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The Impact of Online Teaching on Learners' Motivation
The Case of Third-Year EFL Students at the University of Msila

*Dissertation submitted to the Department of Letters and English Language in
partial fulfilment of the Requirements for the Degree of Master*

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Declaration

We declare that this thesis entitled : **The Impact of Online Teaching on Learners'**

MotivationThe Case of Third-Year EFL Students at the University of Msila is our own to the limits of our knowledge, supervised by Dr. Tayeb Bouazid, has not been submitted before to any other institution, university or degree. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria, and all the sources that we have used or quoted have been indicated and acknowledged by means of complete resources.

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Abstract

Online teaching can be defined as the education that relies on internet use. It's a new technique that is believed to be able to develop and facilitate the teaching-learning process. Algeria is one of the countries that attempt to use online teaching in its educational institutions during the spread of the Corona Virus hoping that it will facilitate learning from home; using computers or smart phones connected to internet; and compensate the physical presence in universities. However, the application of this new technique in an environment where people are unfamiliar with the use of technology causes a lot of problems to learners and decreases their motivation. The present research is conducted with third year EFL students at Msila university of Mohamed Boudiaf. Its purpose is to highlight the negative effects of online teaching on EFL learners' motivation and provide some suggestions that may help teachers to update their way of teaching and use some new strategies that increase student's motivation through the use of this technique. This paper contains three chapters. The first one is a background about online teaching: its definition, characteristics and advantages. It, also, discusses some problems that students face when learning online. The second chapter contains both the: positive and the negative impacts of online teaching on EFL learner's motivation as it offers some adjusting strategies to improve learners' motivation. The last chapter includes analyzing the data collected from teachers' and students' questionnaires. The results of the questionnaires reveal that teachers are not aware of how to teach online and design online courses according to their learners' needs, interests, and level. The results, also, confirm our research hypothesis and indicate that online teaching is neither for every teacher not for every learner.

Key terms: online teaching, traditional teaching, learners' motivation, e-learning.

Dedication

To my affectionate mother: my source of encouragement and inspiration, for her understanding and endless love. “Gueniber Rabiaa” who taught me the value of education and who supported me to realize the person I am today.

To all my great teachers who taught me from the primary to High School.

To my wonderful brothers: Hamza, Bilal, and Aymen.
& my lovely students: Zakaria, Rachid, Mohammed, Imad, Abdelmalek, Dounia, Chahinez, Toutouna, Sirine, Zayneb, Oumaima, Asma, Bouthaina, Balkiss, Hanene, Linda, Ikram, Aya, Maissa, Shaima,

God from my sincere feeling, I ask you to afford them the best of health and prosperity.

Kenza

Dedication

I'm dedicating this thesis to my beloved family who have meant and continue to mean so much to me.

To my survival tools my parents who are my source of strength and inspiration.

To my brother and two sisters who are my source of happiness.

A special gratitude and love to the gem of my heart and the reason for my heartbeats, my husband who stood by my side and pushed me to my path.

May Allah protect them and give them a long life that full of joy and happiness.

Imane

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List of Abbreviations

EFL :English as Foreign Language

ODL: Online Distance Learning

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General Introduction

General Introduction

The traditional way of teaching English as a foreign language in universities was face to face teaching. Students were surrounded by the professor, or the lecturer, who provides them with materials, and use different methods to secure a good atmosphere, in order to enhance their motivation to learn when giving instruction. Hence, they listened and took the most important information. After the technology expansion, learning went beyond the classroom boundaries to online study, and electronic communication, through the use of the different applications of the internet.

All life sectors are affected. To break the chain of the spread of Covid-19, several institutions have implemented a new policy, namely working from home through the use of internet. Learning from home is implemented with a distance learning system. As stated by Leli Efriana (2021) (p2) “distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT).

In the implementation, the distance learning system is applied through an online learning approach. In the Covid-19 pandemic condition, this learning method can be a solution so that the teaching and the learning process can continue” (Chun, Kern, and Smith) (2016). Studying via internet has become a common used method in universities all across the world. Algeria now is increasingly moving towards the usage of internet in education, institution of higher education ,universities are offering online teaching services in order to facilitate transfer of information and instructions , especially after the spread of the pandemic.

The pandemic made online teaching the only solution for continuing education programs, and it is now an important tool in the learning process of EFL. E learning is believed to be

flexible method that will provide opportunities to facilitate transfer of instructions behind the computer, without the daily attendance to the course.

1. Statement of the problem

By the end of 2019, the whole world witnessed a spread of an unexpected serious disease. It was known as “Wuhan Pandemic”, “Covid-19”, or “Corona Virus”. Algeria, as many countries in the world; was severely affected by this crisis- economically, industrially, and even educationally. Schools and universities were also closed due to this highly infectious pandemic. The whole educational system has been ruined during the lockdown period. This placed teachers, students, and the whole government in a challenging situation which they had to solve smartly.

Thus, the need for an alternative way of teaching to replace the on-ground one was increased and nothing was better than “Distance/Online teaching”. Universities began to use technological tools and platforms to access to learners and maintain communication with them. Though after seven months, all the schools were re-opened, online teaching was still implemented. However, as any new experience, this way of teaching has some shortcomings that prevent it from being one hundred percent successful.

This paper tackles the use of online teaching in Algeria due to Covid-19’s crisis, its positive and negative effects on learners’ motivation and the extent to which teachers mastered it. Therefore, it provides some suggestions on how to adopt and use online teaching effectively and innovatively based on Algerian learners’ needs and abilities.

2. Research Questions:

Inherent to this study, many research questions are to be formulated:

1- What is online teaching? And what is the difference between online courses and traditional class?

2- How do teachers and learners perceive online teaching?

3- To what extent does online teaching promote learners' motivation or negatively impact it?

3. Research aims: This research aims at:

1. To define online teaching and highlight the main differences between online courses and traditional classes.

2. To spot light on both- positive and negative impacts of online teaching on EFL learners' motivation.

3. To develop teachers' strategies to affect learners' motivation.

3. Literature Review

Botswana University defined online teaching “the method of instruction and acquisition of knowledge that is carried out in ODL with the help of computer and technologies via internet”. They found that” technology usage in ODL teaching and learning avail a lot of opportunities for both learners and lecturers. The benefits accruing from technology usage include; improved access, interaction with lecturer as well as other learners, access to a wide variety of latest and updated resources that are available online as well as content sharing. Another information found in the study of Impact of podcasting on student motivation in the online learning environment by Doris U. Bollinger a, Supawan Supanakorn a , Christine Boggs b”.(2010) indicates that “students were moderately motivated by the use of podcasts in their online courses.

The research showed that Individual differences such as gender, class standing, and prior experience with online courses can affect student motivation. It would be beneficial for novices to either receive prior training in accessing podcasts or to provide them with good instructional

resources in order to increase their levels of motivation. Further research is necessary to investigate how instructors implement and utilize podcasts in online courses. Researchers may include more than one survey site, courses that are delivered within different course management systems and instructors who use different software programs to deliver podcasts.

4. Methodology

Population

1. Students: Twenty-five third year students studying at Msila university of Mohamed Boudiaf, department of English language will be selected as sample of this research.

2. Teachers: Seven teachers of different modules in the departments of English language at Msila university of Mohamed Boudiaf are randomly selected to be participants in this research.

Research procedure

Data will be collected through teachers and students' questionnaires. The teachers' questionnaire is intended for teachers of different English department in order to find out their ways in teaching dealing with students behind computers through internet and the obstacles they face in using online teaching method. Whereas, the students' questionnaire is intended to third year students of English to figure out their needs and their opinion towards online teaching, whether they are satisfied with online learning and motivated to learn through internet or they need an updated ways of teaching via internet.

5. Hypothesis:

If teachers apply online teaching professionally, the learners' level of motivation would be improved.

6. Structure:

The current study “The Impact of Online Teaching on EFL Learners’ Motivation” is divided into three chapters that are preceded by a general introduction and followed by a general conclusion.

The first chapter itself is divided into two parts. Part one tackles online teaching: its definitions, characteristics, functioning and advantages. Besides, it differentiates between traditional classes and online teaching. However, Part Two deals with EFL learners’ and Teachers’ perceptions about online teaching.

The second chapter is about the impact of online teaching on EFL learners’ motivation both-positively and negatively. It also provides some operative strategies on how to affect learners’ motivation and involve them in an online course.

The last chapter which also contains two parts is devoted to the methodology research and design. It deals with the description, analysis, and discussion of data collected from the teachers and students’ questionnaires.

7. Significance of the study:

The present study that is “The Impact of Online Teaching on EFL Learners’ Motivation” is very beneficial; especially in this period; for teachers who need a solid bridge to communicate with their students as well as for students whose achievements would be fostered if they know how to benefit from online teaching. Moreover, it helps both teachers and students to keep up with the definite change in their educational system. Thus, it is undoubtedly significant to investigate and understand the meaning, the use, and the obstacles that face online teaching and how it affects learners’ motivation so as to adjust the teaching-learning strategies that have impacts on learners’ desire to learn.

8. Key terms: online teaching, traditional teaching, learners’ motivation, e-learning.

Chapter One

Introduction

Today technology is offering benefits to the educational system, especially internet , universities now are adjusting to integrate internet platforms by what they named (online teaching) in the sake of developing the teaching /learning process, especially today's learning and teaching , where attendance at university has become a danger to the students and the

professor due to the corona pandemic . “In the education sector, the government through the Ministry of Education and Culture in all countries has implemented a learning policy, namely learning from home. The learning from learning policy allows the teaching and learning process to continue even though teachers and students do not meet directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their homes” (Leli Efriana 2021, p.2).

Since our research is about the impact of online teaching on EFL learners motivation, this chapter contains information on understanding the concept of learning from home which named by the online teaching, In this chapter we defined online teaching, and we described its characteristics and functioning, also we discussed its advantages and the major differences between studying online and the traditional face to face education.

