Students' and Teachers' Opinions about the Effect of Integrating Asynchronous E-learning on Students' Motivation in English Language Classrooms

Les Avis des Etudiants et des Enseignants sur l'impact de l'intégration d'apprentissage Eléctronique Asynchrone sur la Motivation des Etudiants des classes d'Anglais

أراء الطلبة والمعلمين حول أثر دمج التعليم الإلكتروني غير المتزامن في تحفيز متعلمي أقسام اللغة الانجليزية

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- **Abstract :** Over the recent years, it has been noticed that the new generations of learners are growing up with technology, which becomes a natural and integrated part of their lives. Technology has marked a significant role in facilitating the process of learning. It gives learners exposure to knowledge and the opportunity to practise it. In a narrow scope, the field of learning EFL has also adopted technology around for decades. This last helped to solve many educational problems in foreign language classrooms. Despite the widespread recognition of the importance of integrating modern technology in learning language classes, its use is still absent in the Algerian schools and universities. The present research paper reports a conducted study that endeavors to examine the students' and teachers 'opinions about the effect of integrating asynchronous e-learning as a contemporary technological element on learners of English motivation. The study adopts a descriptive research method through administering two questionnaires for teachers and learners of Banta 2 English department. The findings represent that both teachers and learners support the idea of using asynchronous e-learning as a remedial technique to provoke learners' positive educational motivation.

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- **Résumé:** Au cours des dernières années, on a remarqué que les nouvelles générations d'apprenants grandissent avec une technologie qui devient une partie naturelle et intégrée de leur vie. La technologie a joué un rôle important dans la facilitation du processus d'apprentissage en donnant aux apprenants l'occasion d'acquérir des connaissances et de les mettre en pratique. Dans un cadre étroit, le domaine de l'apprentissage d'anglais comme une langue étrangère a également adopté la technologie depuis des décennies, ce qui a permis de résoudre de nombreux problèmes éducatifs dans les classes de langues étrangères. Malgré la reconnaissance générale de l'importance de l'intégration de la technologie moderne dans l'apprentissage des classes de langues, son utilisation est encore absente dans les écoles et les universités algériennes. Le présent article rend compte d'une étude menée qui s'efforce d'examiner les opinions des étudiants et des enseignants sur l'effet de l'intégration de l'apprentissage électronique asynchrone en tant qu'élément technologique contemporain sur la motivation des apprenants d'anglais. L'étude adopte une méthode de recherche descriptive, en administrant deux questionnaires aux enseignants et aux apprenants du département d'anglais de Banta 2. Les résultats montrent que les enseignants et les apprenants soutiennent l'idée d'utiliser la technique d'apprentissage électronique asynchrone pour provoquer la motivation positive des apprenants.

- **الملخص:** إن الجو التكنولوجي الذي ساد مؤخرا وسط الجيل الجديد من المتعلمين ساهم في جعل التكنولوجيا جزءا طبيعيا ومتكاملا من حياتهم، حيث لعبت دورا مهما في تسهيل عملية التعلم من خلال منح الطلاب فرصة تلقي المعرفة وتطبيقها. وبصفة خاصة، تبنى مجال تعلم اللغة الإنجليزية كلغة اجنبية هو الاخر التكنولوجيا على مدار عقود، مما ساعد على حل العديد من

المشكلات التعليمية والتربوية. وعلى الرغم من الأهمية البالغة لدمج التكنولوجيا الحديثة في تعلم اللغة، إلا ان استخدامها لا يزال غائبا في المدارس والجامعات الجزائرية. يقدم هذا المقال دراسة وصفية أجريت على منهج علمي بهدف فحص اراء الطلاب والمعلمين حول أثر التعلم الإلكتروني غير المتزامن كعنصر تكنولوجي معاصر ودوره في تحفيز متعلمي اللغة الانجليزية. تمت الدراسة من خلال تقييم استبيانين أحدهما للمتعلمين والاخر للمعلمين بقسم اللغة الإنجليزية في جامعة باتنة 2. أظهرت النتائج أن موقف كلاهما إيجابيا ومؤيدا لتطوير التحفيز التربوي الايجابي من خلال هذه التقنية التكنولوجية.

- **الكلمات المفتاحية:** التعلم الإلكتروني-التعلم الالكتروني غير المتزامن-تعلم وتعليم اللغة الانجليزية كلغة أجنبية-تحفيز المتعلمين.

