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An Investigation into the Effectiveness of E-Learning usage on Students' Motivation

The Case of Master Students at UKMO (2021-2022)

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Dedication

We would like to dedicate our dissertation to our families and friends. A special gratitude goes to our parents, we will always appreciate all what they have done, and they have been our source of inspiration and strength. They continually provide us morale, spiritual, emotional and financial support.

This work is also dedicated to our brothers, sisters, relatives, mentor, friends and classmates who shared their words of advice and encouragement to finish this study. We are also grateful to our supervisor, who contributed greatly to our support; we will never forget her stand for us in all respects as we wish her more successes and estimates.

Special dedication to a man who will never be repeated in my life **MY FATHER**, may God have mercy on him. When I talk about my **father**, I am talking about a paradise and love that never dies. My best wishes to my mother, my sister and brother and never forget my husbandall of them stood with me and helped me to complete this work. (Benaouda Mehdiya).

II

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List of Abbreviations

Abbreviation	Expression
ADDIE	Analyse, Design, Develop, Implement, and Evaluate.
E-learning	Electronic Learning
C.B.T	Computer-Based Training.
ICT	Information and Communication Technology
M-learning	Mobile Learning
VLE	Virtual Learning Environment
STD	Self-Determination Theory
E-COURSE	Electronic Course
UKMO	University Kasdi Merbeh Ouargla
Q	Question
WWW	World Wide Web
WBT	Web-Based Training
WBL	Web-Based Learning
ODL NET	Open and Distance Learning Network for Exchange Experiences
IBT	Internet-Based Training
SAM	Successive Approximation Models
SME	Subject Matter Experts
%	Percentage

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Abstract

With the wide use of technology in education, E-learning is believed to have a significant impact on students' learning process. The invention of E-learning tools such as computers, internet and video camera...etc facilitates the E-learning process in general and foreign language E-learning in particular. Based on the assumption that E-learning is believed to be effective in enhancing students' learning, the present research attempts to examine the effectiveness of E-learning on motivating master students which has often been identified as different from that of traditional learning. Furthermore, it attempts also to investigate the relation between E-learning and students' motivation and its effects among students participating in the research. One research tool is used to investigate the topic which is students' questionnaire; it was applied to collect data from students of Kasdi Merbah University in the department of English language. The outcomes of this research will be helpful in developing education, particularly, in terms of implementing E-learning as an effective tool for motivating learners. Overall, the results obtained show that using E-learning in education is very successful and effective. It offers a relaxing atmosphere that increases students 'academic achievement.

Keywords: E-learning, Master students, Motivation to learn.

VIII

General Introduction

1.Introduction

E-learning is a type of education that deals with managing and processing information with the use of electronic tools like computers, tablet, phones etc...; in order to convert, store, protect transmit and rescue information.

E-learning is a major method that shapes and transforms the nature of education, where E-learning takes place and it determines the role of students and teachers in the E-learning process. When looking at the current widespread use of technology in education, it is clear that E-learning occupies a wide array in the E-learning process nowadays and later.

2.Objectives of the study

The present study has two main objectives.

The first one is to investigate whether the use of E-learning leads to affecting student's motivation in the field particularly with the use of technology.

The Second objective aims to investigate the strength of the relation between the E-learning and student's motivation among students participating in the research.

3.Aims of the study

Our choice of the topic of the effectiveness of E-learning usage on students' motivation is mainly due to the COVID-19 health crisis, during which educators and students have been left with their feelings of uncertainty. The online courses in this context were implemented on short notice. Naturally, many questions emerged as to its effectiveness and its impact on the teachers and students; thus, the guiding question for our study was student's motivation in a virtual platform, which was new for all stakeholders.

4. Statement of the problem

Nowadays, teaching and learning foreign languages require the use of E-learning to communicate, create, disseminate, store and manage information.

E-learning offers many methods that enhance the quality of teaching and learning, as it is considered as a very useful method in the teaching of foreign languages through which students can study in their own time, at the place of their choice (home, work or learning center). However, applying E-learning as a method of teaching/learning English as a foreign language may pose a serious problem that leads to students' disapproval of e-courses.

The main problem addressed by this research is concerned with the main obstacles encountering English students, in the department of English at Ouargla University, in adopting E-learning as a method of learning; as well as, its effectiveness on student's motivation. The research addresses two main questions:

- Is online E-learning as effective as face-to-face E-learning?
- To what extent does E-learning affect students' motivation?

5. Hypotheses

This study addresses the following hypotheses:

- E-learning is an effective method to motivate students.
- there is a relation between E-learning and student's motivation.
- Implementing e-courses enhances students' academic achievement.

6. Literature review

In recent years, E-learning has been the subject of many researchers. Keller and Susuki (2004) studied E-learning design and learners' motivation; their empirical results showed that they agree on the validity of the systematic design of motivationally enhanced instruction in E-learning in terms of decreasing drop-out rates and other positive motivational outcomes.

Taran's (2005) suggests ten techniques about motivation in E-learning namely Manding stimulus, Anticipation, Incongruity, Concreteness, Variability, Humor, Inquiry, Participation, Breaks and Energiwers, Storytelling which are as the most important element in obtaining motivation in case E-learning online. In the same vein, Roizard, Christman and Lemaitres'

(2006), their study deals with using E-learning courses at ENSIC in France. The results of their study show that this new teaching does not reduce teaching time but encourages active learning, as well as a better understanding of technology for students to advance in their own capacities.

Rovai, Ponton, Wighting and Baker, (2007) have studied the difference between traditional classroom and e- learning courses in terms of motivating students. Their results confirmed that student taught through E-learning is more intrinsically motivated than students who go to Traditional classrooms.

Poechter and Maier (2010) investigated what the Australian students prefer to learn in E-learning courses and the time they choose either online or face-to-face. The results of their study showed that the students chose online courses because it has an obvious structure of learning materials and they chose face-to-face E-learning for communication goals in which they shared a common understanding.

In addition, there are factors, which show how they can affect E-learning. For example, the role of readiness factors in E-learning has shown that organisational readiness factors have a very deterministic effect on E-learning outcomes; Motivating teachers and teaching are also critical factors in E-learning (Kermati, Afshari-Mofrad, and Kamrani, 2011).

Students in the study group were happy with the E-learning program as a teaching method, but they did not want to enroll in another E-learning program unless they have a computer and internet at home (Abdlaziz, Kamel, Karam, and Abdelrahman, 2011)

Similarly Bhuasiri, Xaymoukhoun, Zo, Rho, and Ciganek, (2012) argued that fundamentals of implementing effective E-learning in developing countries are believed to be the impetus for technological awareness, changing the behaviour of learners.

As far as this research is concerned, the focus will be more on discussing E- learning and motivation to learn. Below is a brief definition of them.

a) E-learning:

There are many definitions for E-learning from educational dictionary (E- learning identifies various types of computer-aided learning, usually using modern technological means CD-ROM). E-learning is expanding especially in the sphere of distance education and corporate training (prucha,2003).E-learning challenges the traditional ways of training and learning and provides new solution for problems for instance the role of teachers is probably changing from importers of knowledge to expeditors of knowledge (Haverila&Barkhi,2009). Moreover, it can be a very good learning practice that can exceed the education you may experience in a crowded classroom.

b) Motivation to learn:

Promoting motivation to learn is one of the main principles for efficient education (Kim & wrick, 2011). Motivation to learn reveals that a student desires to take part in, and learn from, a training activity (Garavan et al, 2010). Student's motivation is often parted into two types, intrinsic and extrinsic motivation (see chapter two section two, motivation to learn).

7. Significance of the study

Education has changed dramatically with the distinctive rise of E-learning. In fact, the online E-learning has shown to increase retention of information and take less time during the covid-19.

In our work, we discuss how would be electronic learning spread and dominates the education at present time. In addition, we concentrate on the effect of E-learning to motivate master students to learn in the University of Kasdi Merbeh Ouargla.

8. Methodology

a). Choice the method

This study opted for the quantitative method because the purpose of quantitative method focuses more on counting and classifying features and constructing statistical models and figures to explain what is observed; this method will be more appropriate for such study due to the limited time that does not allow to design the experimental method which seems more useful to conduct this kind of researches.

b) Population

To investigate our topic, the target population in this study includes all the master students of English language in the department of foreign language. Our sample is composed of 100 master English students at Kasdi Merbah University, Ouargla .We opted for this number of students in order to obtain valid findings.

c) Sampling

The sample is a representative group of the whole population. We opted for selecting the randomization sampling because there exists more than 500 students. Random sampling allows for the possibility of the different members of the population to be equally selected, which would support the representativeness as of the sample.

Therefore, we selected 100 master from linguistic, translation and literature in the English department UKM.

d) Data gathering tools

In order to investigate this study, we used a questionnaire that is administrated to master English students from different fields, in order to obtain more reliable information about the effectiveness of E-learning on students' motivation.

9. Structure of dissertation

This dissertation consists of three main chapters in addition to a general introduction and conclusion.

Chapter one is concerned with E-learning, its history, and its different definitions in addition to many terms of E-learning, and its types. It addresses training and development capacity in E-learning courses and integrating E-learning components and course design, as it adds an overview of the instructional method. Also it mentions the role of teachers in online E-learning and the difference between traditional learning and electronic learning. At the end of this chapter, some advantages and disadvantages are discussed.

Second chapter starts by presenting different definitions of motivation according to different authors, in addition to its importance and its types. It addresses some theories of motivation and it mentions some factors that influence learner's motivation and the impact of motivation in the classroom. Finally, we discuss some strategies for motivating the learners.

In the last chapter, we discuss the practical part of the dissertation that deals with the research methodology and data collection tools. It includes an analysis and discussion of data obtained from students' questionnaire, followed by recommendations to help solving the issues of our study.

10. Limitation of the study

Our study is concerned with the effects of E-learning courses on English master's students at university of Kasdi Merbah. Because covid-19 and the system of the studying in groups, we really faced a problem in gathering data and distributing our copies of questionnaire to master students in same time. Therefore, we took long duration to collect the data, and due to time constrains, we could not implement more data collection tools that would help more in the validity of the research.

Chapter One

Chapter One: Introduction to E-learning

Introduction

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1.6.2. Training Needs Analysis

1.6.3. Target Audience Analysis

1.6.4. Task or Topic Analysis

1.7. Designing E-learning Course

1.7.1. Performance /Learning objectives

1.7.2. Defining the Course Sequence

1.7.3. Instructional Strategy

1.7.4. Delivery Strategy

1.7.5. Assessment Strategy

1.7.6. Development Process

1.7.7. Content Development

1.7.8. Writing Guidelines

1.7.9. Courseware Development

1.7.10. Implementation and Evaluation

1.8. Teacher role in E-learning

1.8.1. Guide students

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1.9.1. Expositive Method

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Method Conclusion

1.10. Traditional Learning and Electronic Learning

1.11. Advantages and Disadvantages of E-learning

1.11.1. Advantage of E-learning

1.11.2. Disadvantaged of E-learning

Conclusion

Introduction

This chapter provides a background to E-learning, its history, quality, approaches, and types. It mainly addresses training and development capacity in E-learning courses and integrating E-learning components. Also, the chapter accounts for E-learning course design and the role of trainers and instructional designers to create E-learning courses that really match learners' needs' finally, an overview of instructional methods is used to conduct and communicate the information among participants.

1.1. History of E-learning

According to Eger (2005), “development of E-learning is connected to development, technical improvement and also better affordability of computers. Already in the late eighties and the nineties of the last century the first form of electronic education- computer-based training (CBT) was born. This is considered as the cornerstone of today's E-learning” (p.1). The CBT system requires connection of personal computer to some other multimedia like CD-ROM. The system itself meant a tremendous progress, although its content was not that thoroughly elaborated, and it was still missing some later features of E-learning, like no limitation by time or place. In parallel with the development of CBT was the technology developed, that at the end lead into the rise of internet and creation of the web system (Elsevier Ltd, 2015). In addition, this time the roots of origin and its technical base were in the United States. Technology had its progress. At the very beginning, the information could be delivered only in text format, but in the early nineties, there were created browsers, which enabled users to enrich the text by graphics (Elsevier Ltd, 2015). Internet spread quickly, its price declined and so it was more affordable for the middle class. The web system was improved into the now well-known and widespread www (World Wide Web). Moreover, the new web-based training (WBT) was formed (Baresova, 2003). For Kopecky (2006), “new programs were created not only to teach, but also to allow the communication between the teacher and the student. This new system corresponded already with the today's one, but it got its name just in 1999”(p.2).according to Eger (2005), the WBT system was spreading quickly and it was improving and so were also the connected programs. Eger (2005) added, “together with the pedagogical approach, which started in 2002 to be more and more enforced, with professional management, blended learning and with clearly positive results of some universities and companies it shows, that E-learning has its advantages and can be effectively used not only for the distance but also the for face to face education” (p.2).

The meeting of the Council of the European Union in 2002 mapped the current use of electronic forms of learning in Europe. Discussion about E-learning programs for years 2002–2006 started just next year, “its main goal was to spread knowledge about new forms of teaching, but especially improvement of education system” (Elsevier Ltd, 2015, p.2). meeting of the Council of the European Union in Barcelona (2002) concretized the recommended amount of costs for E-learning development. This recommendation applied for all member countries and significantly defined the material basis of enhancement of new forms of teaching. The new wave of improvements in E-learning started-mainly in the content and form of new courses trend intervened to the state of using the electronic forms of education in Czech. Republic (Elsevier Ltd, 2015).

The subproject ODL NET (open and distance E-learning network to exchange experiences) played a great role in contact with other countries. This project was developed in the framework of the European program Socrates, which concentrates on propagation of distance education based on information and communication technologies. This was not only to publish E-learning, but also to clarify its theoretical base. It was meant for teachers, who started using these forms, for authors of new programs and for students, who could benefit from these new forms of learning in the first place. The purpose of this project was to exchange experiences among all users of new forms of study. Its most important goals are considered: to improve the quality of on-line teaching by using new learning and methodical approaches and to inform the academic society about technological development in area of education on internet. There were eight European countries involved in this project: Great Britain, Ireland, Portugal, Spain, Greece, Finland, Cyprus, and Czech Republic (Elsevier Ltd, 2015).