Part One: Online Teaching

1.1. Definition of Online Teaching

Also known as (E- learning) means the electronic learning; it refers to education that takes place over internet. “The concept of E-Learning is very broad. It was conceived at the end of the 1990s as a huge technological advance that had enhanced learning mechanisms through the Internet. Currently e learning is considered to have involved a wide range of multimedia tools such as internet, interactive television and all forms of electronic support, among others, all of which favors learning and makes it more flexible and friendlier” (Kakoty et al., 2011). E-learning has the same meaning with technology enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer assisted instruction, or computer aided instruction (CAI), online education, virtual learning environment (VLE), which are also called learning platforms.” (obringer 2002).

Through online teaching services, students can attend their lectures with the help of computer or Smartphone. Online teaching offers different platforms such as, face book, e-mail,

what's up etc; they are mostly used to communicate with teachers. Teachers send their activities, and exams, and all documentaries that student must study and analyze, so everything has to work on computer or a Smartphone, as (Susan Ko, Steve Rossen) (2010) mentioned. "It's a form of distance education, a process that traditionally included courses taught through the mail, by DVD, or via telephone or TV—any form of learning that doesn't involve the traditional classroom setting in which students and instructor must be in the same place at the same time". (p26).

In most of countries online courses are designed to enhance interaction between teacher and student, teachers consider how to create high quality online courses, and keep students engaged through online text, videos, and interaction. Students through this electronic change can access resources online when preparing lessons, instead of reading books from the library teachers can ask students to do online courses alongside with face to face classes, students will receive information first, then attend classes to discuss what they have learnt so far.

1.2. Characteristics of online Teaching

Various terms have been used to describe the online teaching phenomenon, (e-learning, distance learning, online teaching etc.). The main character of online teaching or e- learning is that it is internet based, "What makes teaching online unique is that it uses the Internet, especially the World Wide Web, as the primary means of communication. Thus, when you teach online, you don't have to be someplace to teach. You don't have to lug your briefcase full of papers or your laptop to a classroom, stand at a lectern, scribble on a chalkboard (or even use your high-tech, interactive classroom "smart" whiteboard), or grade papers in a stuffy room while your students take a test" (Susan KO, Steve Rossen, 2010) (p26).

teaching online means conducting a course through the internet it has been referred to a form of distance education, and as a web-based learning, and digital learning which refers to courses taken outside the classroom, it uses web-based materials and activities, and it is process

that traditionally included courses through e-mail, that's why lectures are highly recommended to know how to use internet and technology.

1.3. Online Teaching Functioning

According to data from the e-book of e-learning concepts and techniques “E-learning can be achieved by utilizing any form of technology that sustains information yielding media. Video/Audio tape, aside from being an obsolete technology is a viable means in implementing instruction. More current technology aids the learning experience because there are more means to convey the information. Technology is the most variable element in e-learning. The more advanced the technology becomes, the more options there are to further e-learning” (Afaneh, M., et Al (2006).(p20)

“There are several different means for individuals to communicate with each other and their instructor. E-learning can be conducted solely through on-line applications. In other cases, if distance is not a factor, some face-to-face communication can be included to create blended e-learning, which includes elements of web interaction and in-person interaction. (Afaneh, M., et Al (2006)(p20).

Online teaching means geographic, and time separation, the connection of learner's teacher, and instructional resources is less dependent proximity, students conduct teachers' instructions through different applications like e-mail, face book .as (Afaneh, M., et al.) supported “E-learning is efficient as it eliminates distances and subsequent commutes, according to them distance in E-learning is eliminated because the learning content is designed with media that can be accessed from properly equipped terminals, and other means of internet accessible technology”. (p20) (2006).

1.4. Advantages of Online Teaching

In all over the world, the higher education system has changed from teaching through papers and tables, to the use of internet and social media. For Kim and Bonk (2006) “technology is

playing an important role in developing learning process through online courses. Technologies assist in handling large number of students from different parts of the world and hence at an institutional level, learning using technologies may be considered as a cost effective teaching method” (p. 22)

1.4.1. Flexibility of time and place: Flexibility is a major benefit of e-learning. E-learning has the advantage of taking class anytime anywhere. Education is available when and where it is needed. E-learning can be done at the office, at home, on the road, 24 hours a day, and seven days a week (Afaneh, M., et Al (2006) (P23). Online courses are convenient because student may log into the course whenever it suits his schedule and he feels motivated to learn. The lack of physical presence allow student to attend the course in any time and from any place, according to the same authors, “e-learning is more cost effective than traditional learning because less time and money is spent traveling. Since e-learning can be done in any geographic location and there are no travel expenses, this type of learning is much less costly than doing learning at a traditional institute” (p23). Especially for those who have physical abilities or those who live in rural areas they can study from their homes, all what they need is computer or Smartphone connected to internet.

1.4.2. Variety of programs and courses: The online education offer different programs, students have a lot of options to choose the program that suits their interest and beneficial for their style of learning and their needs, they can select subjects and topics of their interest very easily. Meanwhile, the lecturer can provide learners resources with links to scholarly articles, and various materials relevant to the course topic. Afaneh, M., et Al (2006) supported that “E-learning encourages students to peruse through information by using hyperlinks and sites on the worldwide Web. Students are able to find information relevant to their “personal situations and interest. E-learning allows students to select learning materials that meet their level of knowledge, interest and what they need to know to perform more effectively in an activity. E-

learning is more focused on the learner and it is more interesting for the learner because it is information that they want to learn. E-learning is flexible and can be customized to meet the individual needs of learners” (p23).

2. Promoting learner’s constructivism: “E-learning helps students develop knowledge of the Internet. This knowledge will help learners throughout their careers. E-learning encourages students to take personal responsibility for their own learning. When learner’s self-knowledge and self-confidence in them” (Afaneh, M., et Al (2006) (p23). The lack of physical presence of the teacher made the online teaching, student- centered that’s what helps the learners develop their own thinking through the different activities, through distance learning technology’s several programs, students control how they build their own knowledge and take the appropriate information for their needs.

As (Mathew, I, R., & Ebele Iloanya,J. (2016) States, “According to various researchers, technology can promote critical thinking and problem-solving skills among learners which are required in the 21st century. Online lecturers can make use of various technologies such as Google Docs, Discussion Forums in Blackboard and create various activities that can help to develop the critical skills of learners” (p2) (Mansbach, 2015). As cited by Judith v. Boettcher and Rita Marie Conrad (2010) “A faculty’s role in online courses is primarily coaching, mentoring, guiding, and directing learning rather than lecturing and telling.

Online courses are more of a bottom - up development of knowledge that require learners to interact with one another and the content resources to construct their knowledge rather than relying on the trickle - down delivery of content from an instructor. This is actually good, as more research is indicating that lecturing is an inefficient way of learning. In most lectures, learners are too passive for much higher - level learning to occur” (McKeachie, Pint rich, Lin, & Smith 1986 ;) Wireman, 2008. Online teaching enhances the retention power of learners, through explaining concepts in the form of videos, images, documentaries etc.

1.4.3 Interacting with more learners through collaboration:

Online teaching allows a dynamic interaction between the learner and the lecturer, and among learners themselves. When ideas and resources are shared each individual can contribute to the course discussion and comments on the others ideas. Judith v, Boettcher and Rita-Marie Conrad (2010) declare that “students in online teaching are more active, they make extra efforts when thinking, writing and sharing ideas, and peer reviewing as a part of the online community. Also they (authors) assumed that the learners cannot hide passively when they do their assignments, if they have not prepared and processed the content prior to posting their discussion, responses that shortcoming is evident for anyone” (p51).

“Online environments have been considered potentially beneficial for L2 learning through telecollaboration practices in particular. Since the SCMC occurring between learners on online language learning communities is a form of telecollaboration because it encourages the development of intercultural and communicative skills, it is necessary to provide a review of the main practices occurred in the literature in order to explain how this research aims to contribute to the field” (Marialuis anlerba candilio) (p51).

Zishan hong (2003) stated that “Distance education can be as effective as a traditional face-to-face classroom, when the technologies are used in an appropriated way, the learning and instructing methods are appropriated to learning objectives, and the interaction among students to students and students to teachers are used in the program, such as through chat room, bulletin boards, private mail, or a combination” (P5). (Park and Tracy (2000).

1.5. The Difference between the Online Course and the Traditional Class

As stated by Michey Shachar and Yoran Neumann (2003) “From time immemorial, teacher-lecturing/ student-listening was the primary mode of traditional academic education. The delivery system for higher education has been a classroom setting with a professor giving a

lecture and students listening and writing notes. Interaction between the professor and student has been viewed as an essential learning element within this arrangement” (p.1)

Malley and McCraw, 1999). In the traditional class the teacher teach content using lecture, sometimes he calls on the student to answer the question, the student most of the time is recipient, and participant, sometimes the lecturer covers material too quickly the student fully grasp it, and other times the instructor moves slowly to keep the student’s attention, his learning is limited to specific time, space and speed of that classroom. This is for most teachers the traditional face to face model class. “Student performance is assessed using two traditional multiple choice/essay exams; one take-home essay exam; weekly journals; participation in the three discussion forums; the short biographical timeline and personal practical theory papers; and the beginnings of a developmental portfolio in lieu of a final exam” (Barbara Slater Stern,2004, p.6).