- Introduction:

The emergence of technology in the world of foreign language teaching has given it a new appearance through changing the landscape in the process of teaching and learning the target language. It is agreeable that technology, with all its facets, is becoming increasingly important for teachers and learners because it provides them with new opportunities for authentic tasks and electronic materials. For example, computers, CD-ROMs, and portable devices like mobile phones or MP3 players, as well as access to different wealth sources of knowledge and information to better learning of languages through the internet. This electronic learning is considered also an open door for language students, who are geographically, linguistically, and culturally dispersed, to collaborate and communicate with each other with fewer efforts.

With the prevalence of modern classroom technology, disparate estimations about integrating e-learning become commonplace in higher education discussions. Many proponents support e-learning and use it as a technique to treat countless challenging issues in foreign language classes. Raja (2018) embraces the role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions, and also as a tool to enhance the entire learning process. Opponents, on the other hand,

see that technological devices may distract learners and lead to worse classroom performance.

One kind of electronic learning approaches, which receives a great deal of attention, is called asynchronous e-learning where students are taught through platforms such as Blackboard; Canvas, and Moodle (Harmer, 2015), but without time and place-bound. It provides students with readily available materials in the form of audio/video lectures, handouts, articles, and PowerPoint presentations. (Perveen, 2016). It is the most adopted method for online education (Parsad& Lewis, 2008). As an outcome, many universities all over the world have adopted asynchronous e-learning as the main means to ameliorate the quality of teaching and learning, and also provoke the learners' motivation. Although studies have been conducted by many authors, the problem of promoting students' motivation through asynchronous e-learning is still insufficiently explored; the factor that leads to conduct this study in an Algerian university, exactly in the English department of Batna 2 University to survey its teachers and students' perspectives towards integrating this new technological application as an approach to enhance motivation among learners of English.

1. Statement of the Problem

The paper at hand investigates the educational motivation problems detected among Algerian EFL students in a university context specifically. After a structured pilot study that was conducted by surveying teachers and students at the English department of Batna 2 University. The findings reveal that the main problem of showing a lack of positive motivation among EFL students in English classes is remarkably present, the factor that leads to exploring students' and teachers' views towards integrating a technological technique in English language classes as an attempt to treat the existing problem.

2. Background of the Study

Experts have proved that there is a strong connection between the attitude and the opinion of an individual and his behavior. Hence, measuring someone's attitude has an important role in analyzing his behavior (Sabah, 2013). Therefore; students and teachers with a positive attitude towards integrating asynchronous e-learning in foreign language classrooms would show a greater probability of endorsing and adopting this new system in their process of learning and teaching.

3. Objective of the Study

The overall aim of this study is to survey teachers' and students' opinions about the impact of incorporating asynchronous e-learning in parallel with traditional in-class learning to increase motivation among foreign language students. Thus, it contributes to a better understanding of whether this new technological program stimulates positively or negatively the motivation of learning foreign languages. We also seek to discover the possibility to learn English through internet-based courses.

4. Literature Review

4.1- E-learning

It is nearly impossible to discuss the use of technology in education without mentioning the term e-learning. Its meaning has been extensively debated over the last years. There are different definitions noted by several researchers. Some of them are reviewed below: In its broadest sense, Oxford Learner's Dictionary defined it as a system of learning which uses electronic media, typically over the internet. Abbad et al. (2009) mentioned that e-learning is any learning that is enabled electronically. However, narrowed definitions in the same context determined the term e-learning as the attainment and use of knowledge that is predominantly facilitated and distributed by electronic means. To them, e-learning depends on computers and networks, but likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones (Wentling et al., 2000). Also,

Gotschall (2000) restricted the concept of e-learning to distance learning, thus transmission of lectures to distant locations by way of video presentations.

4.2-Asynchronous E-learning:

In online learning environments, researchers distinguished between two major types of learning, one is known as Synchronous, which involves real-time online interaction between instructors and their learners. According to Magued (2007), synchronous e-learning means a real-time instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. Then he refers to the second type called asynchronous e-learning, and he explained it as learning in which interaction between instructors and students occurs intermittently with a time delay.

As an educational learning approach, asynchronous e-learning points out students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time, they don't have to be in the same classroom or even in the same time zone to participate (Trach, 2018). A number of recent studies acknowledge the considerable use of asynchronous e-learning in upgrading the quality of teaching and learning processes, thus this mode has been preferably applied in all classrooms' levels. Parsad and Lewis (2008) confirmed that asynchronous e-learning is the most adopted method for online education.

Some references introduce the term blended or hybrid to indicate the third type of online learning. It is called so as it combines two different methods of learning together. According to Dudenly and Hockly (2014), the term blended learning means a mixture of online and face—to—face course delivery. Meanwhile, Perveen (2015) described the hybrid online environment as one that blends synchronous sessions with an asynchronous set of e-tivities.

