

**An-Najah National University
Faculty of Graduate Studies**

**The Influence of Using e-learning Courses
on Enhancing the Students' Motivation at
An-Najah University from the Instructors'
and the Students' Perspectives**

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Dedication

This work is dedicated to my parents for their encouragement, help and support.

I would also like to thank my sister, my brothers for their continuous support to attend the MA TEFL program.

Special thanks to my best friends: Nizar Rabaya, Hiba Baik, Amin Abu Saleh and Sawsan Soufan who stands by me when things look bleak, They always reminded me of what I wanted to be.

My beloved kid Firas, whom I can't force myself to stop loving. To all my family, the symbol of love and giving. To all the people in my life who touch my heart, I dedicate this research.

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إقرار

أنا الموقّعة أدناه مقدمة الرسالة التي تحمل العنوان:

The Influence of Using e-learning Courses on Enhancing the Students' Motivation at An- Najah University from the Instructors' and the Students' Perspectives

أثر المساقات الالكترونية في إثارة الدافعية لدى طلبة الماجستير في جامعة النجاح الوطنية من وجهة نظر الطلبة والهيئة التدريسية

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

In the under assigned work provided in this thesis, unless otherwise referenced, the researcher declares that the work is her own, and has not been submitted elsewhere for any other degree or qualification.

Student Name: **Asal Bassam Odeh** اسم الطالب:

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List of Abbreviations

EFL	English as foreign language
P S	Public schools
L1	First language
L2	Foreign language
SLA	Second language acquisition
SL	Second language
TESL	Teaching English as a second language
FL	Foreign language
ML	Mother tongue
1st G	First grade
3rd G	Third grade
EMI	English –medium instruction
ESL	English as second language

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Abstract

This study aims at investigating the role of e-learning in enhancing the students' motivation towards learning. To achieve this aim, the researcher distributed a Questionnaire amongst the postgraduate students, who were enrolled in e-courses during the academic year 2013-2014. The second tool was a structured interview with the instructors who designed e-learning courses and those who didn't use e-learning in their courses to investigate their perspectives towards the effect of using e-learning on the students' motivation.

The sample of the study consisted of (50) M.A students majoring in TEFL during the academic year 2013-2014 and (10) professors who taught in the graduate studies were interviewed by the researcher.

The results of the study showed that there was an obvious effect of using e-learning on enhancing the students' motivation and consequently their performance in all e-courses was better than that in the traditional ones. Based on these findings, the researcher recommended that the instructors should pay more attention to e-learning and provide the students and the instructors with more training in applying more technological tools.

Chapter One

Introduction

1. Introduction

1.1 The importance of e-learning in motivation

1.2 Why E-learning?

1.3 What is Moodle?

1.4 E-learning at An-Najah National University.

1.5 The aims of the e-learning center at An-Najah University

1.6 Problem of the study

1.7 Purpose of the study

1.8 Significance of the study

1.9 Limitations of the study

1.10 Questions of the study

1.11 Definitions of terms

1.12 Summary

Chapter One

Introduction

1. Introduction:

This chapter covers adequately these subtitles: the importance of e-learning in motivating students to learn; the extent to which An-Najah National University uses e-courses, MOODEL ,historical background of e-learning, statement of the problem, purpose of the study, significance of the study, limitations of the study and definitions of terms.

1.1 The importance of e-learning in motivation:

Carla (2009) reported that since motivation is the key concept in the learning process and most of learning theories emphasized the importance of motivation, those theories are related to each other. So, it's the teachers' role to integrate new technologies to cope with the new age of technology that can create a motivating learning environment.

Lin (2012) emphasized that learners learn more effectively and rapidly when the instructions are delivered technologically. Learners' higher level skills and critical thinking ones are more used when information is displayed by the use of technological tools.

"The issue of integrating informational technology (IT) to the teaching process is an important part of future improvements, which will be crucial to pursue" (Boylan, 2013, p. 31).

Dublin Core Meta Data Organization aims at improving Standards of electronic tools and data, allowing different systems to use these high standards data efficiently. Providing the most recent technological applications for students encourages them to use self-learning strategies and being able to access data via the internet, communicating with professionals, accessing recent studies, and publishing their own writings through the use of internet multimedia (Woolf, 2009).

Phal (2008) emphasized the pioneer role for teachers to prepare for a more modern learning by overriding traditional roles and transforming the traditional class climate to a more fitting one that copes with the 21th century. This transformation requires well qualified teachers who are capable of applying new technological and communication tools. Besides, preparing new programs to equip teachers with the most recent technological skills. Using internet in learning provides students with the opportunity to access e-courses environment without facing the traditional face-to face obstacles such as time and place. E-learning enables learners to engage with the course activities, and interact with the teacher on his demand regardless of the time and the place.

Relating to my experience in teaching, teachers are looking for ways to motivate students towards learning; for the last decades the concept of motivation has become a central concept in learning to motivate students.

1.2 Why E-learning?

In the field of e-learning and motivation, Moore (2011) emphasized that most universities are now directing their attention towards providing a flexible online access to their courses especially in the last two decades. Many of the recent computer-based courses which stimulate learners' independency towards the learning process have a crucial role in increasing students' motivation. If students are not motivated, they will not learn efficiently, according to this, motivation is a key concept for this study to examine the relation between e-learning and motivation. The term e-learning is originated in the eighties of the last century.

Nagarajan & Jiji, (2010) said that e-learning environment considers different learning styles, occupational needs, and social backgrounds. This helps in making the learning process an ongoing process that is constantly improved. E-learning also provides independency and self-reliance in the learners' personality through a well-planned learning process.

Allen (2005) added that the advancement and the achievement of e-learning strategies have increased in universities. Still, few researches were conducted to examine computer based learning effect on students' motivation. This study attempts to introduce students' experiences through e-learning courses and how it affects their intrinsic motivation and their satisfaction towards learning in general.

Brad (2010) stated that many instructors are using blended learning which combines face to face lecturing that use the traditional way of teaching in delivering the intended material and the modern way which is online based method. Online education tools provide learners with many ways to increase interaction among class members and the outer world such as: discussion sites, chat programs, and e- mails. Vriza (2010) clarified that integrating technological tools to a face to face course increases students' motivation, autonomy, and participation in the class room, since students will be more willing to engage in the class participation; in addition to comfort they feel when expressing their thoughts. There are different learning styles; therefore each student has a more preferable learning style; some prefer visual methods, while others learn best by verbal or kinesthetic methods'-learning environments provide the teacher with various kinds of resources for the course.

Kineo (2012) mentioned another advantage, learners have increased opportunities for exploration, by being provided by websites that are related to the course, students can figure out how the studied material is connected to the real world. E-learning narrows the gap between those who produce knowledge and ones who consume it. E-learning environments allow consumers to become producers of knowledge who can create new material and share it with others.

In the last decade there became an increasing awareness of the importance of individualizing learning, by adapting learning to specific

purposes and requirements. E-learning considers the specific needs of the learner as a way to individualize learning.

Affounch (2012) emphasized that An-Najah National University is one of the universities that began applying E-learning in some of its courses, yet not in all of them, some instructors are reluctant in changing their traditional way.

Vries (2004) pointed to the fact that using e-learning does not mean to replace the traditional ways of teaching; such as the conventional classroom, but it means the creation of a learning environment that integrates technology in to learning in a more flexible delivery, access for information, and exceeding the limits of time and place.

Osely (2012) argued that universities should introduce more training for teachers to facilitate the integration of web-based strategies in the conventional classroom. Proper use of e-learning makes learning organizations gets the most of its applications

Daccard (2008) illustrated the benefits of interactive videos to create a motivational environment that are used in e-learning class in comparison with a traditional classroom. These benefits are:

- 1- It gives learners the chance to listen and watch classroom's activities more than once whereas in traditional classroom learners may feel embarrassed to ask their instructors to repeat the

information. Interactive videos support students understanding, and improves self-learning strategies.

- 2- It increases students' motivation and satisfaction because it enables random access to the material, which increases students' involvement.
- 3- It improves individualized learning that increases students' participation, interaction, and subsequent learning, while traditional e-learning is a more teacher centered where student are supposed to follow the instructors in order not to lose concentration.

1.3 What is MOODLE?

MOODLE is a free software package designed to help lecturers and students as a tool to provide in creation of quality teaching”. Moodle is an abbreviation of Modular Object Oriented Dynamic. It has many advantages since it is easy to be used and involved.

Hyo (2010) summarized MOODLE advantages that facilitate the learning process for learners and affect their motivation to learning positively:

- 1- Moodle encourages the authenticity of the learner as it provides the learner with the chance of having an account with password to access the course. The teacher can evaluate his students, upload material and edit the course.

- 2- The teacher can use resources such as text files, links, images, and multimedia files.
- 3- It can include activities such as quizzes, home works, on-line surveys and choices.
- 4- It motivates learners to learn outside the classroom.
- 5- It saves the time spent in writing notes in the class which are usually quite lengthy.
- 6- It allows students to ask questions and promotes discussion.

1.4 E-learning at An- Najah National university

In spite of some of the challenges faced by the center during these months, the most important of which is that disparities in knowledge and skills among members of the teaching staff and some technical problems public opposition to change. However, are educated and orientations were very satisfactory high, where the rate of supporters of e-learning from the university students is 80% and the extent of their desire to hold computerized examinations is 84%.

During the short working period, An-Najah University has been able to achieve a qualitative leap, as the number of electronic courses leaped from 32 to 213 per course on "MOODEL" in addition to 148 pictured courses, and dozens of courses that interact between students and teachers through social networks like Facebook, twitter and wiki. Also, mentioning

an increase in the number of members of the teaching staff participating in e-learning platform to "MOODEL" from 121 teachers, and the number of educated that enrolled to 5180.

An-Najah University got the sixth ranking in Arab universities in e-learning in the Webometrics world evaluation.

Affounch (2012) emphasized that 80% of An Najah University students are with the implementation of e-learning, and by the year 2020 blended learning will be the most common learning style in universities all over the world.

Since the establishment of An- Najah University, there has been a continual emphasis on employing technology in the learning process. The foundation of e-learning center was a main aim that included in the university plan for the year 2011-2015. Training programs and instructional sessions are conducted continuously for the improvement of the e-learning system at the University.

Affounch (2012) reported that 80% of An-Najah University students are with using e-learning and that by the year of 2020; most of the learning will be blended learning that integrates e-learning in the face to face learning.

By the beginning of the academic year 2009-2010 the university had established the system of e-learning to apply it in several courses, this

project considered a pioneer step, that aims to offer the chance for students to gather more scientific information and enabling students to attend and listen to their lectures more than once.