As (Akseli Huhtanen 2019) cited “The content of the traditional course focuses on the basic, “must-know” information covered by the course. Having familiarized themselves with the content, students work independently to complete a weekly assignment. This allows them to test their own knowledge (University of Oregon 2019). He stated that “the face-to-face component of the course is reserved for discussions of the content. This frees up time for feedback, reflection, and revision, which have been shown to play a uniquely central role in the promotion of learning (Rauste-Von Wright et al. 2003). (p13)

The course structure, materials, exercises and guidelines are distributed via the platform, which can also serve as a channel for synchronous (chats) or asynchronous discussion (forums)”(Akseli huhtanen 2019). Stern, B.S. (2004).states that “In designing the online course, eight factors were taken into consideration: (a) the loss of the instructor’s narrative style of teaching; (b) the change in student work and study habits required in an electronic environment; (c) the need for the students to read the textbook thoroughly; (d) the instructor’s

desire to maintain course control despite the existence of the course cartridge (which supplies everything that might be desired by an instructor); (e) the necessity of creating a virtual community; (f) the desire to maintain the authentic learning and assessment criteria required by Newman et al. (1996) that formed the core of course design for the face-to-face course; (g) technical concerns with both the courseware and student skills; and (h) concern for student success in an online format. Stern (2003) provides detail about each of these factors” (Stern, 2003, p.201).

According to Mickey Shachar and Yoram Neumann (2003) “The main difference between class room education and distance education is changing the physical face (i.e., massive buildings) of academic establishments where students can learn from the comfort of their homes or offices with no need to commute to campuses. Cutting edge data are easily accessible on compact discs (CDs), portable personal computers (PCs), and have taken the place of instantly obsolete books. Online classrooms and libraries are replacing traditional campus facilities. Rather than requiring students to travel to a specific physical classroom or library, the Internet has facilitated the delivery of (nearly) unlimited learning resources to students. Another facet of this change is evident in the increased accessibility of DE curriculum” (2003) (p2)

Part Two: EFL Learners vs. Online Teachers’ Perceptions

1.2.1 Teachers and Online Use of Technology

As Ivy Rose Mathew & Jane Ebele Iloan (2016) supported, “Usage of technology in online teaching and learning has become very crucial nowadays. In the initial days of ODL the common technologies used for communication were emails and bulletin boards; these are now replaced with synchronous technologies such as mobile technologies and social media.

21st century has also witnessed the replacement of physical textbooks with e-books, tablets and iPods” (p2). They found that “Usage of technology for online teaching and learning have a lot of benefits such as improved access, interaction with lecturer as well as other learners (through participation in discussion forums, wikis and blogs), access to a wide variety of resources that are available online, not outdated as well as shared by lecturers through the learning platforms as well as content sharing.

Usage of social platforms is another major benefit of using technology for online teaching and learning and this also improved interaction during the teaching and learning process. It also improved the collaboration among learners. For them, “the online use of technology leads to eliminate reliance on text books” (p.5). For Waleed H. Sultan, Peter Charles Woods and Ah-Choo Ko, technology is one of the e-learning resources. they stated that “technology enablers such as laptops, multimedia, CD-ROMs, and Internet resources. E-learning resources can give students authentic as well as up-to-date information that is not necessarily available in textbooks. Generally, e-learning resources are useful as they represent a collection of cultural and scientific knowledge accumulated over the years” (Yeo, 2011, p.3).

1.2. 2.EFL Learners and Online Course Difficulties

One the major difficulties that faces EFL learners in online course is technological knowledge, a lot of students do not have Smart phones or computers, so they have no experience on how to use some internet platforms and tools like zoom, telegram etc. As cited by Leli Efriana (2021) (p3), “The problem is that some students’ parents and students do not have computer or android device, such condition makes them difficult in facing the reality. On the

one hand, there is a demand for the fulfillment of educational services for students, as mandated in the constitution. On the other hand, they are faced with a lack of supporting facilities. Wahab and Iskandar (2020).

The problem according to (Leli Efriana) (2021) “does not stop on the lack of the technological equipment Even though the internet is in their hands, students still face difficulty accessing the internet network because of the places they live(p3) . As he cited by Leli Efriana (2021) “A research carried out by Nashruddin, Alam, and Tanasy (2020) confirms that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective”.

Additionally, the lack for the automatic communication leads to the lack of the motivation factor, and that’s what Pamela (S. Bacon David Bagwell Jr, 2005) confirmed “Successful online learning requires more independent learning and higher levels of self-motivation than a typical classroom. There is no teacher telling you what to do each day!”(p31).

According to (Afaneh, M., et Al (2006) “Students in the online course may feel isolated from the instructor. Instructions are not always available to help the learner so learners need to have discipline to work independently without the instructor's assistance. E-learners also need to have good writing and communication skills. When instructors and other learners aren't meeting face-to-face it is possible to misinterpret what was meant” (2006, p.24). In addition, they claimed that E-learning requires just as much time for attending class and completing assignments as any traditional classroom course. This means that students have to be highly motivated and responsible because all the work they do is on their own. 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 causing the student to fail or do poorly(p24).

Part Three: The Impact of Online Teaching on EFL Learners' Motivation

1.3.1. Online teaching positive effects on learners' motivation

1.3.1.1 It helps motivate learners adjust their objectives to meet their needs

The teaching-learning process is all about relationships and logical access to knowledge. One of the major relationships in this process is between the learners' needs and their objectives. Boettcher and Conrad (2010) declare that "In addition to getting to know your students in the social context of their lives, you want to know what they know now and what more they would like to know at the end of a term" (p.79).

In his book: *Getting the Most from Online Learning*, Piskurich (2004) highlights the importance of adjusting the learning ways as well as objectives to meet learners' needs. He states that "The innovators who seem to be always one step ahead of everyone else: thinking, analysing, identifying needs for new learning, and finding ways to meet them. In times of rapid change, learners like these acquire new skills, discover new techniques, and implement new processes" (p.25). Another point through which online teaching motivates learners adjust their objectives to meet their needs is providing sufficient time for learning. Conrad and Donaldson (2004) declare that "One fundamental aspect of meeting the needs of online learners is allowing adequate time for an activity to be accomplished.

Online communication takes longer than classroom communication in most cases. Therefore, more time must be allowed in the course plan for activities requiring online interaction among learners than might be provided in the course plan of a face-to-face class" (p.19).

For Conrad and Donaldson (2004), the key to create a positive online learning experience “is to identify the students’ needs and then incorporate activities that address their various learning styles. For an online facilitator, this means getting to know the learner as soon as possible through the use of profiles and introductory activities that provide insight into who the learner is”(p.19). As activities, they give the example of discussion questions and project topics which may be adjusted to meet learners ‘needs (p.19).

For Dawley (2007), “a successful online teacher is one who promotes the achievement of learning objectives by facilitating engagement to empower students as life-long learners” (p.3). Hence, once learners’ needs are identified, their objectives should be modified accordingly. “A specific post or assignment that requires students to review the course objectives and develop some personal and customizable objectives helps to focus students on performance goals as well as knowledge goals” (Boettcher and Conrad,2010, p.80).

1.3.1.2. It encourages learners to collaborate

Collaboration is undoubtedly one of the highly sophisticated and effective strategies necessary to be regarded when teaching. This is due to its unlimited benefits that include: developing oral communication, higher order thinking, and leadership skills. If they collaborate, “students are led to deeper and more complex thinking on the topic at hand than if they were to work independently. In small groups, students are typically given a problem or task to solve as a team. Proponents of small groups suggest that this teaching approach mimics today’s specialized work environments where employees are often required to work as part of team toward achievement of a larger goal. Through their work with team members, students can begin to identify and utilize their areas of strengths, while also learning to rely on and utilize the strengths of others toward the overall achievement of the task” (Dawley,2007, p.100/101).

Unlike traditional on-ground teaching, online teaching fosters new learning experiences where learners can interact with one another and collaborate effectively. In other words, it helps

students overcome their psychological problems especially shyness. Gudea(2008) states that“ The online environment facilitates safer, easier, and friendlier interaction of some of the students in the educational process. This is quite important for the teachers, because it encourages shy students, who otherwise would not contribute to the class, to be more involved and participate more”. He adds “You can do things in class in terms of personality, in terms of making people feel at ease; there is a whole bunch of other things you can’t do online. On the other hand, some people are more embarrassed in class than they would be online” [17]. This has the potential to foster improved interaction among students and better class participation” (p.61).

In case of having a well-structured and purposeful online group, the student’s motivation towards learning would be increased. In a 1997 recent study, García claims that effective second language (SL) teachers use cooperative approaches to engage students (Hurley, 2003, p.57). Therefore, the online teaching goals would be successfully achieved.

According to Dawley (2007), “Successful small group work offers the student a greater sense of community, can increase enthusiasm and motivation with coursework, and can also be used as a stepping stone to larger class projects during the overall progression of a course. Collaboration also addresses multiple learning styles, reduces online isolation, provides students opportunities to test out real-world practices, and it allows students to gain competence in using teamwork, critical in the workplace” (p.98). Conrad and Donaldson (2004) assert that it is the teacher’s responsibility to facilitate for the learners building new collaborative relationships by choosing appropriate course elements (p.10).

1.3.1.3. It motivates learners to self-monitor their learning

In education, self-monitoring is a technique that trains learners to evaluate and judge their behavior and their learning process. Thus, it saves teachers’ time and facilitates the teaching-learning process.

Among the advantages of online teaching, it guides learners to self-monitor their learning and self-test their understanding. Besides, it encourages them to understand how they learn best, that is, to identify their learning styles. In this respect, Dawley (2007) declares: Effective online courses involve feedback, interaction, and content, and promote self-learning, as well as an understanding of learning styles. They foster an open curriculum, in which students learn from a variety of sources and are not limited to the scope and structure of the course. This is achieved through the use of various tools such as electronic presentation tools, online chat, whiteboard conferencing, e-mail, and Web-based resources. The teacher's use of the tools must promote an interactive learning experience in order for the student to experience success (5).

Through motivating learners to self-monitor their learning, online teaching makes learners more independent and empowered. Hence, they can easily indicate their strengths and weaknesses and; therefore, solve any problem they encounter during learning. "As students begin to assume more responsibility for their own knowledge generation and overall learning experience, they become empowered to continually seek out new information and learning, and collaborate with peers and co-workers in problem solving and solution creations" (Dawley,2007, p.4). Conrad and Donaldson (2004) propound that Reflection and self-assessment are important components for empowerment in any learner-focused environment. Requiring students to provide reflective journal entries for instructor review encourages participants to make sense of the online process and their position within the learning community (p.31).