4.3- Motivation

In a learning environment, almost all teachers agree that learners who are motivated perform better than learners who aren't, but what is meant by motivation? And how can we recognize that a student is more motivated than the other?

In a psychological context, motivation is broadly defined as 'the reasons behind behavior' (Guay et al. 2010). While Marion Williams and Robert Burden suggested that motivation is a 'state of cognitive arasoul' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some previously set goal' (Williams & Burden, 1997, as cited in Harmer,2015).

In an educational context, as far as the student is concerned, motivation takes place when the student chooses goals and expends a certain amount of effort to achieve them; he is, by definition, motivated (David & Gage, 1998). Motivation reveals that a student desires to take part in, and learn from, a training activity (Garavan & Garavan, 2010).

Psychologists distinguish between a student's intrinsic motivation and extrinsic motivation. Those who are intrinsically motivated are driven by a desire to succeed in class and by what happens in the lesson (Harmer, 2015). While extrinsically motivated students are pushed by an external factor to do an activity in hopes of gaining a reward. They are tending to put forth the least amount of struggle necessary to get the most reward (Afzal et al., 2010).

5. The Role of E-learning in EFL classrooms

Due to the widespread use of online learning in different universities all over the world, many researchers have been stimulated to conduct studies to answer a number of questions concerning the application of digital technologies in language learning classrooms, one of the most common issues discussed was to find out the nature of the relationship between online learning and language students' motivation. The term motivation has been linked to e-learning many years ago. In 1989, Moore

mentioned that the characteristics of independence, self-direction, and intrinsic motivation have long been associated with distance learners. Findings of different comparative studies between online and traditional classroom learners show that learners who take online courses are more intrinsically motivated than the students who take ordinary courses. Another study taken in a British university in Egypt in 2014 has reported that the effective use of e-learning could help increase students' motivation engagement and attendance, the authors added that it should also be noted that more technology does not necessarily lead to better learning outcomes. It indicates that teachers should use technology appropriately, and with limits because the overuse of online learning may lead to other educational complexities (Harandi, 2015). Some authors have also advocated that there is a significant relationship between e-learning and students' motivation, so students are more likely to be more motivated when applying e-learning compared with their on-campus counterparts at both undergraduate and postgraduate levels. (Huett, Kalinowski, Moller, &Huett, 2008; Shroff & Vogel, 2009).

Other contemporary studies discussed the role of teachers in e-learning environments like Karahoca, Yengin, and Ozcinar (2010) presented in their research paper a model of teachers' role in the e-learning system where they provide pathways for teachers to make online courses that involve students into e-learning more successfully. A more profound study in 2012 by Pushapanthan, explained the position of students and teachers in an e-learning environment, confirming that this last can give students much greater control over their own learning experience while allowing e-teachers to further meet the needs of individual students. Making a shift from teacher-centered to student-centered leads the teacher from an expert and provider of the information to a facilitator. The role of teachers is probably changing from importers of knowledge to expeditors of knowledge (Haverila and Barkhi, 2009). However, there have been less previous studies that directly focus on asynchronous e-learning and its effect on students' motivation in EFL classrooms.

6. Research Methodology

6.1- Choice of the Method

As mentioned beforehand, this study aims to reveal teachers and students' points of view about the impact of an asynchronous e-learning environment on learners' motivation in a foreign language classroom. Accordingly, to ensure a scientific and feasible plan for conducting this study, a systematic descriptive quantitative method was adopted, which leads to design two different questionnaires, as data gathering tools, to collect the needed information.

6.2- Population and Sample

In an attempt to meet the study requirements, the students' questionnaire was submitted to a sample of about (225) students, representing thus (45%) of the entire population which is of (496) first year students of the English department at Batna 2 University. On the other hand, the teachers' questionnaire was spread over (20) teachers of English in the same department. This number represents (30%) of the whole population of teachers who are (70). It was decided that the random sampling technique was the most appropriate for extracting both samples.

6.3- Description of the Questionnaires

Two questionnaires were designed for teachers and learners. They include 20 items for each, varied between open-ended, closed-ended questions, and 4-point Likert-Scale. The questions were categorized into four main sections covering the study requirements: The questions were precisely structured to gather prerequisite information about: (1) background of the respondent, (2) use and access to technology, (3) the use of e-learning, and (4) questions about the role integrating an asynchronous e-learning to motivate foreign language students.

6.4- Analyses and Results

All quantitative data (comprising background information, dichotomous questions, and ordinal scales) in students' questionnaire were coded, and registered in tables and graphs below where the qualitative data were descriptively interpreted.

Section I: General Background Information

Table N°1: Students' General Background Information.

