

We dedicate this work to:

Our respective families

Our friends

Our beloved ones

We are deeply indebted to our supervisor, Dr. Ladjali Djamila for her beneficial help, advice, and guidance throughout our work. We particularly appreciate the fact that she devoted a precious time to adjust the study and the most relevant information she provided us with our work.

We would also like to express our gratitude to the board of examiners Dr. BELKHIR Sadia, and Mr. AOUINE Akli for having accepted to examine our humble work, and to all the teachers of the department who have helped us throughout our studies.

The current dissertation is mainly concerned with the investigation of the impact of covid-19 lockdown on the motivation of third year students of English. First of all, this research aims at obtaining a better understanding of how students' interest in learning was affected during the pandemic-related confinement and school closures. For the second objective, it strives to identify the main factors that impacted students' will to learn while being confined and whether this impact was positive or negative. In order to fulfill our research aims, and gain a detailed insight about our topic, we relied on some valuable works that dealt with motivation among them Dornyei and Otto (1998) motivation in action: A process model of L2 motivation. In addition to this, we have designed two adequate questionnaires

for both third year students and some teachers of English at the department of English at Mouloud Mammeri University of Tizi-Ouzou, as well as a structured interview with six teachers in the academic year 2020/2021. For the sake of analyzing the data collected from these questionnaires, we adopted for the mixed-method approach; combining both quantitative and qualitative procedures of data gathering and data analysis. The results obtained from the students' questionnaire reveal that the majority of them were negatively influenced by the covid-19 lockdown; as a matter of fact, over (53%) of the learners who were asked about the state of their learning motivation, answered that they were not motivated at all, while only (8.51%) pointed that they were very motivated during the imposed distance learning. Accordingly, this demotivation is mainly linked to the sudden shift from presential learning to E-learning which heavily altered the students' usual ways of studying and provoked in them feelings of helplessness, anxiety and discouragement. In addition to this, the lack of direct contact between the learners and their teachers made them feel alone and unsupervised. Moreover, the absence of the adequate online teaching materials and equipments was also an important factor behind the students' decrease of will to learn.

Key words: Covid-19 lockdown, distance learning, students' motivation.

AMO: Amotivation

BMD: Bachelor Master Doctorate

CDC: US Centers for Disease Control and Prevention

EFL: English as a Foreign Language

EM: Extrinsic Motivation

IM: Intrinsic Motivation

L2: Second Language

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

PDF: Portable Document Format

Q: Question

QCA: Qualitative Content Analysis

SARS-Co-V-2: Severe Acute Respiratory Syndrome Coronavirus 2

SLT: Social Learning Theory

WHO: World Health Organization

List of Symbols

%: Percentage

X: The calculated percentage

Z: The value of the answers

Y: The total number

=: Equal

×: Multiply

÷: Division

Diagram (1): Online Teaching Techniques Used during Lockdown 27

Diagram (2): Students' Motivation while Being Confined 30

Diagram (3): Students' Demotivating Aspects for Studying During Lockdown 31

Table (1): Students' Views about Their Studying Experience during Lockdown.....	25
Table (2): Students' Source of Motivation.....	31
Table (3): Teachers' Ability to Teach English Using Online Platforms.....	32
Table (4): The Challenges faced While Teaching English Online	33
Table (5): Students' Motivation to Look for Their Courses	35

Pie chart (1): Students Management to Stay Motivated in Their Studies during Lockdown.....26

Pie Chart (2): The description of the Process of Teaching English Online During Covid-19
Lockdown33

Pie chart (3): The nature of the challenges faced by teachers.....34

Pie chart (4): Students staying in touch with their teachers during lockdown35

Pie chart (5): The changes noticed in students' learning motivation during and after lockdown 36

Pie chart (6): The most complicated skill to implement37

Pie chart (7): the online teaching techniques that the teachers would have opted for in order
to make the process of learning more motivating for their students38

Doughnut chart (1): The most difficult skill to keep up with during distance learning29

▪ Dedications	I
▪ Acknowledgements.....	II
▪ Abstract.....	III
▪ List of Abbreviations	IV
▪ List of Symbols	V
▪ List of Diagrams	VI
▪ List of Tables.....	VII
▪ List of Pie Charts.....	VIII
▪ Table of contents.....	IX

General Introduction

▪ Statement of the Problem	1
▪ Aims and Significance of the Study	2
▪ Research Questions and Hypotheses.....	2
▪ Research Techniques and Methodology	3
▪ Structure of the Dissertation	4

Chapter I: Literature Review

Introduction.....	5
Definition of motivation.....	5
Types of motivation.....	5
Intrinsic motivation	6
Extrinsic motivation	6
Amotivation	7
The importance of Motivation in Foreign Language Learning	10
Important Theories That Interpret Motivation.....	10
Social Learning Theory.....	11
Observational learning	11

A. Live model.....	11
B. Verbal instructional model.....	11
C. Symbolic model.....	12
Intrinsic Reinforcement.....	12
Modelling Process	12
a) Attention.....	12
b) Retention	12
c) Reproduction.....	12
d) Motivation.....	13
Dornyei and Otto(1998).Motivation in Action: A process Model ofL2 Motivation	13
Defining Coronavirus.....	13
Public health and social measures	13
Social Distancing... ..	13
Lockdown	14
Students’ motivation during Lockdown.....	14
Internal and External factors that affect motivation during lockdown	15
Conclusion	16

Chapter II: Research Design

Introduction.....	17
Research Methods	17
The setting of Investigation, Participants and Sampling.....	18
Data Collection Procedures	18
Description of the Students’ Questionnaire	19
Description of the Teachers’ Questionnaire	20
Description of the Teachers’ Interview.....	21

Data Analysis Procedures.....	21
Descriptive Statistical Method by Excel Document	21
Qualitative Content Analysis	22
Conclusion	22

Chapter III: Presentation of the Findings

Introduction.....	24
Results of the Students' Questionnaire	24
Students' Attitudes towards COVID-19 Lockdown	24
Online Studying during Lockdown	26
Factors affecting students' motivation.....	30
Results of the Teachers' Questionnaire.....	32
Teacher's Opinions on the Quality, the Limitations and Challenges of Online Teaching during COVID-19 Lockdown.....	32
Teachers' Views on how COVID-19 Lockdown Influenced Their Students' Motivation and Academic Achievements	35
Suggestions on How to Make Online Teaching and Learning a Successful Experience.....	38
Results of the Teachers' Interview	39
Conclusion	42

Chapter IV: Discussion of the Findings

Introduction.....	43
Discussion of the Students' Questionnaire.....	43
Students Attitudes Towards COVID-19 Lockdown.....	46
Online studying During Lockdown	47
Factors Affecting Students Motivation	49
Discussion of the Teachers' Questionnaire.....	50
Teachers' Different Opinions On the Quality, the Limitations and Challenges of Online Teaching during COVID-19 Lockdown	51

Teachers' Views on How COVID-19 Lockdown Influenced Their Students' Motivation And Academic Achievements	52
Suggestions on How to Make Online Teaching and Learning a Successful Experience 52	
Discussion of the Teachers' Interview	53
Conclusion	56
General Conclusion	57
Bibliography	58
Appendices	

Statement of the Problem

COVID-19 is an infectious disease caused by a corona virus. Its first outbreak was in Wuhan, China. The World Health Organization declared it as a pandemic on March 11th 2020. Due to the outbreak of COVID-19 and its surge in the middle of March 2020, many countries have responded by implementing travel restrictions, quarantines and stay-at-home orders. Its impact was so big, not only on the worldwide economy but also on education where students' learning was disturbed. With the imposing of lockdowns, neither students nor teachers could attend classes in their usual face-to-face format. In fact, teachers could not provide lessons properly nor keep their students motivated and determined. Hence, motivating learners was a very complicated task during this delicate situation. Since motivation is considered to be an essential element during language learning. According to Gardner (1985:7) motivation is defined as *the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*. In other words, motivation is the students' determination to achieve their learning goals. Because rationally having goals and expectations leads to increased motivation, which, in turn leads to a higher level of language competence. As stated by Dornyei and Ushioda (2011:3) *motivation is what moves a person to make certain choices, to engage in action, to expend effort and persist in action*. To put it differently, motivation is about setting up goals, making efforts and persevering until reaching the objective set at the beginning.

Therefore, motivation plays a great role in the process of language learning; as a result it has been the field of interest of numerous researchers like Gardner, Dornyei, William, Lambert, Ushioda and many others. Their point was to understand motivation; its complexity and its significance in the field of language learning, consequently, several studies have been conducted on motivation in different contexts. But none of them shed light on this particular

situation where students' motivation was at stake because of the COVID-19 lockdown with schools closures which resulted in lack of communication between teachers and their students. It is worth mentioning that the state of being motivated depends on external and internal factors. Thus, the prevailing conditions during the COVID-19 outbreak could be considered as important issues that seriously impacted students' motivation. Therefore, in our research we are going to clarify how learners' motivation was affected by the Covid-19 lockdown.

Aims and significance of the study

The present work is designed for the purpose of investigating the impact of COVID-19 lockdown on students' motivation at Mouloud Mammeri University of Tizi-ouzou. In order to explore such an issue, our study will be conducted in The Department of English.

The first and foremost objective of this study, is to gain an understanding of how students' motivation was affected during the COVID-19 lockdown and school closures knowing that there was no face-to-face communication between teachers and peers, in addition, students had no specific studying schedules. This study goes further into identifying the main factors that impacted students' will to learn during this lockdown also whether this impact was either negative or positive.

The importance of this investigation lies in the fact that it is the first exploratory study to tackle the students' motivation in those particular conditions, thus, the findings may give students and teachers insights on how to strive in such conditions and implement new methods and strategies to fit in with these hard times, so that students' motivation and academic achievements will not be negatively affected.

Research questions and hypotheses

The current study aims at answering the following questions related to the impact of COVID-19 lockdown on students' motivation:

Q1: Did Covid-19 lockdown have a serious impact on students' motivation?

Q2: Was the lockdown's influence on learners' motivation positive or negative?

Q3: What was the most remarkable obstacle to students learning during Covid-19 lockdown?

Q4: What are the main solutions suggested by the teachers in order to keep their students motivated?

And in attempt to answer these questions, we put forward the following working hypotheses:

H1: Yes Covid-19 lockdown has a serious influence in students' motivation.

H2: The lockdown had a negative influence on most of the students

H3: The most remarkable obstacle that students faced while learning during Covid-19 lockdown is the lack of direct interaction between students and teachers.