Thus, self-monitoring the learning process provides learners with an overview about their own progression. Besides, the teacher may involve self-assessment activities to help learners explore ideas (Conrad and Donaldson, 2004, p.25).

Both internal and external motivations are required in order for the learners to track their own progress. “The distance education pioneer Charles Wedemeyer (1981) asserted that learners must

1.3.1.4. It promotes learners’ motivation to track their own progress

Be highly self-motivated in order to be effective distance learners. While this is still true in today’s online learning environment, the instructor also has the responsibility to support and promote a learner’s internal motivations through external strategies” (Conrad and Donaldson,2004, p.8). Furthermore, Dawley (2007) claims that when learners become responsible for their learning experience, they become empowered to explore new information and learning (p.4).

Apparently, when learners track their own progress, they evaluate their learning experience and adjust their learning behaviors. An illustration for this is provided by Dawley (2007), who claimed that, “For many students, learning to participate in an interactive learning experience, especially online, is a new way of learning. Often, they have been educated through years of skill and drill where an emphasis was placed on memorization and testing of knowledge” (p.5). Furthermore, online teaching motivates learners to track their own progress by offering them opportunities of self-assessments which examine the achievement of their objectives. For Conrad and Donaldson (2004),

Assessment in an engaged learning environment should focus on whether the stated objectives of the course have been met and whether the students have been engaged in the learning process. Engaged learning requires a higher level of thinking” (p.31/34). In addition, Dawley (2007) declares that “Effective online courses involve feedback, interaction, and content, and promote self-learning, as well as an understanding of learning styles (5).

1.3.1.5. It helps learners set their goals and meet the deadlines

Regardless of his learning styles, every learner should set his learning goals in order to draw a specific method for success. “Planning for online learning begins at the end, with the goals you hope to achieve” (Carliner, 2004, p.15). In addition, by figuring out his learning goals, the learner offers himself internal motivation. Tracy claims that “It is important that you systematically set your goals and discipline yourself to writing them down each day” (p.18). He also suggests several ways to create and update goals. For Brian Tracy, you should identify your major worries or fears so as to set your goals (p.9). To do this, “alerts your attention to the people, information, and opportunities in your environment that will help you to achieve your goals” (Tracy, p.9).

In online teaching, the way the teacher engages the learners and makes them feel part of the educational group has an influence on their motivation. According to Dawley (2007), “A successful online teacher is one who promotes the achievement of learning objectives by facilitating engagement to empower students as life-long learners” (3). Furthermore, providing learners with a syllabus and a deadline at the beginning of an online course helps them specify their goals.

Setting deadlines should be based on specific considerations, “One fundamental aspect of meeting the needs of online learners is allowing adequate time for an activity to be accomplished. Online communication takes longer than classroom communication in most cases” (Conrad and Donaldson,2004, p.19). Though meeting deadlines has a tremendous importance in online courses, it is considered as learners’ greatest challenge since they have to preserve their motivation under the deadline’s pressure.

1.3.2. Online Teaching Negative effects on learners’ motivation

Whether online or on-ground, teaching has two sides: the positive and the negative. Concerning its negative effects on learners’ motivation, online teaching might not be equivalent

to the learners' expectation level. In other words, its first problem might be that it is not as entertaining as learners expect.

While the classroom teacher may resemble a sage on a stage, the online teacher is more like a guide, on the side of the online classroom (Paris,2000), (Gudea,2008,p.28).

Logically, Teachers' motivation affects learners' motivation. However, online teaching may lead to teachers losing their energy and, thus, cannot motivate their learners. Gudea (2008) asserts that "Technology can be frustrating. Teachers lose the energy and sounds that are present in the on-ground classroom. Although it is an exciting method of teaching, online teaching is also a different method of teaching that is not for every educator" (p.29).

Though some teachers can work under pressure, online teaching puts teachers under great pressure which may lead to their inability to motivate their learners as well as themselves. "Teachers feel increased pressure to adjust the online content to meet the needs of the students, more so than in the traditional campus-based classroom. More preparation is required from the online teacher" (Gudea, 2008, p.63).

Though "the online environment allows for more in-depth discussions" (Gudea, 2008, p.64), this might be hard to control. "It is more difficult for teachers to keep track of students' progress online than it is in the traditional classroom. The teachers participating in the study documented here report that online interaction is more difficult to control, as students answer messages and post new messages on their own terms" (Gudea,2008, p.64). Moreover, learners' motivation in an online class can be decreased because of the class size.

According to Gudea (2008), "Some teachers report that they are not yet convinced that online education is really working. Another ongoing concern seems to be class size. Teachers are concerned with having to teach to large classes, as it negatively affects their teaching ability" (p.64). In addition, Gudea(2008)states that teachers consider online courses as inflexible.

“Some teachers do not feel they gain much from teaching online. They miss having synchronous, real-time communication with their students” (p.158).

Another obstacle preventing online teaching from being motivating is time. “Teaching online is seemingly time consuming, more so than in the traditional on-ground classroom” (Gudea , 2008,p.64).

1.3.3. Teachers adjusting strategies to effect learners’ motivation

In order for you to motivate others, you need to understand what will drive them to take appropriate action. This requires that you take the time to understand what is important to the people you want to motivate. Then you must use that knowledge to create motivating systems in the workplace. In some cases, you might not be able to motivate every person on your team the same way. You may need to get creative and think in non-traditional terms as to how to get people revved up about what they need to accomplish. (MTD Training,2010, p.9)

Unfortunately, online teaching is neither for every teacher nor for every learner. Moreover, Teachers “are aware that as online education continues to grow, it will bring new opportunities and challenges” (Gudea, 2008, p.86). However, there are plenty of strategies teachers can use to affect their learners’ motivation in an online environment. So, according to Gudea (2008):

Teachers recognize that in order to be successful in teaching online, they must adjust in how they package and deliver information to the students. The expectations are higher when teaching online, because as the online environment relies heavily on technology, it allows less room for error. (p.86)

Gudea (2008) summarizes the major demands needed in motivating learners in online environments as follows: Online education relies in large measure on written communication. For this reason, good writing skills are very desirable and most valuable to a teacher who

teaches online. Knowledge of the subject matter is very important; so are communication skills and a caring personality, an open mind, organization skills, training in teaching, a genuine desire to help people, and being a people's person. Teachers have to be prepared to make personal sacrifices. (p.86)

Gudea (2008) also insists that teachers must adjust their teaching strategies to have a much closer relationship with learners. He also emphasizes the importance of having clear and concise writing abilities (p.64).

Another challenge online teacher face is the traditional way of learning. Learners used to memorize and to be passive absorbers of knowledge. Thus, teachers have to work on this and use new strategies to change it. Dawley (2007) said,

For many students, learning to participate in an interactive learning experience, especially online, is a new way of learning. Often, they have been educated through years of skill and drill where an emphasis was placed on memorization and testing of knowledge. After many years of working with this transmission model of teaching, students become comfortable with the process. They understand what is expected of them as passive learners, and they develop skills for effectively mastering the content. (p.5)

Hurley, as well, suggests that another adjusting strategy for motivating online learners is through creating real life situations. "Teachers rely all too often on repetition, memorization, and especially correction when instead they should create situations that motivate children to communicate" (Hurley, 2003, p.21).

Since large class size affects negatively the teachers' teaching ability, it is advisable to decrease the number of learners in an online class so as to have greater and better opportunities to motivate learners. In addition, a goal-oriented activity can be a successful motivational strategy for online teachers. "On several occasions, students have reported remembering the

lessons learned from an activity in order to trigger long-term memory relative to the recall of basic concepts” (Conrad and Donaldson,2004, p.7).

Moreover, Conrad et al (2004) added that “The involvement of the learner in the course, whether one calls it interaction, engagement, or building community, is critical” (p.6). In addition, they also highlighted the importance of engaged learning, collaboration, and creating real life situations in order to motivate learners in an online class. They state “Engaged learning stimulates learners to actively participate in the learning situation, and thus gain the most knowledge from being a member of an online learning community” (2004, p.7).

Thus, helping learners to self-monitor their learning is, furthermore, considered as an adjusting strategy towards motivating them. “In an online course, it is imperative that they be active knowledge-generators who assume responsibility for constructing and managing their own learning experience” (Conrad and Donaldson,2004, p.7).

In brief, the major factor that may make online teaching more effective “Is not as much the technology, or the environment, as it is the teacher’s ability to use what she has available for her teaching” (Gudea,2008, p.87).

Conclusion

Despite all the positive rewords of online teaching, we cannot confirm that an online course can be effective as much as the face to face course. This new technique (online course) need to be well planned and organized. Besides, it is true that technology provide flexibility and a lot of facilities to the education but it is just a way like any materials used in classroom. Thus, everything is up to the instructor how to use this new technology to push students towards learning and enhance their motivation. As Pamela S. Bacon and David Bagwell Jr claimed, it

is simply up to the instructor to develop the course content that sets high expectations for learners and makes tools for learning easily and readily available (2005, p.30).

They confirmed that “Information and communication technology can, and often does, provide a greater number of students with access to information that they may have been unable to access, but this is not to say that students are grasping and understanding the concepts involved. That’s why it’s critical to put quality evaluative tools in place throughout the unit. What—and how much—students learn is ultimately up to the teacher” (p.36).

Chapter Two

Chapter Two: Data Analysis and Research Results

Part one : methodology and research design

Introduction

This chapter is devoted to the research methodology and design. It deals with the description, analysis, and discussion of data collected from both: teachers' and students' questionnaires. It aims at investigating the way online teaching may affect learners' motivation if it does as it provides some suggestions concerning the online teaching strategies.

2.1. 1.Methodology

This study took place at the English language Department of Mohamed Boudhief.