Topic	Option	N	%
Age	[17-25]	203	90%
	26 and more	22	10%
Gender	male	38	17%
	female	187	83%
Stream	scientific	59	26%
	Literature	166	74%

As indicated in table (1) above, of the whole sample which is (225) students, (203) of them, representing (90%) are aged between [17-25] years old. The rest, more than 25 years old, represents only 10%. With the same respondents, the number of girls is higher than boys. (187) that is (83%) are female, and only 38 (17%) are male. The table displays also the number of students who followed a scientific stream when they were in high school with only 26% while the majority (74%) were in a literature one.

Table N°2: Teachers' General Background Information.

Topic	Option	N	%
Teaching experience length	≥ 3 years	5	25%
	< 4 years	15	75%
Modules taught	Grammar	04	20%
	Phonetics	03	15%
	Linguistics	03	15%
	Written Expression	04	20%
	Literature	02	10%
	Oral expression	04	20%

Table (2) summarizes the general background information of teachers. (75%) have more than 4 years of experience where (25%) of them have only 3 years in

maximum. The second part of the table represents the modules that the asked teachers are currently teaching.

Section II: Use and Access to the Internet.

Table N°3: Students' and Teachers' most Frequently used Method.

	Students		Teachers	
Option	N	%	N	%
Traditional face to face	173	76.8%	17	85%
Completely Online	00	00%	00	00%
Blended	52	23.2%	3	15%
Total	225	100%	20	100%

As table (3) indicates, the majority of the respondents, students with (77 %), and teachers with (85%) follow traditional face-to-face learning where all course content, learning materials, and activities are tackled in a traditional classroom. Only (23 %) of students, and (15%) of teachers confirm that they adopt blended courses that combine traditional face-to-face lectures with online instructions. No one of the respondents selects the complete online option which indicates that online learning and teaching are completely neglected in their classrooms.

Table N°4. Students' and Teachers' most Used Technological Device.

	Students		Teachers	
Option	N	%	N	%
Desktop	14	6%	1	5%
Laptop	87	39%	16	80%
Smartphone	119	53%	2	10%
Tablet	5	2%	1	5%
None	00	00%	00	00%
Total	225	100%	20	100%

Table (4) above points out that all the respondents possess at least one of the technological devices stated in question (II.1). Most of the asked students (119) select

the Smartphone as the most frequently used device. Next, comes the laptop with a percentage of (39 %) of users. In the third position, the desktop is selected by 14 students (6%), and finally the tablet with only 5 students (2%) from the whole participants. Meanwhile, most of the teachers (80%) select the laptop as the most used device when teaching or preparing courses. 2 out of 20 choose the Smartphone. Tablets and desktops are less used, with only (5%) for each.

Table N°5: Average of Daily Time Spent on Internet-based Activities

	Students		Teachers	
Option	N	%	N	%
< 1 hour	00	00%	00	00%
1 to 2 hours	00	00%	00	00%
3 to 4 hours	3	1%	2	10%
> 5 hours	222	99%	18	90%
No access	00	00%	00	00%
Total	225	100%	20	100%

Table (5) above shows that the majority of the respondents including students (99%), and teachers (7%) access frequently to internet activities more than 5 hours a day. Only (1%) of students, and (10%) of teachers use the internet between 3 to 4 hours per day. No one of all the respondents chooses an interval of less than 4 hours.

Section III: The Use of E-learning in Foreign Language Classrooms.

Table N°6: Possibility of Learning and Teaching a Foreign Language through the Internet

	Students		Teachers	
Option	N	%	N	%
Yes	225	100%	8	40%
No	00	00%	12	60%
Total	225	100%	20	100%

As table (6) shows, all students who respond to the questionnaire (225) think that learning a foreign language can be done through internet-based courses while the majority of teachers (60%) have another point of view; they think that a foreign language cannot be learned only asynchronously. They justify that face-to-face interaction should not be neglected when teaching a foreign language because teachers can manage appropriately their students' performance.

Table N°7: How Do Students and Teachers Rate the Importance of E-learning?

	Students		Teachers	
Option	N	%	N	%
Interesting	7	3%	15	75%
Effective	218	97%	5	25%
Not important	00	00%	00	00%
Total	225	100%	20	100%

As it is displayed in the table (7), a large proportion that represents (97 %) of students rate the integration of online courses in learning foreign languages as an effective task where only 7 of them (3 %) see it as just interesting. The other section of the table states that the majority of teachers (75%) assume that this operation is interesting while only (5%) declare that it is effective. But no one state that it is unimportant. These findings denote the significance of implementing the asynchronous technological strategy in foreign language classrooms.