This project began with applying e-learning on 26 courses. A specialized staff of instructors and employments were involved to apply this project appropriately. The staff was selected carefully to achieve a skillful e-learning experience; the project was funded from the university budget followed by additional fund from the international bank to achieve the required improvements.

1.5 The aims of the e-learning center at An-Najah University:

The e-learning Center at An-Najah National University stated the main objectives of the center as the following:

- To improve the environment of e-learning in colleges, and academic programs of the university.
- To develop the skills of academics, and students in the field of e-learning.
- To introduce the culture of e-learning.
- To produce a high-quality numbers of blended courses.

The director of the e-learning center in the university, showed that the establishment of the center helps in achieving the first goal of the

Strategic Plan of the University for the years 2011 – 2015; that is the advancement, development and strengthening of higher education through the use of technology in teaching and learning, building and enhancement of the teaching staff abilities in this area.

1.6 Problem of the study:

Relating to my experience in teaching, teachers and educators are always looking for ways and strategies to enhance students' motivation towards the learning process as it affects their achievements; both as learners and instructors who are responsible for the development of the society. Therefore, this study investigates if the integration of e-learning strategies really enhances students' motivation and can achieve better learning and teaching.

1.7 Purposes of the study:

This study aims at determining the influence of e-learning in enhancing MA English students' motivation at An Najah University, which of course, includes these sub aims:

- 1- Determining the influence of e-learning on enhancing students' motivation from the students' perspectives.
- 2- Determining the influence of e-learning on enhancing students' motivation from the instructors' perspectives.

1.8 Significance of the Study:

The importance of this study is according to two reasons; first, this age is the age of technology and the use of internet applications which affect our lives in all aspects such as the social, educational and financial. Second the learners' lack of motivation which results in low achievement and the continuous teachers' attempts to enhance their students' motivation, the researcher finds it is suitable to study the influence of e-learning on enhancing the students' motivation as a way to increase motivation towards learning by applying modern methods such as e-learning which may result in better achievement.

1.9 Questions of the study:

This study aims to answer the following questions:

1. What is the influence of e-learning courses on enhancing English M.A students' motivation towards learning at An-Najah National University from the students, and the instructors' perspectives?
2. Are there any statistical differences at ($\alpha=0, 05$) for the influence of e-learning on the students' motivation according to gender variable?
3. Are there any statistical differences at ($\alpha=0, 05$) for the influence of e-learning on the students' motivation according to the year of study variable?

4. Are there any statistical differences at ($\alpha=0,05$) for the influence of e-learning on the students' motivation according to the years of experience in using computer variable?
5. Are there any statistical differences at ($\alpha=0,05$) for the influence of e-learning on the students' motivation according to the average variable?
6. Are there any statistical differences at ($\alpha=0,05$) for the influence of e-learning on the students' motivation according to the place of residence variable?

1.10 Limitations of the study:

This study considered the following limitations: locative, temporal, human and topical.

- Locative limitations: This study was held at An-Najah National University, graduate faculty studies.
- Temporal limitations: This study was conducted during the academic year 2014.
- Human limitations: The population of the study consisted of all the MA students majoring in TEFL at An-Najah National University which were 50 students.

- Topical limitations: This study investigated the influence of e-learning courses on enhancing the students' motivation.

1.11 Study design and methodology:

The study population consists of (50) MA Students majoring in TEFL who were enrolled in blended English courses at An Najah National University in Nablus during the academic year 2013/2014. The students were given a questionnaire that contains of 40 items to measure the influence of e-learning on the students' motivation. Besides, an interview with the instructors who apply e-learning and those who don't use e-learning was conducted.

1.12 Definitions of terms:

E-learning: E-learning is learning through an electronic interface through the use of software, which enables the learner to use a different learning tools. Using the internet enhance and support the traditional learning system (Itmazi, 2010).

Operational Definition: The researcher thinks that e-learning can be defined as a proper use and integration of electronic tools to facilitate and improve learning as well as teaching.

Motivation: Is the result of both internal and external factors which stimulate desire in people that encourage their commitment to achieve a certain goal (Nichols, 2003).

Operational Definition: The researcher believes that simply motivation means the desire to do something. This desire could be the result of internal or external factors.

1.13 Summary:

This chapter discussed the importance of e-learning in the learning process. It also spotted the light on the e-learning at An-Najah National University. This chapter also included the statement of the problem, the purpose of the study, the questions of the study, the significance of the study, the limitations of the study and the definitions of related terms.

Chapter Two

Review of Related Literature

2. Introduction

2.1 Studied that show the relationship between e-learning and its different tools and motivation.

2.2 Studies that show definitions of e-learning:

2.3 Studies that show motivation in e-learning and traditional learning.

2.4 Studies that suggest ideas how to create a conducive e-learning environment.

2.5 Studies that show suggestion about ideal models of e-learning that increase the students' motivation.

2.6 Different theoretical and empirical studies that examine the attitudes towards e-learning.

2.7 Summary.

Chapter Two

Review of Related Literature

2. Introduction

Review of related literature is arranged by the researcher topically, according to topics such as the definition of e-learning, the importance of e-learning, advantages and disadvantages of e-learning, obstacles in applying e-learning in general and e-learning at An-Najah National University in particular.

2.1 Studies that show the relationship between e-learning and its different tools and motivation.

"Technology has revolutionized business, now it must revolutionize learning" (Mehlenbacher, 2010).

Learning is information, communication, education and training which provide the right information to the right learner regardless of the place and the time via the right medium. (Sharpe, 2009) defined it as information that is delivered via an electronic tools such as the internet, or through multimedia platforms such CD-ROM or DVD."

Daccard (2008) argues that, according to the technological improvements, e-learning concept has been connected primarily with the use of the intranet's web. The increasing ability of students to access the internet application, helped in creating a more interactive learning climate.

Rosenberg (2001) referred to e-learning as a wide range of solutions that is delivered by the use of any internet tool, which aims at enhancing Knowledge. Different e-learning types depend on many considerations: means for communication, a schedule, e-learning class structure and technologies to be used.

Clark (2009) argued that e-learning is a motivational mean that enhances learners self-motivation. Since learners are isolated in terms of place and time, they must keep themselves motivated; They are required to interact with other learners and with the instructor to achieve required tasks by the frequent access of the e-course.

Fee (2009) stated that e-learning has two main types of learning. The first is asynchronous learning on which most of the e-learning activities depend on. The second type is synchronous, but recent developments in e-learning are heading towards the synchronous learning. It reflects that flexibility of e-learning, as learners can participate, interact, and reflect even if they were not online at the same time, such as the use of e-mail and discussion forums. Many learners prefer this type since it's not possible for them to access an e-learning climate any time to interact with other students and instructors according to their involvement with their work, families and other duties.

While asynchronous system enables them to log in the e-course, send their participations, communicate, reflect, and get information and

documents. This advantage gives learners enough time to review and refine their participations and thoughts.

Marrison (2009) explained the most important asynchronous tools of e-learning that increase the students' motivation. They are:

- 1- Virtual libraries/repositories of documents, Presentations, Graphics, Audio Files, and Video: On line courses include different types of text like pdf, PowerPoint, slides and other types of material for more illustration. Another type of information maybe long documentary videos and audio files
- 2- E-Mail: E-mail is a main tool in all courses. This tool enables learners to ask, interact, download, send and receive information. In some educational programs the instructor uses the e-mail as the main source for interaction with students.
- 3- Discussion boards: A great tool for adding questions, links and material. Learners can also share documents and clear up ambiguous shares.
- 4- Social networking: online courses may include programs such as blogs, Bebo, Orkut, youtube, facebook and others. Those social networking allow students to interact and collaborate. Youtube, Youstream, and more.

- 5- Wikis and collaborative documents: Wiki provides us with the chance to construct a definition or an explanation with the ability to add a text or an image. Collaborative documents enable students to collaborate and edit their writings; They enable students to share ideas and thoughts.
- 6- E-Portfolios: you can create online portfolios to demonstrate your skills in a certain subject; a learner can use images, videos, and links through the discussion.
- 7- DVD/CD-ROM: Time is very expensive and to stay connected with the internet also costs money so some courses offer textbooks provided with DVD to save time and money, therefore students don't need to connect to the internet to study.

Daccard (2008) clarified that the second type of e-learning is synchronous e-learning in which learners use media that complement the face-to-face class, such as the use of chat, videoconferencing and instance messaging. It requires from learners and their instructors to be online at the same time. Learners, who like real involvement in the class, such as asking questions, sharing comments and receiving instant feedback on their participation, prefer this kind of learning.

The selection of the suitable e-tool by the teacher affects the learning process and the learners desire to learn. (Reich, 2008) explained the most

important e-learning tools that the instructors can use in their courses to motivate their learners:

- **Chatting:** A great way to ask questions and share information is synchronous. This way has a weak point which is that the conversation maybe broken off when there is a lot of learners log, in and write at the same time chat. At the end of the session the learner can save it for later review.
- **Voice (telephone or voice-over IP):** Sometimes you may be asked to dial a phone number or to access a website where you'll speak using headphones. The aim from this is to have a conversation call with another student or with the teacher.
- **Video conferencing:** this tool requires all learners to switch on the webcams have their webcams running. The conference needs a fast net connection and continuous administration. The conference may involve the instructor on one cam and the student on the other. The Instructor may post a question at the end of the conference.
- **Internet radio/podcasts:** instructors may stream an audio; the audio may contain a speech or a concert. The learner has the opportunity to access and view it any time, the student also can use the chat messages while it is streaming.

- **Virtual worlds:** it uses virtual places or countries which give learners the sense that they live in another country. Learners can meet there can interact with each other. Such virtual tool enables students to interact and participate in productive conversations. Learners who are not familiar with this tool may find some difficulties in operating their avatars.

2.2 Studies that show definitions of e-learning:

Mehlenbacher (2010) states that electronic learning, or e-learning can be defined as education which employs modern methods in communicating knowledge. Those methods include the computer and its networks, audio visual materials, search engines, e-libraries, websites, whether accessed in the classroom or at a distance.

In defining e-learning what matters is that it is the learning which is based on technique for the delivery of academic curricula by the use of the Internet or any other electronic media.

Vries (2004) related the origins of the term e-Learning to the eighties of the last century which is not agreed upon, although it is predicted that the term most likely appeared during the 1980's, another term originated for the same period is online learning.

Ali (2009) discussed several criteria and steps to follow to decide the appropriate e-learning approach.

Nichols (2003) defined e-learning as that learning which is accessible using technological tools that are web-based, web-distributed, or web-capable.

(Itmazi, 2010) defined e-learning as all forms of learning that is supported by electronic tools based on certain processes and characters in reference to the learner's background, experience and knowledge.