1.2. Definition of E-learning

Welsh et al. (2003) defined E-learning as, “the use of computer network technology, primarily over or through the internet, to deliver information and instruction to individuals” (p.03). Rosenberg (2001) shares a similar definition referring to E-learning as “using internet technologies to deliver various solutions to learners” (p.03). On the other hand, Holmes and Gardner (2006) simply stated that “E-learning provides us with access to resources that promote E-learning on any place and anytime basis” (p.03). Although there are a lot of definition of E-learning, but they all focus on a basic concept that include E-learning, technology and access.

1.3 Other related terms to E-learning

E-learning as it is widely known during of Covid-19, has become an ever-important tool in education especially in higher education. In fact, it has different names such as **online E-learning, distance E-learning, blended learning, virtual learning, m-learning, computer-based training**

1.3.1 Online E-learning

According to Benson(2002) and Conrad (2002) identify online E-learning as a more recent version of distance E-learning which Improves access to educational opportunities for learners described as both non-traditional and disenfranchised. Therefore, Benson (2002) makes a clear statement that online E-learning is a new version of distance E-learning. Whereas, Oblinger (2005) make a distinguish in describing online E-learning as “wholly” online E-learning.

1.3.2- Distance E-learning

It is a way of learning from anywhere without needing to be present, or face to face to contact the teacher. The method of using online E-learning is not limited on electronic method, but in using papers, letters.

1.3.3. Blended learning

According to Masie (2002) defined blended learning as “the use of two or more distinct methods of learning” (p.59)

“Blended learning systems combine face to face instruction with computer- mediated instruction” (p.5) Graham (2005)

1.3.4. Virtual learning environment (VLE)

In a virtual learning environment, all in one software solution, which facilitate online. All types of digital media are used like, videos, audios, chat and podcast. Some examples of VLE’s include Moodle and Blackboard.

1.3.5. M-learning

(Mouza and Barret- Greenly, 2015) “Mobile-learning is becoming more popular within formal education as its benefits offer cost-efficiency, portability, instant connectivity; and context sensitivity...)

1.3.6. Computer – based training (CBT)

It is a methodology for providing systematic, structured learning; is any course of instruction whose primary means of delivery is a computer. It is called sometimes courseware.

1.4. Asynchronous and synchronous

E-learning according to Beatrice (2011), synchronous events take place in real time. Synchronous communication between two people requires them to both be present at a given

time. Examples of synchronous activities are chat conversations and audio/video conferencing (Beatrice, 2011). For Beatrice (2011), asynchronous events are time independent. A self-paced course is an example of asynchronous E-learning because online E-learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools. According to Hrastinski (2006), “the difference between the two is the varying degree of synchronicity in communication media” (p.3).for Moore et al., (2011),“Asynchronous online modes like email, bullet inboards, discussion boards etc. emphasize communication and interaction among individuals at different times as desired 'anytime, anywhere”(p.3). Moreover, Kearsley (1995) said that learners and lecturers or tutors access, read, interact and engage with previously prepared instruction, course proceedings and resources at different times as preferred. Asynchronous online modes; therefore, provide learners the experience of more control and flexibility in engaging with the course” (p.3). According to Hrastinski (2007), Kruger(2006)and Moore and Marra, (2005), asynchronous modes are also restrictive and insufficient in creating a sense of online 'presence' and community among learners' hence inadequate in addressing the common problem of isolation in online- learning. According to Moore et al., (2011),” synchronous online E-learning modes on the other hand, emphasize communication and interaction in 'real time' or live sessions”(p.3). According to Gunawardena & Zittle (1997); Lowenthal (2010);Picciano (2002), Asynchronous online E-learning affords learners the flexibility of accessing and engaging with courses and learning material from anywhere, but is restrictive in terms of control of schedules' that is, because sessions are in real-time; learners have to 'fit' other commitments around pre-set schedules to be able to attend classes. However, synchronous online modes have been argued to enhance the experience of 'presence', belonging and community aspects among online learners”, Romiszowski and Mason (2004) argued that, “today, a number of synchronous forms of communication media have been developed specifically for educational purposes. Particularly, virtual classroom environments like Big Blue Button, WizIQ, and Adobe connect, Blackboard Collaborate, etc., “these allow real-time interaction among geographically dispersed learners thus adding aspects of immediacy and engagement” (Romiszowski & Mason, 2004, p.4).

1.5. E-learning components

According to Beatrice (2011), E-learning combines different components including:

1.5.1. E-learning content

According to Beatrice (2011), “E-learning content can include: simple E-learning resources, interactive e-lessons, electronic simulations” (p.11).

1.5.2. E-tutoring, E-coaching, E-mentoring

According to Beatrice (2011), “E-tutoring, E-coaching and E-mentoring provide individual support and feedback to learners through online tools and facilitation techniques” (p.12).for Megginson and Clutterbuck (2005),” coaching relates primarily to the E-learning performance improvement often in a short term in a specific skills area. The coaching goals are set at the suggestion of coach. The learner has the primary ownership of coaching goal and the coach has the ownership of the coaching process” (p.3).

According to Holmes (2002),”...the tutor should identify the causes of the learners ‘feelings, if they are due to exam pressures, poor behaviour or an event that had a damaging impact on them, send them away with a positive thought or technique that helps them tackle any troubling emotions they are experiencing” (p.3). Parsloe (1992), defined mentoring as “to help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be”(n.4).

1.5.3. Collaborative E-learning

Wang (2009) and Panitz (1996) considered collaborative E-learning “a pedagogical learning style in which learners communicate and discuss issues in order to learn any concepts and topic” (p.7). For Gokhale (1995), collaborative E-learning is “the grouping and pairing of students for the purpose of achieving an academic goal (p.1).

1.5.4. Virtual classroom

A virtual classroom as described by Hsu, Marques, Khalid Hamza and Alhalabi (1999)is a learning “ a system that provides the same oppofunities for the teaching and learning process, beyond the physical limits of the traditional classroom walls" (p.27.28).

1.6. Desinig and developing an E-learning Course

Stockley (2003) assumed that E-learning involves the use of a computer or electronic device (e.g., a mobile phone) in some way to provide training, educational or learning material.

ADDIE is an acronym for Analyse, Design, Develop, Implement, and Evaluate. The application of the ADDIE to instructional system design facilitates the complexities of intentional learning environment by responding to multiple situations, interactions within context, and interaction between contexts” (p.1).

Morrison, Ross, Kalman, and Kemp, (2011) said the “a huge number of traditional E-learning content has been developed based on the ADDIE model” (p.192).

SAM focuses on speed, flexibility and collaboration for the purpose of generating more effective and efficient E-learning content” (p.193).

Allen and Sites (2012) SAM utilizes a more iterative process that emphasizes prototyping more heavily than the other models. This model assumes that stakeholders will change their minds about what is necessary, what will work, what they need, and who will be included in the group of learners. The change that will be made in each stage of the project will need to be updated through an iterative process. With this model, collaboration is crucial to prevent potential problems “(p.193).

1.6.1. Identifying and organizing course content

Identifying and organizing course content is considered as a guide for the teacher in defining the course content and organizing it according to the E-learning objectives, and the learners' needs. Beatrice (2011) claimed that, Before designing an E-learning course, a needs analysis should be conducted to determine whether training is required to fill a gap in professional knowledge and skills; and E-learning is the best solution to deliver the training that's way this kind of analysis is crucial to validate the need for an E-learning intervention and to provide important information regarding which gaps need to be addressed to ensure that the intervention is targeted to organizational needs. (p.28)

Stanley Sikorski et al., (2017) affirmed that the goal of analysis is to identify training needs, which are the problem, that teacher trying to solve through training. Also, needs are often based on gaps in performance, and the plausible causes of such gaps. Data gathered during analysis is used to determine if training will help to close performance gaps or solve a given problem. Stanley Sikorski et al., (2017) put forward different methods to organize the content are:

1.6.2. Training Needs Analysis

Training Needs Analysis is the initial step in cyclical process that contributes to the overall training and educational strategy of staff in an organisation or professional group.

1.6.3. Target Audience Analysis

It involves the identifying the audience and adapting a speech to their interests, level of understanding, attitudes, and beliefs.

Audience Analysis Factors:

- Audience expectations
- Knowledge of topic
- Attitude toward topic
- Audience size (the larger the audience the more formal the presentation should be)
- Voluntariness
- Egocentrism

1.6.4. Task or topic analysis

According to Beatrice (2011), "task analysis is defined differently in different contexts. In the context of instructional design, a task analysis is a detailed analysis of actions and decisions that a person takes to perform a job task (i.e. a well-defined unit of work), which

includes identifying the knowledge and skills needed to support those actions and decisions"(p.30).

Beatrice (2011) (as cited in Mayer, 2005) stated that, «task analysis is used mainly in courses designed to build specific job related or interpersonal skills (also called “perform courses”). However' topic analysis is appropriate for courses that are primarily designed to provide information or achieve broader educational objectives (also called "inform course")" (p 30). The three types of analysis are considered as the best practice for training development and complete needs assessment before starting the course design. Edwards (2011) put forward five main questions for E-learning course design are:

- What do you expect learners to be able to do after completing the course that they cannot do now?
- What are the consequences to the learner if the learner fails to master the intended outcomes?
- can you show me an active demonstration, a detailed simulation, or provide an opportunity to directly observe the desired performance?
- What specific performance mistakes do new learners regularly make?
- What tools, resources, job aids or help do successful performers (or even experts) used to do these tasks?

1.7. Designing E-learning Course

Arguably, designing an e-course is concerned with the following component:

1.7.1. Performance / learning objective.

According to Beatrice (2011), learning objective is a statement describing a competency or performance capability to be acquired by the learner. Objectives should be specified for the course as well as for each single activity. Stanley Sikorski et al., (2017) argued that performance and learning objectives should align with organizational goals and priorities. Objectives are sometimes referred to as outcomes, and these terms are often used interchangeably. Objectives should be specific, measurable, and attainable by your learners.

1.7.2. Defining the Course Sequence

According to Beatrice (2011), there are many methods used to define the course sequence one of this method is the prerequisite method and it uses a learning objectives hierarchy teaching first those skills that seems to be prerequisite for all other skills.

He said that the outcome of sequencing is a course structure where each element corresponds to specific learning objectives and contributes to the achievement of the overall course goal.

In addition to that Stanley Sikorsik et el (2017) stated that ‘the goal of sequencing is to create a meaningful training structure that supports retention, comprehension, and access to the knowledge"(p.19). Overall learning objectives and relevant topics are organized in a logical structure using various sequencing method (Beatrice 2011).

1.7.3. Instructional strategy.

According to Beatrice (2011), the design of an E-learning course is a combination of instructional methods, which are expositive methods, application methods, and collaborative methods. He also stated that each method can be delivered in different formats, using different types of media and communication tools. For example, a presentation can be delivered as a Power Point file or as a recorded (or live) video presentation. An online discussion can be carried out in a discussion forum or through a Skypecall, and the delivery formats are selected based on additional factors related to learners, technological and organizational constraints (e.g. budget) and available time(Beatrice, 2011).

1.7.4. Delivery strategy.

Beatrice (2011), explained delivery strategy as follows:

When selecting delivery formats a number of factors must be considered; including: the first factor is Learner-related factors: in this case, the important factors about the learners are; their comfort with delivery channels, their level of technical expertise, and their available time. The second one is Technology aspects: in this case, it is important to consider what kind of computers and software programs learners' use, especially when creating E-learning courses in development context. The last one, which is Organizational requirements and constraints, such as the available time and budget will influence the choice of delivery format (p. 54, 55).

1.7.5. Assessment strategy.

The goal of learner evaluation is to assess progress. Assessments are used to determine the training effectiveness and achievement of performance outcomes. Having a clear indication of progress also helps define areas for further instruction. Some strategies for assessment include

- Use unscored practice and knowledge checks to help learners gauge progress.
- Ensure that practice opportunities support the E-learning outcomes.
- align your assessment strategy with the E-learning objectives.

1.7.6. Development process.

According to Stanley Sikorski et al., (2017), the goal of the development process is to create and assemble the E-learning content. Related resources are integrated during this process as well.

1.7.7. Content development

According to Rink, (2009) "content development – the ability to select, sequence and implement instructional tasks to meet a specific instructional outcome ...is a crucial skill for physical education teachers". (p.4)

1.7.8. Writing Guidelines.

Good writing is essential to good learning, when writing for E-learning. It is about making sure that your listeners interpret the content in less time and obtain more knowledge. So writing a good text content including:

- Know your audience
- Put key information at the top
- Write in a short simple sentences
- Create a content that is easy for your target audience to find
- Use the active voice
- Use images and video if possible
- Always have your course reviewed before you publish it.

1.7.9. Course ware development

According to Beatrice (2011), Interactive e-lessons are created by the development team and assembled in courseware. A number of authoring tools exist for producing courseware. Authoring tools are specifically designed for producing E-learning content, without needing programming skills. However, media editors are usually needed to develop graphics and other media elements. There are three main kinds of authoring tools: template-based, timeline based and object-based. Compared with template-based tools, object based tools offer more flexibility for content developers but require more development time" when selecting your authoring tools, consider important factors such as team expertise, development costs, desired output, creative freedom and community or vendor support.(p.100).

1.7.10. Implementation and evaluation

According to Beatrice (2011), the implementation stage is the actual course delivery. The course ware is installed on a server and made accessible for learners. In facilitated and instructor led courses, which integrate content with e-tutoring and collaborative E-learning components, this stage also includes managing and facilitating learners' activities" for Sikorski et al., (2017), "the goal of the implementation process is to install and test the training product in the actual learning environment. Instructions and supporting materials are distributed, and the learners are given access to the product" (p.40). Beatrice (2011) claimed that evaluating learning activities is crucial for both self-paced and facilitated online courses. Evaluation allows to assess learners' progress, the quality and effectiveness of the course, and improve future E-learning activities and content.