Table N°8: Students' Preparation and Revision of Lessons through Online Course Platforms

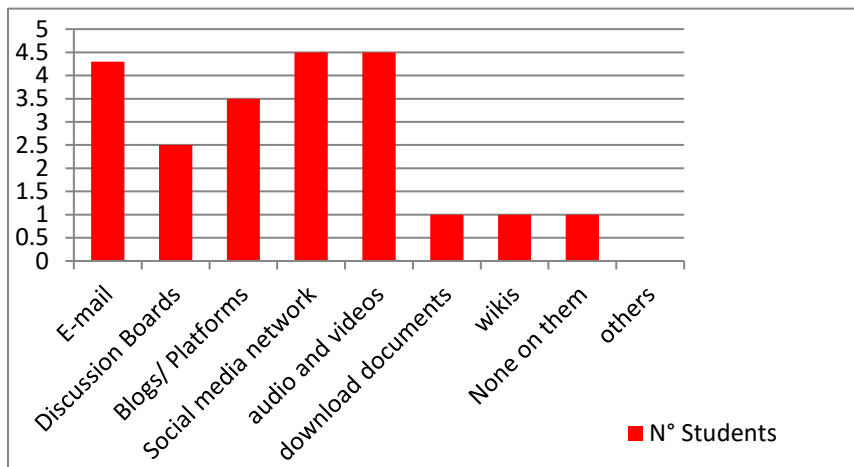| Option	N	%
Yes	47	21%
No	178	79%
Total	225	100 %

Table (8) reveals that a large number of students, representing (79%) declared that they often prepare or revise their lessons relying on online course platforms. As
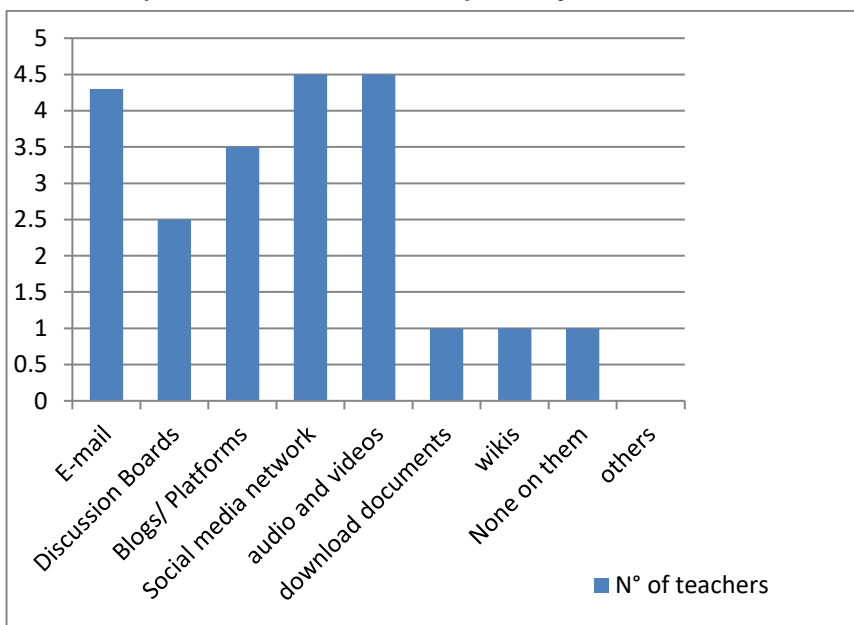
they clarified, this can easily help them to take notes, find extra information, and practise what they have done in class.

Section III: The Role of Integrating an Asynchronous E-learning to Motivate Foreign Language Students.

Graph N°1 Students' most frequent asynchronous tools

Graph N°2 Teachers' most asynchronous used tools

Graphs (1) and (2) above show the different asynchronous tools that students and teachers used to implement in their studying and teaching English respectively. As the graph (1) demonstrates, the majority of the asked students declare that they don't receive any of the mentioned tools during their studies except the download documents with a percentage of (28 %), and wikis with only (5 %). A similar pattern of results is obtained in the graph (2) where 17 teachers out of 20 select also the download documents as the most frequent tool to share with their students while just a few of them (N=3) email homework or class assignments to their students. The rest of the options are completely neglected.

Table N°9: Students and Teachers' Opinions towards whether asynchronous e-learning improves the academic achievement.

Option	N	%	N	%
Yes	221	98%	8	40%
No	4	02%	2	10%
Not Necessary	0	00%	9	45%
Total	225	100%	20	100%

From table (9) above, it is noticed that almost all the participant students (221) think that using asynchronous e-learning as a supporting environment to the traditional courses will improve their exam grades whereas only (02%) think that this technique will not help. In the second part of the table, of the 20 asked teachers,(09) of them assume that it is not necessary to relate the students' exam grades to this technological technique where (08) of them support the idea and reply with 'yes' while a very small number declares that it does not improve their grades.

