...…… years.

2.   Gender: male   ☐   female   ☐

3.   How long have you been studying English? ……………………..years.

4.   Is studying English:

      a. Your first choice?   ☐

      b. One of your choices?   ☐

      c. Imposed on you?   ☐

- Whatever your answer is, please justify.

………………………………………………………………………………………

………………………………………………………………………………………

5. How do you evaluate your level in English?

a) Very good.   ☐

b) Good.   ☐

c) Average.   ☐

d) Bad.   ☐

Section Two: Learning Motivation

6.   Do you feel comfortable in your class?

Yes   ☐   No   ☐

7. How often do you participate in the class?

Always	
usually	
Often	
Sometimes	
Rarely	
Never	

8. To what extent do you think motivation is important to learn English?

Very important	
Important	
Less important	
Not important	

9. How do you rate your current level of motivation?

a) Very low ☐

b) Low ☐

c) Moderate ☐

d) High ☐

e) Very high ☐

.Why?……………………………………………………………………………………………….

………………………………………………………………………………………………

10. What factors could affect your motivation towards learning English?

a) Classroom physical conditions ☐

b) The teacher ☐

65

c) People close to you [   ]

d) Society you live in [   ]

e) Others : Please specify …………………………………………….

…..…………………………………………………………………….

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

Yes [   ]   No   [   ]

Section Three: Motivation and E-learning

12. Do you use ICTs in your class sessions?

 Yes [   ]   No   [   ]

- If yes, what are the kinds that you usually use in your class?

a) Mobiles   [   ]

b) Data show   [   ]

c) Computers [   ]

13. Do you use e-learning in your learning experience?

Yes [   ]   No [   ]

- If yes, how do you use it?

a) I use only e-learning   [   ]

b) I use e-learning with face to face learning   [   ]

c) I use only synchronous online learning(face to face learning)   [   ]

14. Do you prefer using online courses or it is just an administrative obligation?

a) Yes, I prefer using it ☐

b) It is an administrative obligation ☐

c) No, I do not prefer using online learning ☐

15. Do you think that e-learning enriches your learning experience?

Yes ☐   No ☐

-If yes, please explain more…………………………………………………………………….

....

…………………………………………………………………………………………………

16. Do you think that E-Learning can enhance your motivation to learn?

Yes ☐   No ☐

17. What is your impression about e-learning in your department?

a) Not at all satisfied ☐

b) Satisfied ☐

c) Very much satisfied ☐

18. Could you add further information about this topic, please?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for your corporation

الملخص

من الملاحظ أن بعض الطلبة يعانون من نقص الدافع الذاتي لإظهار قدراته الشخصية، يتناول هذا البحث مسألة التحفيز للطلبة عن طريق استعمال التعليم الالكتروني في أقسام اللغة الانجليزية كلغة أجنبية من هدا، يهدف بحثنا في التحقيق في مواقف الطلاب نحو دور استخدام التعليم الإلكتروني. من أجل أثبات أو نفى مدى صحة هذه الفرضية التي تقول إذا استخدم الطلاب التعليم الإلكتروني، سيتم زيادة دافع الرغبة في التعلم تم تسليم الاستبيانات إلى طلاب للحصول على آرائهم حول هذا الموضوع تتكون عينتنا من ستة وسبعون طالب من السنة الثانية لغة انجليزية لجامعة 8 ماي 1945و كشف تحليل هذه الأسئلة أن الطلبة على دراية بأهمية دور التعليم الالكتروني في إثارة دافع الطلاب للتعلم بفعالية.