1.8. Teacher role in E-learning

Teachers play a big role in E-learning to motivated students to learn through seven main roles are:

1.8.1. Guide the student

Teacher should guide his students from the beginning to the end, and show them the steps. How they use the tools and organise themselves in order to successfully complete the evaluation of the course.

1.8.2. Facilitate E-learning

Function common to all these teachers is making an effort to innovative has in their teaching methodologies as it has done in classroom and making courses more dynamic by using different sources like: reading, audio-visuals.

1.8.3. Motive

Teacher should reinforce the emotional part of learning by making students have a good attitude to learning from the beginning to the end of the course. Teacher should make course objectives and timetables with deadlines and provide them with feedback that serve both learning and support which help student to feel guided.

1.8.4. Energise

Energising is a key to the success for students, here teachers should discuss with their students to solve any doubts or problems. The most common opinions by making chatting or video conferencing for individual tutorials.

1.8.5. Moderate

It is important to encourage student, also, teachers should create an atmosphere of discussion which making students feel involved in their learning process by sharing of ideas.

1.8.6. Follow up

Making sure to contact on an individual level to observe progress, motivate and be sure to complete the online course.

1.8.7. Evaluate

All the activities which carried on by the students should be corrected in order to motivated students and be sure whether the knowledge has been mastered correctly.

1.9. Instructional methods of E-learning

The design of an E-learning course involve the use of a mixture of instructional methods; each method can be delivered in different formats, using different types of media and communication tools. For example, a presentation can be delivered as a PowerPoint file or as a recorded (or live) video presentation. An online discussion can be carried out in a discussion forum or through a Skype call. However, delivery formats are selected based on additional factors related to learners, technological and organizational constraints (e.g. budget) and available time (Beatrice, 2011).

1.9.2. Expositive methods

Beatrice (2011) said that “expositive methods are used for acquiring information, as well as can be combined with other methods in order to create different types of learning courses. While the expositive component is used to provide orientation and basic concepts before

going into practical. In addition, presentations can also be used to sensitize and influence learners' attitudes toward specific subject” (p.51)

1.9.3. Application methods

Beatrice (2011) demonstrated that application method involve the learners in practical activities ranging from simple exercises to more complex activities like simulations or research activities. For him, “using application methods is helpful to have a tutor or instructor to provide guidance and facilitate reflection for learners' some examples of application methods are: practice method, job aids' case-based or scenario-based exercises, role play, simulations and serious games' guided research' project work” (Beatrice, 2011; p.46).

1.9.4. Demonstration-practise method

Beatrice (2011) said that “the method is used to teach procedure and is usually a software procedure, such as creating a map using the GIS software. In addition, the procedure is first explained by a trainer or expert, and learners practice it through interaction with the system” (p.53).

1.9.5. Delivery formats for demonstration-practice methods

Beatrice (2011) mentioned two delivery formats: interactive e-lessons using a combination of animations and operational that allows learners to interact with the system and receive feedback on his or her actions. Virtual classroom is the second format in which the instructor shows the application using application-sharing tools and allows learners to take control of the application to practise it. Delivery format activities can take different forms like case-based or scenario-based exercises that ask learners to apply knowledge and principles to a concrete situation and make decisions by choosing among different options. Role-play is another form of delivery activity that is particularly effective for practising communication skills. Delivery formats for role-play are “electronic simulations based on branched scenarios (also called experiential simulations); each learner's choice produces a consequence that generates feedback. The feedback is provided through a follow up situation that produces some more choices” (beatrice, 2011, p.48).

Delivery formats for guided research is another form of delivery learning through "discussion forums, e mails, chats and audio or video conferences for communicating between learner and instructor or tutor, wikis, blogs and shared documents for presenting results" (Beatrice, 2011, p.49).

Moreover, some types of delivery methods account for peer work, group work and collaborative work through which students offered the opportunity to work together and perform different types of activities, such as evaluation, analysis or of a development assignment or a project. These methods allow students to collaborate, listen to each other, argue and negotiate; they develop interpersonal skills other than domain-specific and problem-solving skills (Beatrice, 2011).

1.10. Traditional learning and Electronic learning

The debate between online E-learning versus traditional learning grows each year. The corona crisis made it even more relevant, as employees in many countries were forced to work from home. So suddenly all the E-learning activities had to take place online .But is it a good substitute for traditional learning? Thus a huge difference exists on the basis of which is better or more effective. According to Hamida (2015),the concept of E-learning refers to a method used through electronic and computer media in the process of transferring and communicating information to students (p.198-201). while Al-Tur (2019), defined traditional learning as one of the types of education that aims to develop the knowledge side of the learner and depends on the method of lecture and presentation by the teacher and the role of the learner is limited to preserving and understanding the information after receiving it from the teacher without any effort...(22-40).

Jamil Goura (2020), discussed the different between online E-learning and traditional learning according their benefits . He said that when it comes to answering the questions of which is better, E-learning or traditional learning, it all boils down to the benefits that individuals find most relevant to them. E-learning benefits tend to veer towards lower costs and wider access to a variety of courses; on the other hand traditional learning offers peer learning and socialization experiences that cannot be matched online. Therefore, the both method of learning are very different in nature but the goal may be the same.

Overall Wladis et al (2015) argued that E-learning is more effective in which he said that in this era of technology learner need a high quality programs that allows them to learn anytime, anywhere, and any speed as it can gives many options such as, alluring option to business professionals, stay-at home-parents, and other similar population. He adds that online E-learning has flexibility and access including program choice and time efficiency.

I addition to that Lundberg et el (2008) said that" the student may prefer to take an online courses or a complete online based degree program as online courses offer more flexible study hours; for example, a student who has a job could attend the virtual class watching instructional film and streaming videos of lecture after working hours".

1.11. Advantages and disadvantages of E-learning

There are many advantages to online and computer-based learning when compared to traditional face-to-face courses and lectures. There are a few disadvantages as well.

1.11.1. Advantages of E-learning

- Class work can be scheduled around work and family.
- Reduces travel time and travel costs for off-campus students.
- Students may have the option to select learning materials that meets their level of knowledge and interest.
- Students can study anywhere they have access to a computer and Internet Connection.
- Self-paced learning modules allow students to work their own pace.
- Flexibility to join discussion in the bulletin board threaded discussion areas at any hour.
- E-learning can accommodate different learning styles and facilitate E-learning through a variety of activities.

- Develops knowledge of the Internet and computers skills that will help learners throughout their lives and careers.

1.11.2. Disadvantages of E-learning

- Learners with low motivation or bad study habits may fall behind.
- Without the routine structures of a traditional class, students may get lost or confused about course activities and deadlines.
- Students may feel isolated from the instructor and classmates.
- Instructor may not always be available when students are studying or need help.
- Slow Internet connections or older computers may make accessing course materials frustrating.
- Managing computer files and online E-learning software can sometimes seem complex for students with beginner level computer skills.
- Hands-on or lab work is difficult to simulate in a virtual classroom.

Conclusion

To sum up, we can assure that E-learning (electronic learning) is a term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. e-learning can be synchronous or asynchronous and it takes place at a specific time; it usually integrates self-study with collaborative activities such as discussions or group work. As we have seen, E-learning can combine different types of E-learning components, including e-learning content, e-tutoring, e-coaching, e-mentoring, collaborative E-learning, virtual classroom. However, it is important to design an E-learning course that matches learners' needs and considering the different instructional methods that fit learners' needs.

Chapter Two

Chapter two : Motivation to Learn

Introduction

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Conclusion

Introduction

Motivation helps learners to focus on their goals and achievements. The success of learning depends on whether or not the learners are motivated. In this chapter, we first define the term motivation and its importance, then we set the types of motivation and the different theories, after that we move to the major factors that influence learners' motivation and its impact in classroom. At the end, we show the strategies of motivating the learners.

2.1. Definition of motivation

Different authors and researchers have variously defined motivation:

Staw (1983), said that motivation is generally defined as " a prepotent state that energizes and guides behavior" this means that it is inferred from changes in behavior or attitudes and it is often directly measured" (p.302). Motivation refers to the degree of readiness of an organism to pursue some designated goal, and implies the determination of the nature and locus of the forces including the degree of readiness (Golembiewski, 1973, p.597). Jones (1955) shares a same definition referring to motivation as it is " concerned with how behavior gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism while all this going on" (p.14). in the same vein, Middlesmist and Hitt (1981) simply stated that motivation refers to" the wilful desire to direct one's behaviour toward goal" (p.136). Mathis and Jackson (1982), referred to motivation as an emotion or desire operating on a person has to act. For Mondy, Holmes and Flippa (1980), "motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals(p.263).therefore, motivation in school can be defined as" learning involves arousing, persisting, sustaining, and directing desirable behavior" (B.F.Skinner). In this research, we opt for B.F.Skinner definition, which is focused on motivation in the school. Thus according to him motivation in the school means learning that cover many instructions among them are the following: eliciting, continuing, maintaining and immediating desired behavior.

2.2. The importance of motivation

The motivation of learners is essential for their academic success in school, and this led to belief that motivation could be seen as a stable characteristic of the learner, on pair with personality, in this context Paris and Turner(1994),described motivation as the " engine " of learning which means that motivation is an essential component of learning. Moreover Chunk and Usher (2012), claimed that it can also affect how, why and what we learn, as it is the key factor in performance. The effectiveness of the motivation in determination has been confirmed in many aspects whether from continuity, participation, the quality, and finally the

level of achievement. There are several ways to understand the nature of motivation including personal histories, social factors and circumstances, all of these ways affect learners' motivation, therefore, those involved in teaching and learning online need theories because they have important practical implications for them. This means That motivation is not only important in its own right ; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce a higher quality effort, learn more deeply, and perform better in classes. In addition to that Palmer said that “ motivation enhances cognitive processing. It actually affects what and how information is processed, because motivated students are more likely to pay attention and try to emphasize the links between real life and school subject ,design, assignments, and experiments that use everyday materials and situations, and use personal anecdotes"(p.26).

The motivation of learning activities helps the students to focus on what she / he doing. As it helps them to concentrate on the lessons to be learned. It increases students time on task therefore, motivation is an important factor affecting their learning and achievement because it stimulates and energizes the learner to think, concentrate, and learn effectively (Jacob.F, John.S,DM. Gwany, A.v.Okoronaka,2020).

Overall motivation helps in focusing on goals and initiates to develop the E-learning abilities. It is also the tool to bring effectiveness in the teaching and learning process. Thus, it is the way of achieving the desired goals in education and enhances the abilities to do what we want.

2.3. Types of motivation

Understanding the types of motivation can help parents and teachers organize the E-learning process, in a way that best supports the students' need and interests. Based on the self-determination theory (STD) may be the first thing that strikes mind of the learners is the source of motivation internal or external. Generally, there are two types of motivation, intrinsic and extrinsic.

2.3.1. Extrinsic motivation

According to Rayan and Deci (2000), extrinsic motivation is a construct related to the time to perform an activity in order to achieve some separable results. They add that the learners are externally motivated to do something with the expectation of some outcome other than self learning (p.71.72).in this context chow and Yong suppose that extrinsic motivation invites

students to engage in academic assignments for external reasons(p.75) for example the students reading a book to prepare for a test.

Lei share the same idea in saying that extrinsically motivated individuals rely solely on desired rewards, and outcomes to motivate them. This means that extrinsically motivated students are more at risk of lower academic performance than intrinsically motivated students (p.83). In addition to that Matt and Dale said that extrinsic motives contain many important elements which are expectations of parental, expectations of others trusted role models earning potential of a course of study and good grades. They have argued that extrinsic motives produce change in behavior and it is more easily as it is usually involves little effort or preparation (p.74).

Extrinsic motivation requires less effort compared to intrinsic motivation, therefore extrinsic motives usually produce instantly results (Rayan and Deci. P.5).

2.3.2. Intrinsic motivation

According to Rayan and Deci (2000), intrinsic motivation is defined as" the doing an activity for its inherent satisfaction rather than for some separable consequence (p.5). which means that when a person is moved to act as a fun ,she /he is intrinsically motivated rather than extrinsic because of the external products or rewards .they add that the intrinsic motivation do not focus on the instrumental value ,it refers to doing an activity for the enjoyment itself. For example, the student learning new vocabulary words because they love to read.

In addition to that Seifert and Sutton stated that "interest " plays in important role in intrinsic component because it has a big role in increasing the motivation level of students ,for example if a student is interested to study Geography, she/he may easily reach the E-learning goal(p.19). Niemiec and Rayan sharing the same idea in saying that the motivation component include also enjoyment or satisfaction which plays a big part in in affecting the motivation of students, where they support their saying through this example, if a student do not enjoy learning a subject in class ,the material taught will be difficult to be assimilated, therefore, in intrinsic motivation learners who have the ability to create motivation by their self. (P.73).

Overall intrinsic motivation is more influenced than extrinsic motivation because intrinsic motivation refers to do an activity which comes from learners self not influenced by an external factor.