H4: Students should keep in touch with teachers and peers and study using the E-learning platforms

Research techniques and methodology

To conduct our research, we have adopted the mixed-method approach. This means that we combined the quantitative and qualitative methods for data collection and data analysis. This intends to evaluate how Covid-19 lockdown had influenced third year EFL students' motivation. The research data are collected using questionnaires designed for third-year students and teachers as well as a structured interview conducted with some teachers in order to gather more specific data related to our research. This puts us in a direct link with the context of our investigation and provides us with more details to better investigate the issue.

Structure of the Dissertation

The overall structure of this dissertation follows the traditional-simple model. It consists of a general introduction, four chapters and a general conclusion.

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and structure of the dissertation. The first chapter is a *Review of the literature*. It reviews the different definitions

and concepts related to the topic of our investigation. The second chapter is named *Research Design* and it presents and explains the procedures of data collection and data analysis. In other words, it gives a description of the research design, the research instruments and the data gathered from the respondents. The third chapter is entitled *Presentation of the Findings* in which the results are figured out using different diagrams, tables and pie charts along with short paragraphs that contain detailed explanations of the data collected. The fourth and last chapter is labeled *Discussion of the Findings*. It is where the results of the research are discussed in accordance to the chosen theoretical framework. In addition, this chapter seeks to answer the research questions and check the advanced hypotheses.

Finally, this dissertation ends with a general conclusion. It provides a summary of the different points tackled throughout the research and it provides the limitation of the study as well as suggestions for further research.

Introduction

This chapter deals mainly with the review of the literature, its purpose is to provide the reader with a theoretical background of the research and it is divided into two main sections. The first section mainly deals with motivation, its definitions along with its types, and its importance as well as some important works related to our research. The second part concerns the context of our study, this part explains the different components related to the Covid-19 pandemic. Our dissertation will also provide the reader with an insight on the way that COVID-19 has affected students' and teachers' motivation.

Definition of Motivation

Motivation is the process that initiates, guides, and keeps success-oriented behaviors. It is what allows you to pursue and achieve your goals. Motivation is a very essential part in the language learning process.

In this vein, Wiseman and Hunt (2001) defined motivation as *the force that creates the energy for a goal holds that energy or desire throughout the task and channels a particular behavior towards that goal*. In this context, Crookes and Schmidt (1991:41) describe motivation as *the learner's orientation in relation to the goal of learning a second language*. In other words, motivation is related to the direction that the learner chooses in relation to the aim of language learning. In addition, according to Steers and Porter (1991: 6) *motivation can be characterized as follows: needs or expectations, behaviour, goals and some form of feedback*. Moreover, Deci and Ryan (2000:54) claim that *"to be motivated means to be moved to do something"*. Furthermore, Dornyei (2011) explains *that motivation involves the decision to perform a specific activity, maintaining doing this activity and the effort expended in doing it*. This means that to be motivated is to decide to take action in a certain activity to keep doing it and to make efforts for the sake of it.

In the context of defining motivation, Gardner (2001) also suggests that *motivation, along with the language aptitude, is a main element which determines success in learning*

another language in the classroom setting. That is, motivation can be described as an

Important element that determines success or failure while learning a language. In addition, Gardner (1985:10) declares that *motivation is related to the effort and the willing to achieve goals while learning a language combined with the positive attitudes towards this language*. This means that motivation is directly linked to effort-making and to the desire to reach goals in the process of language learning.

Interestingly, Brown (1994:152) states that *motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action*. Similarly, Narayanan (2006) defines motivation *as the reason or reasons behind one's actions or behaviour*. Differently said, motivation resides in the causes or the motives that make someone behave or act in a particular way. As mentioned before, Motivation is what makes students thrive to excel in their language learning career. It is the fuel that gets them to give the best of them to reach their goals and fulfill their highest hopes. One needs motivation in every aspect of life especially that of education. In fact, the success of learners and teachers in their educational fields can depend mostly on how motivated they are. Therefore, any changes that occur in their lives can threaten their motivation.

Types of Motivation

Several conceptual perspectives have been proposed to better understand academic motivation. The theory developed by Deci and Ryan (1985, 1991) is interesting in that it proposes three main types of motivation. These are amotivation (AMO), extrinsic motivation (EM) and intrinsic motivation (IM).

Intrinsic Motivation

In general, intrinsic motivation (IM) refers to the fact of being engaged in an activity for itself and for the pleasure and satisfaction derived from participation (Deci, 1975). An example of this would be students going to school because they like to learn.

Extrinsic Motivation

Contrary to IM, extrinsic motivation (EM) pertains to a wide variety of behaviors in which the goals of action extend beyond those inherent to the activity itself. They are behaviors which are engaged in as means to an end and not for their own sake (Deci, 1975). Originally, it was thought that EM referred to behaviors performed without self-determination, and could therefore only be prompted by external contingencies. In other words, intrinsic motivation comes from within, while extrinsic motivation arises from outside. When you're intrinsically motivated, you engage in an activity solely because you enjoy it and get personal satisfaction from it, in contrast to when you are extrinsically motivated you do the activity in order to get an external reward in return.

Amotivation

Deci and Ryan (1985, 1991) have also posited that, along with intrinsic and extrinsic motivation, a third type of motivational construct must be considered in order to fully understand human behavior. This concept is termed amotivation (AMO). Individuals are amotivated when they do not perceive a link between their actions and the ensuing outcomes. Students in such a state are neither intrinsically nor extrinsically motivated. Rather, they are non-motivated or amotivated. Accordingly, these students do not know why they are going to school. In many ways, motivation can be seen as similar to learned helplessness (Abramson, Seligman & Teasdale, 1978), since amotivated individuals experience feelings of incompetence and expectancies of uncontrollability. According to Vallerand et al., (1989), non-motivated students perceive their actions as caused by forces out of their own control, and they may eventually stop the action.

To sum up, students can feel motivated either intrinsically; their will to study will then come from within them because they want to learn. Or extrinsically; their motivation will then depend on what is around them. Students also can experience Amotivation as well. In this

case students are neither intrinsically nor extrinsically motivated. They simply represent no sign of motivation at all.

The importance of motivation in foreign language learning

Basically, motivation is the most used element for determining the success or failure of language learners, as it is the main factor affecting students' foreign language acquisition, followed by socio-cultural factors. Therefore, instructors must determine students' goals and needs, as well as develop appropriate motivational strategies to arouse students' creativity and curiosity, triggering their desire to learn more. In this context, Ebata (2008) states *that motivation produces successful second language (L2) communicators by making themselves confident*. Moreover, it can lead learners to continue learning even after they fulfill a specific goal. Similarly, Lasagabaster (2001) and Dornyei (1994) established motivation *as a direct determinant in the achievement of language learning*. Therefore, motivation is considered as a crucial element in the process of foreign language learning.

Important theories that interpret motivation

There is a large number of learning theories that deal with motivation, since it is a vital concept in the teaching process. They interpret and explain motivation and its different aspects. We will look at a subset of these theories that are more closely related to our research topic. These theories are selected based on the fact that the majority of them tackle the most important aspects of our investigation. Amongst them:

Social Learning Theory

Social learning theory introduced by Albert Bandura considers how both environmental and cognitive factors interact to influence human learning and behaviour. Furthermore it suggests that individuals learn by observing others' behaviours (models). They then evaluate the impact of such behaviours by taking account of the outcomes, both positive and negative. In the Social Learning Theory Albert Bandura (1977) agrees with the

behaviourist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas: first; mediating processes occur between stimuli & responses. Second: behaviour is learned from the environment through the process of observational learning. In support of this theory, the exposure to negative or positive situations directly or indirectly can greatly affect our behaviours, attitudes, motivation. Moreover, according to Bandura (1977) imitation involves the actual reproduction of observed motor activities. In other words, we gain knowledge from our interactions with others in a social setting; similar behaviours are developed separately by studying the conduct of others.

Based on the literature, there are three concepts in Social Learning Theory. Firstly, people can learn through observation which is known as observational learning. Secondly, mental states are important factors for learning it is also named as intrinsic reinforcement. Finally, it refers to the point that learning does not necessarily lead to a change in behaviour and it follows by modelling process.

Observational learning

Albert Bandura states that through observational learning, children are continuously learning desirable and undesirable behaviour. He argues that the environment, cognition and behaviour of an individual integrates and ultimately determines how the individual functions and model functions. Through this process, Bandura identified three basic models of observational learning:

- A. **Live model:** which involves an actual individual demonstrating or acting out a behaviour
- B. **Verbal instructional model:** This involves descriptions and explanations of behaviour.

- C. **Symbolic model:** This involves real or fictional characters displaying behaviours in books, films, television programs, or online media.

Intrinsic reinforcement

Another learning form is described as a type of internal reward, such as pride, contentment, and a sense of success. According to some researchers such as Muro and Jeffrey (2008) who supported Bandura's SLT concepts this kind of learning also emphasizes on internal thoughts and cognitions and it can help connect learning theories to cognitive developmental theories. On this matter, Bandura (1986), criticized this process and believed that external, environmental reinforcement is not the only factor to influence learning and behavior.

Modelling process

Bandura identifies four necessary conditions for the modelling process. By following these steps, an individual can successfully become someone else's behaviour model:

a) Attention

The person must first pay attention to the model. The more striking or different something is, the more likely it is to gain our attention. Likewise, if we consider something as prestigious, attractive or like ourselves, we will be more concentrated with it. (E.g. Colour)

b) Retention

The observer must be able to remember the behaviour that has been observed. One way of increasing this is using the technique of rehearsal.

c) Reproduction

The third condition is the ability to replicate the behaviour that the model has just demonstrated. This means that the observer has to be able to replicate the action, which could be a problem with a learner who is not ready developmentally to replicate the action.

d) Motivation

The final necessary ingredient for modelling to occur is motivation; learners must want to demonstrate what they have learned. Remember that since these four conditions vary among individuals, different people will reproduce the same behaviour differently. Thus, reinforcement and punishment play an important role in motivation.

Dörnyei and Ottó (1998). Motivation in action: A process model of L2 motivation

Dörnyei (2000: 6) posits that the process model of L2 motivation attempts to synthesize different influential conceptualizations of motivation in a systematic process-oriented framework. Dörnyei and Otto (1998) explain the dynamic nature of motivation and how motivation evolves over time, in other words, this model considers L2 learner motivation not being stable but continuously changing along with the long process of motivation for the L2 learning. Furthermore, they state that the fundamental advantage of a process-oriented approach is that it provides a useful technique of analysing and integrating the numerous motivational elements that influence students' learning behaviour in classroom settings.