2.1.3. Population and Sampling

2.1.3.1. Student

Twenty five third year EFL students from foreign languages (English language) Department of Msila University were randomly chosen to respond to take part of this study entitled “the impact of online teaching on EFL learners’ motivation” their selection based on the consideration that have been learning online for a long period during the quarantine due to the spread of corona virus and they are able to express their opinions about it.

2.1.3.2. Teachers.

Teachers of different modules at the Department of English at Msila University were the population of this research, there were seven teachers who involved in this process, the goal of this study is to investigate the impact of online teaching on EFL learners’ motivation. Our sampling did not just involve the students who are learning through internet, but also teachers who are experiencing online teaching from the beginning of corona virus in order to gain new understanding from their experience.

2.1.3.3. Sampling method

Statistical random sampling was used to get the sample of this research which entitled “the impact of online teaching on EFL learner’s motivation”

2.1.4. Data collection Procedure

The present research was conducted during the first semester of the academic year. 2020/2021, the questionnaire has been distributed to third year students and teachers of Msila university of Mohamed Boudiaf department of English language.

2.1.4.1. Data collection tools

To conduct this study two questionnaires used to collect data, for both students and teachers in order to gather learners' opinion about online teaching and add a new insight from the teachers experience about online teaching during the period of the pandemic.

2.1.4.2. Students Questionnaire

2.1.4.2.1. Aims of the Students Questionnaire

This questionnaire is designed to gather opinions about online teaching from learners in order to know if they are satisfied and motivated to learn through internet.

2.1.4.2.2. Description of the Students' Questionnaire:

This questionnaire involves nineteen (19) questions, arranged under four sections. The first section (Q1-Q2) provides background Information about the respondents, and the second one (Q3-Q8) is about the students' attitudes towards online teaching. However, section three (Q9-Q11) is about the EFL learners' perception to the online teaching, and the fourth section (Q12-Q19) is about the impacts of online teaching on learners motivation. The questions are either closed questions requiring from the students to choose yes or no answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to provide their full answers and justify them. The main objective of this questionnaire is to examine whether online teaching affects learners' motivation and in which way it does. Moreover, it highlights the main gaps in the use of online teaching in Algeria. It also gives the learners the

chance to express their opinions about the online teaching experience and suggest adjusting strategies that may make this experience more successful.

2.1.4.3. Teachers Questionnaire

2.1.4.3.1 Aims of Teachers Questionnaire

This questionnaire was designed for teachers of English department in order to add a new insight the short experience of teachers about the online teaching since they were teaching online during this period of corona virus.

2.1.4.3.2. Description of the Teachers' Questionnaire

The questionnaire involves 21 question, it was structured in three sections. The first section contains questions about the participants' background. The second section contains 7 questions asked to gather some background information about the online teaching, its. Definition, characteristics ... The last section contains also 10 questions which are about the impact of online teaching on EFL learners' motivation. The questionnaire contains both open ended question which need explanation and justification, and closed ended that only include choices. This research tool was chosen because it may help to provide additional information for our research. The purpose of this questionnaire is to know whether teachers have an experience on online teaching in order to link their answers with the students' ones

Part two-Practical Part

2.2.1 Analysis of the Teachers' Questionnaire

Section One: Teachers' Background

Q1. Degree (s) held

level	license	Magister	doctorate
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Number	0	2	5
Percentage	0%	28,57%	71,42%

Table 1.1. Teachers' Qualification.

The table shows that the majority (71, 42%) of teachers is Doctors, and the rest (28, 57%) have Magister Degree. This means that the English department has proficient professors.

Q2. How long have you been teaching English at university?

Responses	Number	percentage
Since the establishment of English Department	5	71,42%
For five years	2	28,57%

Table1.2. Teaching path at the university

The majority of the participants (71.42) said that they were teaching English at university since the establishment of the English Department, which means that they have a good experience in teaching English at university. The rest (28,57%) answered that they were teaching at university for five years.

Section Two: Online Teaching

Q3. What is your definition to online teaching?

Responses	Number	Percentage
Method of teaching that requires the internet use	6	85,71%
Kind of distance learning	1	14,28%

Tabele1.3. Definition of Online Teaching according to Teachers.

This question was asked to know what kind of definitions teachers can provide to online teaching. 85, 71% of teachers define online teaching by a method of teaching which requires transmitting instructions with the help of technologies like computers, and internet. the 14,28% defined online teaching by kind of distance learning.

Q5. What are the benefits of online teaching? Q5. What are the benefits of online teaching

Responses	Number	percentage
Flexibility of time and place	4	57,14%
Helps students to develop their critical thinking	1	14,28%
Helps students to learn at their own pace	2	28,57%

Table 1.4. Benefits of Online Teaching

The majority of teachers (57, 14%) indicate that online teaching offers a lot of benefits. One of them is the flexibility of time and place which is needed in these scaring days of Corona Virus. According to teachers (14,28%), online teaching offer to students the opportunity to learn at their own pace, home or anywhere and at any time, and there is no need to the physical presence. For the others (28, 57%), online teaching facilitates transmitting information and helps students to develop their own knowledge and critical thinking about the language.

Q6. Do you think that online teaching is a solution or an appropriate method which can develop learning process?

Responses	Number	Percentage
It could develop education before corona virus	5	71,42%
It is a solution to avoid virus transmission	2	28,57%

Table1.5. Online Teaching can Develop Learning Process.

For the majority (71,42%) of teachers, it is obvious that technology offers a wide range of opportunities for education process. Online teaching could develop teaching learning process if it is offered and taken seriously in the Algerian educational Systems because it is characterized by various facilitators. For the other respondents (28,57%), online teaching is provided in the time of Corona Virus, to avoid the danger of the virus transmission

Q7. What are the main differences between traditional teaching and online teaching?

Responses	Number	percentage
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Time and place	4	57,14%
Teaching materials	3	42,85%

Table 1.6. the Difference between Traditional Teaching and Online Teaching.

The majority of the participants (57, 14%) said that the main difference is time and place. The traditional teaching takes place at the classroom and has an exact time. However, online teaching's students can take lessons in anytime and anywhere. Another difference provided by participants (42,85%) is the materials used: for traditional teaching, all what teachers need is blackboard, text book and data show. Whereas, online teaching demand various kinds of technological tool like computers, smart phones, and most importantly the internet

Q8. When transmitting instructions, which system do you think you are more competent in? Online course or traditional class? and why?

The system	Number	Percentage
Traditional course	7	100%
Online course	0	0%

Table 1.7. The Favorite System.

Response	Number	Percentage
It is easy to know learners needs and style	4	57,14%
The less experience about technology make teachers confused about the materials needed	3	42,85%

Table 1.8. Justifications

All of the participants answered by the traditional class. Most (57,14%) of them justified that in traditional classroom it is easy to recognize learners needs and style helps to provide a successful explanation when teaching on-ground. Others (42,85%) answered that they have

little experience about online teaching and technology hence they feel confused about the materials needed for teaching.

Q9. Do you think that designing an online course is the same as designing a traditional course? Why? Explain.

Responds	Number	percentage
Different educational environment	5	71,42%
Different educational resources	2	28,57%

Table 1.9. Difference between Online Course Design and Traditional Course Design.

All of the teachers answered by no and their justifications were mostly the same. For most of them (71,42%), lots of factors affect the course design like the environment. Teachers are familiar with classroom so they design there course based on face to face teaching designing unlike the online teaching which based on the internet and technology, Others (28, 57) answered that educational resources are different from traditional teaching to online teaching.

Q10. When designating an online course, what do you take into consideration?

Response	Number	percentage
Learners capability to provide technology and internet	5	85,71%
experience about online teaching Lack of	1	14,28%

Table 1.10. The Process of Designing an Online Course.

The majority of teachers answered that they usually send lessons to Moodle platform they said that they take into consideration learners' capability to provide the necessary technologies and internet (85,71%) others answered (14,28%) that they send videos either those taken from internet or videos made by the teachers' themselves. Students have to download those lessons. They said that they take into consideration: the learners' level and lack of experience and knowledge about online teaching.

Section Three: On the Impact of Online Teaching on Learners' Motivation

Q11. Do you think the current online teaching strategies fit the needs of the Algerian students?

Options	Yes	No	Total
Number	1	6	7
Percentage	14,28%	85,71%	100%

Table 1.11. Online Teaching Strategies and the Algerian Learners' Needs

As shown in the above table, the majority of teachers (6 out of 7) think the current online teaching strategies do not fit the Algerian students' needs. They justified this by the lack of equipment, technological resources, and by not being provided with the necessary facilities. Therefore, the Algerian universities have not owned online teaching strategies that fit the needs of their learners yet.

Q12. What are the techniques you use to collect data about learners' needs and interests?

Almost all the teachers stated that they conduct needs analysis by the beginning of each year. One of them ensured that he asks his students about their needs as well as interests in the first session he meets them. Two others mentioned that they distribute a list of questions to be answered by students about their needs and interests without necessarily mentioning their names. Obviously, as you need to know who you are talking to, you have to know what interests your learners to figure out the gaps and fill them through needs analysis.

Q13. According to you, what type of motivation makes your learners learn better through online teaching?

Type of motivation	Extrinsic	Intrinsic	Both
Number	00	7	00
Percentage	00%	100%	00%

Table1.12: Type of Motivation that Makes Students Learn better

All the teachers (7) said they think both: extrinsic and intrinsic motivations are important while learning. Thus, though teachers play a significant role in motivating their learners, learners themselves has to be motivated from an inside power to do their best during the learning-teaching process. Therefore, it is not all about teachers. However, students; too; are responsible for their learning and motivation.

Q14. What are the teaching strategies you use to affect your learners' motivation while teaching online?

All of the respondents acknowledged the importance of motivation during the teaching-learning process in general and during online teaching in specific. Some teachers mentioned that they motivate their learners through some videos which accompanied the lessons. Some others stated that they use some audios to attract their students and make them feel at ease, then they listen to them to have their feedbacks. In addition, the teachers said they encourage their students to send them questions about things they did not understand. One of the teachers added that she gives the students tasks and researches to do and she asks them questions to motivate them.