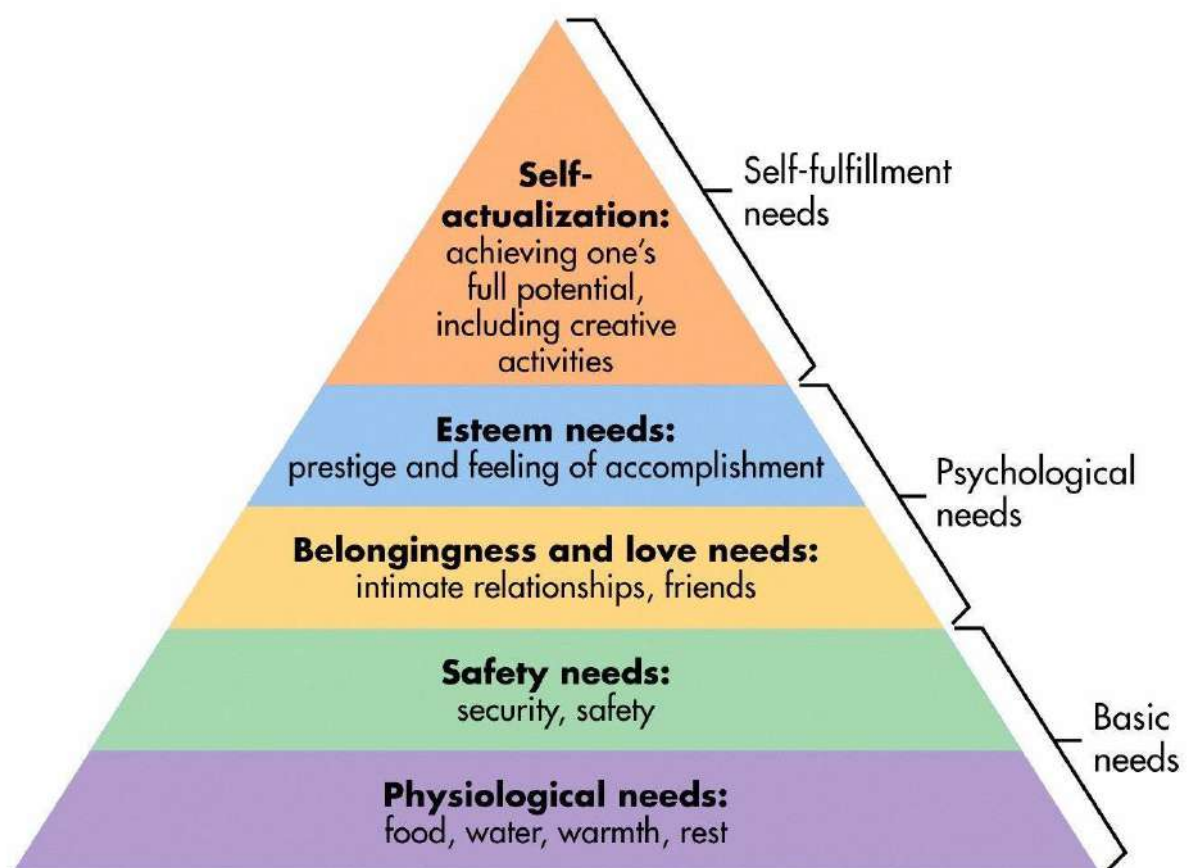
2.4. Theories of motivation

2.4.1. Maslow's Hierarchy of Needs

Motivational theories attempt to provide general principles with principles to guide our motives, wants, needs, desires and goals that fall under the heading of motivation. For each of five needs in Maslow's motivational hierarchy (physiological, safety-security, esteem and self-actualization) and "self-transcendence" to describe the pattern that human motivations generally move through.

He argued that people have a hierarchy of needs that they satisfy from the bottom up, that are no satisfactory and growth needs that can be gradually satisfied once the basics are covered.

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review.



He argued that certain need "dominates" the human's organism.

Physiological needs:

Psychological needs are essential to the human being and that help the human body to function properly.

Safety needs:

Safety needs include:

- Personal Security
- Health and well-being
- Safety net against accidents/illness and their adverse impacts

Security of body, order and stability are very important to the physical survival of the person, once individual gets the basics of nutrition and security they try to achieve more

Love and belonging

It means that people take care of themselves physically. They are ready to share themselves with their family and friends.

Esteem:

Which means that the person feels comfortable with what he has accomplished at this level, the need to be qualified and recognized as the level of success

Self-actualization

The top of pyramid that occurs when individual reach a state of harmony and understanding because they are involved in realizing their full potential when a person reaches this level of need and state. He/she focuses on him/her self and try to build his/her Image.

- The first four needs (levels) are important because if you do not have enough one of those four needs, you have feeling that you need to get it.
- At the end according to Maslow "what a man can be, he must be" Maslow explained, referring to the need people have to achieve their full potential as human beings.

2.4.2. Herzberg theory of motivation

“Hygiene theory is often called the two factors theory and focuses on those sources of motivation which are pertinent to the accomplishment of work” (hall and Williams 1986 p.06).Herzberg concluded satisfaction and dissatisfaction were the products of two separate factors.

Motivating factors satisfiers and hygiene factors dissatisfied respectively :

Satisfies

Dissatisfies

- 1-Achievement
- 2-Recognition
- 3-Work It Self
- 4-Responsibility
- 5-Advancement
- 6-Growth

- 1- Company Policy
- 2- Supervision
- 3- Working Conditions
- 4- Interpersonal Relations
- 5-Salary
- 6-Status
- 7-jod security
- 8-personal life

(Herzberg, Mousner, and Snyderman, 1959, 59-83).

Herzberg used the term "hygiene" in the medical sense. The sense that it operates to remove hazards from the environment (Duttweiler 1986, 371). He makes a comparison between the dynamics hygiene and motivation.

The Dynamics of Hygiene

- The psychological basis of hygiene needs is the avoidance of pain from the environment
- There are infinite sources of pain in the environment
- Hygiene improvements have short-term effects
- Hygiene needs are cyclical in nature

The Dynamics of Motivation

- The psychological basis of motivation is the need for personal growth
- There are limited sources of motivator satisfaction
- Motivator improvements have long-term effects
- Motivators are additive in nature
- Motivator needs have a no escalating zero point
- There are answers to motivator needs (Herzberg 1976, 101)

According to Herzberg, hygiene cannot be motivator, because it is easy to measure it, and control is not like the motivator are more complex.

At times, Herzberg seems to indicate that intrinsic factors will not lead to job satisfaction if the extrinsic factors present in the work setting are deficient (Caston and Braoto 1985,p. 281).

2.4.3. McClelland's theory of needs

McClelland asserts that there is there motivating driver, which do not depend on our gender or age, and one of them will be a dominant in our behaviors.

The three motivations are:

Achievement: the drive of achievement arises out of the psychological need for competence. People with high need for achievement prefer to develop throughout life as a need for personal growth, and it can come from the influences of environment and social value.

Affiliations: A need of love, belonging and social acceptance. People who desperately need to belong are motivated by others.

Power: A need for control one's own work or work of others. People who are in greet need of power because they enjoy competition, and they are very influential in negotiations.

2.4.4. Vroom's theory of expectancy

Vroom's theory motivation says that an individual's motivation is influenced by their individual efforts, this theory works on the personal goals and establishes clear links between performance and reward.

There are three components of expectancy theory such as:

Expectancy

It explains subjective potential of effort which means that more effort with increase performance.

• Instrumentality

It means that when a person performs better the result will be achieved.

According to Fred Luthansa, another major input the valence is the instrumentality of the first level outcome in obtaining a desired second level outcome.

• Valence

The valence measures the attractiveness, preference, value or association of rewards outcomes. For the valence to be positive, the person must prefer achieving the result to not achieving it.

All these theories are important in motivating learners, therefore Vroom's theory is more effective because the more learners put their efforts in something, they will be able to generate a good result (expectancy). That is means learners based on the rewards, which are given to them (valence).

2.5. Factors that influence learner's motivation

Some of the most interesting authors and their classifications factors that influence learners' motivation will be mentioned as follows.

According to Spolsky, the most meaningful factors that affect the E-learning process are the teaching method, the age, the aptitudes, the attitude of learners, among these factors, the last factor (attitude) is the one that most affects motivation because it directly relates to the education context (teachers, friends, and family) that surrounds the learners.

Skehan lists four motivating factors as the most significant:

1. **The activities in the teaching/learning process:** this factor is important because a great part of the learner's interest in the subject will depend on the types of activities developed in class.

2. **The final results:** good results are understood as a reward for the learner, whereas bad results are similar to a punishment. In this case, motivation is the consequence of these results: students with good final results are going to be more motivated than students with bad results.
3. **Internal motivation:** this is connected to the Student's inner drive about the subject as a consequence of previous experiences and the use of the subject to their daily lives.
4. **Extrinsic motivation:** the influence of external stimulus such as rewards or punishments.

Dornyei presents three main types of motivational sources:

1. **Course-specific components:** the syllabus, teaching material, teaching method, and learning tasks.
2. **Teaching-specific components:** the teacher's behaviour, personality, and teaching style.
3. **Group-specific components:** The dynamics of the learner group.

Sukmadinata said that motivation is effected by intrinsic and extrinsic factors. The intrinsic factors, among others, are Students' attitudes, interests, intelligence; and extrinsic factors are factors beyond the students, such as the social life of students, teacher, environmental factors, family, school, or community environment (p.122). According to March, there are many internal factors the effect motivation which are needs, interest, and enjoyment (p.86). The needs of students can engage them to achieve the E-learning goals. In addition to the Interest that has also play a big role in expending the motivation level of students, then, it comes the factor of enjoyment which is also play an important part in increasing the motivation of students . Therefore, when a learner's needs, interest and enjoyment is addressed in particular subject matter, the likelihood for the learner to be highly motivated is there.

2.6. Impacting Motivation in the classroom

Sternberg (1994) and Stipek (1988) suggested that there are varieties of reasons why individuals may lack in motivation and Stipek provided a list of specific behaviours associated with high academic achievement .this checklist help students develop the cognitive or self-regulation component of their lives. In addition, teacher efficacy-is a powerful input variable related to student achievement as it influences a teacher's motivation to engage students in the teaching/learning process.

According to Huitt (2005), There are a variety of specific actions that teacher can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed above intrinsic and extrinsic motivation.

A/ Intrinsic

- Explain or show why learning a particular content or skill is important.
- Allow students some opportunities to select learning goals and tasks.
- Create and/or maintain curiosity.
- Provide a variety of activities and sensory stimulations.
- Provide games and simulations

- Set goals for learning.
- Relate E-learning to student needs.
- Help student develop plan of action.

B/Extrinsic

- Provide clear expectations.
- Give corrective feedback.
- Provide valuable rewards for simple E-learning tasks.
- Make rewards available
- Allow opportunities for students to observe more correct exemplars.
- Allow opportunities to engage in social learning activities.

Provide for scaffolding of corrective feedback.

Generally, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be appropriately motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only as long as the student is under the influence of the external factors. When outside of that influence, unless the desired goals and behaviours have been internalized, the learner will cease the desired behaviour and operate according to his/her internal standards or to other external factors.

2.7. Strategies for Motivating the Learners

Dewardinic claimed that the final process of motivation is completing an action that can provide satisfaction, the following are techniques that the teacher can employ to motivate Learners:

2.7.1. Set clear Goals

According to Singh, the learners should be familiar with the aims and objectives of the subject and topic (p.125). In addition to that, many researchers suggest that the teachers should set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals .according to Palmer, some techniques for ensuring this success include : state the goal for the lesson; provide simple and clear explanations; ask the students to express their comments, questions, and ideas ;question the students ;provide hands-on activities as often as possible ;and assessment tasks should be flexible (p.26). If the students are not aware of the purposes of the lesson, the students may not have an interest in learning.

2.7.2. Show the need for the lesson

Frey and Fisher said that do not assume that learners recognize the lessons importance. Show the benefits of the lesson to the learners' need. Let learners study or do what they can put into practice. The work and the knowledge should be functional and profitable to the learners. Teachers should emphasize the links between real life and school subject, design assignments, and experiments that use everyday materials and situations, and use personal anecdotes (palmer (26).tasks that are meaningful to the Students' real life motivate them (p.127).

2.7.3. Avoid Emotional Responses

Emotional reactions to learners' anger and frighten them. This distracts them from the subject being taught. Emotional outbursts interfere with learning and are demotivating.

2.7.4. Give correct Guidance

According to MCGlynn, reaching out to students will help in finding a connection between how students learn and how instructors teach. Know your students and build on their strengths. Provide correct and good support when needed, especially at the time of difficulties, i.e. Sickness, lack of fees, hunger, and slow learning. Let the learners know that result of that work and give guidance on what to do. (P.137).

2.7.5. challenge the Students

Motivational techniques should encourage the students to take intellectual risks. It should give students opportunities to find out the relation between achievement and effort, incentive, and success and try to develop better self-concept in learners. A student should be challenged, and for this purpose, the teacher should give them some tasks according to their abilities. Some students are very brilliant; therefore, giving them easy tasks will demotivate them.

2.7.6. Encourage Healthy competition among students

Competition is a technique that enhances or reduces the motivation in students depending on how it is used. The result may be in the form of fewer winners and more losers .students who are not motivated most of the time are truants. Therefore, the teacher should help students to struggle through their own shortcomings instead of competing with other students. Encourage students to improve the quality of their learning Outcome in a healthy competitive classroom.

Conclusion

To sum up, we can assure that students' motivation is a critical part of success in education. As we have seen that in the process of teaching and learning the motivational variable have a potentiating effect on students learning. Therefore, it is often stated that bad teaching kills motivation and that good teaching brings out the best in students of all ages.

Motivation can combine different types including intrinsic and extrinsic motivation, and understanding them can help the parents and teachers organize the E-learning process. So if you want to encourage your students to become their own teachers and develop independent learning skills, you need to know about the principles that guide motivated learning.

Motivation could be seen as stable characteristic of the learner, on pair with personality, thus motivation should be seen as a very important factor in the E-learning process. The motivated student has the inner strength to learn, to discover, and to improve academic performance as it is often stated. Overall motivation is important because it stimulates and energizes the learners to think, concentrate, and learn effectively.

Chapter Three

Introduction

3.1. Choice of Research Method

3.2. Sample and Population

3.3. The Analysis of the Questionnaire

3.3.1. The Description of the Questionnaire

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3.3.3. Discussion

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Recommendation

Chapter Three: The Analysis of the Results

Introduction

The current chapter is devoted to the analysis and interpretation of the results obtained from the students' questionnaire. Its main objective is to determine the effectiveness of E-learning in enhancing students' academic achievements and its effect on their motivation.