Deva (2003) described the beauty of the internet and how it played the role of a bridge between learners and learning. It brings people together to tap their expertise and knowledge. Internet is the best tool that mankind has ever dealt with.

Brooks (1997) described e-learning in three basic points

- E-learning is any learning that is web-based.
- E-learning is a comprehensive learning solution.
- E-learning is learning delivered through the internet connection of technology.

The only thing that gives an organization a competitive edge ... is what it knows, how it uses what it knows, and how fast it can know something new. (Hollis, 2006).

Hollis (2006) emphasized the importance of flexibility in E-learning as one of the most important merit that provides educational organizations

with flexible access of the subject matter regardless of the time and the place. Time flexibility was seen appropriate mostly for workers, enabling them to have a more balanced life between their work and their education, motivating them to be involved more actively in the learning process.

Vries (2004) stated that the effectiveness of e-learning depends on its users. The interactivity of e-learning, most appreciated by students. Since they can participate in the learning process in the selection of the subject, taking their time in grasping the material and think critically about it, this results in more interaction and involvement in the classroom regardless of the number of students. This learning can be conducted in classes that contain (150-160) of students.

Shaul (2002) defined blended learning as that type of learning which blends e-Learning with instructor-led learning. The learners do pre-work online, learning the subject and facts. Then they come together with an instructor-facilitator and do activities which may include reviewing the material seen online, role-plays, discussions, etc.

Sharpe (2005) summed up the results of previous experimental studies on online learning and how it affects students' motivation by the following:

- 1- Blended and e-learning when conducted in a virtual environment will result in better learning outcomes.

- 2- The inclusion of e-learning media such as videos and online quizzes results in enhancing students learning.
- 3- Giving learners control on their interaction with media will enhance students' reflection and better understanding that is self-monitored.
- 4- The mechanism of providing instructions and guidance for individuals is more effective than using the same strategy for a group of learners. But, the use of guiding questions for groups is effective in enhancing student's interaction.

All the previous results emphasize that integrating e-learning tools would result in better motivation and better outcomes.

Daccord (2008) argued that traditional learning is less motivating for learners than the e-learning from many aspects such as the role of the teacher, the emphasis in the learning process, the learners' role and the environment of each. The teacher lectures while the students listen, while in e-learning the students talk the same as the teacher and sometimes more.

The subject as planned, focuses on the what, not the how. Learners are not engaged appropriately in solving problem and in inquiry based education. The focus on learning the "how" more than the "what"; the learning process concentrates on searching and gathering information to conduct researches. Learning is better when it is conducted to real world.

The material is better when it is conducted to real world. The material is full of rich resources. Students' motivation is low, since the material is far from their needs and interesting. Students' motivation is higher, because the subject matter is more close to their real lives, and according to the inclusion of technology.

The teacher is the dominant who guides the students to the information and how to use technology time and place of learning. The learning takes place in the classroom in a limited time, restricted time restricted to the class time there is no fixed place or time to learn. This is what meant by flexibility of learning.

2.3 Studies that show motivation in e-learning and traditional learning.

Allen (2004) compared between motivation in e-learning and motivation in traditional learning.

Many studies have investigated the role of motivation in learning, but few studies investigated the role of online learning on motivation. In a restricted and controlled learning environment where the teacher is the center it will limit students' autonomy, decrease intrinsic motivation, and positive attitudes towards learning.

Schunk, Pintrich, and Meece (2008) defined motivation as "the process whereby goal-directed activity is instigated and sustained" (p.4).

Motivation affects what, how, and when students learn. studies shows that motivated students are more willing to achieve challenging tasks, evolved actively, and to enjoy applying creative approaches. To enhance performance, and creativity. Some researchers connect motivation to cognitive and affective processes, such as thoughts, and beliefs. And between interactive relationship between the learner, and the surrounding environment.

Students will perform better if they are motivated and there are different types of motivation; intrinsic and extrinsic motivations which satisfy the learners to learn better to a higher degree.

2.4 Studies that suggest ideas how to create a conducive e-learning environment.

Wellar (2005) explained steps to be followed in e-courses to increase learners motivation:

- 1- Publishing required tasks and expectations ahead of time. Giving students a lot of tasks at once is demotivating. Therefore setting expectations and tasks in advance can be achieved by explaining in details required assignments, course descriptions, and time to be achieved.

- 2- Make it relevance: external materials are essential for learners, but content should be relevance. If students don't understand what they learn this will lessen their motivation.
- 3- Provide online learners with continuous: teacher can humanize the online experience by keeps on reminding his online learners by the required tasks, posting questions, raising discussion by the use of cheap tools such as email and MOODLE. This will motivate online learners to engage actively in the learning process.
- 4- Assessments. Surprisingly, assessment is a motivator for learners since students learn if they know that they will be assessed. Publish the assessment techniques and emphasizes that learners who fail, will take the course again.
- 5- Provide positive reinforcement and rewards. It is motivational to offer a reward or a positive reinforcement to learners, who answer correctly. Instructors can find ways to motivate online learners such as tangible rewards. Instructors can post a list or a report of the names of learners who answered correctly makes them feel better.
- 6- Find success stories: publish for your online learners' success stories about online learners who succeeded in online learning as a way to motivate new online learners.

- 7- **Give a strong support:** Give your online learners your total support to create an effective online environment by answering their questions and giving them opportunities to interact and collaborate.

Academic institutions can, also motivate online learners by the following:

- 1- Providing Easy access to online resources that learners to be involved in the course
- 2- Academic planning.
- 3- Technological support and planning.

Mehlenbacher (2010) added that teachers use e-learning to help them monitor their students ,selecting attractive material for them ,grading their performance, getting feedback from their performance to make appropriate modifications, selecting and downloading attractive e-resources that includes graphic material, videos, and other stimulating material, will make the participation of the learners more dynamic.

Brook (1997) argued that e-courses enable students to respond, make choices, perform, organize, and think deeply about the material, consequently better outcomes than just reading and listening in the classroom. It also allows formal and informal learning to provide learners with better exchange of information.

Ghanem (2009) stated that E-learning is powerful appealing concepts for educational organization through e-learning, learners can receive training materials according to their needs, their own time, and place. It enables them to access the resources of knowledge and information therefore e-learning is convenient and enjoyable this makes learners more motivated to learn and get their training.

Osely (2012) discussed many obstacles in applying E-learning which are:

- 1- Time: producing resources and mediate learning needs time to prepare a convenient e-learning environment, lack of time to produce resources and to create the whole e-learning environment and the appropriate framework for digital learning special infrastructures for people, develop technological skills, and grading skills. Enough amount of time should be devoted for applying e-learning.
- 2- Expenses and funding: creating infrastructure for e-learning environment needs investment from universities to apply new technologies, hardware and software needs high costs to be developed.
- 3- Technological skills: learners and tutors Lack of technological skills and training considered a serious obstacle for applying e-learning.

- 4- Motivation: motivation for learning must be strong for students .since usually learners feel separated from the learning atmosphere and this feeling may lead to high numbers of dropping out.
- 5- Reluctance and conservatism to change: some teachers are reluctant to change, they fear losing control if they use materials that were not produced by them.

Itmazi (2010) clarifies that Electronic learning, or e-learning can be defined as that kind of education which employs modern methods of communication knowledge

The origins of the term e-Learning is not agreed upon, although it is predicted that the term most likely appeared during the 1980's, another term originated for the same period is online learning.

Nichols (2003) defines e-Learning as that learning which inaccessible using technological tools that are web-based, web-distributed, or web-capable.

Itmazi (2010) defined E-learning as all forms of learning that is supported by electronic tools based on certain processes and characters in reference to the learner's background, experience and knowledge.

Deva (2003) talked about the beauty of the internet and how it played the role of a bridge between learners and learning. It brings people

together to tap their expertise and knowledge. Internet is the best tool for communication.

Rosenberg (2001) stated the benefits of e-learning for learners as the following:

- E-learning lower costs: what you need to access e-information is a computer and an internet line.
- E-learning enhances business responsiveness: It can reach an unlimited number of people simultaneously and virtually. This is crucial especially when business practices have to change rapidly.
- Content and messages are customized according to the needs: All learners receive the same information but the programs can be modified according to different needs.
- Content is more dependable and timely: accessed information are more accurate and can be useful for a longer period. The ability to access, upgrade, and edit the e-content is more easily and quickly to be distributed later to a large number of participants.
- Universality: through the use of e-learning learners can benefit of the universal internet protocols, getting the same material that is displayed in the most high prestigious universities.
- Safety: it provides a more secure learning environment for allowing learners-teacher interaction.

Lawther (2004) explained the objectives of e-learning to create a motivating learning environment as the following:

- 1- To provide a long life learning.
- 2- To provide Equal learning opportunities for all.
- 3- To provide Needs based learning.
- 4- To consolidate a competitive learning environment.
- 5- To fill the shortage in of teachers number.
- 6- To allow communication and openness with the outside world.
- 7- To supply learners with a variety of information sources regardless of the time and place.

Standards for setting a motivating environment of e-learning application:

- 1- Educational institution is the source of the academic management, where decisions are made, reviewed and approved in advance, those decisions should benefit the curriculum.
- 2- Preparing colleges, and educational institutions, to meet the requirements of e-learning.
- 3- Facilitate students understanding of the requirements of e-courses and success.

- 4- Support personal interaction among students, whether synchronous or asynchronous, to provide flexible environment exactly like interaction available to students in the formal education system.
- 5- Class size is to be determined as is the case in formal classes in terms of students' number.
- 6- To encourage the diversity of topics presented in e-courses.
- 7- Achieve equality in providing researching opportunities.
- 8- Emphasises on faculty innovation and creativity in e-learning by collaborative work among the faculty members.
- 9- Continuous evaluation of courses at all levels.

Sharma (2008) explained the standards used to evaluate the e-learning course in order to grudge to how extent it increases students' interest and desire towards learning:

- 1- **The content:** Is the content sufficient in terms of the quantity and the quality of the information used?
- 2- **Interaction:** Does the learner interact with the program adequately?
- 3- **Motivation:** Does it motivate learners by involving pictures, games, videos, and other stimulators?

- 4- E-Tool: Does the course use the appropriate e-tools that match the needs of the learners?
- 5- Evaluation: Does it evaluate learners after each step?
- 6- Attractiveness and enthusiasm: is it attractive to see and hear?

Andrwes (2003) clarifies factors that contributed to increase the adaptability of e-learning locally and globally as a way of providing a motivational environment.