Q15. What are the main ways, platforms, and applications you are using to contact your students?

For this question, teachers' answers vary. Some use the most academic and well-known platform in Algeria which is Moodle in which they put written lessons or videos. Two teachers stated that they use their E-mails in order to facilitate for students asking them and sending their assignments. However, only one teacher said she prefers the Zoom platform because it allows her to interact easily with her students. Therefore, organizing virtual meetings or a video conference is strongly required and effective to guarantee a good interaction with learners and involve them in an online course.

Q16. Are you designing virtual meetings with your learners?

Responses	Number	Percentage
yes	1	14,28%
no	6	85,71%

Table 1.13. Teachers design of virtual meetings

The results shown in the table indicates that only one teacher said she is designing virtual meetings with her learners. The rest respond negatively to this question. However, organizing virtual meetings is a very beneficial way of teaching online as it makes the online teaching more real and serious.

Q17. Are you provided with the necessary facilities for teaching online?

Options	Responses	Percentage
No	7	100%
Yes	00	00%

Table1.14: the facilities provided for Online Teaching

The data collected shows that all the teachers seem to be dissatisfied and they answered that they are not provided with these facilities. However, a happy teacher provides a happy learning atmosphere and a successful course. Thus, all what is required to reach a successful online teaching experience should be available and facilities should be provided to teachers to do their job in the required way.

Q18. How do you evaluate the online teaching experience in Algeria?

Options	Response	Percentage
Average	05	71.42%

Good	02	28.57%
Excellent	00	00%
Total	07	100%

Table1.15: Teachers' Satisfaction about the Online Teaching Experience

As the above table shows, only two teachers (28.57%) reported that they think the online teaching experience in Algeria is good. The majority of them (5 out of 7) said they think it is average. Whereas, none of them mentioned that this experience is excellent. It seems to us that this experience was not successful enough and: therefore; many adjusting strategies are needed to reapply online teaching in Algeria.

Q19. What hindrances prevent you from implementing online teaching as expected?

This question is to highlight the problems that prevent teachers from implementing a successful online teaching, since by figuring out the lacks we can avoid them and improve this new experience. Teachers' answers vary to include: the lack of technological resources, problems in syllabus, and a difficult access to the materials needed to facilitate the online teaching process. Hence, all of these problems should be tackled and solved by providing all the materials and facilities required for a successful online experience. In addition, the syllabus should be adjusted according to the exceptional circumstances of the pandemic considering the learners' needs and levels.

Q20. We would appreciate it if you could suggest some ideas to better the online teaching.

Teachers answer this question in different ways. They suggest the following:

- * Reducing the amount of lessons.
- * Teaching both teachers and students to use technology in the appropriate way.
- * A reconsideration of the syllabus according to the time devoted for each module as well as the exceptional circumstances of Corona Virus.

* Facilitating the access to platforms which contains virtual meetings and video conferences like: Zoom and making them for free.

* Providing sufficient technological resources and materials to guarantee the access to the online courses.

2.2.1. Discussion of the Teachers' Questionnaire

Almost all the responses of the teacher's questionnaire supported that though teachers are aware of the definition and advantages of online teaching, they do not know how to deal with it and how to design online courses. In addition, since teachers did not have prior experience about online teaching, the time was not enough for designing good online courses. However, they were just transmitting lessons from Google to learning platforms. Hence, this lack of teachers' experience about online teaching proved that they ought to multiply their efforts since online teaching is different from on-ground teaching in which teachers found themselves more competent in transmitting instructions.

Obviously, needs analysis is an effective gap filling tool to figure out the learners' needs, interests, and ways of motivation. Whereas, the Algerian universities have not used online teaching strategies that fit their learners' needs yet. Thus, learners are not motivated to experience online teaching.

Another point to be clearly highlighted is that students are responsible for their learning and motivation; too. So, they do not have to rely only on their teachers to motivate them. Since some of them know how to use technology, they can cooperate during the learning process.

The government; too; must take into consideration all what is required for a successful online teaching in order to guarantee a positive impact on learners' motivation. It has to provide the materials and facilities needed for this new experience as it has to adjust the syllabi during the Corona pandemic. Besides, there is a clear agreement that the time devoted for online teaching

was neither sufficient for designing online courses nor for providing learners with the appropriate knowledge.

In a nutshell, it's a must for teachers to adjust their teaching strategies in order to reach the real concept of online teaching and to have a positive impact on learners' motivation.

2.2.3. Analysis of the Students' Questionnaire:

Section One: Background Information

Q1. Gender

Gender	Number	Percentage	total
Male	5	20%	25
Female	20	80	100%

Table 2.1 Gender.

As the above table shows, the overwhelming majority of students are female. Only 5 among the respondents are male. It is not the case only among students of third year but it seems to be the norm in the Department of Foreign Languages in Msila.

Q2. Age

Age	Under 20	20	Above 20	Total
Numbers	2	19	4	25
Percentage	8%	76%	16%	100%

Table 2.2.student's age.

Table (1.2) indicates that 76% of students are twenty years old. 16% of them are above 20 years old. However, only 8% are under 20 years old.

Section Two: Online Teaching

Q3.What is Online teaching for you?

Responses	Number	Percentage
Taking lessons at home through internet	18	72%
Transforming lessons from google to moodle	7	28%

Table 2.3. Definition of Online Teaching according To Students

This question is asked to know the students' background about online teaching, and what they have understood from this new experience. Most of the students (72%) said that online teaching is taking lessons at home, through the use of computer or Smartphone connected to internet.

The other participants (28%) said that online teaching means transforming lessons from Google to Moodle. For an EFL learner who seeks to language proficiency, especially beginners, transmitting instruction into model is not the effective way for better understanding and keeping learners motivated. such new technique needs to be more designed and organized in a manner that keep student update to lessons and motivated to learn and search and do their activities, computers and internet are only tools to provide instruction, everything is up to the teacher on how he/she, uses these tools to provide beneficial online courses, not better but at least the Same as those offered by traditional classrooms.

Q4. There is a difference between online teaching and traditional class.

Options	Agree	Disagree	Do not know	Total
Number	25	0	0	25
Percentage	100%	0%	0%	100%

Table 2.4: Difference between Online Teaching and Traditional Class.

From the table below, we can notice that all of the 25 students agreed that there is a difference between online teaching, and the traditional class, actually that was expected because the difference between online course and traditional course is clear in many aspects starting from the environment which was the campus, changed to anywhere in online teaching, the materials also changed from blackboard, data show, text books, into computer, internet, social media, the lack of face to face teaching...

Q5. Online teaching is very beneficial at times of COVID-19

Options	Yes	No	Total
Number	18	7	25
Percentage	72%	28%	100%

Table 2.5. Online Teaching is Beneficial.

The table shows that the majority of students (72%) see that online teaching is beneficial during the Corona Pandemic virus, it can have some positive rewards because online teaching provides the flexibility that all of students need, and it is the only solution to complete the educational programs with keeping students and teachers safe. However, 28% of students said No it is not beneficial, it can be true if we take the important side of learning process which is the methodology of teaching, online teaching came as urgent solution for education process, everything changed in the learning teaching process, students were surprised with such new technique, and maybe most of them have no experience with online teaching, students were not prepared for this new method, even the institution had no time to think of the effectiveness of online teaching method, rather than thinking of how they can continue the educational programs without any danger.

Q6. Online teaching has its characteristics and functioning

Options	Yes	No	Total
Number	25	0	25
Percentage	25	0%	100%

Table 2.6: Online teaching’s Characteristics and Functioning

All of students confirm that online teaching has its characteristics and functioning, it is clear from their answer about the definition of online teaching when most of them respond that online teaching is studying at home and taking lessons from Google, this means that online teaching is characterized by studying out of the classroom through internet.

Q7. Lots of teachers and students prefer online teaching to face to face teaching and learning

Options	Yes	No	Total
Number	22	3	25
Percentage	88%	12%	100%

Table 2.7: Teachers and Student’s Preference to Online Teaching.

The table shows that majority of students 88% answered by No, maybe because online teaching does not provide a better understanding of instructions , students are not familiar with learning behind computers , the known environment for teaching EFL is classroom , where students contact teachers and collaborate with their colleagues. Students feel isolated behind the computers. This leads to the lack of extrinsic motivation that pushes them to learn, also online teaching is harder for the lecturer, to be good teacher in the traditional class does not mean that you will be a good teacher in online teaching. Just like traditional course, online teaching needs a design. Also, some teachers are not familiar with some technologies and social media. Additionally, to create relationships with students in online teaching needs many efforts. The 12% answered by yes, and maybe because online teaching provides flexibility and

convenience, students or teacher can attend courses anywhere and anytime, as whenever it suits their circumstances, especially for those who live far from camp

Q.8. Online teaching promotes learners’ interaction and collaboration.

Options	Yes	No	Total
Number	7	18	25
Percentage	72%	28%	100%

Table 2.8: Online Teaching Promotes Learners’ Interaction

Table 2.7 indicates that most of the students 72% said No. As we mentioned before students may feel isolated behind the computers did not experience online teaching before, even teachers. Hence, they just rely on sending lessons and assignments in Moodle and students have to do much effort to understand and participate with their classmates and teachers. Online teaching does not mean sending files through emails, this is not the kind of contact that enhances students’ collaboration, because teachers are not there any time, and most of the time they cannot respond, the same case for students. Also, the internet is not available for all students. The 28% said yes, maybe because they found it easier to contact with teachers and students specially the shy learners who can do their activities without feeling obliged or pushed, also they can comment on their colleagues’ answers.

Section Three : On EFL Learners’ Perceptions to Online Teaching

Q9. Online teaching is better in Comparison to Classroom Teaching.