Process-oriented approach consists of several distinct phases (Dörnyei, 2001). First, It needs to be generated. The motivational dimension related to the initial phase can be referred to as choice motivation, because the generated motivation aids the student to choose a goal or task to follow and move the student into action. Second, the motivation needs to be sustained and protected. This motivational dimension has been referred to as executive motivation. This has a crucial importance in situations where a student is affected negatively by the factors such as anxiety, competing interests or physical conditions. Finally, the third stage is referred to as motivational retrospection, where it begins after the action is completed. At this stage, the student retrospectively evaluates how things went to help determine the type and quality of activities s/he will be motivated to pursue next (Winke, 2005:3).

Defining Coronavirus (covid-19)

Coronavirus disease 2019 (COVID-19) is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first known case was identified in Wuhan, China in December of 2019. The disease has since spread worldwide, leading to an ongoing pandemic. Indeed, The World Health Organization declared the Coronavirus a pandemic on 11 March 2020 and several countries in the world responded to it by adopting some severe safety measures including social distancing as well as a lockdown that lasted for several months.

Public Health and Social Measures

According to the World Health Organization (WHO) public health and social measures are measures or actions by individuals, institutions, communities, local and national governments and international bodies to slow or stop the spread of COVID-19. These measures to reduce the transmission of COVID-19 include individual and environmental measures. Social and physical distancing measures aim to slow the spread of disease by

stopping chains of transmission of COVID-19 and preventing new ones from appearing. These measures secure physical distance between people (of at least one meter), and reduce contact with contaminated surfaces, while encouraging and sustaining virtual social connection within families and communities. Measures for the general public include introducing flexible work arrangements such as teleworking, distance learning, reducing and avoiding crowding, closure of non-essential facilities and services, shielding and protection for vulnerable groups, local or national movement restrictions and staying-at home measures, and coordinated reorganization of health care and social services networks to protect hospitals.

Social Distancing

According to the US Centers for Disease Control and Prevention (CDC) social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your house hold. To practice social or physical distancing, stay at least 6 feet (about 2 arm lengths) from other people who are not from your household in both indoor and outdoor spaces. As a matter of fact due to the quick spread of the Coronavirus among individuals social distancing was one of the first measures to be rapidly adopted among every country in the world to prevent the virus from infecting more people. Indeed, all the social gathering places instated severe physical distancing measures including restaurants, clubs, movie theaters as well as schools and universities.

Lockdown

Covid lockdown is an amorphous term that refers to measures being placed on the whole of society during the Covid-19 outbreak in order to limit movement and services to their essentials and thus avoid the quick spread of the virus. In other words it is a stay at home order that restricts people from leaving their homes for anything other than essential activities. This means that all the considered non- essential structures must also be closed. As a result of

lockdown, schools and universities were no longer welcoming teachers and learners; since these are considered as places of high-risk contamination. Thus all the presential teaching and learning activities were instantly frozen. In such circumstances online education started being implemented and this caused major changes in students' learning habits, as well as their motivation.

Students' motivation during lockdown

As previously mentioned, lockdown has truly affected the process of teaching and learning as higher education institutions were closed and the social interaction was minimized, consequently, students found themselves alone struggling under these unexpected conditions to always remain motivated and determined in order to finish the academic year as well as to achieve positive outcomes. That is to say, students' motivation was threatened of a slowly declining all that period .Tinto (1975) proposed in his influential model of student dropout that academic integration, or the student's attachment to the intellectual life of the college or university, is a critical factor in student retention. That is, the more students feel their intellectual needs are met at college, and the more they identify with it, the more likely students will persist (Tinto, 1975, see Tinto 1998). A second factor in Tinto's model is social integration, the social relations students have with peers and faculty members. Without social integration, students find it more challenging to persist in their studies.

In fact, students who interact more with their fellow students and faculty members are generally more satisfied and motivated than students with less social interactions. Based on the model provided by Tinto we can understand that students must be integrated into formal (academic performance) and informal (faculty/staff interactions) academic systems, as well as formal (extracurricular activities) and informal (peer-group interactions) social systems, in order to persist. Hence, during lockdown and stay-at-home orders, notably the social interaction that remained online and the resources available to the student for online learning may also affect motivation and may have a significant impact on the students' decreased motivation.

Internal and external factors affected motivation during lockdown

Motivation is an essential element in academic performance. High levels of motivation are associated with good academic performance (Kusurkar, Ten Cate, Vos, Westers&Croiset, 2013), that is to say students who are highly motivated tend to put forth more effort in their studies, resulting in better outcomes. Several factors, in turn, contribute to a low or a high motivation, which means that demotivation, is concerned with the factors that reduce and decrease it. Dornyei (2001) defines demotivation as *the specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action* (Dornyei, 2001: 143).

Right after, we will discuss the main internal and external factors that impacted students' motivation during lockdown and stay-at-home orders:

➤ ***Internal factors***

On one hand, internal factors can be considered as the emotional and the psychological influences that the students may have experienced. According to many researches that dealt with mental health during lockdown, the hardest challenge was maintaining students' physical and mental well-being since most of the students were suffering from stress and anxiety and they were emotionally exhausted. In addition, the students were passively taking courses over a screen which made them lose their enthusiasm, their vitality as well as their curiosity to learn. All these overwhelming feelings may be the source of the lack of motivation. In such situations students have to rely on their self-motivation to encourage themselves to persist despite difficulties. According to Nelson and Narrens (1990; Zimmerman, 2002) *in both on-site and online higher education environments, university students already have a considerable amount of autonomy. They need to plan, monitor, and control their own learning process during self-study and thus engage in self-regulated learning.* To put it simply, students who had previously established successful cognitive and metacognitive methods as a

result of their independence during higher education, had to swiftly adapt these methods and apply them in these new circumstances.

➤ ***External factors***

On the other hand, external factors consist of the environmental influences that may impact the students' motivation such as lack of learning facilities and technology, inadequate atmosphere of learning, social isolation and the almost non-existent communication between students and teachers during the period of lockdown that disturbed students' persuasion and motivation. Because if there was a regular contact and check of students' work after each task that would be such reinforcement for them, and increase their motivation. It is worth mentioning that all the aforementioned factors play a significant role in determining students' motivation.

Conclusion

To put it all together, the present chapter has addressed some issues and concepts that are related to the primary theoretical backgrounds associated with the fundamental notions of our investigation. It is divided into two main sections: In the first section we have attempted to provide definitions of key concepts connected to the COVID-19 pandemic, social distancing measure and lockdown. The second section has accounted for motivation, its definitions and types as well as some theories that interpreted and explained its main components. Furthermore, it highlights the external and internal factors affecting students' interest in learning during lockdown.

Introduction

This chapter is concerned with the research design that outlines the tools and the procedures of data collection and data analysis used to respond to the research questions and hypotheses asked in the general introduction. It is composed of four main sections. The first section in fact, deals with the research method namely the mixed- method. The second section, for its part, describes the study's setting and participants, as well as the adopted sampling technique. The third section, deals with the data collection procedures; which include: two questionnaires administered to third year students as well as to some of the teachers of the Department of English at MMUTO, along with a structured interview conducted with five tutors within the same department. Then comes the last section which tackles the data analysis procedures; more precisely, Microsoft Excel Document was used for the close-ended questions of the questionnaire, and a Qualitative Content Analysis (QCA) for open-ended answers issued from both the students' and teachers' questionnaires as well as the teachers' interview.

Research Methods

In order to carry out our investigation, we opted for implementing the mixed-method research for both data collection and analysis. The mixed-method research is defined as a type of research in which a researcher combines elements of both the quantitative and qualitative approaches for the purpose of obtaining broader understanding of certain social phenomena (Johnson, 2007). This implies that the use of the quantitative technique has allowed us to collect data; which is then calculated by applying the rule of three, whereas the qualitative technique that enabled us to examine the qualitative data from open-ended questions of both the questionnaires and interview and analyse them through qualitative content analysis (QCA).

The setting of Investigation, Participants and Sampling

The current study is meant to investigate the impact that COVID-19 lockdown had on students' and teachers' motivation. In order to attain this objective, our research was conducted at the department of English at Mouloud Mammeri University of Tizi-Ouzou during the two last weeks of June during the academic year 2021/2022. The population involved in this investigation consists of a representative sample of third year students (mainly fifty students) and twenty (20) teachers in the Department of English at the MMUTO.

Moreover, in the present study, we have opted for a simple random sampling. The random sampling can be seen as one of the simplest ways of collecting data from the total population, in which each sample has an equal probability of being chosen (Cohen et al., 2007). That is, selecting random samples is meant to be an unbiased representation of the total number of the participants. Consequently, in our research, we have selected and handed questionnaires to fifty potential respondents (50) out of two hundred and fifty students. Nonetheless, we have collected back only forty seven (47) of them. In addition, we have given twenty (20) questionnaires to the teachers, from which (16) sixteen were fulfilled then handed back. Besides this we have also relied on a structured interview which was conducted with five (5) teachers and all of them answered our questions.

Data Collection Procedures

The present research investigates the influence of Covid-19 lockdown on EFL students' and teachers' motivation at the department of English at the MMUTO. It aims at exploring to what extent such a critical situation could affect learners' as well as teachers' will to fulfil their academic purposes. The data needed to reach these objectives have been collected by means of two questionnaires handed to both teachers and third year students of English at the university of Tizi-Ouzou along with an interview conducted with five teachers

of the same university.

Description of the Students' questionnaire

In order to attain the previously mentioned objectives and to gather relevant information about the subject under study, a questionnaire has been distributed to fifty (50) third year students at the Department of English at the MMUTO. This questionnaire served as the main corpus of our study. According to Brown (2001:6), *a questionnaire is any written instrument that presents respondents with series of questions or statements to which they react by writing out their own answers or selecting from among existing answers.*

In fact, a questionnaire is an important research instrument that presents participants with a set of questions used to gather data about a specific issue in a short period of time. Furthermore, Richard (2001: 60) argues that questionnaires *are relatively easy to prepare. They can be used for a large number of subjects and they allow obtaining information that is relatively easy to tabulate and analyze.* In other words, questionnaires are simple to design and they allow us to present information in clear way by different means of display such as diagrams, tables and charts. As already mentioned, a questionnaire has been distributed to fifty (50) students of our department. From which we collected forty seven (47) completed papers .It is composed of fifteen (15) questions which include close-ended and open-ended ones. It was designed in order to investigate the impact of COVID-19 lockdown on their motivation.

The questionnaire is divided into three sections. The first section is called *students' attitudes towards COVID-19 lockdown*. It contains four (4) questions which are intended to gather students' impressions concerning the pandemic-related obligatory confinement. The second section is called *online studying during lockdown*. It comprises seven (07) questions that are meant to collect data related to the process of learning online while being confined. Moreover, the last section is entitled *factors affecting students' motivation*, it contains four

(04) questions designed to collect information about the different factors that kept students from feeling motivated during COVID-19 lockdown.