- 1- The Increasing capacity of information and, communications technology that involves flexibility and convenience in educational purposes with the low costs of its applications and tools.
- 2- The increasing need to develop models of education in many countries of the world.
- 3- The growing recognition of the learning experiences that involve technological applications, information technologies that is used and developed inside and outside the advanced schools.
- 4- The increasing attempts to benefit from the experiences of others, with respect to software application courses, and their contents to improve the process of teaching and learning through interactive learning.

- 5- Striving for achieving learning democracy, and the right of the citizen wherever he was, and at any time to be provided with equal opportunities for learning.
- 6- Educational organizations recognize that the application of information and communication technologies will be beneficial as it leads to increase participation in the education market.
- 7- Developing e-learning experiences and new models of e-learning will contribute to reduce costs and increase productivity, and also contribute to the development of innovation and creativity among learners.

Hollis (2006) emphasized the importance of flexibility in e-learning as one of the most important merits that provides educational organizations with flexible access of the subject matter regardless of the time and the place. Time flexibility was seen appropriate mostly for workers, enabling them to have a more balanced life between their work and their education, motivating them to be involved more actively in the learning process.

Hollis (2006) examined the effectiveness of e-learning depending on its users. The interactivity of e-learning most appreciated by students, since they can participate in the learning process in the selection of the subject, taking their time in grasping the material and think critically about it, this results in more interaction and involvement in the classroom regardless of

the number of students. This learning can be conducted in classes that contain (150-160) of students.

Deva (2003) stated that the effectiveness of e-learning depends on how learning is designed and how content is delivered. A well-organized methodology to enable learners from reaching the level of competency.

Mahlenbacher, (2010) illustrates five dimensions for learners in online environment:

- Learner background and knowledge: Goals are highly directed; self-directing encourages intrinsic motivation by presenting material in various modalities.
- Learner tasks and activities: focused on content and schedule, it balances visual and textual.
- Social dimensions: by providing real time, social situations and oriented tasks.
- Instructor activities: controlled sequences, availability of inquiry, options, and responses are evaluated quickly.
- Learning environment and artifacts: Focused visually, encourages task oriented communication and resource sharing.

Vriz (2010) argues that teachers use e-learning to help them monitor their students, selecting attractive material for them, grading their

performance, getting feedback from their performance to make appropriate modifications.

Selecting and downloading attractive e-resources that includes graphic material, videos, and other stimulating material, will make the participation of the learners more dynamic.

According to Leavy (2006) e-courses enable students to respond, make choices, perform, organize, and think deeply about the material which results in better outcomes than just reading and listening in the classroom. It also allows formal and informal learning to provide learners with better exchange of information.

As for Tarlinghon (2000) e-learning is powerful appealing concepts for educational organizations. Through e-learning learners can receive training materials according to their needs, their own time, and place. It enables them to access the resources of knowledge and information therefore e-learning is convenient and enjoyable, this makes learners more motivated to learn and get their training.

Fee (2010) discussed the three components of E-learning:

- 1- Technology: this is the modern and the unfamiliar component of e-learning. It focuses on the media, or the tool used to deliver information.

- 2- Content: refers to the material or what is involved in the learning process.
- 3- Learning design: Also referred to as pedagogy, it's important to understand how people learn and what the best way to manage learning is.

Good e-course combines the above three components, as they complement each other to form an appropriate e-learning system.

2.5 Studies that show suggestions about ideal models of e-learning that increase students' motivation.

Selecting an appropriate e-learning tool varies according to the many factors such as: financial, content, environment, and the technological support. According to (Naido,2003) integrating technology in learning can be summed in the following models:

- 1- Online Courses: It describes the classic e-learning that is only provided via the internet. The content is provided without a significant support or interaction from the manager or the trainer.
- 2- Integrated online and offline learning: or what is called blended learning, that contains learning program which mix online learning that is complemented with offline activities.
- 3- Self managed e-learning: The use of e-learning sources for self-managed learning.

- 4- Live e-learning: Refers to Synchronous learning that used online events.
- 5- Electronic performance support: refers to work-based online learning that serves for specific tasks.

Covindasamy (2002) discussed five criteria that should be followed to select the appropriate e-learning approach:

- 1- Learning needs: The teacher should consider the learners' needs, meeting learners' needs should be the prime issue. The teacher combines more than one approach to address most needs.
- 2- Learner style preferences: teacher considers how a particular group of students prefer to learn, a selected e-learning approach should have the solution to consider these preferences.
- 3- Cost: to select the most cost-effective e-learning approach.
- 4- Time: use the approach that doesn't cause any time pressure that is being able to launch and implement e-learning quickly.
- 5- Value: the teacher selects a valuable e-learning approach that adds a positive impact.

Henry (2001) argued that sometimes e-learning is not appropriate choice to use, such as when live contact and face-to-face involvement is required, when it is necessary to be in the real experience even if e-learning

provides images, videos, and simulation but it's not as being in the work place. So e-learning complement learning but it never replaces the sole of learning.

Zhang (2006) pointed to the crucial role of the teacher for increasing students' motivation towards the course by using modern tools in his class to cope with the age of technology. An instructor sometimes serves as administrators and sometimes a surrogate parent but the most important role for him is an instructional expert where he is involved in different aspects in the instructional learning process. For this critical role, teachers influence their students either negatively or positively. First the instructor has to plan well by identifying students' needs and selecting the appropriate e-learning strategies, tools, and activities to match their needs.

Second, The teacher has to direct the e-learning activities and presents the needed material and giving instructions on how to use technology and e-learning tools to give his students the chance to experience learning activities.

The last role for the teacher as an instructional expert is to evaluate the learning experience by examining their performance and deciding whether they reached the desired performance. Teachers are preferred to evaluate their students continuously through all learning stages.

Fee (2003) argued about the important role of e-learning in empowering the learners and increases their desire for learning.

e-learning provides learners with an environment where they enjoy learning, equipped with skills to face the future challenges, learn new patterns of thinking, having a great degree of self-control, and being motivated to explore, experience, and learn. E-learning motivates learners to achieve the following:

- 1- They are motivated to have greater choices over when they start e-learning.
- 2- They are motivated to learn by themselves, choosing the appropriate time and place at their own pace.
- 3- They are motivated as they can choose the learning inputs that suit their learning styles.
- 4- They are motivated as they can access to the richest recourses.
- 5- They are motivated since they have more chances to interact with other students

Afnco (2010) stated that e-learning also improves other skills such as:

- 1- System thinking.
- 2- Team learning.
- 3- Critical thinking.

4- Technological skills.

5- Self learning skills.

Henry (2001) indicates that e-learning is applied widely in western societies where governments invest (11 billion dollar annually on e-learning) and 60% - 70% of this investment in the USA. While in Europe 30% of learning and training is conducted using E-learning. In Arab countries investment was estimated about 15 million dollar annually and it is predicted to be increased.

2.6 Different theoretical and empirical studies that examined the attitudes towards e-learning.

Ibrahim (2013) conducted an experimental study on the influence of Facebook on writing skills for the ninth grade students. Facebook has a positive effect on students writing skills.

Abu Arrad (2006) in KSA a study that aimed at identifying the teachers attitudes towards the use of computers in teaching .revealing obstacles that face teachers through the use of computer applications in the teaching process .The sample of the study consisted of 116 teachers of different specializations from different areas . Results show that the main obstacle for teachers is the lack of experience in the use of computer.

Al Shammary (2007) investigated the obstacles that face teachers in applying e-learning in their courses; The lack of technical training,

financial support and electronic devices for teachers in e-learning courses are the most common obstacles.

Al Arfaj (2007) studied the impact of e-learning on the interaction of students, and factors that affect their attitudes in the Arab Open University towards their interaction during the use of e-courses. Results show that e-learning has a significant effect on students' interaction.

Kenio (2012) e-learning In The kingdom of Saudi Arabia was first used 2006, when the Ministry of Higher Education cooperated with the Malaysian company as a first step for the establishment of the National Center for E-Learning and Distance Education that costs nearly 47 million Saudi riyals. The center now became one of the pioneering projects in e-learning.

The goal of the National Center for E-Learning and Distance Learning is to improve the level of the learning process in the Kingdom through support of the system of teaching, since e-learning in specific meets the scientific research requirements. The center conducted training programs for both teachers and students.

Sharaf (2006) conducted a study on the future of virtual learning at An-Najah University and presents a proposal for a future virtual university. The study was conducted at 2005. The results of the study show that:

- 1- Palestinians lack the sufficient skills, and the financial support for applying virtual environment.
- 2- Palestinians need to develop the e-learning system.
- 3- Efforts are increasingly directed towards applying the virtual classroom
- 4- Palestinian efforts towards applying e-learning are facing circumstances that hinders against applying virtual classes such as the occupation.

Tarlinghon (2000) conducted a study to formulate a model for e-learning, to improve the online learning system to make the assessment, and the evaluation of the study more systematic and accurate. The study sample consisted of 500 students from different specializations; most of them can access the internet and have computers.

Ibrahim (2010) conducted an experimental study on the influence of e-learning on the students' motivation in Biology at the Syrian University. The results show that the experimental group that used e-learning achieved better results especially in planning a daily study plan for Biology.

Coleman (2011) investigated the assessment of adopting e-learning at Ganan Universities. He Found that the management of the university doesn't have enough facilities that motivate students to involve in an e-learning courses. Most students are not familiar with e-learning and the

problems of internet connectivity creates a fear of implementing e-learning in most Ghanian's universities.

Al Najde, and Al Sheikh (2011) found that e-learning enhances learners critical thinking skills. The results of their study reflect the satisfaction of learners towards e-learning as a tool for increasing self-autonomy, educational achievement, and improving critical thinking skills.

Shonaq & Bany Domy (2010) aimed at studying the attitudes of teachers and students towards e-learning in Jordan's Secondary schools. They revealed that teachers' attitudes were positive while students have negative attitudes towards e-learning. Also, they stressed the importance on training students on the use of e-learning tools and self-learning strategies.

Lal (2008) aimed at investigating the attitudes of teachers in Jeddah schools towards the implementation of e-learning. The study that teachers in scientific fields who attend training programs in technology and have a work experience that is less than five years, are more motivated towards the use of e-learning in their classes.

Al Kareem (2006) emphasized the importance of supporting e-learning experience in the Saudi Arabia by the following

- 1- The expansion of electronic classes.
- 2- Encourage the cooperation between schools by exchanging e-learning experiences in order to reduce the expenses of e-learning.

- 3- Conducting training courses for students to improve their skills in the use of Computer and technology in learning.
- 4- Provide technical support for teachers and students through e-learning courses.
- 5- Allow students to share in preparing for e-learning programs.

Krista Galyenv (2010) conducted a study to differentiate between the definition of e-learning and distance learning, whether students can differentiate between the two concepts or not. They are the same or not 43 males and females. Results show that there was inconsistent use of terminology and that students have different perceptions of the three concepts: distance learning, e-learning, and online learning.