Do not know	Options	Agree	Disagree	Total
0	Number	25	0	25
0%	Percentage	100%	0%	100%

Table 2.9: Online Teaching Better than Classroom Teaching

All of the students were not satisfied with online teaching, for them there is no comparison between online teaching and traditional classroom. The wrong use of online teaching leads to a bad experience of teaching method, as mentioned before, teachers did not focus on designing the online course to be effective as much as the traditional course, rather than focusing on continuing the lessons. Online teaching lacked a lot of factors like teacher's presence and classroom materials which are important to the learning process and they are also factors that enhance students' motivation. When learning in the classroom, teachers provide different strategies to enhance the students' motivation and they care about the learning style. Sometimes, teachers translate some unclear expressions according to the context of use to help students absorb what is the lesson about. Hence, students found it harder to learn through internet because teachers did not take into consideration if lessons are clear or well organized.

Q10. Most of learners have enough experience with the use of technology.

Options	Agree	Disagree	Do not know	Total
Number	5	20	0	25
Percentage	20%	80%	0%	100%

Table2.10: Learners Have Enough Experience with The Use of Technology.

80% students agreed that most of them do not have enough experience with technology. When studying in the classroom, the only technology students used is data show to teach through videos. Online teaching and learning demand more technology experience, most of students do not have computer or smart phone and even their internet connection is not always available, hence some technologies are new for the students. The 20% said "Yes" maybe because they have a good experience with social media.

Q11. There are a lot of difficulties learners experience with online teaching

Options	Agree	Disagree	Do not know	Total
Number	25	0	0	25
Percentage	100%	0%	0%	100%

Table 2.11: Learners' Difficulties with Online Teaching.

The table shows that all of students faced difficulties in online teaching, it is clear because such experience is new for them. In addition, it is not expected hence students were not prepared. Students in the traditional environment rely mostly on the teacher; whereas in online learning, they need to rely on themselves, and do activities on their own. Also, students do not have enough experience about technology, especially those who have a beginner level on using computers, they do not know how they organize their files, and assignments so that this will lead them to delay submitting their assignments and activities.

Section Four : On the Impact of Online Teaching on Learners' Motivation

Q12. Are you more motivated to learn from teaching online?

Options	Yes	No	Total
Numbers	0	25	25
Percentage	0%	100%	100%

Table2.12: Students' Motivation When Learning Online.

As the table demonstrates, all the participants stated that they are not motivated to learn from teaching online. Apparently, the reasons behind these shocking results are not specifically pointed out. However, it is obvious that the students did not use to study online. Thus, maybe they fear and do not know how to deal with such a new experience. In addition, this may indicate the teachers' inability to motivate their learners when studying online.

Q13.The effect of teachers' strategies on online teaching has a great impact on you.

Options	Yes	No	Total
Numbers	2	23	25
Percentage	8%	92%	100%

Table2.13: Students’ Opinions about Teachers’ Strategies on Online Teaching.

Almost all the students (92%) claimed that the effects of teachers’ strategies on online teaching do not have a great impact on them. Only 8% said that they do. Thus, the teachers should reconsider this when adjusting their online teaching strategies to meet their learners’ needs as well as expectations and interests.

Q14.What type of motivation makes you learn better through online teaching?

Type of motivation	Extrinsic	intrinsic	both	Total
Numbers	10	0	15	25
Percentage	40%	0%	60%	100%

Table2.14: Type of Motivation that Makes Students Learn better.

As shown in the above table, 60% of the respondents reported that they are motivated by both: extrinsic and intrinsic motivations. However, 40% of them reported that it is the extrinsic motivation that makes them learn better from online teaching. As a result, teachers play a crucial role in motivating their learners during an online teaching-learning process so they have to multiply their efforts to attract their learners’ interest.

Q15.What is your own self-evaluation when learning online?

Options	Excellent	Good	Average	Total
Number	0	5	20	25

Percentage	0%	20%	80%	100%
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Table2.15: Students’ Self-evaluation When Learning Online

This question sheds the light on the students’ self-evaluation when learning online, i.e.: their level of satisfaction about their own progress when learning online. It is clearly mentioned in the table that the majority of the respondents (80%) think their self-evaluation is average. On the other hand, 20% of them think they are good at online learning and none gives himself an “Excellent” level. This indicates that more efforts should be made by both teachers and their students through an online teaching-learning process to raise the learners’ level of satisfaction and self-evaluation.

Q16.How does online teaching motivate you adjust your objectives to meet your needs?

This question was included to investigate if the online teaching really helps learners adjust their objectives to meet their needs and how it does. The learners provide almost the same answer that is “No, online teaching does not motivate me”. The majority of them mentioned that teachers are just putting lessons on Moodle platform and they collect them without even understanding. They add that they are searching alone to understand their lessons. Therefore, this concept of online teaching must be more clarified and better applied because it does not mean transmitting lessons from Google to Moodle.

Q17.Does online teaching help you collaborate with teachers and peers? How?

Options	Yes	No	Total
Numbers	2	23	25
Percentage	8%	92%	100%

Table2.16: Online Teaching Effects on Students’ Collaboration

The above table demonstrates that 92% of the students find that online teaching helps them collaborate with teachers and peers. Only 8% of them claimed the opposite. This confirms that though technology shortens the distances, there is no better than on-ground teaching to guarantee a good group interaction and collaboration. In a nutshell, virtual meetings should be applied instead of using e-mail as a mean of collaboration.

Q18.How do online teachers motivate you to self-monitor your own learning?

This question was asked to in an attempt to highlight some of the main ways of motivating learners to self-monitor their learning. Surprisingly, all the learners state that they are not motivated at all. As a result, the online teaching experience in Algeria did not reach its expected purposes

Q19.How do online teachers promote your motivation to track your own progress?

As mentioned in the previous question, learners are not satisfied from the way online teaching is applied. Hence, they find that online teachers did not promote their motivation to track their own progress. This requires an intensive focus on the appropriate ways of using online teaching to fit Algerian learners' needs and interests.

2.2.4. Discussion of the Students' Questionnaire

The analysis of the students' questionnaire indicated that almost all the third year EFL students who took part in this study are not satisfied about the implementation of online teaching in their university. Though, they showed their willingness to study whether on-ground or online, they mentioned that they prefer on-ground teaching since they have experienced online teaching which was useless for them.

Besides, it is showed that students and teachers are not aware of what the online teaching is and how we can use it in a good manner. For students, classroom is a safe place where all

factors, materials, as well as the good atmosphere are provided for a good transmission of instruction taking into consideration learners' needs and style. However, online teaching is unfortunately introduced as reading lessons from Moodle, no teachers, no materials or text book and of course no interaction.

Furthermore, the questionnaire's results revealed that the students did not use to study online that they fear and do not know how to deal with this new experience. Besides, the respondents of the questionnaire complained about their teachers' inability to motivate them. Needless to say, teachers play a crucial role in motivating their learners during the teaching-learning process especially that some students prefer the external type of motivation. Students' questionnaire results showed that the teachers are just sharing lessons on Moodle platform which is not the only way of teaching online. Therefore, this concept of online teaching, which does not mean transmitting lessons from Google to Moodle, must be highlighted and both teachers and students have to multiply their efforts to make the online experience more successful.

We strongly believe that online teaching will be meaningful if institutions attempt to offer all the conditions as offered in traditional classes and if teachers try to design online courses considering the Algerian learners' needs and interests to provide a high quality of instruction and assignments that enhance students' collaboration and motivation.

Conclusion

This chapter dealt with the teachers and the students' questionnaires as it provides some suggestions and recommendations about how to apply online teaching in order to have positive impacts on learners' motivation. Unfortunately, the data analysis clarifies the teachers' as well as the students' negative impression about the online teaching application in Algeria. Thus, new ways and strategies must be used to adjust this situation.

General Conclusion and Recommendations

General Conclusion and Recommendations

Like many countries, Algeria is moving towards developing its educational system through adjusting new method of teaching which is the online teaching. However, this new method has deficiencies and problems that need to be investigated. Thus, this master thesis, which was carried out at the department of English language in Mohamed Boudiaf' University, aims at investigating the impact of online teaching on EFL learners' motivation. This is in order to find some innovative ways as well as adjusting strategies to improve the online teaching. To do so, it has been hypothesized that "If teachers apply online teaching professionally, the learners' level of motivation would be improved".

The study includes three chapters. The first chapter is theoretical, presenting a literature review about online teaching: its definition, characteristics and positive rewards. It also sheds

to collaborate; and to track their own progress. However, this chapter highlights the negative effects of online teaching on learners' motivation. By the end, it provides teachers with some adjusting strategies to effect their learners' motivation. The last chapter deals with the description, the analysis and discussion of the teachers' and students' questionnaires.

Unfortunately, the questionnaires' findings revealed that students were neither satisfied with the way online teaching was applied nor motivated to learn through internet. The analysis of the teachers' questionnaire proved that teachers are not aware of how to teach through using internet as they are when teaching on-ground. In addition, this study revealed that there are many problems that third year EFL learners face when learning online. Online teaching could develop the learning process if it was well planed and designed and if students and teachers were prepared to this new experience of teaching /learning. Teachers have a limited experience on how to teach online and on how to design online courses that they just relay on Moodle platform and Email. Similarly, students were unfamiliar with this new method of teaching, having: limited tools and facilities, a limited experience about technology, and a weak internet connection. The government, as well, did not provide both: teachers and learners with the sufficient materials and resources that compensate their physical presence in the educational institutions. All these factors lead to the decrease of learners' motivation to study online. Thus, online teaching is neither for every teacher nor for every learner.

The results confirmed our hypothesis that "If teachers apply online teaching professionally, the learners' level of motivation would be improved". According to these results adjusting the teachers' strategies is strongly required so as to increase the learners' motivation. Many suggestions are introduced through this study including: increasing the teachers' consciousness about the importance of motivating their learners. Hence, government, teachers, and learners must collaborate and multiply their efforts to achieve the success of the online teaching's experience.