Table N°10: Students' and Teachers' opinions about if asynchronous e-learning leads students to feel isolated

Option	N	%	N	%
Yes	102	45%	00	00%
No	123	55%	20	100%

| Total | 225 | 100% | 20 | 100% |

As indicated in the table (10), all the sample of teachers, represented by 20 members, believe that adopting asynchronous e-learning as a methodological procedure in EFL classrooms will surely isolate the students from the real interaction. They add: this may lead to a disconnection between the students and their teacher which makes a lack of a real class atmosphere. Thus, the learner could be completely misunderstanding and the teachers may find difficulties to make instant and effective feedback. Contrary to the findings of teachers, more than half of the respondent students (55%) disagree with the idea that asynchronous e-learning isolates the learner, and (45%) of them support the perspective.

Table N°11: Results of the students' Likert Scale.

Statements	Strongly agree	agree	Disagree	Strongly disagree	Total
A	225	00	00	00	225
B	220	05	00	00	225
C	212	13	00	00	225
D	225	00	00	00	225
E	190	35	00	00	225
F	02	94	129	00	225
G	224	06	00	00	225

The table above summarizes the results obtained from the students' 4- point Likert Scale. An overall description of the findings is presented as follows: all respondents strongly agree that integrating e-learning asynchronous program in foreign language classrooms reduces students' anxiety and avoidance, and supports the in-class lessons and activities while an utmost number of them agree that this technique increases students' autonomy, motivates and encourages students to learn effectively the target language. Also, it helps the students understand the subject material more deeply. Besides, approximately the whole number of students hope

that their university teachers would implement such a technological program soon. However, almost half of the participant students are against the fact that when materials of course lectures are available online, students are more likely to skip classes.

Section V: Further Suggestions.

Only (42) students out of (225), and (09) teachers out of (20) provided further suggestions and their answers were briefly recapitulated in the following points.

Students' answers	Teachers' answers
- We need more equipped classrooms with technological materials. - Practice time in the classroom is limited. - The classroom environment is not motivating and boring.	- All teachers should implement e-learning in their teaching task but only if they manage it appropriately. - Universities should supply technological equipment like ICT tools, blogs and platforms to promote students' motivation. - 08 out of 20 teachers confirmed that the teacher can never be replaced by any of the technological resources - They add - , the teacher is the one who can manipulate different strategies to engage the students and keep them motivated, while asynchronously would be more difficult because of the lack of face interaction.

4.5- Discussion

As the results of the students' questionnaire reveal, the majority of the respondents are aged between 17 and 25 years old. As known, age is a major deciding factor in how students learn because they show different cognitive skills and needs. The younger the student is the most likely to be affected and motivated by others. In the sample, more females are than males. The role of gender in shaping academic achievement has been discussed for decades. It is remarked that females are much more motivated to learn foreign languages than men are. Moreover, most of the respondents declare that they completely follow traditional face-to-face learning, and all their courses are tackled in an ordinary classroom in which they find difficulties to have equal opportunities to interactively engage and participate in the tasks. Introverted students on the other hand, who would otherwise hesitate to contribute to real discussions, may be discouraged to learn as their peers. In addition, students have to do more comprehensive knowledge, homework, and extra exercises at home because of the insufficient time and place-bound. These last hinder their practice of the foreign language and demotivates them to learn appropriately. Extensive results, carried out from the same questionnaire, demonstrate that a paramount number of students agree that integrating asynchronous e-learning in foreign language classrooms would be an enjoyable environment, assuming that it can help them re-read the documents, do more exercises, and revise for their exams freely. As a result, this new technique would promote their academic achievement.

The results lead to the conclusion that almost all students agree to adopt the asynchronous e-learning program along with their traditional courses as a supporting tool to elevate their motivation in learning. In line with the previous results, the teachers' questionnaire has denoted also that online learning is either used partially, namely blended teaching, or completely absent in their courses. The majority of the respondent teachers accept responsibility for making sure that merging this technological technique with the ordinary lectures would extremely help their

students to achieve their learning goals in which motivation is a part. However, they stipulate that the role of the teacher can never be neglected or reduced.

Although some previous studies confirmed that asynchronous e-learning can cause a lack of motivation to students especially in the initial stages because it represents a new and challenging technique to implement (Pappas, 2015), our findings reveal that students and teachers' points of view concerning the above-mentioned topic are advocating the implementation of asynchronous e-learning in foreign language classrooms to reinforce the students' intrinsic and extrinsic learning motivation. It is suggested to blend asynchronous e-learning along with traditional courses to make students less isolated, and more engaged and enthusiastic.