3.1.Choice of Research Method

There exist many methods to conduct research, namely historical method, experimental method, descriptive method...etc. These methods are ways used to treat data. The present study opted to the quantitative method of research as the most appropriate method in order to investigate the effectiveness of E-learning on motivating students to learn .According to Aliaga and Gunderson (2002),” quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analysed using mathematically based method”. The purpose of quantitative method focuses more on counting and classifying features and constructing statistical models and figures to explain what is observed or to testing hypotheses, looking at cause and effect and make predictions. As far as the current research is concerned, the quantitative method helps us to investigate the extent to which students' motivation is affected by E-learning.

3.2. Sample and population

The sample is a representative group of the whole population. In our research setting, it is difficult to conduct a study on the whole population because there exists more than 500 students there is a need for a longer time and efforts. Therefore, we opted for selecting the randomization sampling. One of the best things of random sampling is the easiness of collecting the sample. Random sampling allows for the possibility of the different members of the population to be equally selected, which would support the representativeness of the sample. Furthermore, it is considered as a fair way of selecting a sample which includes 100 students.

In this study one hundred (100) master students of English who have experienced the use of E-learning and its effectiveness to motivate students to learn during the academic year 2021-2022 at Ouargla University, the target of our population is master one and two from

different fields (literature, linguistic and translation) since they are supposed to have acquired the necessary and basic information about E-learning.

3.3. The Analysis of the Questionnaire

3.3.1. Description of the Questionnaire

This questionnaire (Appendix A) was administered to Master English students at Ouargla University for the sake of investigating the effectiveness of E-learning on students' motivation. The questionnaire is divided into three sections: General information, students' understanding of E-learning, and students' attitudes towards E-learning and its effect on motivating students, which is the last section in our questionnaire.

The first Section is divided into 05 questions that address

Gender (Q1), age (Q2), stream (Q3), Option (Q4), in addition to learners' attitudes towards the use of technology in E-learning with their justification (Q5).

Section two is composed of 07 questions that are related to learner's opinion on the relation between technology and E-learning, Q6 is an open question in which students are asked to define E-learning, Q7 states the effectiveness of E-learning in education. While Q8 attempts to investigate students opinion on the differences between E-learning courses and face to face courses. Q9 nine investigates the obstacles of online E-learning. Q10 is another open question in which students are asked to write a block of sentences about the opportunities that E-learning provides to learners, Q11 addresses the reliability of E-learning exams. The last question (Q12) accounts for the tools students find more effective to learn in online lessons.

Section three entitled students' attitudes towards E-learning and its effect on motivating students. This section is composed out of 08 questions. Question 13 investigates the ranges of motivated level of students in E-learning. Question 14 examines the difference between the effectiveness of using E-learning and face-to-face E-learning for motivating students, then questions 15, 16 and 18 accounts for students' evaluation to teacher's method of teaching in online E-learning. Question17 deals with whether E-learning motivates Learners. Question 19 investigates whether the unmotivated students affect the motivated students in online E-learning. Final question (Q20) asks about the elements that make students less motivated in online E-learning.

3.3.2. The Data Analysis of the Questionnaire

About 100 students from English department responded to the questionnaire.

A summary of findings is presented in the tables below.

Section one: General information

Table 3.1: Gender

Variable	N	%
Male	12	12
Female	88	88
Total	100	100

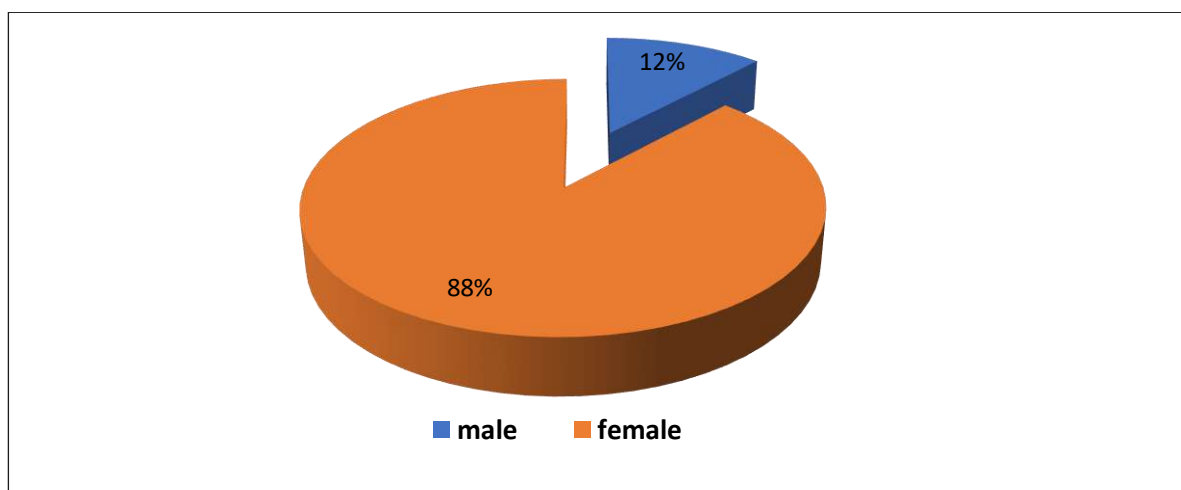


Figure3.1: Gender

Figure 1 shows that 12% of the students are males, whereas 88% of them are females. This means that the majority of students of our population are females; this could be related the fact that the rate of females in our department is more than males as it is stated by the administration.

Table 3.2: Age

Category	N	%
23-26	95	95
26-30	2	2
More than 30	3	3
total	100	100

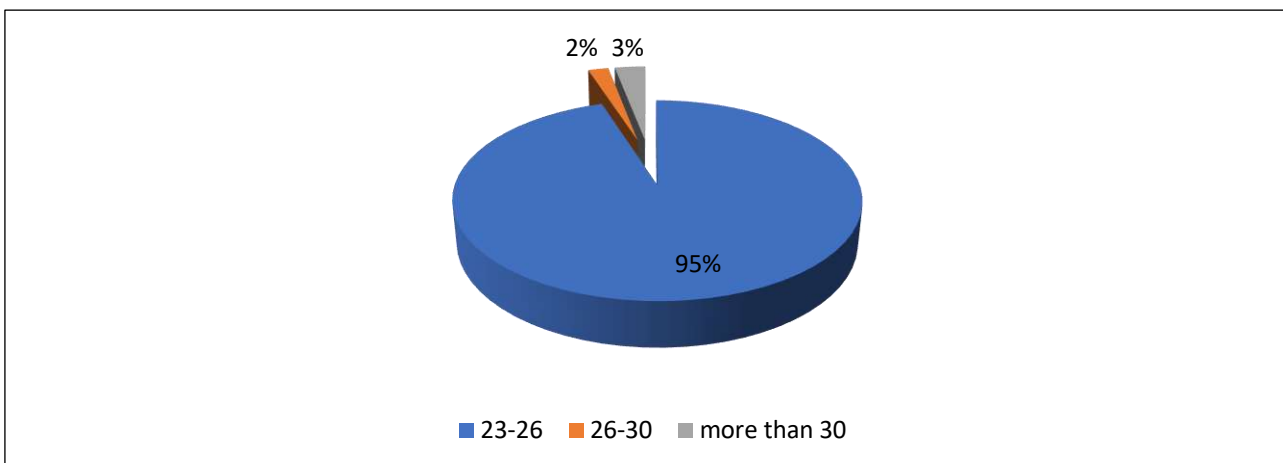


Figure3.2: Age

Figure 02 shows that the majority of students' age (95%) is between 23-26, while 2% of them are between 26-30, whereas, the others representing 3% their age is more than 30.

Table 3.3: stream

option	Number	%
scientific	51	51
Literary	49	49
total	100	100

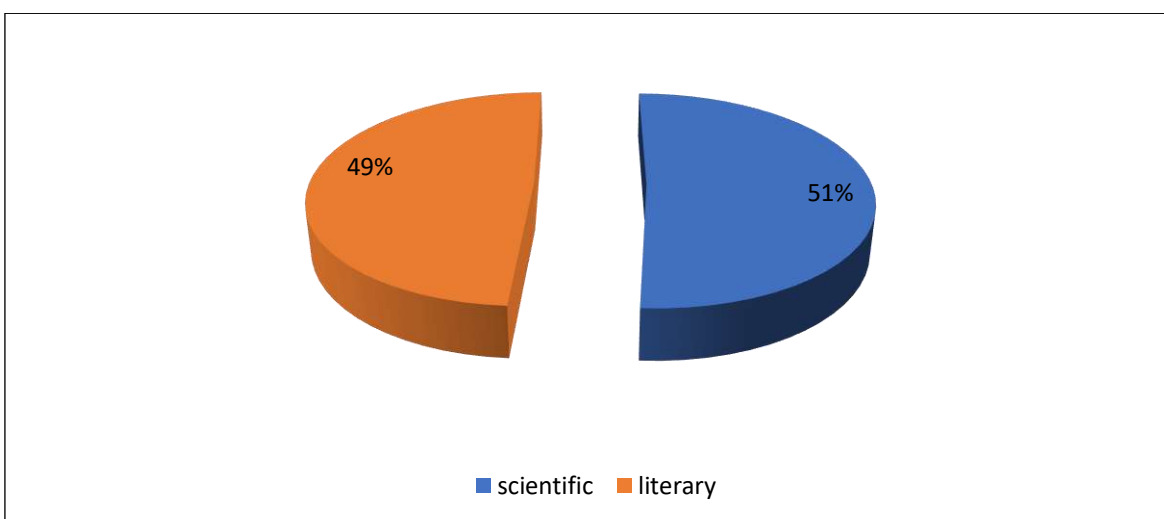


Figure3.3: Stream

In table 03 above, it is clear that the majority of students (51%) obtained a scientific baccalaureate, while 49% of them obtained a literary baccalaureate.

Table 3.4: option

Option	Number	%
Linguistics	50	50
Literature	30	30
Translation	20	20
total	100	100

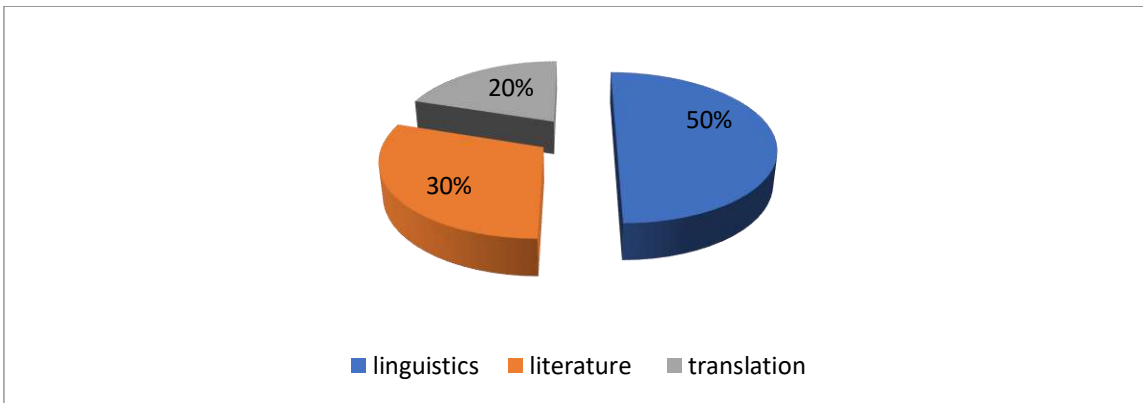


Figure3.4: Option

As show in table 04, 50% of the students study linguistics, while 30% of them study literature and (20%) who belong to translation.

Table 3.5: The usefulness of E-learning in student's education

Option	Number	%
Yes	98	98
No	2	2
total	100	100

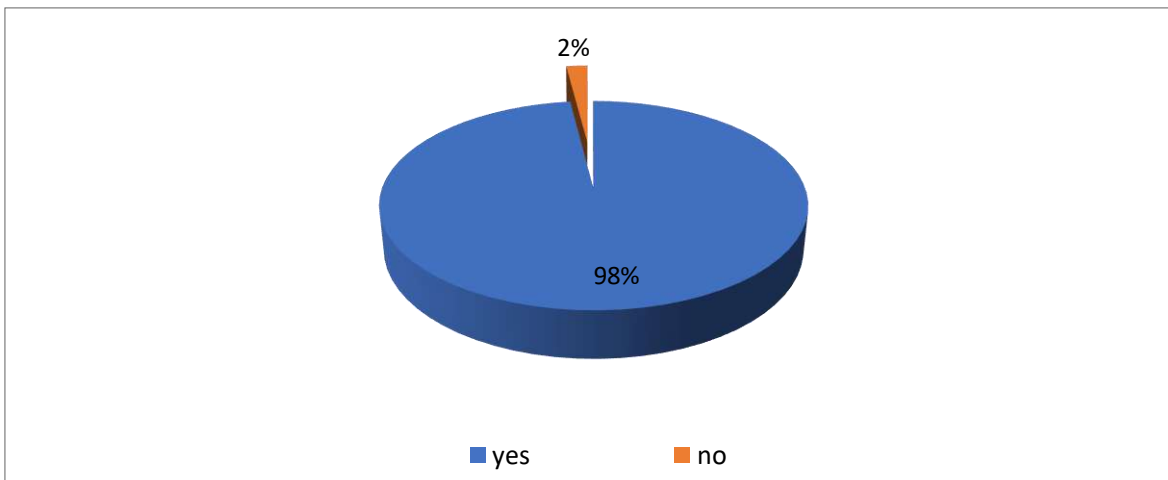


Figure3.5: the usefulness of E-learning in student's education

Figure 05 shows that only 2% of the students who do not agree on the use of technology in language E-learning, whereas the majority (98%) of them supports this idea.