Affounch (2012) reported that 80% of Al Najah University Students are with the use of E-learning and that by the year of 2020 most of the learning will be blended learning that integrates E-learning in the face to face learning .

(Darwazeh,2009)supplying teachers with computers or even helping them in purchasing laptops can encourage them to teach better ,make lesson planning, managing, and preparing e-lessons easier. Giving teachers support forming a more positive attitudes towards teaching, consequently ,being more productive.

Educational Research, U.S. (2012) reported that low-achieving students, were taught using e-applications. Although those students have low skills with uneducated parents, showed great and positive impact when e-learning was used.

INTEL (2011) revealed the impact of e-learning courses in enhancing students critical thinking in the university ,the study revealed that e-learning has a great impact on promoting critical thinking skills .also students have positive attitudes towards e-learning in general.

Afounh (2009) conducted a study, to identify problems which students face during registration and receiving e-courses at the university. Another goal for this study is to identify their attitudes in addition towards to e-learning specifically, towards video streaming, as an attempt to provide decision makers with suitable feedback to make future improvements and how they could develop students experience in the usage of e-applications at Al Quds Open University.

Afounh (2009) stated the obstacles which face Al Quds Open University. The size of the sample was 7% of the population that consists of 515 male and female. Data were collected and analyzed. Findings approved that the main problem that students face is that they don't own computers at their homes.

The second problem is that students were not given enough instructions on how to use e-applications. The third problem is that the Open University lacks lab technicians to supply the required assistance.

According to (Ibrahim, 2013) teachers can benefit from students' addiction to technological applications, therefore it would be an authentic method of teaching to use their passion to technology, mainly Facebook, to enhance their writing skills and high level abilities such as: reasoning, and problem solving skill.

In brief and based on the previous studies, some previous studies agreed upon the importance of e-learning such as (Al Kareem, 2006) who emphasized the importance of supporting e-learning experience in the KSA, (Al Najde, and Al Sheikh, 2011) found that e-learning enhances learners critical thinking skills, (Ibrahim, 2010) conducted an experimental study on the influence of e-learning on the students' motivation in Biology at the Syrian University. (Tarlinghon, 2000) conducted a study to formulate a model for e-learning, (Sharaf, 2006) conducted a study on the future of virtual learning at An-Najah University. The researcher concluded some results. First, (Afounah 2009, Abu Arrad, 2006) investigated the obstacles that face students and teachers in e-learning, while (Al Arfaj, 2007) investigated the impact of e-learning on students interaction. While (Darwazeh, 2009) investigated the attitudes towards e-learning at An-Najah University.

Other studies such as (Krista Galyenv, 2010) aimed at examining the difference between e-learning and distance learning .Also, (Ibrahim, 2013) also investigated the influence of Facebook on students' writing skill.

As noted out the previous studies were categorized into three main fields, the importance of e-learning, obstacles for applying e-learning, the influence of e-learning on the students' skill. Some studies investigated the attitudes towards e-learning. On the other hand this study aims at investigating the influence of e-learning on enhancing students' motivation from the students and the instructors 'perspectives.

2.7 Summary:

This chapter summarized some of the related literature on previous studies that show these subtitles; the relation between e-learning and motivation, comparison between motivation in traditional learning and e-learning, suggested models of e-learning that increase motivation. Also, it presented theoretical and empirical studies on attitudes towards e-learning.

Chapter Three

Research Design and Methodology

3. Introduction

3.1 Methodology

3.2 Questions of the Study

3.3 Procedure:

3.4 Population:

3.5 Sample of the Study

3.6 Instrumentation:

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3.8 Reliability of the study

3.9 Validity of the Interview

3.10 Design of the study

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Chapter Three

Research Design and Methodology

3. Introduction:

This chapter includes description of procedures and methods used by the researcher, to determine the population of the study and the sample, as well as the practical procedures used to build and describe the study tools. This chapter also illustrates designed charts, and the types of statistical tests used in this research.

3.1 Methodology

Descriptive statistical approach was used. The purpose of this study is to investigate the influence of e-learning on students' motivation from the students' and the instructors' perspectives during the academic year 2013-2014. To achieve this purpose and in an attempt to answer the questions of the research in chapter one, the researcher collected data through the questionnaire and the interview.

3.2 Questions of the study:

- 1- What is the influence of e-learning courses on enhancing students' motivation towards learning at An-Najah National University from the students' and the instructors' perspectives?

- 2- Are there any statistical differences at ($\alpha= 0.05$) on the influence of e-learning on the students' motivation according to gender variable?
- 3- Are there any statistical differences at ($\alpha= 0.05$) on the influence of e-learning on the students' motivation according to the year of study variable?
- 4- Are there any statistical differences at ($\alpha= 0.05$) on the influence of e-learning on the students' motivation according to the years of experience in using computer variable?
- 5- Are there any statistical differences at ($\alpha= 0.05$) on the influence of e-learning on students' motivation according to the average variable?
- 6- Are there any statistical differences at ($\alpha=0.05$) on the influence of e-learning on students' motivation according to the place of residence variable?

3.3 Procedures:

The study used the descriptive and the analytic method to examine the influence of e-learning on the students' motivation from the students' perspectives and the instructors' perspectives.

3.4 Population:

The population of the study consisted of all of the students majoring in TEFL for the year 2013-2014; (50) TEFL male and female students, the

total number of students majoring in TFEL students for the academic year (2013-2014) is (50). And interviewing (10) Instructors in the same department.

3.5 Sample of the study:

The sample of this study was the whole population. It includes all of the students majoring in TFEL students a total of 50 responded to the questionnaire, 35 of them were females and 15 were males. Tow students refused to answer the questionnaire because they were busy as they informed the researcher. The data in the Questionnaire was analyzed using the SPSS.

The sample was distributed according to independent variables of gender, year of study, experience in using computer, place of residence, and average.

A-Gender variable:

Table (1): Sample distribution according to the gender variable

Variable	Gender	Frequency	Percent
Gender	Male	15	30.0
	Female	35	70.0
	Total	50	100.0

As seen from the above table, the study frequencies for the students are: (15) for the males that is 30% and (35) for the females that is 70%.

B-Year of study variable

Table (2): Distribution of the sample according to year of study.

Variable	The Year	Frequency	Percentage
Year of study	First	22	44.0
	Second	28	56.0
	Total	50	100.0

As seen from the above table, the years are (22) for the first year the percent is (44%) the second year (28) the percent is (56%). While the total for all is (50).

C- Year of experience in using computer

Table (3): Distribution of the sample according to years of experience in Using Computer.

Variable	years	Frequency	Percent
Year of experience in using computer	1-2 years	14	28.0
	2-4 years	19	38.0
	More than 4 years	17	34.0
	Total	50	100.0

As seen from the above table, from 1-2 years take 28%, 2-4 years take 38%, more than four years take 34%. While the total frequencies were 50.

D-Place of residence variable

Table (4): Distribution of sample according to the place of residence

Variable	Place of resident	Frequencies	Percent
Place of residence	Camp	6	12.0
	Village	39	78.0
	City	5	10.0
	Total	50	100.0

As seen from the above table from camp take (12%), from the village take (78), while from the city take (10%). The total is 50.

E-Average Variable

Table (5): Distribution of sample according to average.

Variable	Category	Frequencies	Average
Average	Less than 2.5	2	4.0
	From 2.5-2.8	14	28.0
	3From 2.8-	22	44.0
	3more than	12	24.0
	Total	50	100.0

As seen from the above table, less than 2.5 take (4.0%), from 2.5 – 2.8 take (28%), from 2.8 – 3 take (44%), more than 3 take (24%). And the total is 50.

3.6 Instrumentation:

The researcher developed a questionnaire after reviewing the previous literature studies related to the subject. It consisted of 40 items based on (lickret-5-poins scale) with the following scale:

- 1- Strongly agree: five degrees.
- 2- Agree: four degrees.
- 3- Neutral: three degrees.
- 4- Disagree: two degrees.
- 5- Strongly disagree: one degree.

The first part of the questionnaire included a description of the study, the questionnaire was organized as the following:

- The aim of the study, and emphasis the confidentiality of the collected information.
- Demographic information about respondents that included: (gender, year of study, experience in using computer, and average).
- The last part included the scale that measures the influence of e-learning on students' motivation from students' perspectives.

The second tool was the interview. The qualitative analysis method was used to analyze (10) MA English instructors responses to the interview.

The interview was held by the researcher herself. It included (6) questions. The interview was conducted after reviewing related literature. (10) Interviewees were selected. The subjects used were all the MA English instructors. (6) males and (4) females. The interview lasted for (10) minutes. They were given freedom to answer the questions.

3.7 Validity of the questionnaire:

The tool of the study was constructed by the researcher after reading related studies. To make sure that the tool is valid the questionnaire was handed to four doctors at An-Najah National University, they were asked to evaluate the questionnaire. They asked the researcher to edit some items

and modify others, and suggested additional paragraphs. For example they added paragraphs. E-learning activities increase my motivation towards the course. E-learning has more advantages than disadvantages which makes it a motivational tool.

3.8 Reliability of the Study:

For achieving reliability of the study, the researcher use Alpha Cronpah formula. The total score was (0.81), and this value was suitable to conduct such a study.

3.9 Validity of the interview:

The second tool of study (the interview) validity, the researcher asked some doctors to evaluate it and do required modifications such as asking the instructors who do not use e-learning about their attitudes towards e-courses, and their suggestions.

3.10 Design of the study:

The researcher used the descriptive statistical method to study the relations between the variables. After collecting the data, she used the analytical statistical method to test the hypotheses to explain and interpret the results.

3.11 Description of the Variables:

The variables in this study were categorized into two, being independent variables and dependent variables.

There are five independent variables in this study:

Dependent Variables:

E-learning courses and how it affects students' motivation.

Independent variables:

- 1- Gender.
- 2- Average.
- 3- Year of study.
- 4- Years of experience in using computer.
- 5- Place of residence.

3.12 Data analysis:

In order to analyze the data, the researcher used the Statistical Packages for Social Science (SPSS), descriptive statistics, means, standard deviations and percentages.

For data analysis, the researcher used the following percentages:

- 80 % and more is a very high degree of e-learning effect.

- 70-79.9% is a high degree of e-learning effect.
- 60 - 69.9 % is a moderate degree of e-learning effect.
- 50 - 59.9 % is a low degree of e-learning effect.

Less than 50 % is a very low degree of e-learning effect.

3.13 Summary

This chapter dealt with the methodology and design of the study. In addition, the researcher presented the population, and the sample according to the study variables (gender, year of study, years of experience in using computer, average, place of residence). The researcher also presented the validity and reliability of the instruments used. Finally, this chapter displayed the procedures followed in conducting the study.