The questionnaire was piloted on a sample of ten (10) students in order to check the clarity and the understanding of the different question items, this piloting process helped us to adjust and simplify some questions and elements in the questionnaire in order to make it more understandable and straightforward for respondents to answer.

Description of the Teachers' Questionnaire

In addition to the students' questionnaire, another one was designed and distributed to (20) teachers within the same department. We have received only sixteen (16) of them back. The latter is composed of thirteen (13) questions of two types: close-ended and open-ended questions which are divided into three sections entitled : *Teachers' opinions on the quality, the limitations and challenges of online teaching during COVID-19 lockdown, teachers' views on how COVID-19 lockdown influenced their students' motivation and academic achievements. And "suggestions on how to make online teaching and learning a successful experience.* The first section presents four (4) questions meant to gather teachers' opinions about the quality of teaching during the first COVID-19 lockdown. The second section contains seven (7) questions that intend addressing teachers' perceptions on the ways that COVID-19 lockdown has influenced their students' learning styles, motivation and academic achievements. And finally the third section includes two (2) questions mainly designed to collect teachers' different suggestions so as to make E-learning a better experience for both students and teachers. It is noteworthy to mention that before distributing our questionnaire to real participants it was tested to examine its validity on a sample of five (05) teachers, it was an opportunity to modify and improve our questions in order to fit our research subject and also to make them more consistent, effective and reliable.

Description of the Teachers' interview

In addition to the questionnaires, we have employed a second instrument to conduct our investigation. In fact, a structured interview has been held with 5 teachers from the same university and department so as to supplement the results collected from the questionnaires. This method is intended to highlight the limitations of the questionnaire and also to obtain in-depth information about our subject; since interviews are qualified as one of the most precise research instruments used during data collection. In this context, Richard (2001:61) suggests that interviews *allow for a more exploration of issues than are possible with a questionnaire...and are more feasible for smaller groups*. The previous definition implies that interviews allow us to collect more in-depth information about any particular subject. Therefore, as mentioned previously, a structured interview has been carried out with the participation of five (05) teachers in our department. It includes ten (10) open-ended questions which were asked face-to-face with the teachers. This allowed us to write down verydetailed and honest answers so as to gain a clear insight related to our investigation.

Data Analysis Procedures

After the section of data collection, the next step is called the procedures of data analysis; this section is devoted to the presentation of the methods used to analyze the gathered data. Therefore, for analyzing all of the quantitative and the qualitative data, we have chosen different analysis methods. That is to say, in order to analyze quantitative data we have relied on a Microsoft Excel Document, and for qualitative data we have used the Qualitative Content Analysis (QCA).

Descriptive Statistical Method by Excel Document

Concerning the analysis of quantitative data collected through the questionnaires; the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of pie charts, diagrams and tables.

The percentages are calculated by means of the Rule of three: $X = \frac{Z \times 100}{Y}$ X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

Qualitative Content Analysis

The results obtained from open-ended questions of the questionnaire and the structures interview are analyzed and interpreted by the use of the Qualitative Content Analysis (QCA).

Qualitative Content Analysis (QCA) is defined as *a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns* (Hsieh & Shannon, 2005:2). In other words QCA is a technique that enables the description, interpretation and explanation of the findings collected from qualitative research mainly obtained from students' and teachers' questionnaire as well as teachers interviews.

Conclusion

To sum up, this chapter has laid out the research design that has been adopted in the current study to investigate the influence of COVID-19 lockdown on EFL students' and teachers' motivation at the department of English at the MMUTO .First of all; it has presented the main method used in our investigation which is the mixed-method. Then it has moved to a detailed description of the setting, the participants and the sampling technique adopted to conduct the current research. Next, it has reviewed the main procedures relied on to gather the main data which include a questionnaire distributed to the third year students and teachers at the department of English at the MMUTO in addition to a structured interview conducted with five (5) teachers of the same department used as supplementary set of information. Finally, the end of this chapter has mainly described the two procedures used to analyze and interpret the findings which can be referred to as Descriptive Statistical

Method by Excel Document used for quantitative data and the Quantitative Data Analysis (QCA) for analyzing the qualitative data.

Introduction

This empirical chapter is devoted to the presentation of the findings obtained through two questionnaires administered to fifty (50) third-year students of English and twenty (20) teachers in the Department of English, as well as the results gathered from a structured interview conducted with five (5) teachers at Mouloud Mammeri University of Tizi-Ouzou. This chapter is divided into two major sections: The first section is dedicated to the presentation of the data of the two questionnaires, while the second section deals with the results achieved through the teachers' interview. For the sake of organization and clarity, the results are then represented in percentages and displayed in tables, diagrams and pie charts.

Results of the students' questionnaire

III.1.1. Students' Attitudes towards COVID-19 Lockdown

- **Q (1): How did you perceive the condition of social isolation imposed during the COVID-19 outbreak?**

This question aimed at identifying the state of minds the students during the imposed social isolation and how did they deal with it. Most of students answered that at the beginning it was an unprecedented concept so they took the opportunity to relax at home. But after a few weeks, when the situation got out of hand, most of students said that they have plunged into depression, anxiety and exhaustion; all these elements impacted their will to study and their motivation.

- **Q (2): How was your studying experience during lockdown?**

Answers	Not stressful at all	Somewhat stressful	Moderately stressful	Very stressful	Total
Participants	10	13	7	17	47
Percentages	21%	28%	15%	36%	100%

Table (1): Students' Views about Their Studying Experience during Lockdown

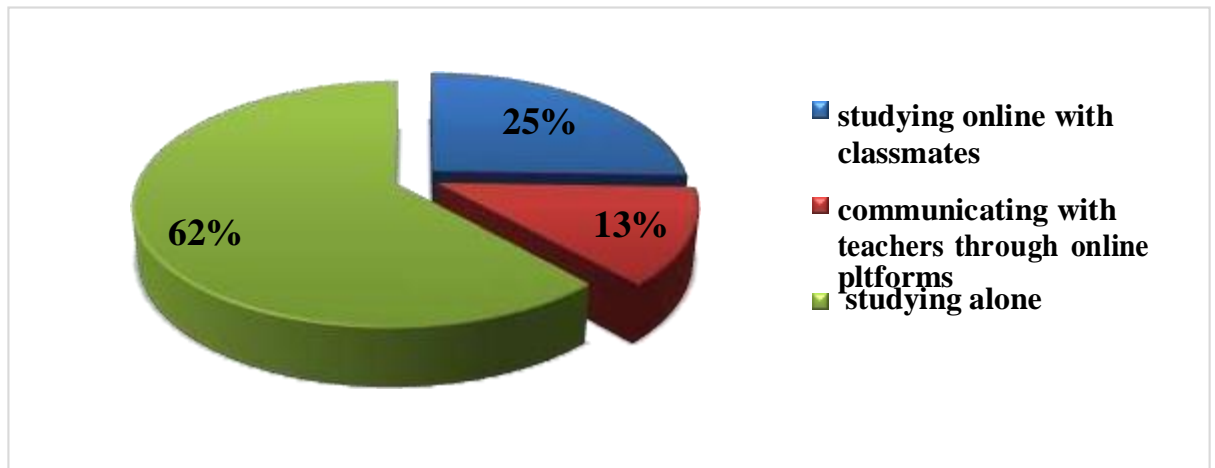
As it can be noted in the table above, the majority of participants (36% + 15%) 51% were very stressed while studying during lockdown and (28%) of them opted for “somewhat stressful”. While (10) respondents (21%) chose “not stressful at all”, based on their own experience, learning during lockdown was not difficult.

▪ **Q (3): Have you noticed any changes with your motivation during the first lockdown?**

If yes, were these changes positive or negative?

Based on the results obtained from students' answers on this question, we observe that almost all the respondents believed that they have noticed many changes with their motivation during the first lockdown. According to the majority of the students the influence of the first confinement was negative; since they felt demotivated, not concentrated with their studies and their capacities have decreased. Whereas, a minority of them claimed that the impact was positive and that they felt more motivated during this period.

▪ **Q (4): How were you managing to stay motivated during lockdown?**



Pie chart (1): Students Management to Stay Motivated in Their Studies during Lockdown

The data displayed in pie chart (1) above clearly shows that the majority of the students mainly (62%) were managing to study alone during the first period of lockdown counting on their previous lessons and documents. While around (25%) of the respondents were trying to study online with their classmates, according to them it was the appropriate way to study. However (13%) of them said that they were communicating with their teachers through online platforms.

III.1.2. Online Studying during Lockdown

- **Q (5): Did studying online during lockdown have a drastic influence on your motivation?**

This question was designed in order to analyse the influence of E-learning on students' motivation all along the period of lockdown. Indeed, according to the students' answers, we are able to deduce that the majority of them responded that online learning had in fact a serious impact on their motivation, since they mentioned that they were not motivated due to the shift from face-to-face lessons to online ones. In addition to the lack of the necessary materials required for web-based learning.

- **Q (6): Do you feel more motivated when studying alone or surrounded by your peers and teachers?**

Based on the results obtained from this question, we can easily notice that the majority of the respondents felt more motivated when they were surrounded by their peers and teachers and this is due to the direct communication that took place in classrooms which helped them to get more involved during the process of learning. Whereas, a minority of them agreed with the fact that studying alone stimulated their motivation and their will to study.

- **Q (7): Did you manage to stay in touch with your peers and teachers during COVID-19lockdown?**

This question was asked in order to know if all the students were trying to stay in touch with their teachers and peers. From the data gathered we have noticed that mainly all the participants claimed that they were trying to keep in touch particularly with their teachers, but this did not last for a long time. Meanwhile, the rest of the respondents mentioned that they did not even try to contact their teachers due to lack of internet access.