Section two: Students' understanding of E-learning

Question 06: definition E-learning

Data analysis shows that the students have different views about the definition of E-learning. However, the majority of them said that E-learning is learning based on information and communication technologies with interaction between students and teachers through the web,

and through their answers, we noticed that the majority of them claimed that E-learning requires students to use electronic devices such as computers, tablets and cell-phone.

Table 3.7: Students Attitudes towards the effectiveness of E-learning

option	number	%
Yes	90	90
No	10	10
total	100	100

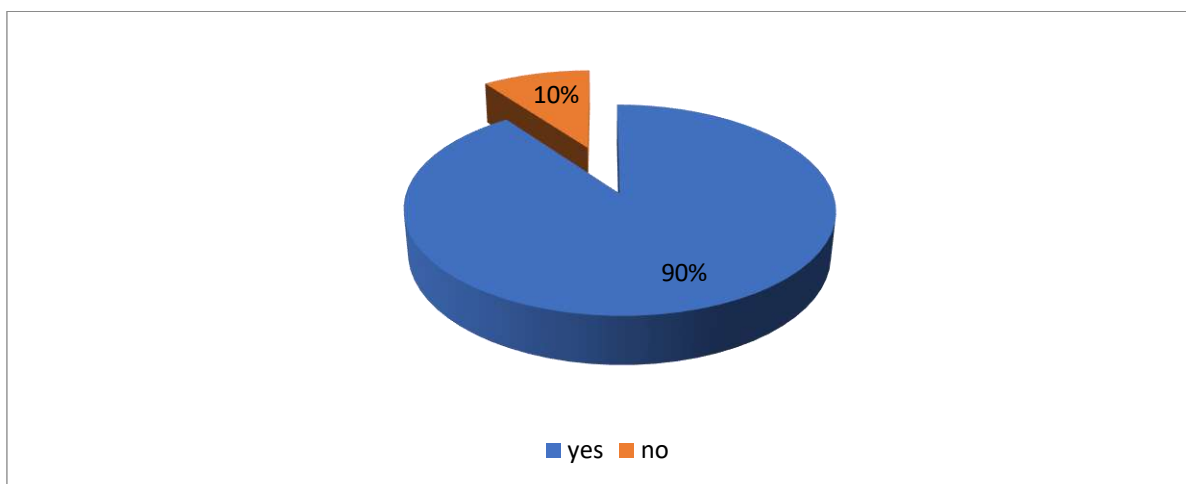


Figure3.7: Students Attitudes towards the effectiveness of E-learning

As shown in table 07, most of the students (representing, 90%) claimed that E-learning is an effective part of education, meanwhile few of them (10%) held an opposite view.

Table 3.8: Benefit of E-learning

Options	Number	%
Lectures can be accessed anytime	25	25
Quick delivery of lessons	15	15
You will have greater flexibility when scheduling your work	20	20
The video and audio materials can be re-winded as many times as you need to understand the topic	40	40
Total.	100	100

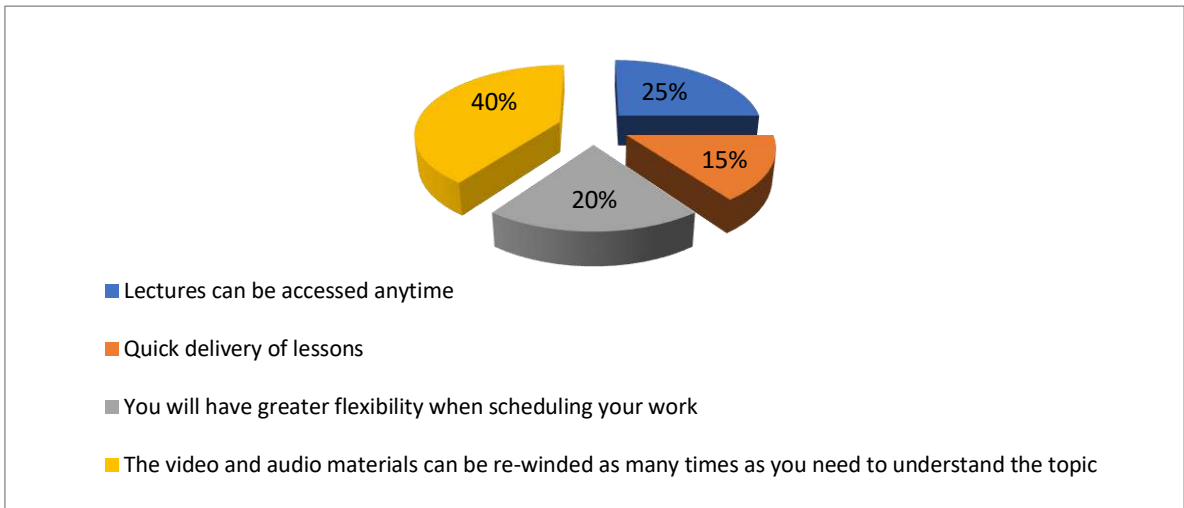


Figure3.8: Benefit of E-learning

Figure 08 shows that the majority of students (40%) said that the video and audio materials can be re-winded with many times as you need to understand the topic, whereas (25%) of them chose the answer that Lectures can be accessed anytime. 20% of the students opted for having a greater flexibility when scheduling their work. Only 15% of the students opted for the speed of lessons, which helps to improve the level of students learning.

Table 3.9: causes of an effective of online E-learning

Options	Number	%
Problem with motivation	20	20
Luck of humans contact.	20	20
Students simply fail to manage their time properly	60	60
total	100	100

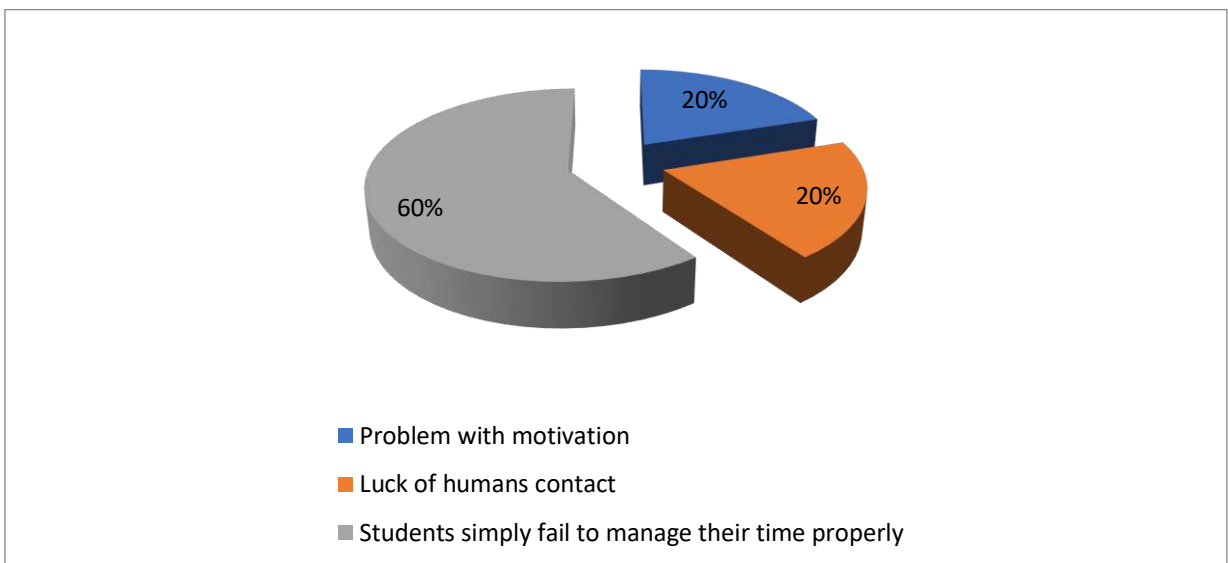


Figure3.9: causes of an effectiveness of online E-learning

In the table above, it is apparent that the majority of students (60%) said that students simply fail to manage their time properly. whereas 20% of them said that lack of human contact, and an equal number of students 20% opted for the answer of problems with motivation.

Question 10: the opportunities that E-learning provides to learn

In response to this question, the majority of students said that E-learning provides learners with many benefits that help students to learn and to improve their skills through it. Students are aware about the importance of E-learning to improve their language E-learning, and through their answers we concluded that the majority of them claimed that E-learning provides anybody access to the lessons without wasting time. In addition, students have a wide opportunity to interact with other learners and offers a systematic syllabus designed according to the learners needs. Only few students who said that E-learning does not offer opportunities to the learners for improving their learning.

Table 3.11: the reliability of E-learning exam.

Options	Number	%
Reliability	21	21
Unreliability.	23	23
I don 't know.	56	56
total	100	100

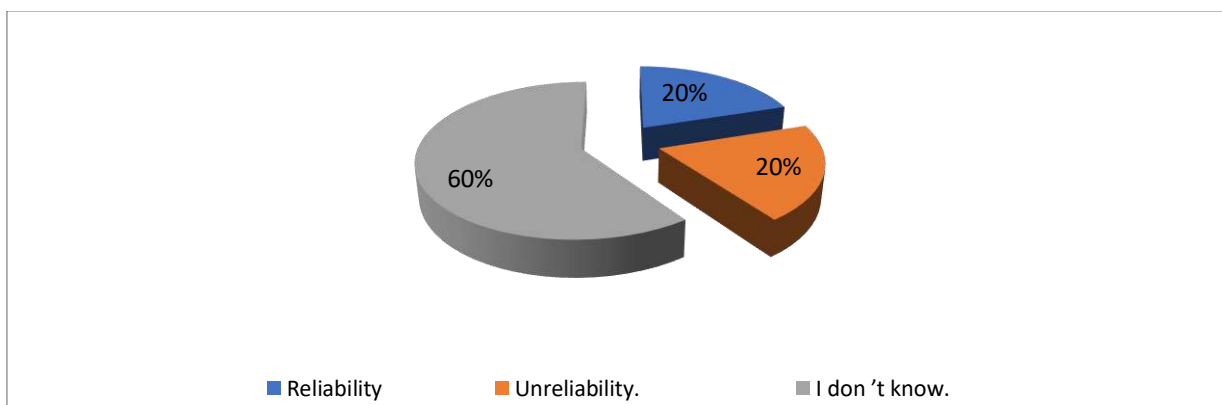


Figure 3.11: The Reliability of E-learning exam

The results obtained on the reliability of e-exam show that most of the students (56%) answered with I don't know, while 23% of them said that it is unreliable. However, 21% of them considered e-exam reliable.

Table 3.12: Tools using by students

Option.	Number.	%
Laptops computers.	23	21
Smart phones.	71	71
Tablets.	6	6
Total	100	100

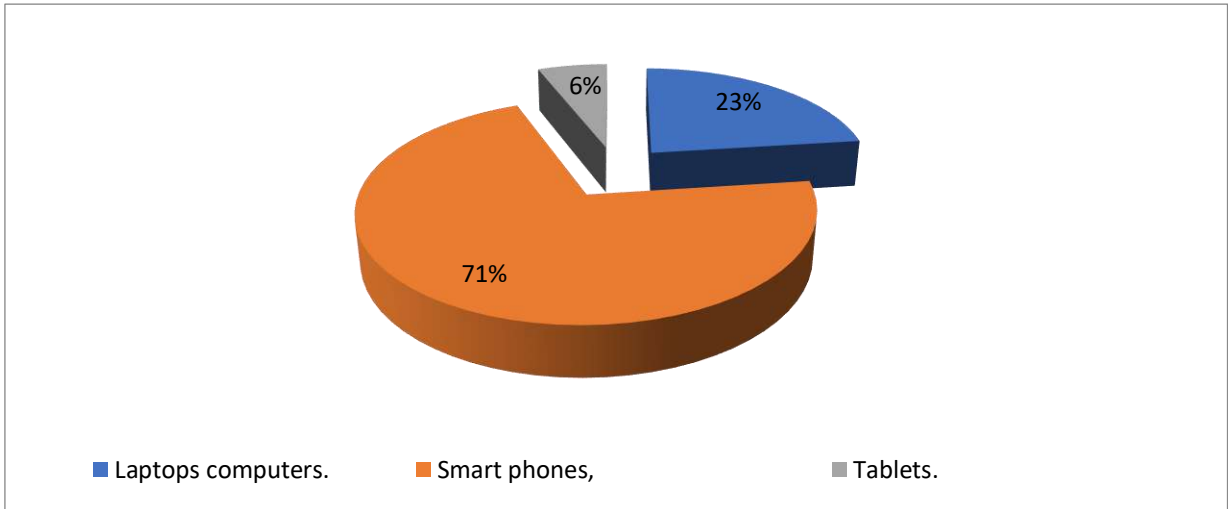


Figure3.12: Tools using by students

Figures 12 shows that the majority of students (71%) said that use smart phones are their favorite E-tool; 23% of the students use laptop computers, whereas 6% of them answered with using tablets.

Section three: students' attitudes towards E-learning and its effect on motivating students

Table 3.13: ranges of motivated level of students.