Chapter Four

Results of the study

4. Introduction

4.1 Results related to the first question.

4.2 Results related to the second question.

4.3 Results related to the third question.

4.4 Results related to the fourth question.

4.5 Results related to the fifth question.

4.6 Results related to the sixth Question.

4.7 Summary

Chapter four

Results of the study

4. Introduction:

The purpose of this study was to determine the influence of using e-learning courses on enhancing students' motivation at An-Najah university from the instructors' and the students' perspectives. To achieve the aim of the study the researcher used a questionnaire that consisted of 40 items and distributed among the population of the study. Beside using interview that was distributed for (10) professors who taught in the graduate studies.

The researcher examined the role of the learners' demographic variables (gender, year of study, years of experience in using computer, average and place of residence) in the degree of the influence of e-learning on the student's motivation.

4.1 First: Results related to the first question:

What is the influence of e-learning courses on enhancing students' motivation towards learning at An-Najah National University from the students', and the instructors' perspectives?

To answer this question, means, Standard Deviation, and percentages were computed for each item and their total score.

Table (6): The influence of e-learning on students' motivation.

NO	Order	Item	Means	SD	Degree
1.	40	E-learning tasks make me nervous	3.08	1.353	moderate
2.	39	E-learning activities are more organized than traditional learning activities	3.10	1.216	Moderate
3.	38	E-learning tasks encourage the sense of creativity.	3.30	1.216	Moderate
4.	37	E-learning makes me more secure to express my thoughts.	3.62	.753	high
5.	36	E-learning advantages are more than its disadvantages.	3.70	1.074	high
6.	35	E-learning transforms the traditional class to a more interactive class.	3.84	.866	high
7.	34	E-learning introduces me to new point of views	3.88	.718	high
8.	33	E-learning equips learners with skills to be more productive in future	3.90	.789	high
9.	32	E-learning enables me to participate because I find the content exciting and challenging	3.92	.724	high
10.	30	E-courses are more enjoyable than traditional courses.	3.96	.638	high
11.	31	E-learning is important because I can use it in my daily life.	3.96	.638	high
12.	29	E-learning enables me to use what I learn in other places such as my work.	3.98	.742	high
13.	27	E-learning improves my writing skills	4.00	.728	high
14.	28	E-learning improves self-learning strategies	4.00	.782	high
15.	24	E-learning is valuable as a mean of communication.	4.04	.669	high

NO	Order	Item	Means	SD	Degree
16.	25	E-learning tools are helpful.	4.04	.638	high
17.	26	E-learning enables me to use what I learn in other contexts.	4.04	.832	high
18.	22	E-learning is convenience.	4.06	.818	high
19.	23	E-learning provides me with an easy access to my courses.	4.06	.867	high
20.	19	E-learning supplies me with sufficient resources regardless of the place and the time.	4.08	.695	high
21.	20	E-learning enables students to respond, make choices, perform, organize, and think deeply about the material	4.08	.724	high
22.	21	E-learning enables me to find information easily and quickly.	4.08	.752	high
23.	18	E-learning allows communication and openness with the outside world.	4.10	.678	high
24.	15	E-learning tools such as forums, blogs and discussion boards are useful to me.	4.12	.627	high
25.	16	E-learning enables me to download, and share files easily through e-learning's tools	4.12	.659	high
26.	17	E-learning gives equal learning opportunities	4.12	.718	high
27.	12	E-learning provides online sources that help me to understand the material	4.14	.808	high
28.	13	E-learning enables me to learn new skills.	4.14	.756	high
29.	14	E-learning makes interaction among students easier.	4.14	.729	high
30.	10	E-learning system encourages me to get high grade grades.	4.16	.710	high

NO	Order	Item	Means	SD	Degree
31.	11	E-learning activities encourage me to ask other students about the answer than trying by myself	4.16	.738	high
32.	9	E-learning sometimes contains difficult activities that depressed me.	4.18	.748	high
33.	7	E-learning material is enjoyable	4.20	.606	high
34.	8	E-learning presents topics that fit together.	4.20	.606	high
35.	5	E-learning strategies encourage me to like what I learn.	4.22	.545	high
36.	6	E-learning sources are interesting.	4.22	.815	high
37.	4	E-learning makes me so nervous during an online test.	4.30	.814	high
38.	3	E-learning activities increase my motivation towards the course.	4.32	.713	high
39.	2	E-learning gives me the chance to learn new skills.	4.38	.667	high
40.	1	E-learning is flexible.	4.40	.606	high
		Total	4.0085	.27160	high

The above table shows that items (40, 39, 38) received a moderate degree of response from the study sample, the issues of these items are related to “E-learning tasks makes me nervous”, and this is in fact that some students feel comfortable using e-learning methods. The other items are related to E-learning activities as being more organized than traditional learning activities. This result reflects the fact that e-learning is still in its infancy stage, which leads to think that it needs more work to become equal to the standards of traditional learning. Moreover, the above table

shows that items (1, 2, 3) received the highest degree of response from the study sample, it is related to the issue of “E-learning activities increase my motivation towards the course”, this is an interesting result because it shows clearly that e- learning in fact increases students’ motivation toward learning. In addition, study results indicate that E-learning facilitate students leaning and usage of new skills. The influence of e-learning courses on enhancing students' motivation at An-Najah University from the instructors and the students’ perspectives were moderate on items 40, 39, and 38. The total score of the influence of e-learning on students’ motivation was high.

4.2 Results related to the second question of the study.

Are there any statistically significant differences in the means (p value = 0.05), in the influence of e-learning courses on the students’ motivation according to gender?

An independent-samples t-test was computed. Results indicate that there was no significant difference in the scores for males and females on the influence of e-learning courses on the students’ motivation according to gender.

Table (7): An independent-samples t-test was conducted to compare the influence of e-learning courses on students, motivation according to gender

Variable	Gender	N	Mean	SD	(T) value	Sig
Gender	Male	15	4.1167	.31533	1.891	0.06
	Female	35	3.9621	.24081		

The above table shows that there are no differences that are statistically significant on level (0.05) in students' motivation. The value of the overall level of significance (0.06), this means that there are no differences in the influence of e-learning on students' motivation according to Gender.

4.3 Results related to the third question of the study:

Are there any statistical differences at ($\alpha=0, 05$) on the influence of e-learning on students' motivation according to the year of study variable?

An independent-samples t-test was computed. Results indicate that there was no significant difference in the scores for first and second year's students on the influence of e-learning courses on the students' motivation according to Year of study. The Following table shows that:

Table (8): The influence of e-learning on the students' motivation according to the year of study variable

Variable	Year	N	Means	SD	(T)Value	Sig
Year of study	First	22	3.9807	.23527	-.638-	0.52
	condSe	28	4.0304	.29949		

The above table shows there are no statistically differences in the influence of e-learning on the students' motivation according to the year of study on level(0.05)as perceived by students, since $\alpha>0.05$ for the variable of study, so we accept the hypothesis that there are no statistically differences of respondents according to the year of study.

4.4 Results related to the fourth question of the study

Are there any statistical differences at ($\alpha=0, 05$) on the influence of e-learning on the students' motivation according to the years of experience variable?

One-Way ANOVA test was conducted to compare the influence of e-learning on the students' motivation according to the years of experience in using computer variable

It is obvious from table (10) that there are no differences in means between diploma, bachelor, and master degree holders.

There were no significant differences in the means of responses on in the influence of e-learning on the students' motivation according to the years of experience in using computer variable since the $p>.05$.

Table (9): One-Way ANOVA in the influence of e-learning on students' motivation according to years of experience in using computer.

Domain	Variable	N	Means	SD
The year of experience in using computer	1-2	14	3.9821	.28713
	2-4	19	4.1013	.23429
	More than 4	17	3.9265	.28138
	Total	50	4.0085	.27160

The above table shows that there are differences in means for the variable of years of experience in using computer. The highest was for 2-4

years and the lowest was for more than 4 years. One-Way ANOVA test was used to examine the hypothesis and table (10) shows this.

Table (10): One-way ANOVA of in the influence of e-learning on students' motivation according to years of experience in using computer

Domin	Source of deviation	Total of squares	Degree of freedom	Means of squares	F value	Sig
Years of experience in using computer	Between groups	.288	2	.144	2.033	.142
	Within group	3.327	47	.071		
	Total	3.615	49			

*statistically significant at $\alpha=0.05$

The above table shows that there are no statistically differences on level (0.05) in the influence of e-learning on students' motivation attributed to the years of experience in using computer. The value reached 0.14, this value is bigger (0.05), so the hypothesis concerned with the years of experience in using computer is accepted. This means there is no difference between students who have high experience in using computer and those who have little experience in the influence of e-learning on the students' motivation.

4.5 Results of the fifth question of the study:

Are there any statistical differences at ($\alpha=0.05$) on the influence of e-learning on the students' motivation according to the average variable?

There are no differences that are significant statistically on the level of (0.05) in the influence of e-learning on the students' motivation according to the average variable, to examine this the researcher used means and One-Way ANOVA test for independent samples. The results were shown below in tables (11,12).

Table (11): Shows the influence of e-learning on the students' motivation for the average variable

Variable		number	means	SD
Average	Less than 2.5	2	4.2500	.42426
	2.5-2.79	14	4.1161	.29720
	2.80-3.00	22	4.0239	.19341
	More than 3	12	3.8146	.26381
	Total	50	4.0085	.27160

It is clear from the table (11) that there were differences in means for categories of the average variable. Where the highest were for less than 2,5 and the lowest for more than 3 in order to examine whether means reached the level of statistical value a one-way ANOVA test were used and the table (12) below shows that:

Table (12): A one-way ANOVA test for the influence of e-learning on students' motivation according to the average variable.

Domain	Source of deviation	Total of squares	Degree of freedom	Means of Squares	F	Sig
Average	Between groups	0.22	3	0.073	0.86	0.294
	Within groups	3.87	46	0.084		
	Total	3.615	49			

*statistically significant at value $\alpha = 0.05$

As shown in the above table that there are no differences that are statistically significant on level (0.05) in the influence of e-learning according to the average variable. The value level was (0.29) so; we accept the hypothesis that is attributed to the average variable. This means there are no differences among students according to their average in the influence of e-learning on students' motivation.

4.6 Results of the sixth question of the study:

Are there any statistical differences at ($\alpha=0.05$) on the influence of e-learning on students' motivation according to place of residence variable?

A One-Way ANOVA test was conducted to compare in the influence of e-learning on the students' motivation according to the years of experience in using computer variable

It is obvious from table (12) that there are no differences in means between camp, village, and city.