Suggestions and Recommendations

Apparently, teaching should be updated to meet the whole world's development; in general; and the learners' needs and interests; specifically. Therefore, the following suggestions can help in improving the online teaching experience and in adjusting its strategies so as to have positive impacts on learners' motivation:

- ✓ The concept of online teaching should be better clarified for both: teachers and students.
- ✓ Teachers' consciousness about the importance of motivating their learners when teaching online should be increased.
- ✓ Students' willingness to study online and motivate themselves should be emphasized as teachers have to help them develop their strengths in a supportive encouraging way during the learning-teaching process.
- ✓ Teachers should focus on their learners' needs and interests when designing their online courses in order to influence their motivation.
- ✓ It is advisable for teachers to cooperate with each other and with their learners and encourage cooperation; for its great advantages; during online courses.
- ✓ It is preferable to use video conferences, virtual meetings even with foreigners, and effective platforms; not only Moodle and Email.

- ✓ Self-evaluation is very beneficial during online teaching in order to allow students to discover their gaps, self-monitor their learning, and progress.
- ✓ Teachers need to know how to design an online course. Fortunately, there are many universities all over the world which provide practical tools for designing a high quality of online courses. Besides, many researchers wrote beneficial books that teachers may use update their methods of teaching online.
- ✓ Teachers should adjust and update their online teaching strategies so as to enhance their learners' motivation and increase their interests.
- ✓ Since online teaching will be taken as a new method of teaching /learning, government should provide sufficient technological resources and materials to achieve a remarkable success in the online teaching experience.
- ✓ Time devoted to online classes should be sufficient to provide students with enough knowledge as well as opportunities to understand the given module.
- ✓ It is preferable to design a graded syllabus that fits the students' needs and meets the Pandemic's circumstances.
- ✓ In his book, Akseli Huhtanen has provided six golden rules for creating an online course:
 1. Be concise: Online courses put a strain on students' attention spans. The teacher's job is to identify core content and weed out superfluous information.
 2. Organize content into modules: Because an online course needs to convey information through a variety of media, the course as a whole is at risk of being confusing. Group content and exercises into modules thematically, with one module delivered per week, for example.
 3. Activate, activate, and activate: As the subjective intensity of the connection and interaction between teacher and student is weaker than in a classroom setting, an online course should involve activities designed to compensate for this. These can include short quizzes, writing

exercises or discussions. Information is committed to memory through active processing, which can only take place in the context of such activities (Salmon 2002).

4. Provide a channel for social interaction: In order for students to keep attending a course for its entire duration, they must experience it as meaningful. Meaning is in large part constructed socially, and a channel for interaction must therefore be provided. Even if a course is delivered exclusively in online sessions, it is beneficial to organize a face-to-face starter meeting. A group for students taking the course can also be created on Telegram, Whatsapp or Facebook, for example. If video conferencing equipment is available, always ask that video be switched on

5. Manage expectations: Pretests or motivation letters help students orient themselves and allow teachers to require that students prepare for the course. “The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him or her accordingly.” (Hattie & Yates 2014).

6. Give feedback and assess continuously: Formative feedback, i.e. constructive feedback given throughout a course, is one of the most effective ways to promote learning. If students are given the chance to improve their work during a course, they have the opportunity to learn from feedback, which can also constitute an assessment tool. This can be done through e.g. weekly assignments, peer assessment and iterative essays. (Hattie 2009).

Limitations of the Study

Among the limitations the present study, we mention the following:

-Finding a sample was difficult because students were not all present at the university due to the spread of the pandemic.

-The lack of time: especially that one of us is a secondary school teacher.

-Another limitation of the study is the data collection process. Because of the pandemic that the whole world is witnessing.

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Appendices

Appendix1: Teachers' Questionnaire

Dear teacher,

With all respect, this questionnaire is part of a thesis about *the impacts of online teaching on learners' motivation*. We would be very grateful to you if you devote some time to answer the subsequent questions. Please put a tick in the appropriate box (es) and answer with full statements whenever necessary.

Section One: On Teachers' Background

1-Degree (s) held:

- 1. BA (License)
- 2. MA (Master / Magister)
- 3. PhD(Doctorate)

2-How long have you been teaching at university?

Section Two: On Online Teaching

3-What is your definition to online teaching?

.....
.....

4-According to you, what characterizes online teaching?

- 1.....
- 2.....
- 3.....

5-What are the benefits of online teaching?

- 1.....
- 2.....
- 3.....
- 4.....

6-Do you think that online teaching is a solution or an appropriate method which can develop learning process?

.....
.....

7-What are the main differences between online teaching and the traditional class?

- 1.....
- 2.....
- 3.....

8- When transmitting instructions, which system do you think you are more competent in? Online courses, or traditional class? And why?

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

9- Do you think that designing an online course is the same as designing a traditional course? Why? Explain.

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

10- When designing an online course, what do you take into consideration?

.....
.....

Section Three: On the Impact of Online Teaching on Learners' Motivation

11- Do you think the current online teaching strategies fit the needs of the Algerian students?

Yes No

12- What are the techniques you use to collect data about learners' needs and interests?

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

13- According to you, what type of motivation makes your learners learn better through online teaching?

Extrinsic intrinsic both

14- What are the teaching strategies you use to affect your learners' motivation while teaching online?

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

15- What are the main ways, platforms, and applications you are using to contact your students?

.....
.....

16- Are you designing virtual meetings with your learners?

Yes No

17- Are you provided with the necessary facilities for teaching online?

Yes No

18- How do you evaluate the online teaching experience in Algeria?

Excellent Good Average

19- What hindrances prevent you from implementing online teaching as expected?

- 1.....
- 2.....
- 3.....
- 4.....

20-We would appreciate it if you could suggest some ideas to better the online teaching.

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Thanks for your collaboration

Appendix2: Students' Questionnaire

Dear students,

We would be very grateful if you could devote some of your time to answer the following questions meant for an academic research on the impact of online teaching on learners. Your answers will be confidently treated.

Section One: On Students' Background Information

1. Gender: Male female

2. Age:

Section Two: Online Teaching

3. What is Online Teaching for you?

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4. There is a difference between online teaching and traditional class.

Agree disagree do not know

5. Online teaching is very beneficial at times of COVID-19.

Yes No

6. Online teaching has its characteristics and functioning.

Yes No

7. Lots of teachers and students prefer online teaching to face to face teaching and learning.

Yes No

8. Online teaching promotes learners' interaction and collaboration

Yes No

Section Three: On EFL Learners' Perceptions to Online Teaching

9. Online teaching is better in comparison to classroom teaching

Agree disagree do not know

10. Most of learners have enough experience with the use of technology

Agree disagree do not know

11. There are a lot of difficulties learners experience with online teaching

Agree disagree do not know

Section Four: On the Impact of Online Teaching on Learners' Motivation

12. Are you more motivated to learn from teaching online?

Yes No

13. The effect of teachers' strategies on online teaching has a great impact on you.

Yes No

14. What type of motivation makes you learn better through online teaching?

Extrinsic intrinsic both

15. What is your own self-evaluation when learning online?

Excellent Good Average

16. How does online teaching motivate you adjust your objectives to meet your needs?

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17. Does online teaching help you collaborate with teachers and peers? How?

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18. How do online teachers motivate you to self-monitor your own learning?

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19. How do online teachers promote your motivation to track your own progress?

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Thank you for your collaboration

المخلص

يمكن تعريف التدريس عبر الإنترنت على أنه التعليم الذي يعتمد على استخدام الإنترنت. إنها تقنية جديدة يُعتقد أنها قادرة على تطوير وتسهيل عملية التعليم والتعلم. الجزائر من الدول التي تحاول استخدام التدريس عبر الإنترنت في مؤسساتها التعليمية أثناء انتشار فيروس كورونا على أمل أن يسهل التعلم من المنزل؛ باستخدام أجهزة الكمبيوتر أو الهواتف الذكية المتصلة بالإنترنت؛ وتعويض الحضور الشخصي في الجامعات. ومع ذلك، فإن تطبيق هذه التقنية الجديدة في بيئة لا يكون فيها الناس على دراية باستخدام التكنولوجيا يسبب الكثير من المشاكل للمتعلمين ويقتل من دوافعهم.. تم إجراء البحث الحالي مع طلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية بجامعة المسيلة بمحمد بوضياف. والغرض منه هو تسليط الضوء على الآثار السلبية للتدريس عبر الإنترنت على دوافع متعلمي اللغة الإنجليزية كلغة أجنبية وتقديم بعض الاقتراحات التي قد تساعد المعلمين على تحديث طريقتهم في التدريس واستخدام بعض الاستراتيجيات الجديدة التي تزيد من تحفيز الطلاب من خلال استخدام هذه التقنية. تحتوي هذه الورقة على ثلاثة فصول. الأول هو خلفية عن التدريس عبر الإنترنت: تعريفه وخصائصه ومزاياه. كما يناقش أيضًا بعض المشكلات التي يواجهها الطلاب عند التعلم عبر الإنترنت. يحتوي الفصل الثاني على كل من: الآثار الإيجابية والسلبية للتدريس عبر الإنترنت على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية حيث يقدم بعض استراتيجيات التعديل لتحسين تحفيز المتعلمين. يتضمن الفصل الأخير تحليل البيانات التي تم جمعها من استبيانات المعلمين والطلاب. تكشف نتائج الاستبيانات أن المعلمين ليسوا على دراية بكيفية التدريس عبر الإنترنت وتصميم الدورات التدريبية عبر الإنترنت وفقًا لاحتياجات المتعلمين واهتماماتهم ومستواهم. تؤكد النتائج أيضًا فرضيتنا البحثية وتشير إلى أن التدريس عبر الإنترنت ليس لكل معلم وليس لكل متعلم.

الكلمات المفتاحية: التدريس عبر الإنترنت ، التدريس التقليدي ، تحفيز المتعلمين ، التعلم الإلكتروني.