Options.	Number.	%
High level.	45	45
Upper medium level.	30	30
Medium level.	20	20
Low level.	5	5
Total.	100	100

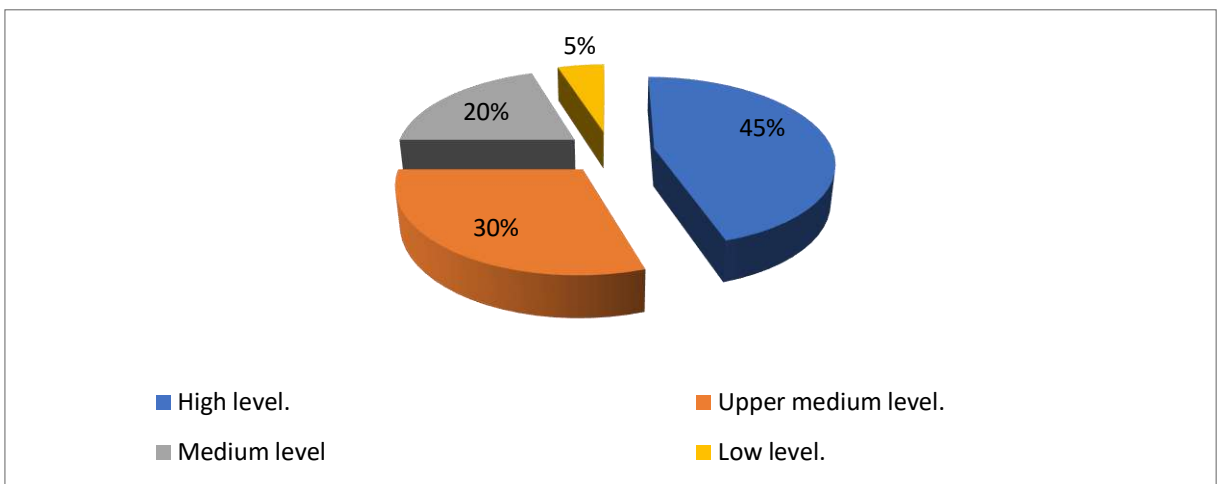


Figure3.13: ranges of motivated level of students.

Figure 13 obtained on the ranges of motivated level of students in E-learning show that most of the students (45%) answered with high level and 30% of them with upper medium level while 20% of the students said medium level. Meanwhile few of them 5% who answered with low level.

Table 3.14: the distinction between the impact using of E-learning and face to face causes.

Options	Number.	%
0%_20%	2	2
20%_40%	15	15
40%_60%	32	32
60%_80%	31	31
80%_100%	20	20
total	100	100

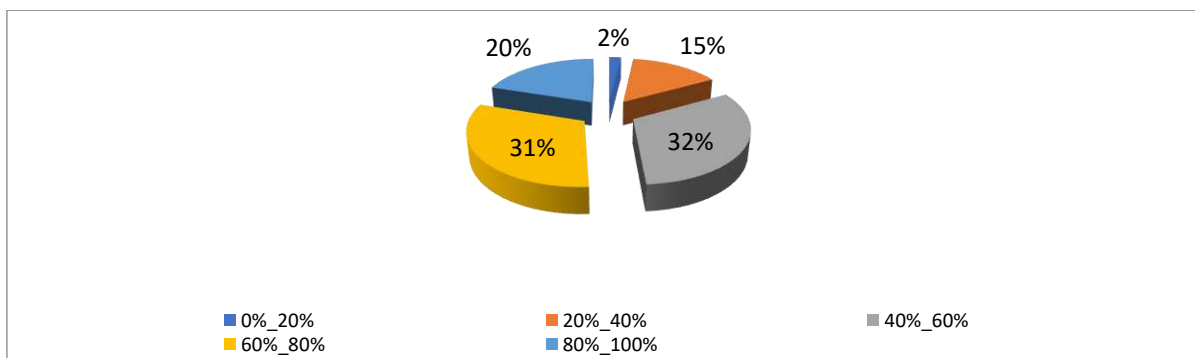


Figure3.14: the distinction between the impact using of E-learning and face-to-face causes.

Table 14 reply at the extent to which master students at department of English language support the use of E-learning more than face-to-face E-learning. Results show that the majority of students are interested in using it to motivate them (32%) and 31% of them who are interested. 20% and 15% of the respondents are very interested in using face to face in learning.

Question 3.15: the effectiveness of teacher's method in motivating students.

Options.	Number.	%
Effective	55	55
Ineffective.	45	45
Total.	100	100

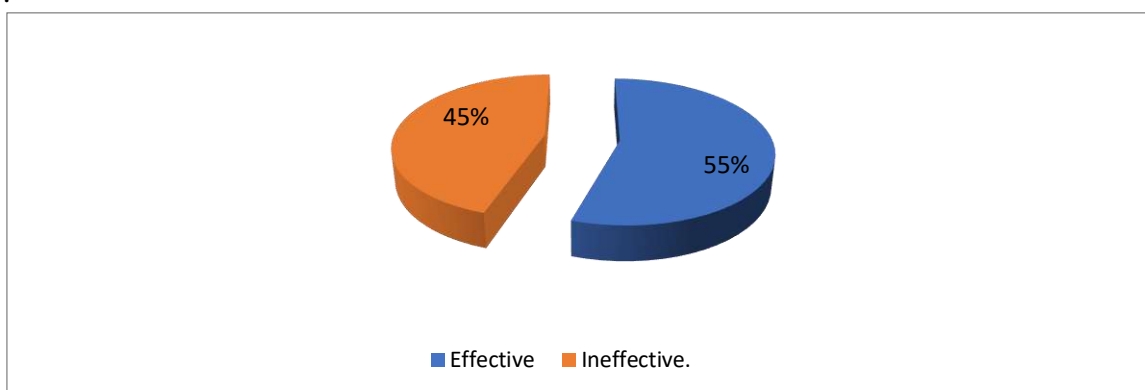


Figure3.15: the effectiveness of teachers' method in motivating students.

Figure 15 show that half of students (55%) claimed that their teacher’s method in motivating students is effective, whereas 45% of them hold an opposite view.

Table 3.16: strategies that make student motivate

Options.	Number.	%
Make class Interactive.	71	71
Add quizzes and challenges in online lessons	3	3
Encourage collaboration.	6	6
Give the students a say.	20	20
Total.	100	100

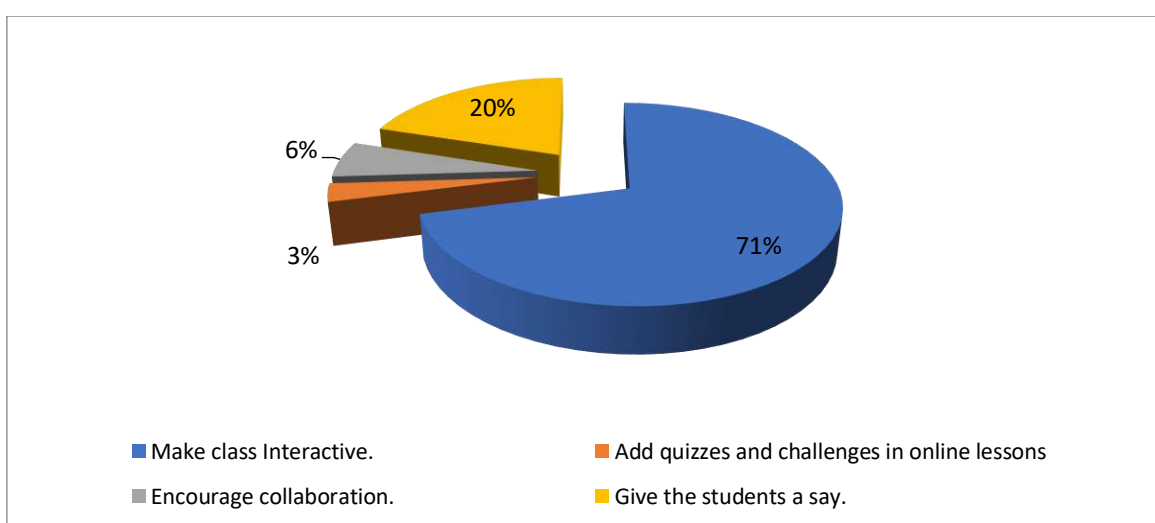


Figure3.16: strategies that make student motivate

Data analysis shows that the majority of students (71%) said that making class interactive is their favorite strategy, 20% of the students opted for give the students a say. Whereas 6% of them answered with encourage collaboration and only few of the students 3% who chose the answer of add quizzes and challenges in online lessons.

Table 3. 17: Agree / disagree with online E-learning.

Options.	Number.	%
Yes	90	90
No	10	10
total	100	100

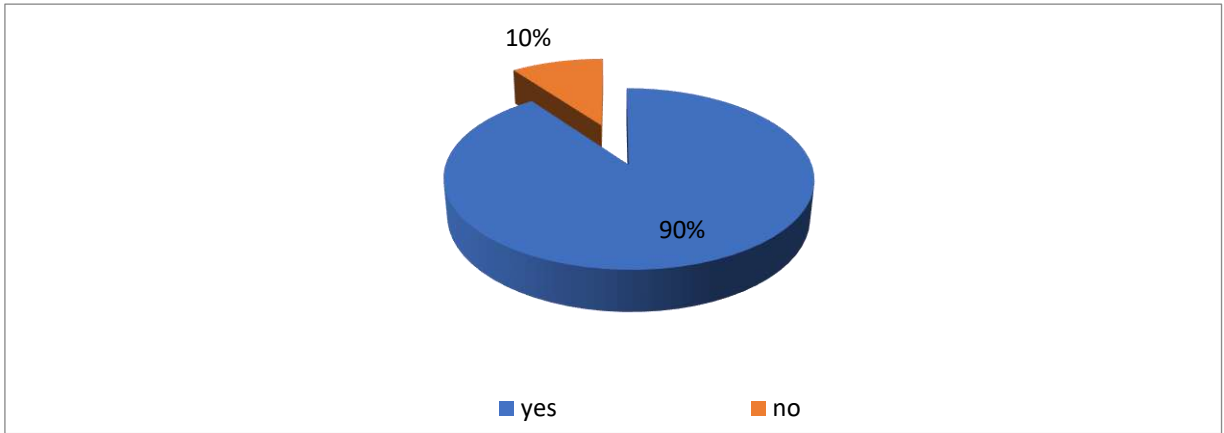


Figure3.17: Agree / disagree with online E-learning.

Table 17 reveals that the majority of the students (90%) said that they are motivated in online E-learning, meanwhile few of them 10% who hold an opposite view.

Table3. 18: student's attitude toward teacher's method of teaching on line lessons.

Options.	Number.	%
Very satisfied.	55	55
Some what satisfied	30	30
Neither satisfied nor dissatisfied.	15	15
Total.	100	100

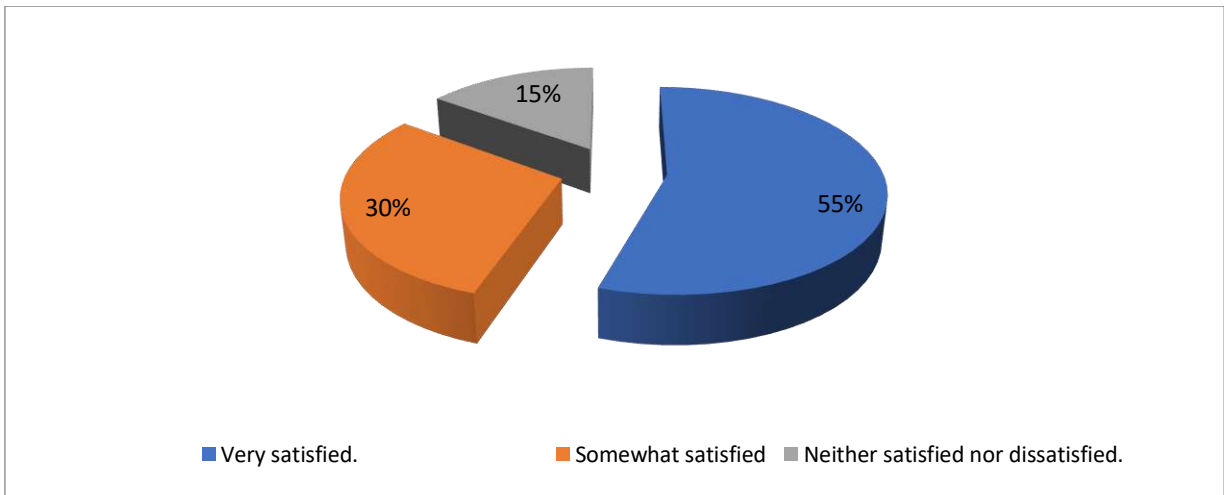


Figure3.18: student's attitude toward teacher's method of teaching on line lessons.

Results show that (55%) of the students said that they are very satisfied, 30% of the students chose somewhat satisfied.15% of them opted for the answer of neither satisfied nor dissatisfied.

Table 3.19: the effect of unmotivated student on motivated students

Options.	Number.	%
Yes	50	50
No	50	50
Total	100	100

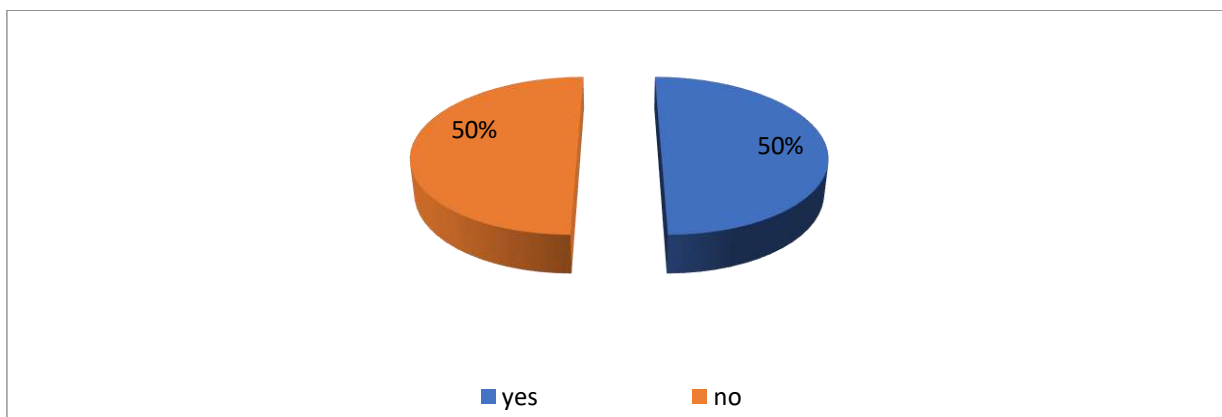


Figure3.19: the effect of unmotivated student on motivated students

The results show that half of students (50%) agree that unmotivated students negatively affect motivated students in online lessons, whereas the other half (50%) hold an opposite view.