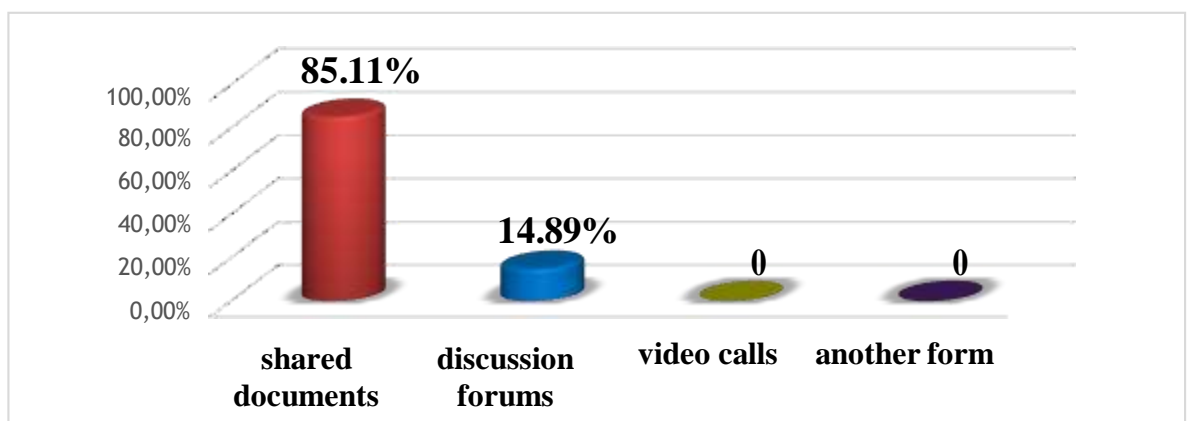


Diagram (1): Online Teaching Techniques Used during Lockdown

Relying on the data displayed on Diagram (1) above, it is clear that the majority of the participants mainly (85.11%) answered that shared documents was the most used technique in online teaching while being confined. Whereas (14.89%) of them asserted that discussion forums were the method used by their teachers. As we can see no one has selected *video calls* or *another form*.

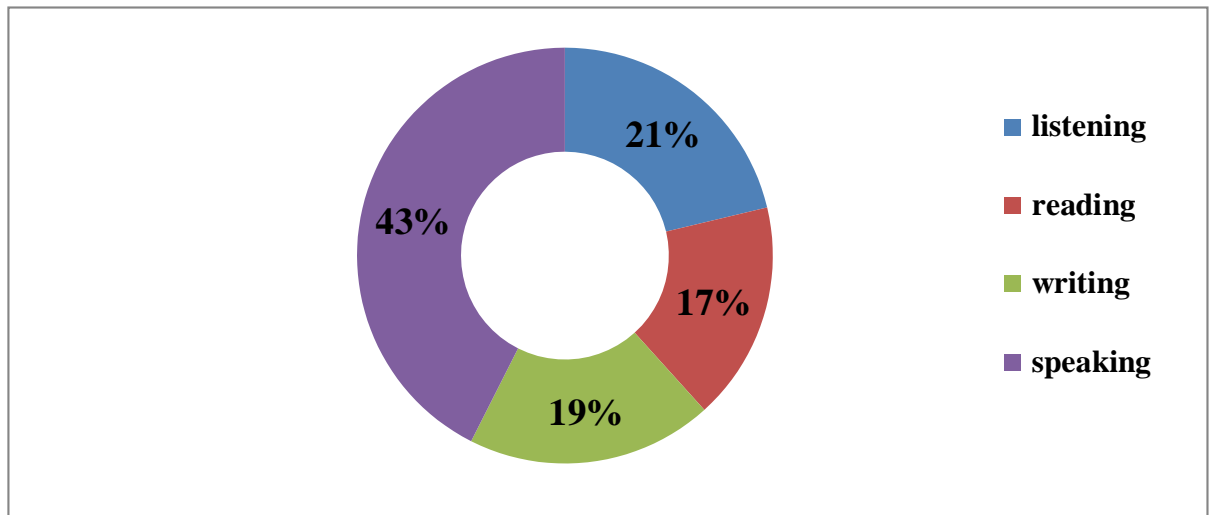
▪ **Q (8): Did you receive any feedbacks from your teachers during lockdown?**

According to the results obtained from this question, we realized that half of the participants claimed that they did receive feedbacks from their teachers concerning their homework; however the other half stated that they were not concerned with any type of online assessments from their instructors all along the period of lockdown.

▪ **Q (9): How did you deal with post-lockdown tests and exams despite the lack of practice?**

In this question, students were given the opportunity to explain how they dealt with post-lockdown tests and exams despite the lack of practice. Thus, the majority of the participants said that it was stressful because they did not receive enough stimulation prior to their exams and tests. While few of them claimed that despite the lack of good preparation as they used to have before lockdown, they managed to work hard for the exams.

Q (10): Which one of these four following skills was the most complicated to keep up with during distance learning?



Doughnut chart (1): The most difficult skill to keep up with during distance learning.

This question was designed in order to know which of the four skills was more complicated to deal with during distance learning. As it is displayed in the Doughnut chart (1) above that (43%) of the students said that *speaking* was the most difficult skill to keep up with during online studying. however (21%) of them answered *listening*. Around(19%) of the respondents asserted that *writing* is the hardest skill. The other (17%) of the left responded with *reading*.

▪ **Q (11): Did the forbidden access to the university’s library have an important impact on your studying habits and motivation?**

Relying on the data gathered from this question, we can see that the majority of the students did not feel any particular impact concerning the forbidden access to the university’s library since they said that they could find whatever they looked for in the internet, however, a small minority of them said that they relied a lot on the university’s library during their studies so it was difficult for them to find other learning sources.

III.1.3. Factors affecting students 'motivation

Q (12): Rate the state of your motivation while being confined:

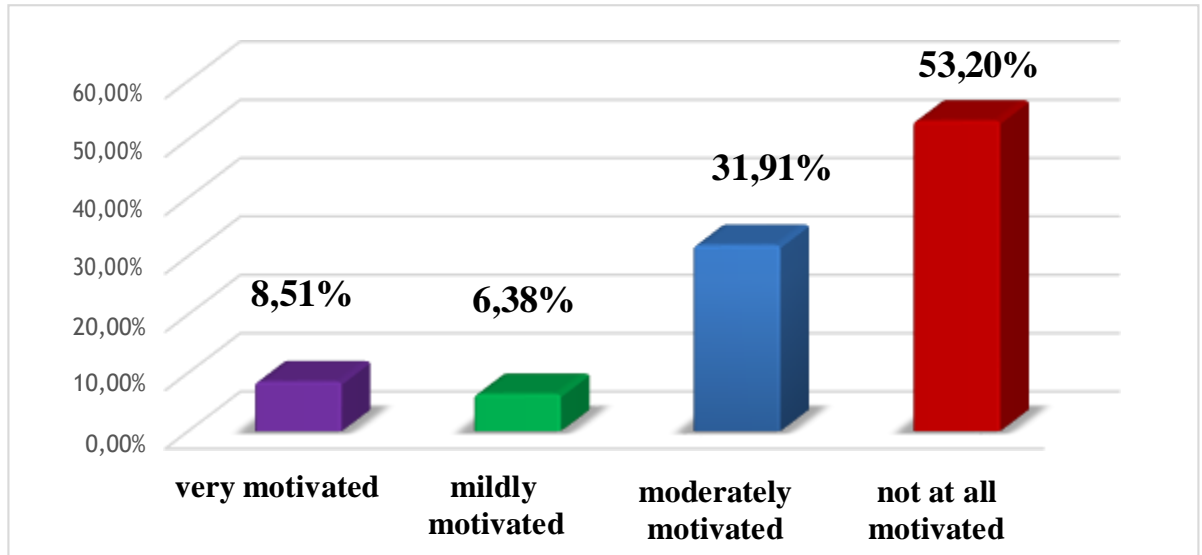


Diagram (2): Students' Motivation while Being Confined.

As it is highlighted in diagram (2) above, the results demonstrate that over (30%) of the students were moderately motivated, while (53.20%) of them stated that they were not motivated at all. (8.51%) of the respondents declared that they were very motivated, and the remaining (6.38%) declared that they were mildly motivated.

▪ **Q (13): Do you think that your state of motivation influenced your academic achievements?**

In this open-ended question, students were asked to identify whether their state of motivation influenced their academic achievements. A large number of participants answered that in fact their motivation had a great impact on their academic results. In other words, participants explained that during lockdown they were not motivated enough. Consequently, their marks were not as good as they want them to be. While only a few of them rejected this

view and asserted that their state of motivation did not have any influence on their academic outcomes.

- **Q (14): What are the reasons that pushed you to stay motivated to be academically successful?**

Answers	Personal satisfaction	Parents' and teachers' approval	Total
Participants	38	9	47
Percentages	80,85%	19,15%	100%

Table (2): Students' Source of Motivation.

The data presented in the table (2) above show that the majority of the respondents around (80.85%) of them assumed that they were motivated to achieve good academic outcomes for their personal satisfaction, while the remaining (19.15%) students responded that they wanted to succeed only for their parents' and teachers' approval.

- **Q (15): What are the most demotivating aspects of studying during lockdown?**

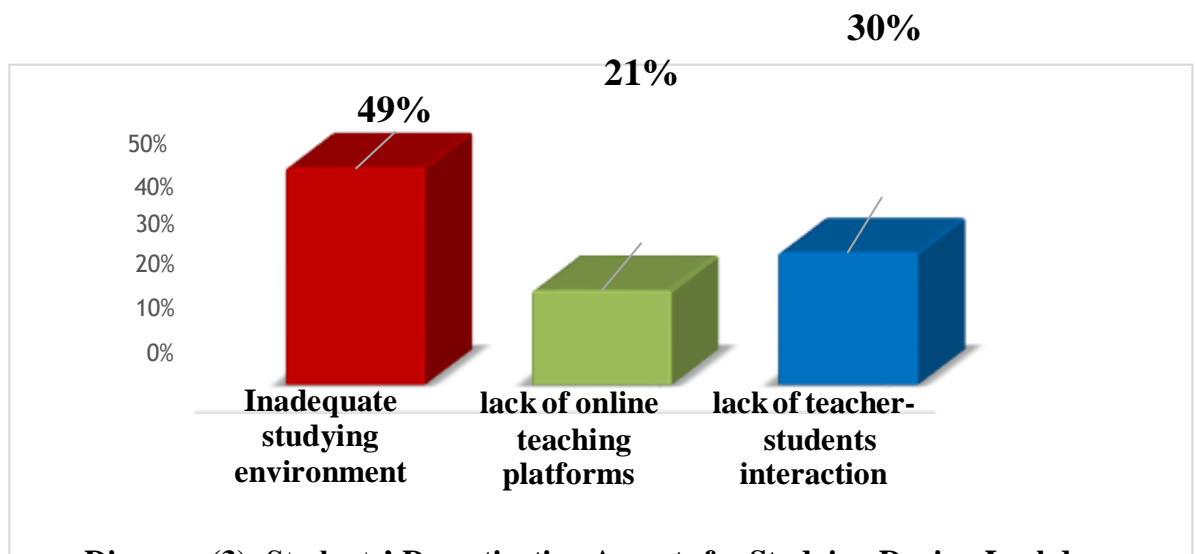


Diagram (3): Students' Demotivating Aspects for Studying During Lockdown.