Conclusion

The interest lying behind this study is to gauge the EFL students and teachers' opinions towards the possibility to raise learners' motivation in an asynchronous e-learning based classroom. The main reason I'm coming to this point is that most of the students have low motivation to learn English in traditional classrooms. One way to avoid this is to integrate asynchronous e-learning alongside in-class lectures to make learners more motivated and active in their studies. This is what was confirmed in the present study. It is important to mention; however, that the overuse of this technological technique may be harmful because teachers and students tend to be less interactive, a factor that may reduce the scrutinized management of the process of learning and teaching alike. Therefore, more e-learning does not necessarily come with satisfying learning outcomes. This conclusion would gradually enable teachers and students to be aware of manipulating asynchronous e-learning adequately.

The first major practical contribution of the present study is that it provides much-needed descriptive data to gain further insights about EFL students' and teachers' opinions using asynchronous e-learning, where they confirm its significant role in boosting learners' motivation to study English. The field of education may consider these results to develop the methods of teaching and learning. Other

research could extend the findings of the study to examine supplementary works following the above-mentioned technological technique in solving other educational issues.

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Amina BENHARA   **Amor GHOUAR**

(Appendix A)

Teachers' Opinion Questionnaire

Dear colleagues,

This questionnaire is mainly designed for teachers of the English Department to gather prerequisite information about their opinions towards the impact of integrating asynchronous e-learning courses in learning foreign languages.

We will greatly appreciate if you can respond to the following questions, and make sure that the information you provide will be kept anonymous and will help much in this study.

 Thank you!

Please tick ✔ in the appropriate box.

I.   General Background Information.

1. **How long have you been teaching?**

 ☐ years.

2. **What module(s) do you teach?**

 ....

3. **Most of the courses you are currently teaching are:**

☐ Traditional face-to-face.

☐ Completely online.

☐ Blended, where some components of the study are done online.

II.   Use and Access to Technology

1. Do you own at least one of these devices?

 (Tick more than one if necessary)

 ☐ Desktop computer.

 ☐ Laptop.

 ☐ Smartphone.

 ☐ Tablet.

2. Where do you access more to the internet?

 ☐ Home.

☐ Cybercafé

☐ University.

☐ Do not access.

3. On average, how much time do you spend on Internet-related activities daily?

☐ Less than 1 hour.

☐ 1 to 2 hours.

☐ 3 to 4 hours.

☐ More than 5 hours

☐ Do not access.

III.   The Use of E-learning in Foreign Language Classrooms.

At present, there are countless distance online learning courses on internet, being developed to learn languages.

1. **How often did you have the freedom to try innovative methods to teach?**

☐ Very often.

☐ Sometimes

☐ Rarely

☐ Never

2. **Do you think it is possible to teach a foreign language through using internet?**

☐ Yes. ☐ No.

3.1. **Please give your reasons.**

....

3. **Do you enjoy using digital technologies in teaching?**

Yes ☐

No. ☐

Undecided ☐

4. **How would you rate the importance of integrating online courses in teaching foreign languages?**

Extremely important. ☐

Important. ☐

Not very important. ☐

Not important at all. ☐

5. **What do you think are the advantages or /and disadvantages of integrating e-learning in FL classrooms?**

Advantages ....

Disadvantages ....

....**Do you think your students will learn better through an internet-assisted course?**

Yes. ☐ No. ☐

5.1. Please justify your choice.

....

IV.The Role of Integrating an Asynchronous E-learning to Motivate Foreign Language Students.

Asynchronous e-learning is defined as students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time, they don't have to be in the same classroom or even in the same time zone to participate. (Track, 2008

1. Which of the following asynchronous tools do you use frequently to teach English Modules?

☐ E-mails.

☐ Discussion / message boards.

☐ Blogs/ Platforms.

☐ Social media networks.

☐ Listservs

☐ Wikis

☐ Streaming audio or video.

☐ Non-real time documents (e.g., Google documents : PDF, PPT...)

☐ None of the above.

Others..

2. Do you often provide your learners with online links.

☐ Yes. ☐ No.

7.1. If yes, what tasks do you ask them to do asynchronously?

☐ Readinig books, articles, documents......

☐ Listening audios.......

☐ Watching videos/ movies.........

☐ Homework assignments.

☐ Project work

☐ Summaries of classwork/ handouts!.

Others (please specify) ....

3. Providing a supporting asynchronous e-learning environment for students will make them:

☐ More active and motivated in their normal courses.