Table 3.20: consequences that make student feel unmotivated

Options.	Number.	%
Luck of technical knowledge.	20	20
Students began to lose focus and sleep more.	25	25
Become isolated from their friends.	15	15
Learning online never be as environment in school.	40	40
Total.	100	100

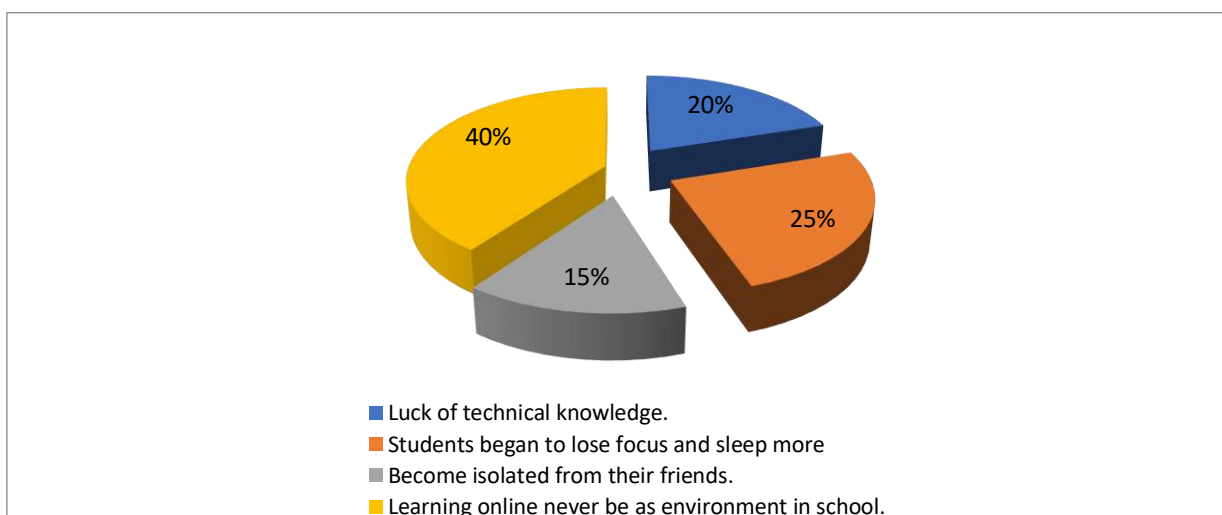


Figure3.20: consequences that make student feel unmotivated

Figure 20 shows that 40% of the students said that learning online never be as environment in school 25% of the students opted for the answer of students began to lose focus and sleep more and 20% of them chose lack of technical knowledge, while 15% of them said that they become isolated from their friends.

3.3.3. Discussion

The main results show significant positive correlation between the key aspects of E-learning and students' motivation to learn in the department of English in university of kasdi Merbeh Ouargla. This is an evidence of the importance of appropriate use of key aspects of E-learning in relation to students' motivation to learn. One of the crucial factors for students 'success in E-learning process is self-motivation, in E-learning process; students have the opportunity to learn anytime and have a flexibility in scheduling their work. Therefore, checking the videos and audio materials anytime help a lot to understand the lessons. Unfortunately, sometimes online E-learning is not effective, because of the obstacles that are faced by learners, the main one is the lack of being in contact or face to face with their teachers.

In fact, motivating students to learn is a very important factor. Students use the E-learning as a more effective tool for motivation than face to face learning, which means that they prefer online E-learning mainly with the using of best strategies from their teachers to motivate them and making class interactive which encourage collaboration. Nevertheless, some students feel unmotivated in online E-learning just because they start losing focus and that they are isolated from their friends

At the end, it is evident that E-learning success in UKMO of master students depends on the effectiveness on the methods and strategy used by teachers to motivate learners.

3.4. Summary of the Results

The results of the questionnaire confirms the study's hypothesis as far as the majority of students consider the use of E-learning is an effective way to learn, however there are some students who are less motivated somehow in learning online. As a result, from the study and these facts, it shows that learning electronically do affects student's motivation positively as it is shown in table (7.15).

Students consider that computers and smart phone as the most used materials in the classroom as demonstrated in table (12).

The different application of technology was found to be very useful as part of students learning. English students agree that E-learning facilitates the understanding of courses and increase motivation.

Among the positive results from the E-learning process and students answers, it proved that E-learning provides learners with benefits which help students to learn and to improve their skills through it.

Also comparing E-learning to traditional learning has become even more prominent, which highlighted more the differences between the two methods. As a result, the study shows that students are more interested in using E-learning more than face to face E-learning as it is revealed in the table (14).

Conclusion

This chapter is concerned with obtaining real information about students' attitudes and perception concerning the effectiveness of E-learning on motivating students to learn. The data was collected through students' questionnaire. Our reached findings confirm that students consider E-learning an effective method for teaching and learning and implementing e-courses in enhances students' academic achievement. As motivating students to learn is a very important factor and one which can contribute to improving the quality of education.

General Conclusion

General Conclusion

Due to the impact of the Covid-19 pandemic, educational activities in the classroom have been suspended. Therefore, the length of the epidemic affected the daily life; and it has significant implications for continuing education of university students.

This study was conducted to investigate the use of E-learning and how it can affect learners' motivation in the department of English language, Ouargla University.

The study is built on the assumption that E-learning is an effective one for English master students. The analysis is based on data obtained from a questionnaire addressed to M1 and M2 English students. The findings reveal that students have a positive attitude towards the implementation of e-learning. This comes as a clear answer to research questions, which stated that, is online E-learning as effective as face-to-face E-learning? And to what extent does E-learning contribute to motivate learners?

Therefore, we can conclude that E-learning method, according to our research and to the students' questionnaire, is effective and necessary in the educational process at the university. This study highlights the significant relation between E-learning and students' motivation. Students are more likely to be more motivated when applying E-learning. If students are more motivated to learn, then they are more likely to be engaged, and if they are engaged successfully, they are more likely to achieve their objective of learning. That's why the effectiveness of the online education has shown a number of advantages due to increased flexibility and learning opportunities. Nevertheless, during online E-learning students somehow faced some obstacles in their studies like they feel far from the real education in classes.

Overall, our research concluded that E-learning is an effective method that facilitates learning. E-learning can be a smart way to teach foreign languages in general and an effective method to motivate to learn for students in particular.

Recommendations

The suggestions presented at the end of this investigation aim to provide master students with some recommendations to improve their skills in learning among them are the following:

- Much more attention should be paid to activate the use of E-learning for master students in all educational courses.
- The necessity of holding electronic training courses to develop the skills of master's students.

- The necessity of educating master students about the importance of E-learning on motivating students and its requirements.
- The necessity to overcome the obstacles faced by master students when using E-learning and work to solve them.
- The necessity of providing communication devices and information services to implement E-learning effectively.

Learning English language through E-learning is an effective method to learn. Thus e -courses can be implemented to enhance students' academic achievement and suit their learning needs. Therefore, Students must collaborate to create a successful motivational field.

It is imperative for modern-day learners to keep abreast of the modern trend in improving learning information and communication technology through using E-learning. It is recommended that E-learning contributes to improving information and communication technology learning. Furthermore, E-learning is considered as effective method to improve the level of learning.

In light of the foregoing, it is recommended that E-learning provides students different opportunities for acquiring multiple branches of study. In addition, it gives them the chance to study in a calm environment so they acquire better. However, a great deal of success comes from preparing students for interaction and learning through E-learning.

Overall, using E-learning in learning have a major role in the development of the educational process especially with the easy access to information and interactive treatment. Regardless of where they are, exchange of information among students enriches their scientific level and increase their learning experiences. E-learning encourage students to accept the other through participation in joint projects in the educational process, which causes the promotion of academic cooperation at the university level.

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Appendices

Appendix

Student's Questionnaire

Dear Students,

This questionnaire is divided to collect information about the effectiveness of E-learning usage on students' motivation. It is well known that E-learning provides an educational setting where teachers and students are often separated in time and space by using networks of computers to communicate. Although E-learning has a strong influence in motivating English language students in learning. We would be very grateful if you could help us by filling the questionnaire and answering the questions below.

Thank you!

Department of English
Kasdi Merbah -Ouargla University-

Section one: General information

1) Gender -Male

- female

2)Age -23-26

-26-30

-morethan30

3)stream -scientific

- literature

4)Option -Linguistics

- Literature

- translation

5) Are you with the use of technology in learning?

-Yes

- No

- If yes specify

Section two: student understands of E-learning 6) How do you define E. learning?

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

7) Is E. learning an effective part of education?

- Yes
- No

8) How does E-learning benefit your learning?

- Lectures can be accessed anytime
- Quick delivery of lessons.
- You will have greater flexibility when scheduling your work.
- The video and audio materials can be re-winded as many times as you need to understand the topic.

9) Why is online E-learning not effective?

- Problems with motivation.
- Lack of humans contact.
- Students simply fail to manage their time properly.

10) What are the opportunities that E. learning provides to learn.

.....

11) What do you think about reliability of E-learning exam?

- Reliable.
- Unreliable.
- I do not know.

12) Which tools do students use more effectively?

- Laptop computers.
- Smart phone.
- Tablets.

Section three: students' attitudes towards E-learning and its effect on motivating students

13) What are the ranges of motivated level of students in E-learning?

- High level
- Upper medium level
- Medium level
- Low level

14) To what extent do you think that the use of E-learning is more effective for motivating students to learn than face to face E-learning?

- 0 %.....20%
- 20%...40%
- 40%...60%
- 60%...80%
- 80%...100%

15) What do you think about your teacher's method in motivating students?

- Effective
- ineffective

16) In your opinion what is the best strategy that can make students more motivated to learn online E-learning?

- Make class interactive.
- Add quizzes and challengers in online lessons.
- Encourage collaboration
- Give the students a say.

17) Are you motivated in online E-learning?

- Yes
- No

18) To what extent are you satisfied with your teacher's method of motivated students in online lessons?

- Very satisfied
- Somewhat satisfied.
- Neither satisfied nor dissatisfied.

19) Do unmotivated students negatively affect the motivated students in online E-learning?

- Yes
- No

20) Why do students feel unmotivated in online E-learning?

- Luck of technical knowledge.
- Students began to lose focus and sleep more
- Become isolated from their friends
- Learning online never be as environment in school.

مع الانتشار الحالي لاستخدام التكنولوجيا في تعلمنا اليومي، فإن استخدام التعليم الإلكتروني في تعلمنا قد أحدث تأثيرات إيجابية وجو تعليمي ممتع. مع اختراع التكنولوجيا مثل الكمبيوتر والانترنت وكاميرا الفيديو...، أصبحت عملية التعلم والتعليم سهلة حيث يتم استخدامها لتعزيز اهتمام الطلاب ومشاركتهم في عملية التعلم. يعتقد أن هذا التطور الإلكتروني قادر على جعل الطلاب يتفاعلون ايجابيا في فصل اللغة، لذلك فإن البحث الحالي هو محاولة فحص آثار التعليم الإلكتروني ودرجة تحفيز طلاب الماستر والتي غالبا ما تم تحديدها على انها مختلفة عن تلك الخاصة بالتعليم التقليدي. وأيضا محاولة التحقق من العلاقة بين التعليم الإلكتروني وتحفيز الطلاب وكيفية تأثير هذه الأخيرة على الطلاب المشاركين في هذا البحث. لمعالجة الموضوع قمنا بالإجراءات التالية: باستبيان الطلاب وقد تم تطبيقه لجمع البيانات من طلاب جامعة قاصدي مرباح ورقلة كلية اللغة الإنجليزية. وستكون نتائج هذا البحث مفيدة وقيمة لتطوير المنظومة التعليمية ولفهم أفضلية التأثير التعليم الإلكتروني على الطلاب وتحفيزهم بالإجمال لقد أوضحت النتائج المتحصل عليها أن استخدام التعلم الإلكتروني في تحفيز الطلاب كان ناجحا وفعالاً. فهو يوفر أجواء مريحة وتطور مشاركة الطلاب في الفصل. نتمنى أن تفيد هذه المساهمة المتواضعة في تحديث تعديلات تخص التعليم الإلكتروني في كليتنا.

الكلمات المفتاحية: التعليم الإلكتروني، طلاب الماستر، الدافع للتعلم.

Résumé

Avec l'utilisation actuelle de la technologie dans notre apprentissage quotidienne, l'emploi de l'enseignement électronique dans notre apprentissage a produit des effets positifs et une ambiance éducative intéressante. L'invention des nouvelles technologies telles que l'ordinateur, Internet, et la caméra vidéo... processus d'apprentissage et d'enseignement est devenu facile en les employant pour promouvoir l'attention des étudiants et leur participation dans l'acte d'apprentissage. On croit que l'enseignement électronique est capable de rendre des étudiants réagissent positivement au cours de langue. La recherche actuelle examine les effets de l'E-learning sur la motivation des étudiants en master qui a souvent été identifiée comme différente de celle de l'apprentissage ancien. Et aussi étudier la relation entre l'apprentissage en ligne et la motivation des étudiants et comment rendre ses effets sur les étudiants participant à la recherche. Pour traiter ce thème nous avons suivi la procédure suivante : on réalise un questionnaire aux étudiants a été appliqué pour collecter les données des étudiants de l'Université Kasdi Merbah Ouargla au département d'anglais. Les résultats de cette recherche seront utiles à développer notre système éducatif afin de mieux comprendre les effets de l'apprentissage en ligne sur la motivation des étudiants. En général, les résultats montrent que l'utilisation de l'apprentissage en ligne pour motiver les étudiants était efficace en créant une ambiance confortable et en développant la participation des étudiants en classe. Nous espérons que cette modeste participation à apporter des modifications en l'apprentissage en ligne dans notre Faculté.

Mots clés : L'enseignement électronique, Étudiants en master, Motivation pour apprendre.