As it can be observed in the diagram (3), the findings indicate that (49%) of the participants pointed out that the inadequate studying environment was the major factor that demotivated them. While (30%) of them stated that the lack of teacher-student interaction was their great issue. Besides, the (21%) left, centered on the lack of teaching platforms.

Results of the Teachers' Questionnaire

In addition to the students' questionnaire, we have randomly handed 20 questionnaires to the teachers of the department of English at the MMUTO in order to gather their different opinions on the influence of covid-19 lockdown on their teaching methods as well as on their students' motivation. To insure more precise results we have relied on open-ended and close-ended questions.

III.2.1. Teacher's Opinions on the Quality, the Limitations and Challenges of Online Teaching during COVID-19 Lockdown.

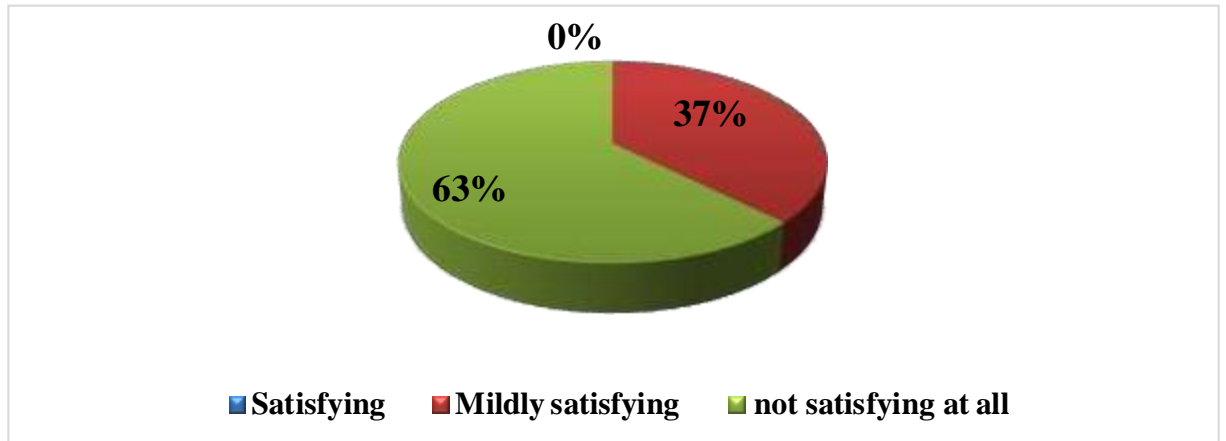
Q (1): Have you been able to teach English using the online platforms?

Answers	Yes	No	Total
Participants	7	9	16
Percentages	43.75%	56.25%	100%

Table (3): Teachers' Ability to Teach English Using Online Platforms.

As it can be noted from table (3) above, nine teachers out of sixteen teachers were not able to teach English using the online platforms with a percentage of 56.25%, while the 7 left affirmed that they were able to teach using these platforms with a percentage of 43.75%.

- **Q (2): How would you describe the process of teaching English online during Covid-19 lockdown?**



Pie Chart (2): The description of the Process of Teaching English Online During Covid-19 Lockdown.

The results displayed on pie chart (2) above, illustrate that none of the teachers (0%) has found the process of teaching during covid-19 lockdown satisfying. The majority of the teachers (63%) described this process as “Not satisfying” while the rest of them (37%) thought of it as “Mildly satisfying”.

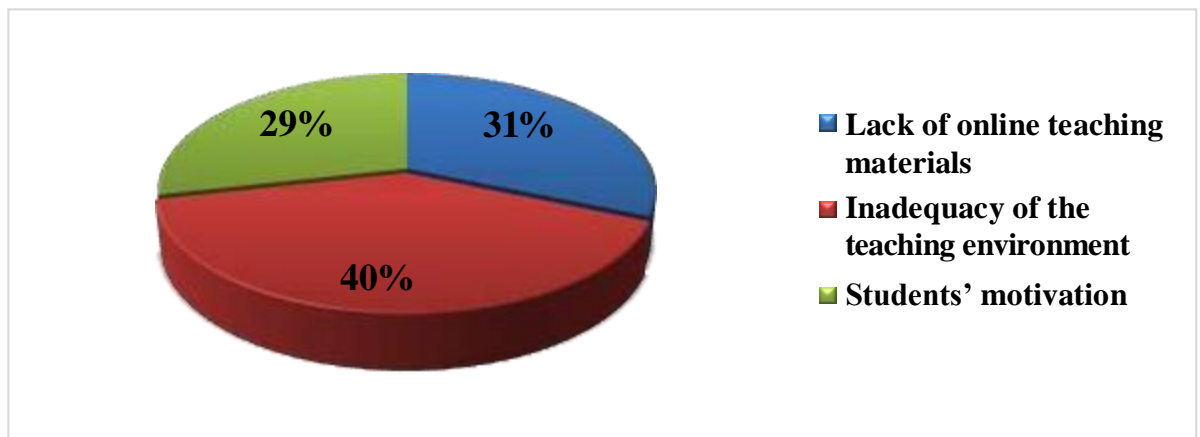
- **Q (3): Did you face any challenges while teaching English Online?**

Answers	Yes	No	Total
Participant	13	3	16
Percentages	81.25%	18.75%	100%

Table (4): The challenges faced while teaching English online.

When answering the question on whether the teachers have faced any challenges while teaching English online; thirteen (13) out of sixteen (16) of the teachers answered with yes, with a percentage of 81.25%, meanwhile only three(3) of them affirmed not facing any challenges while distance teaching with a percentage of 18.75% as it is noticeable in table (4) above.

- **Q (4): If yes, what were these challenges related to?**

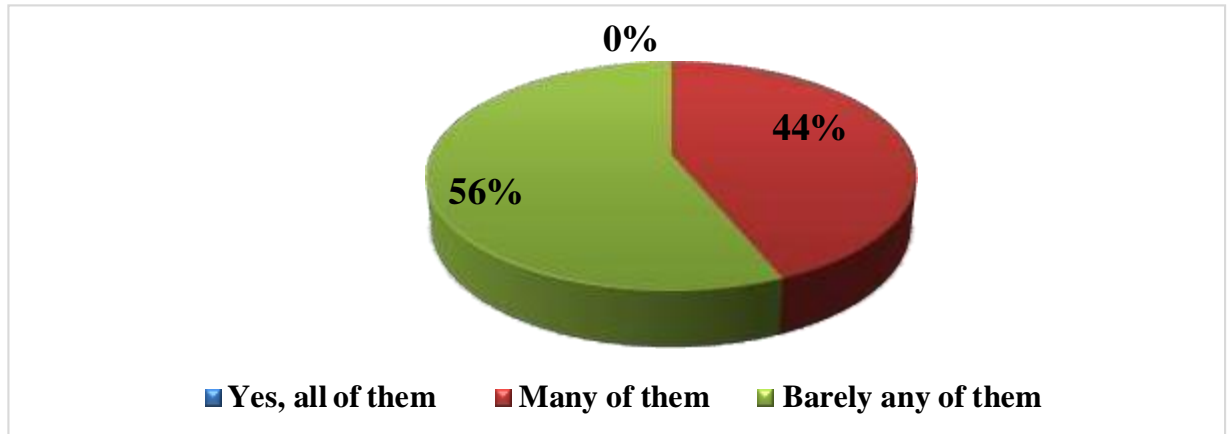


Pie chart (3): The nature of the challenges faced by teachers.

Concerning the nature of the challenges faced by the teachers (see pie chart 3) as many as 40% of them have selected *Inadequacy of the teaching environment*, 31% of them however were challenged by the *lack of online teaching materials* and the 29% left were more concerned with *students' motivation*.

Teachers' Views on how COVID-19 Lockdown Influenced Their Students Motivation and Academic Achievements.

Q (5): Were all of your students looking to stay in touch with you during lockdown?



Pie chart (4): Students staying in touch with their teachers during lockdown.

The present pie chart displays the amount of students who were interested in keeping in touch with their teachers during the first Covid-19 lockdown. As it is shown above, the teachers asserted that barely any of their students tried to keep in touch with them with a percentage of 56%, while others stated that many of their students were indeed interested in keeping contact with them during lockdown, with a percentage of 44%. As it is also noticeable on the chart above, no one among the questioned teachers has stated that all their students were looking to remain in touch with them during lockdown.

▪ **Q (6): Were your students motivated to look for their courses?**

Answers	Yes	No	Total
Participants	4	12	16
Percentages	25 %	75%	100%

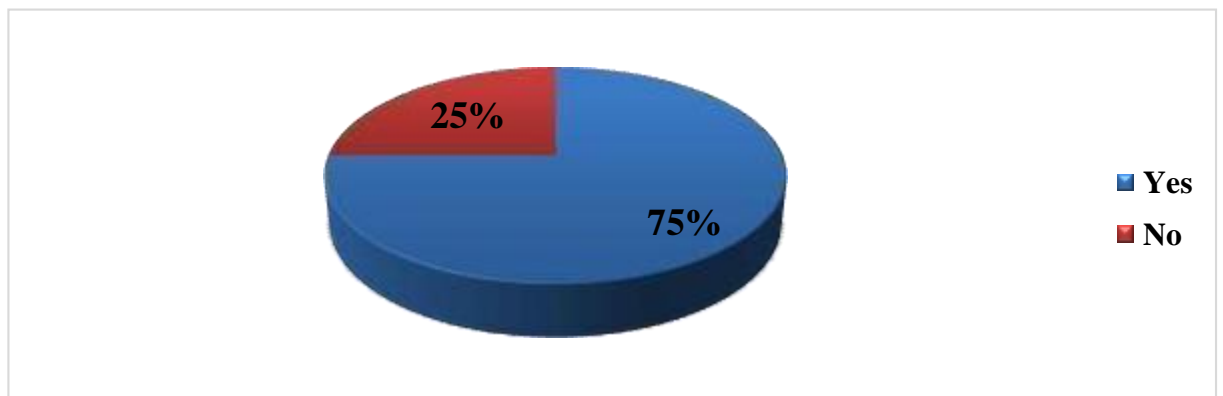
Table (5): Students' Motivation to Look for Their Courses.

When it comes to students' motivation to look for their courses, a quick glance at table (2) above shows that the majority of the teachers (75%) responded by "no" ; which means that most of their students were not motivated at all to search for their online lessons. While some of them with a percentage of 25% confirmed that their students were indeed interested in finding their courses.

- **Q (7): Do you think that assessing students' learning during lockdown could've had a positive outcome on students' motivation?**

This question is meant to investigate whether making students take tests and exams while being confined could have had a positive impact on their motivation. Relying on the teachers' answers, we deduce that the majority of them agreed that assessing their students during lockdown could have resulted in positive outcomes on their motivation. However, a few of them declared that assessing students during lockdown was completely unnecessary.