There were no significant differences of means of responses on the influence of e-learning on the students' motivation according to using computer variable since the $p>.05$ level for the three conditions.

Table (13): Means and standard deviation for the difference in the influence of e-learning on students according to place of residence:

Domain	Variable	Number	Means	SD
The influence of e-learning on students' motivation	Camp	4.1167	.30970	4.1167
	Village	4.0077	.26798	4.0077
	City	3.8850	.25471	3.8850
	Total	4.0085	.27160	4.0085

The above table shows that there are differences that are statistically significant on the level (0.05) in the influence of e-learning on the students' motivation as perceived by students at An-Najah National University according to the place of residence. The highest means were to the camp and the lowest was 3.88 for the city. In order to examine whether means reached the significant level. A One-Way ANOVA test were used and table (14) shows that.

Table (14): One-Way ANOVA test for the influence of e-learning on students' motivation according to the place of residence variable

Variable	Source of deviation	total Squares	degree of freedom	mean Squares	F value	Sig
Place of residence	Between groups	.146	2	.073	.993	.378
	Within groups	3.468	47	.074		
	total	3.615	49			

It is clear from the above table that there are no differences that are significant statistically on the level at (0.05) in the influence of e-learning on the students' motivation according to the variable of the place of residence. The value of level was (0.37) and this value is bigger than (0.05)

this makes us accept the null hypothesis that is attributed to the place of residence variable. Hence, there are no differences between students who live in the camp, city, and village in the influence of e- learning on the students' motivation.

4.7 Results related to the interview:

(10) Instructors were chosen randomly from the English department and others from TEFEL to answer the interview's questions.

No.	Question	Approval	
		Positive	Negative
1.	Do you think that e-learning increases students' motivation to learning?	80%	20%
2.	What are the advantages of e-learning?	80%	20%
3.	What are the obstacles of using e-learning at An-Najah National University?	10%	90%
4.	Do you integrate e-learning tools in your courses?	60%	40%
5.	What are the most e-learning strategies that increase learners' motivation?	20%	80%
6.	What are your suggestions for improving e-learning at An-Najah National University?	40%	60%

1-Do you think that e-learning increases students' motivation to learning?

Most of the instructors who participated in the interview answered this question with a great degree of positive attitudes toward e-learning and its relation to motivation. The positive responses were related to the students feeling of independence in choosing in the source of knowledge that they need beside the teacher himself. E-learning provides students with

multiple knowledge sources which are highly related to their motivation. Most teachers agreed on the importance of e-learning in increasing students' motivation.

2-What are the advantages of e-learning?

Most of the instructors agreed that e-learning has many advantages such as attracting students' attention, facilitates learning and searching for information, flexibility in terms of time and place, and increasing students' motivation; those results in increases the overall achievement.

This question reflects clearly that instructors theoretically agree that e-learning is of great advantages for both teachers and students, for teachers it makes their work much easier, it enhances communication between them, and for the students it makes them independent in where and what and when to learn.

3-Do you integrate e-learning tools in your courses?

Out of (10) Instructors (6) integrate e-learning in their courses. While (4) of them are not applying e-learning tools at all. Instead, they use the traditional way of teaching.

This is of great contradiction since the approval of teachers in the great advantages of e-learning, still they refrain from applying it in the classroom or apply it in a narrow scale.

4-What are the obstacles of using e-learning at An-Najah National University?

This question gives an insight into why the application of e-learning is not equal to the appreciation of the method itself. The instructors agreed on some obstacles of using e-learning at An-Najah National University, some of these obstacles are: training the teachers and the students in the use of e-learning, the ability to use the most recent e-learning tools in low costs, technological support, and providing appropriate e-content.

This questions reflects some reasons why the application of e-learning is not fully incorporated into the class room, the main reason is the skills of using e-learning, some instructors pointed to the importance of training both students and teachers on e-learning technologies. Some instructors pointed that the high cost of such technologies makes them difficult to apply since not all the students may have internet connection or even a personal computer.

5-What are the most e-learning strategies that increase learners' motivation?

This question reflects the humble applications of e-learning in increasing student's motivation. Most teachers said that they use a variety of e-learning tools, Such as: MOODEl, Facebook, emailing....etc, while these are certainly e-learning tools but it seems that this reflects the only tools instructors know about.

It is obvious that there is confusion between e-learning tools and e-learning strategies. What the instructors answered all were tools, where the most important than tools is the strategy of using these tools. This also reflects that e-learning is still in its infancy for being used as a motivation battery for students, but first instructors need more training and experience in these technologies.

6-What are your suggestions for improving e-learning at An-Najah National University?

Most English Instructors suggested increasing the number of member staff in the e-learning center, holding more training sessions for both teachers and students, computerizing exams, increasing the budget for adapting new technologies to use in the university, and increasing access.

4.8 Summary:

This chapter presented the findings and the results of the statistical analysis of this study. The results were presented followed by comments on each table. These results dealt with the questions and hypotheses of the study. Means, percentages, standards deviations-test and One Way ANOVA test, to study the influence of e-learning on students' motivation at An-Najah University on the five domains of the study, Gender, years of experience in using computer, year of study, Average, and place of residence.

Chapter Five

Discussion

5. Discussion, conclusions and recommendations.

5.1 Discussion of the results of the first question

5.2 Discussion of the results of the second question

5.3 Discussion of the results of the third question

5.4 Discussion of the results of the fourth question

5.5 Discussion of the results of the fifth question

5.6 Discussion of the results of the sixth question

5.7 Discussion of the results of the interview

5.8 Conclusion

5.9 Recommendations

Chapter Five

Discussion of the Results

5. Introduction

This chapter discusses the results, draws out conclusions and recommendations that come out from study results. These results are discussed in this chapter as they appear in the previous one-namely the major question and the five hypotheses of the study.

Disruption of students' perspectives:

5.1 Discussion of the results of the first question of the study:

What is the influence of e-learning on students' motivation from students' perspectives?

Examining the above question was based on finding the means and percentages of MA English students' perspectives for the total domain. Table (1) shows a summery and total score of perspectives.

For the total score of the influence of e-learning on enhancing students' motivation, the degree was high where the percentages of responses were 4.0085.

A similar study is (Lokesh, 2007) that reveals the positive attitudes for students at Leopeliana university towards employing e-learning tools in the university's courses. (70%) of students emphasized their interest in

having the course online. And (Karwani, 2010)who pointed to the high degree of students' satisfaction towards the use of e-courses at Al Quds Open university.

This agrees with Lin, (2012) who says that students are motivated when they are involved in an e-course because e-courses display the material in attractive ways as revealed by (Lin, 2012) e-learning is powerful appealing concepts for educational organizations. Via e-learning learners can receive training materials according to their needs, their preferences, their own time, and place. It enables them to access virtual and audio resources of knowledge and information, therefore e-learning is convenient and enjoyable which makes learners more motivated to learn and get their training.

The researcher attributed this results to students' desire for learning new electronic skills which they already have and use in their work as master students but their skills are not adequate enough therefore the need consistent guidance and professional training. This works well with (Osely, 2012) which discusses that the lack of technological skills and training considered a serious obstacle for e-learning. (Afouneh, 2009) who clarifies that students were not given enough instructions on how to use e-applications.

Moreover, (Vriz, 2010) argues e-learning help in monitoring students by selecting attractive material for them, grading their

performance, getting feedback based on their performance to make appropriate modifications.

Selecting and downloading attractive e-resources that includes graphic material, videos, and other stimulating material, will make the participation of the learners more dynamic.

5.2 Discussion of the results of the second question of the study

Are there any significant differences in the influence of e-learning in enhancing student's motivation according to gender?

After analyzing the data it was found that there are no statistically significant differences in the means at $p \text{ value} = (0.05)$, in the influence of e-learning courses on students' motivation according to gender from students perspectives. This means that there is no difference between females and males in the influence of e-learning on students' motivation.

This result agrees with (Ibrahim, 2005) and (karwani, 2010) who indicated that there are no difference between males' attitudes and females' towards e-learning and its effect on interaction .While (Salama, 2005) found differences in students' attitudes towards e-learning according to gender.

This result disagrees with a study conducted by (Islam, 2012) who states that there was a correlation between gender and level of motivation to learning. The study revealed that males have higher level of motivation to learning than females, when involved in e-courses. While (Diaz, 2003)

investigated a study that showed that there are no differences between males and females in the use of e-learning tools. But there is deference in regard to the time, males use e-learning tools longer than females.

This result means that regardless of the student being a female of male still does not make a difference in affecting his motivation via e-learning.

5.3 Discussion of the results of the third question of the study:

Are there any statistically differences in the influence of e-learning on student's motivation according to the year of study on level (0.05) as perceived by students? After data analysis, it was found that there are no differences in the means between first year and second year in the influence of e-learning on students.

This agrees with (Jorge, 2003) who conducted a study shows that there is no difference between first year's learner and second year's learner in the use of computer in learning.

This result disagrees with (Islam, 2011) who pointed that there is a difference between the first- and second-year degree students. Where as the second-year students use computers and e-learning tools more for longer, which means that e-learning tools affect the second year student's motivation more than the first year.

This result means that regardless of the student if they being the first year or the second, still does not make a difference in affecting his motivation via e-learning.

5.4 Discussion of the results of the fourth question of the study:

Are there any statistical differences in the influence of e-learning on students' motivation according to the year of experience in using computer on level (0.05) as perceived by students?

The study results show that there are no statistical differences on Level (0.050) in the influence of e-learning on students' motivation attributed to the years of experience in using computer 0.14.

This means there is no difference between students who are high experienced in using computer and those who has little experience in the influence of e-learning on students' motivation.

This result can be explained in that years of experience do not play a significant role in changing the influence of e-learning on student's motivation, means whatever the experience was, it is still a relation between e-learning and motivation.

These matches well with (Islam, 2011) whose study shows a significant relation between previous experience in using software and desire to learning. That is student who has more experience in using computer, use e-learning tools more than student who has less experience.

5.5 Discussion of the results of the fifth question of the study:

Are there statistical differences in the influence of e-learning on student's motivation according to the average on level (0.05) as perceived by students?

The result shows that there are no differences that are statistically significant on level (0.05) in the influence of e-learning according to the average variable.

This result can be explained in that the average of students do not play a significant role in changing the influence of e-learning on student's motivation, means whatever the students average, it is still a relation between e-learning and motivation.

This result is attributed to (Karwani, 2010) a similar study conducted at Al Quds Open University which revealed that there are no differences in students attitudes toward e-learning according to average.