Less interested in normal courses because they rely more on online courses. ☐

Null effect ☐

4. Since asynchronous e-learning has no real interactive environment (face to face interaction), do you think the teachers' power and authority of managing the students' activities will be diminished?

Yes. ☐   No.

Your contribution is hugely valued

Thank you!
☐

(Appendix B)

Students' Opinion Questionnaire

Dear students,

This questionnaire is mainly designed for students of the English department to gather prerequisite information about their opinions towards the impact of integrating asynchronous e-learning courses in learning a foreign language.

We will greatly appreciate if you can respond to the following questions, and make sure that the information you provide will be kept anonymous and will help much in this study.

Thank you!

Please tick ✔ in the appropriate box.

I. General Background Information.

1.   **Specify your age**: ☐

2.   **Are you**   a male? ☐

a female? ☐

3. **In the high school, were you in**

the scientific stream? ☐

the literature stream? ☐

4. Most of the courses you are currently studying are:

Traditional face-to-face. ☐

Completely online. ☐

Blended, where some components of the study are done online. ☐

II.   Use of and access to technology

1.   Do you own any of these devices?

Desktop computer. ☐

☐ Laptop.

☐ Smartphone.

☐ Tablet device.

2. Where do you access to the internet?

Home ☐
Cybercafé ☐
Campus ☐
Do not access ☐

3. On average, how much time do you spend on Internet-related activities daily?

Less than 1 hour. ☐
1 to 2 hours ☐
3 to 4 hours ☐
More than 5 hours ☐
Do not access ☐

III. The Use of E-learning in Foreign Language Classrooms.

At present, there are countless distance online learning courses on the internet, being developed to learn languages.

1. Do you think it is possible to learn a foreign language by using the internet?

Yes. ☐ No. ☐

1.1. Please give your reasons.

……………………………………………………………

How would you rate the importance of integrating online courses in learning foreign languages?

Extremely important. ☐
Important. ☐
Not very important. ☐
Not important at all. ☐

2. Would you enjoy doing a course at a distance?

Yes. ☐ No. ☐

3. What do you think are the advantages or /and disadvantages of e-learning in FL classrooms?

Advantages

……………………………………………………………

Disadvantages

……………………………………………………………

5. Do you think you will learn better through an online course?

Yes. ☐ No. ☐

5.1. Please justify your choice. ……………………………………………………

6. Do you often prepare or revise your lessons depending on online course platforms?

Yes. ☐ No. ☐

6.1. Please clarify why?

……………………………………………………………

IV. The Role of Integrating an Asynchronous E-learning to Motivate Foreign Language Students.

Asynchronous e-learning is defined as students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time, they don't have to be in the same classroom or even in the same time zone to participate. (Track, 2008

1. Which of the following asynchronous tools do you use frequently to study English Modules?

E-mails. ☐

Discussion / message boards. ☐

Blogs/ Platforms. ☐

Social media networks. ☐

Listservs ☐

Wikis ☐

Streaming audio or video. ☐

Non-real time documents (e.g., Google ☐
documents : PDF, PPT…)

None of the above. ☐

Others…………………………

2. Do you think the teachers' application of asynchronous e-learning in teaching English modules helps you improve your skills in English?

Yes. ☐   No. ☐

3. Do you think your modules' grades will be improved if you are supported by an asynchronous e-learning environment?

Yes. ☐   No ☐

4. Do you think using asynchronous e-learning along with traditional courses helps you with your assignments and exams?

Yes. ☐   No. ☐

4.1. If yes, please explain how.

7. Please indicate to what extent you agree with the following statements.

…………………………………………………………………………

5. Do you visit online websites to do extra exercises and activities?

Yes. ☐   No. ☐

6. Since asynchronous e-learning has no real interactive environment (face to face interaction) Do you think it may lead students to feel isolated?

Yes. ☐   No. ☐

6.1. If yes, what consequences may have on the foreign language learning process?

…………………………………………………………………………………

…………………………………………………………………………………

Statements	Strongly Agree	Agree	Disagree	Strongly agree

Integrating an asynchronous e-learning program in foreign language classrooms:

a- **Reduces students' anxiety and avoidance**

b- **Increases students' autonomy**

c- **Encourages and motivates students to learn.**

d- **Supports the in-class learning (lessons and activities).**

e- **helps students understand the subject material more deeply.**

f- **Students get more actively involved in courses that use technology.**

g- **Students are more likely to skip classes when materials from course lectures are available online.**

h- **Using networks prevents learners from concentrating on work, which is more important.**

i- **I wish my teachers at the university would use and integrate asynchronous e-learning in their teaching.**

8. What suggestions would you supply to better enhance students' motivation in foreign language classrooms?

Please state at least one.

....

....

Your contribution is hugely valued