- **Q (8): Have you noticed a drastic change related to the students' learning motivation during lockdown comparing to that of pre-lockdown period?**

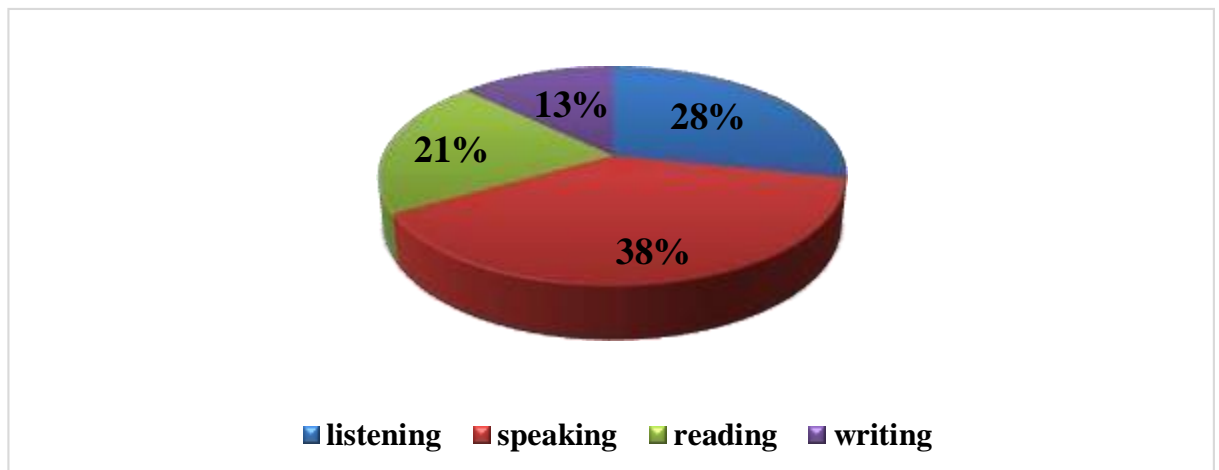


Pie chart (5): The changes noticed in students' learning motivation during and after lockdown.

The pie chart above shows to what extent the teachers noticed any change related to their students' learning motivation during lockdown compared to that of pre-lockdown period. It

clearly displays that 75% of the teachers noticed a drastic change related to their students' will to study during lockdown comparing to before the pandemic, while 25% of them confirmed not noticing any change .

- **Q (9): Which one of these four skills was the most complicated to implement to online courses during lockdown?**



Pie chart (6): The most complicated skill to implement.

The pie chart above displays which one of the four skills was the most complicated to implement to online courses during lockdown according to teachers. As it appears 38% of the participants stated that the *speaking* skill was the most complicated to teach , which is followed by *listening* with a percentage of 28% ,then *reading* with 21% and finally *writing* with a percentage of 13%.

- **Q (10): In your opinion, what are the issues that may have demotivated your students while being confined?**

With this question teachers were asked to guess the issues that might have demotivated their students during covid-19 lockdown. According to the collected answers, most teachers responded with: the lack of communication and socialization with their peers and tutors, poor internet connection, and absence of students' will to learn due to the stressful condition of being confined.

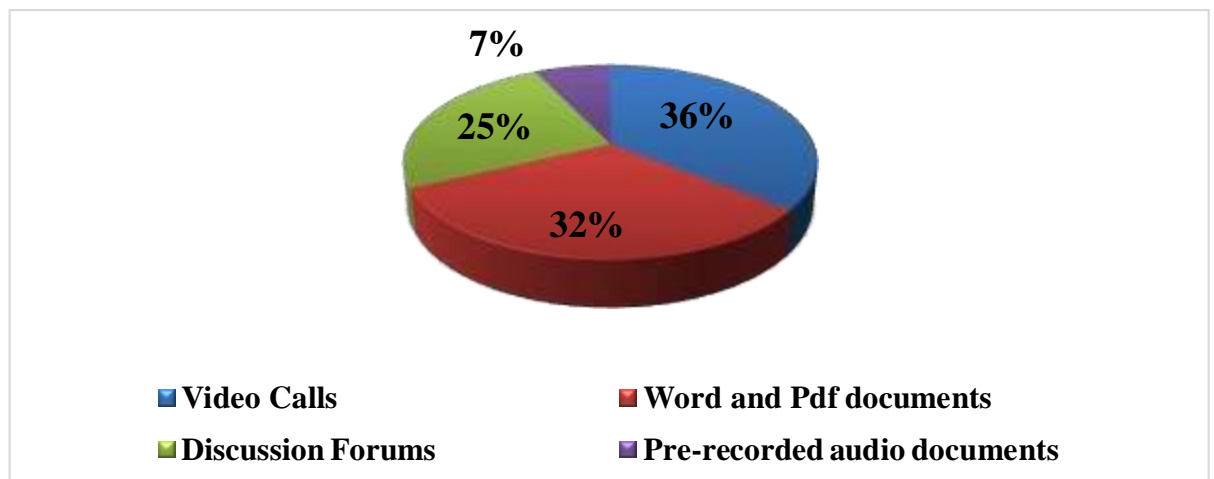
- **Q (11): Do you think that the critical events that took place during covid19-lockdown had a serious impact on your students' academic achievements? And why?**

With this question we asked the teachers to tell us whether the sensitive situation that followed the Covid outbreak had an important influence on students' school results.

Most of the collected answers indicate that almost all of the teachers agreed on the fact that Covid-19 lockdown had had a serious impact on students' academic achievement.

Suggestions on How to Make Online Teaching and Learning a Successful Experience.

- **Q (12): What are the online teaching techniques that you suggest to make the process of learning more motivating for your students?**



Pie chart (7): the online teaching techniques that the teachers suggested order to make the process of learning more motivating for their students.

With this question, teachers were asked to select which teaching techniques they would have opted for in order to make the process of learning more motivating for their students, to

which 36% responded with “video calls”, 32% with Word and Pdf documents, 25% with discussion forums and lastly 7% of them have opted for “Pre-recorded audio documents”.

- **Q (13): In case of another obligatory confinement suggest some useful methods in order to insure a better online teaching and learning experience.**

As regards the last question, we asked the teachers to suggest a couple of useful alternatives to insure a better distance teaching and learning experience in case of another lockdown. To which most of the suggestion were based around keeping in touch with the students by enhancing the online platforms and requesting a better internet connection.

Results of the Teachers’ Interview

In addition to the questionnaires that have been distributed to fifty third year students and twenty teachers at the department of English at Mouloud-Mammeri University of Tizi-Ouzou, a structured teacher’s interview has also been part of our research work on “The Impact of COVID-19 Lockdown on students’ motivation”. In fact our interview conducted with five teachers within the same department contains 10 questions each helped us to gather the complementary data necessary for our research.

- **Q (1): How has the pandemic changed your way of teaching?**

This first question was asked in order to know to what extent the COVID-19 pandemic has altered teachers’ usual ways of teaching in relation to the techniques they had to implement in order to insure a good distance learning experience for their students. Four out of five (4/5) of the participants interviewed answered this question by saying that they had to shift from their usual face-to-face teaching styles to the online platforms where they prepared lessons and shared them with their students. One teacher only affirmed that the pandemic has not altered their ways of teaching at all.

- **Q (2): Did the department of English at the MMUTO offer distance teaching and learning in the beginning of lockdown back in March2020?**

With this second question, we intended to know whether the department of English at the MMUTO has given the teachers any options concerning distance teaching while the first lockdown had just taken place. Most of the teachers (3/5) answered that it was not only the department's responsibility to provide solutions about distance learning but it was that of the whole university. The other tutors confirmed that it was a long time after the first lockdown that the department provided them with an E-learning platform.

- **Q (3): How would you evaluate the COVID-19 crisis management in the department of English?**

This third question was asked with the purpose of knowing how the teachers evaluated the way the Department of English managed the teaching and learning experience during the COVID-19 lockdown crisis. Three out of five (3/5) of the teachers answered by saying that the Department's management of the online teaching and learning during the Covid-19 crisis was successful, since an E-learning platform was made available for the use of both teachers and students. However one teacher argued that the online platform provided by the Department was not accessible for everyone and thus the online teaching alternative provided was not a great help. The other teacher did not answer this question.

- **Q (4): Did technology intervention enhance your engagement with students following the first lockdown from 12th March onward?**

This fourth question targeted to know the views of teachers on whether technology enhanced their interactional experience with their students during the first lockdown. To which all the teachers (5/5) answered positively by saying that technology was of great help during this period.

- **Q (5): Did you have to change the curricula due to the consequences of the COVID-19 lockdown in order to meet you academic purposes?**

The question was asked to know if the teachers had to make any changes to their curricula so as finish the imposed academic curriculum in time. To which four teacher out of five (4/5) admitted that they had indeed made some alternations which consisted mainly on summaries of lessons so as to fit in their imposed teaching syllabus. Only one teacher in fact, confirmed that no changes were necessary.

- **Q (6): Describe the specific changes you had to make in order to adapt your usual teaching methods to the online platforms used during COVID lockdown?**

The teachers were asked to describe the changes made in order to adapt their usual teaching methods to the online platforms used during COVID lockdown. One participant claimed that He/she did not really make a change since He/she was already using online platforms, while the rest of the respondents argued that they uploaded summaries of the courses into E-learning platforms and tried to add detailed explanations so as their students would understand better their lessons.

- **Q (7): Were your students motivated to study online during the pandemic?**

The participants were questioned if their students were motivated to study online. Accordingly, from the obtained data all the participants said that only small minority of their students was motivated. Whereas, the majority of them was in fact not motivated.

- **Q (8): In your opinion, what are the main factors that influenced your students' motivation?**

When it comes to the factors that influenced their students' motivation, all the interviewed teachers seemed to share the same point of view; the lack of communication between teachers and students as well as the lack of materials and different E-learning platforms might be the main factors that influenced students' motivation.

- **Q (9): By the end of lockdown were you able to conduct skills assessment with your students easily?**

When it comes to students' skills assessment approximately all of the teachers stated that they indeed have succeeded to assess their students. The assessments took place under the form of usual tests and exams, but the lack of time and the accumulation of lessons is what constituted the majority of the difficulties that both teachers and the students complained about.

- **Q (10): Would you suggest some useful methods to keep your students engaged and motivated in case of a similar situation?**

All the five participants agreed that courses via video-calls should be programmed online, free access to the internet to all students and teachers should be guaranteed. In addition to this, creating well-functioning online teaching forums must be prioritized in order to keep students engaged and motivated in case of a similar situation had to occur.