This result doesn't correspond with Darwazeh (2009) who found differences in students' attitudes towards e-learning according to achievements that go for females. Abu Arrad (2006) pointed in his study that students use computer for learning and for entertainment regardless of their average in the course. While (Islam, 2011) stated that student's achievements in an e-course affect the time students use e-learning tools, that is the more high his mark in the e-course, the more motivated to repeat

the experience of new e-learning courses. (Neguin, 2009) conducted a study that showed the positive attitudes of students who were involved in an e-courses more than those who studied using the traditional way.

5.6 Discussion of the results of the sixth question of the study:

Are there any statistical differences in the influence of e-learning on student's motivation according to the place of residence on level (0.05) as perceived by students?

The result shows that there are no differences that are statistically significant on level (0.05) in the influence of e-learning according to the place of residence.

These results agree with (Darwazeh, 2009) who stated that there is a relation between the place the student live in and the attitudes towards e-learning. She emphasized that places that have computers and advanced online services affects the students' attitudes positively.

This attributed to a similar study for (Hong, 2003) which revealed the role of the surrounding environment on students' attitudes towards e-learning. Cities for example have advanced online services, unlike villages which have less advanced online tools and services.

This result can be explained in that the place of residence for students do not play a significant role in changing the influence of e-

learning on student's motivation, means whatever the students live in a camp, city, or village is still a relation between e-learning and motivation.

5.7 Discussion of the results of the Interview:

Most of the instructors who participated in the interview showed positive attitudes toward e-learning and its relation to motivation. The positive responses were related to the students feeling of independence in choosing in the source of knowledge that they need beside the teacher himself. E-learning provides students with multiple knowledge sources which are highly related to their motivation. Most teachers agreed on the importance of e-learning in increasing students' motivation.

Most of the instructors agreed that e-learning has many advantages such as attracting students' attention facilitates learning and searching for information, flexibility in terms of time and place, and increasing students' motivation; those results in increasing the overall achievement. This question reflects clearly that instructors theoretically agree that e-learning is of great advantages for both teachers and students, for teachers it makes their work much easier, it enhances communication between them, and for the students it makes them independent in where and what and when to learn.

Out of (10) Instructors (6) integrate e-learning in their courses. While (4) of them are not applying this method at all. Instead, they use the traditional way of teaching. This is of great contradiction since the

approval of teachers in the great advantages of e-learning, still they refrain from applying it in the classroom or apply it in a narrow scale.

The application of e-learning is not equal to the appreciation of the method itself. The instructors agreed on some obstacles of using e-learning at An-Najah National University, some of these obstacles are: training the teachers and the students in the use of e-learning, the ability to use the most recent e-learning tools in low costs, technological support, and providing appropriate e-content.

Some reasons why the application of e-learning is not fully incorporated into the class room, the main reason is the skills of using e-learning, some instructors pointed to the importance of training both students and teachers on e-learning technologies. Some instructors pointed that the high cost of such technologies makes them difficult to apply since not all the students may have internet connection or even a personal computer.

The humble applications of e-learning in increasing student's motivation. Most teachers said that they use a variety of e-learning tools, such as: MOODEl, Facebook, emailing....etc. While these are certainly e-learning tools but it seems that this reflects the only tools instructors know about. It is obvious that there is confusion between e-learning tools and e-learning strategies. What the instructors answered all were tools, where the most important than tools is the strategy of using these tools.

This also reflects that e-learning is still in its infancy for being used as a motivation battery for students, but first instructors need more training and experience in these technologies.

Most English Instructors suggested increasing the number of member staff in the e-learning center, holding more training sessions for both teachers and students, computerizing exams, increasing the budget for adapting new technologies to use in the university, and increasing access.

5.8 Conclusion

This study examined the influence of e-learning on students' motivation from the student's perspectives and the instructor's perspectives. In general, the conclusions showed that there was an obvious influence of e-learning on enhancing students' motivation.

The main Conclusions could be summarized as followed:

- 1- There was an obvious influence of e-learning on enhancing students' motivation from the students and the instructors perspectives.
- 2- There were no differences at ($\alpha \leq 0.05$) in the influence of e-learning on enhancing students' perspectives according to gender variable.
- 3- There were no differences at ($\alpha \leq 0.05$) in the influence of e-learning on enhancing students' perspectives according to average variable.

- 4- There were differences at ($\alpha \leq 0.05$) in the influence of e-learning on enhancing students' perspectives according to years of experience in using computer variable.
- 5- There were differences at ($\alpha \leq 0.05$) in the influence of e-learning on enhancing students' perspectives according to place of residence variable.
- 6- There were no differences at ($\alpha \leq 0.05$) in the influence of e-learning on enhancing students' perspectives according to the year of study variable.

5.9 Recommendations:

Based on the results of the study, the following recommendations were proposed to teachers, learners, parents and university's decision makers.

- 1- The researcher recommends that MA methodology students and instructors should have deeper knowledge of technological applications in learning to enhance students' motivation which results in better achievement.
- 2- Training programs in e-tools should be designed to train students and instructors to improve their skills in the use of technology in learning.

- 3- A series of training sessions in the use of e-learning should be held for instructors to enhance their skills in using technology to improve their learners' language skills.
- 4- Providing an (e-learning Help Desk) to give help and support for the students and the instructors.
- 5- Cooperation with organizations to provide financial help for students who are unable to buy computer devices.

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Appendixes

Dear Students

This questionnaire aims at measuring the Influence of using e-learning Courses on enhancing students' motivation at An- Najah University from students perspectives.

The questionnaire consists of two sections. The first one contains of personal information, the second one is related to the questions of the questionnaire.

You are requested to go through the two parts and answer each item in the space provided.

Your answers will be kept anonymous.

Thank you for your cooperation.

The researcher
Asal Owda

The first section : Personal data

Gender: Male ☐ Female ☐

Year of study: First year ☐ Second year ☐

Years of experience in using computer:
1-2 ☐ 2-4 ☐ More than 4

Place of residence: Camp ☐ Village ☐ City ☐

Number	Items	Strongly agree	Agree	neutral	disagree	Strongly disagree
1	E-learning is flexible.					
2	E-learning gives me the chance to learn new skills.					
3	E-learning activities increases my motivation towards the course.					
4	E-learning makes me so nervous during an online test.					
5	E-learning strategies encourages me to like what I learn.					
6	E-learning sources are interesting.					
7	E-learning material is					
8	E-learning presents topics that fit together.					
9	E-learning sometimes contains difficult activities that depressed me.					
10	E-learning system encourages me to get high grade grades.					
11	E-learning activities encourages me to ask other students about the answer than trying by myself.					
12	E-learning provides online sources that helps me to understand the material.					
13	E-learning enables me to learn new skills.					
14	E-learning makes interaction between students easier.					
15	E-learning tools such as Forums, blogs and discussion boards are useful to me.					
16	E-learning enables me to download, and share files easily through e-learning's tools.					
17	E-learning gives equal learning opportunities.					
18	E-learning allows communication and openness with the outside world.					

19	E-learning supplies me with sufficient resources regardless of the place and the time.					
20	E-learning enables students to respond, make choices, perform, organize, and think deeply about the material.					
21	E-learning enables me to find information easily and quickly.					
22	E-learning is convenience.					
23	E-learning provides me with an easy access to my courses.					
24	E-learning is valuable as a mean of communication.					
25	E-learning tools are helpful.					
26	E-learning enables me to use what I learn in other contexts.					
27	E-learning improves my writing skills.					
28	E-learning improves self learning strategies.					
29	E-learning enables me to use what I learn in - other places such as my work.					
30	E-learning is more enjoyable than traditional courses.					
31	E-learning is important because I can use it in my daily life.					
32	E-learning enables me to participate because I find the content exciting and challenging					
33	E-learning equips learners with skills to be more productive in future.					
34	E-learning introduces me to new point of views.					
35	E-learning transforms the traditional class to a more interactive class.					
36	E-learning advantages are more than its disadvantages.					
37	E-learning makes me more secure to express my thoughts.					
38	E-learning tasks encourage the sense of creativity.					

39	E-learning activities are more organized than traditional learning activities/					
40	E-learning tasks makes me nervous .					

Interview

1-Do you think that e-learning increases MA English students' motivation?

2-Do you integrate e-learning tools in your courses?

2-what are the most e-learning strategies that increase students' motivation?

- 1-
- 2-
- 3-
- 4-
- 5-

3-what are the advantages of e-learning?

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

4-what are the disadvantages of e-learning?

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

5-what are the obstacles of using e-learning at An-Najah National University?

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

6-what are your suggestions for improving e-learning at An-Najah National University?

- 1-
- 2-
- 3-
- 4-
- 5-

أثر المساقات الالكترونية في إثارة الدافعية لدى طلبة الماجستير في
جامعة النجاح الوطنية من وجهة نظر الطلبة والهيئة التدريسية

إعداد

أصال بسام محمود عودة

إشراف

د. أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الماجستير في اساليب تدريس اللغة
الانجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس. فلسطين.

2014

ب

أثر المسابقات الالكترونية في إثارة الدافعية لدى طلبة الماجستير في جامعة النجاح الوطنية من وجهة نظر الطلبة والهيئة التدريسية.

إعداد

أصال بسام محمود عودة

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى معرفة تأثير المسابقات الالكترونية على إثارة الدافعية لدى طلبة الماجستير في جامعة النجاح الوطنية من وجهة نظر الطلبة والهيئة التدريسية.

ولتحقيق هذا الهدف قامت الباحثة بتوزيع استبيان على طلبة ماجستير أساليب تدريس اللغة الانجليزية للذين درسوا بمسابقات الكترونية للعام الدراسي 2013-2014. كما استخدمت أداة ثانية وهي مقابلة المدرسون للذين استخدموا مسابقات الكترونية وأولئك اللذين لم يستخدموا اسلوب التعلم الالكتروني لمعرفة تأثير المسابقات الالكترونية على اثارة دافعية الطلاب من وجهة نظر المدرسين.

تكونت عينة الدراسة من المجتمع نفسه وهو (50) طالبا وطالبة من طلبة ماجستير أساليب تدريس اللغة الانجليزية للعام 2013-2014. بالإضافة لمقابلة (10) مدرسين لمعرفة اثر التعلم الالكتروني على إثارة دافعية الطلبة للتعلم.

وقد أظهرت نتائج الدراسة وجود تأثير واضح للمسابقات الالكترونية على دافعية الطلبة والذي ينتج عنه رفع التحصيل العلمي لدى الطلبة. وقد أوصت الباحثة بإجراء المزيد من الدراسات حول التعلم الالكتروني وتطبيقاته وزيادة عدد المسابقات الالكترونية في جامعة النجاح الوطنية، وعقد دورات وبرامج تدريبية لكل من الطلبة والهيئة التدريسية.