Conclusion

The present chapter has provided the different findings sorted out from the analysis of the corpus consisting of two questionnaires administered to third year students and teachers at the Department of English at MMUTO, as well as, a structured interview for some of the tutors within the same department. First, it has presented the results obtained from the third year students' and teachers' questionnaires; displayed under the form of tables, charts and graphs. Then it analyzed each result with short paragraphs that contain brief explanations of these findings. Second, it has presented and interpreted the results obtained from the structured interview conducted with five teachers; which mainly contains answers to open-ended questions also explained through short and meaningful paragraphs.

Introduction

This analytical chapter aims at discussing and interpreting the main findings presented in the previous chapter. The results obtained, originate from the questionnaires administered to the EFL students and teachers at the department of English at the MMUTO, as well as the interview conducted with teachers from the same department. It also provides answers to the research questions and hypotheses presented in the general introduction on whether or not students' and teachers' motivation was affected during COVID-19 lockdown. And what were the main factors affecting it. This chapter consists of three parts: it starts with the discussion of the results obtained from the students' and teachers' questionnaires and it ends with the interpretation of the findings of the teachers' interview.

Discussion of the Students' Questionnaire

The students' questionnaire contains (15) questions that range from open-ended to close-ended to multiple choice ones. It is divided into three sections which are as follow:

Students Attitudes towards COVID-19 lockdown

The first section of the questionnaires' findings reveals important information concerning students' attitudes and feelings towards the first period of lockdown which took place mid-March 2020. Based on the analysis of the first question, almost all the participants claimed that it was such a stressful experience mainly in the beginning of the stay-at-home order, according to the respondents, there were many concerns about the school year's outcomes due to the closing of the university, as well as the blurred circumstances. The results of the second question (see table 1) reveal that the majority of students about (36% + 15%) 51% claimed that they were stressed about the situation. This means that, nearly all the respondents were impacted by the COVID-19 lockdown and social isolation. Moreover, depending on the results obtained from question (3), which show that more than a half of the participants claimed that they noticed considerable changes in their motivation to study.

Additionally, these changes were almost all negative due to the stress and the overwhelming conditions. This goes hand in hand with Byrd and McKinney; Keyes, et al; Salzer (2012) who stated that *both anxiety and depression are detrimental to academic and social participation in everyday student life*. Put differently, students' mental well-being in fact matters in order to achieve positive academic outcomes.

As we progress in our analysis of the findings, we have noticed that the majority of the students around (62%) confirmed that to stay motivated they were studying alone, whereas (25%) of the others stated that they were more motivated while studying with their classmates and their teachers.

On the basis of the data obtained in this part of the questionnaire, we conclude that the COVID-19 lockdown has impacted students' emotional health, as well as their studying experience (see diagram 1).

Online Studying during Lockdown

In the second section of the questionnaire, we looked into the different issues concerning E-learning. More precisely, the procedures and methods used to stimulate students' motivation during lockdown. Regarding the fifth question, the results affirm that some participants claimed that studying online did not actually impact their motivation, while a great number of them asserted that learning online clearly demotivated them, because of lack of the facilities like: video conferences that would keep them motivated.

Moreover, all the students stated that they felt more motivated when studying with their peers and teachers rather than studying alone, which made them feel bored and lonely. In this way; they emphasized the importance of teacher-student and students-student communication. Furthermore, (Wentzel et al. 1997, 2010) state that *some studies find that students who develop positive relationships with their teachers are strongly motivated to pursue academic excellence*. This means that student motivation is significantly

associated with tutors and partners' interactions. Carrying on with the seventh question, the findings show that most of the students tried to keep in contact with their teachers but they claimed that it did not last for a long time, due to lack of the necessary educational means and equipment for distance learning, for instance: Free courses and video tutorials, functional E-learning platforms, but above all a reliable internet connection.

When asked about the online teaching techniques that were available during distance studying, the students had mixed reactions; thereby predominantly (85.11%) of them asserted that shared documents were the most used technique, whereas (14.89%) of the participants affirmed that discussion forums were used while online learning and teaching (see diagram 1).

On the basis of the data gathered from the eighth question (Q8), we perceive that half of the participants stated that they did receive feedback from their teacher which motivated them to work harder along with the available online courses, but the rest claimed that they did not obtain any evaluations throughout the period of lockdown which influenced their motivation negatively. According to Clynes and Raftery (2008), *feedback helps the students' learning growth, provides direction and helps to boost students' confidence in learning as it also increases their motivation and self-esteem in a learning process*. In other word, teachers-student interactions and trust are strengthened through feedback in online learning. It can improve the teachers' involvement in the learning process. As a support for that Dörnyei (1994) claims that *teacher-specific factors have a major impact on students' motivation due to several reasons including feedback*.

As regards the post-lockdown exams and tests, the results of the ninth question (Q9) demonstrate that more than a half of the participants declared that it was slightly stressful because they did not get enough practice, whereas the rest of the students asserted that regardless of the lack of implementations and exercises they tried their best to work hard

during their tests and exams. On the basis of the results obtained from the tenth question (Q10), we can witness that by almost (43%) of the participants highlighted that speaking was the most difficult skill to manage while being confined among the four skills, due to the inadequacy of the online speaking lessons, as the only use of spoken English language is mainly during classes. In addition, when asked about the impossible use of the department's library, half of the participants claimed that this did not really affect them, while the other half stated that this was a serious issue; since they were usually relying on the university's library to enhance their learning experience.

Factors Affecting Students' Motivation

In the third section of the students' questionnaire, we want to go deeper to understand the factors that were affecting students' motivation during COVID-19 lockdown. At first, the respondents rated their states of motivation while being confined from being motivated to not motivate at all. As a result, the findings show that nearly (53%) of the participants were not motivated at all while being confined, this confirms that the online learning techniques implemented during lockdown were not actually effective for all the students, while only (8.51%) state that they were very motivated to study during that period. Dealing with academic achievements, a large number of the respondents claimed that their state of motivation had impacted greatly their academic outcomes due to the significant correlation between these last two. Moreover, motivation uplifts students' enthusiasm about the activities presented to them. To put it another way, once they get motivated to achieve a specific objective, they will eventually exert their full effort, time, and energy. Additionally, in the fourteenth question (Q14), when the students were asked about the reasons that encouraged them to stay motivated during those complicated circumstances, the results show that mostly (80.85%) of the participants claimed that their main goal to succeed was for their personal satisfaction, whereas around (19.15%) of the students claimed that their only

objective was to make their teachers and parents proud of them, that is to say, it was for their parents' and teachers' approval. The last question of the third part of the students' questionnaire concerns the demotivating factors that they faced during online learning while being confined. The results demonstrate that (49%) of the students opted for an inadequate studying environment as their major problem. Whereas (30%) of the students said that the lack of teacher-student interaction was the most demotivating aspect; considering that these have a serious impact on learners' productivity, self-esteem and motivation. While the rest of the respondents mainly (21%), have selected the lack of online platforms as a significant issue for E-learning during lockdown.

Discussion of the Teachers' Questionnaire

After discussing the findings of the students' questionnaire, this part, deals with the discussion of the teachers' questionnaire results. It also divided into three main sections:

Teachers' different opinions on the quality, the limitations and challenges of online teaching during COVID-19 lockdown

The findings of the first section of the teachers' questionnaire highlight some important teachers' opinions on the conditions of teaching online during lockdown. As a matter of fact, the results collected from the first question, indicate that nine (9) teachers out sixteen (16) agreed that they were unable to teach online during the first weeks of lockdown. As we move along in the findings, it is noticeable that the majority of the teachers have faced many limitations when online teaching was introduced; as it is shown in Table (4), thirteen out of sixteen of the teachers who were asked about facing any challenges while distance teaching have answered with yes, with a percentage of 81.25%, while only 3 of them affirmed not facing any obstacles, with a percentage of 18.75%. In addition to this, as many as 63% of the concerned participants described the process of teaching online as being not satisfying. Moreover, when it comes to the nature of the limitations encountered by the

teachers; as many as 40% of them have highlighted the inadequacy of the teaching environments. Others cited the lack of online teaching materials with a percentage of 31% and the rest selected students' lack of interest with a percentage of 29%. The preceding results allowed us to conclude that most teachers have indeed faced difficulties while being introduced to the web-based teaching during the first covid-19 lockdown. For most of them the online teaching experience was not satisfying because of the absence of the appropriate teaching environment and E-learning materials as well as the unavoidable lack of motivation from their students.

Teachers' views on how COVID-19 lockdown influenced their students' motivation and academic achievements

The findings of the second part of our research questionnaire mainly show what the teachers have noticed concerning their students' motivation and academic results during the first lockdown. As it is displayed in pie chart (4), the majority of the teachers have observed an important shift concerning their students' motivation while online teaching. As a matter of fact 56% of the teachers stated that barely any of their students were interested in keeping touch with them during the first lockdown.

In addition, when it comes to students' motivation to look for their online courses most of the teachers have noticed a remarkable decrease of their students' will to search for their online lessons with a massive percentage of 75% as it is represented in table (05). When asked about the reasons behind this noticeable lack of motivation coming from their students most of the teachers mentioned the impossibility to maintain a direct contact with their learners regardless of the online platforms available, and the absence of the physical aspect of the classroom. All this led the students to feel unsupervised and alone which according to their teachers played a major part in their loss of their will to learn. In this context, Dornyei and Ushioda(2011) argued that *almost everything a teacher does in the*

classroom has a motivational influence on students, which makes teacher behavior a powerful 'motivational tool

As we progressed in our research results, we noticed that all of the teachers have agreed on the fact that Covid-19 lockdown not only had affected students' motivation, but also their academic achievements. In fact, according to some teachers such a pandemic can be very problematic in relation to students' academic results; as it is a source of anxiety, fear and confusion. All these elements can really influence negatively students' motivation and consequently make them feel insecure and alarmed which reduced their enthusiasm and work potential. In this context one teacher stated that being *disconnected for so long from the academic sphere, and this chaotic atmosphere caused the students to lose focus and thus end up with lower grades than before.* Another added: *The events related to the pandemic had a serious impact on students' motivation and academic achievements because they lost touch with any academic context (peers and teachers) for a prolonged period of time.* Consequently, according to the collected data, we can deduce that COVID-19 lockdown had a remarkable impact on students' motivation which confirms our first hypothesis, that is: *Yes Covid-19 lockdown has a serious influence in students' motivation.* This lack of motivation was justified by almost all the teachers with the lack of direct communication and socialization between students and teachers as well as the unexpected shift from face to face learning to online learning platforms.

VI.2.3. Suggestions on How to Make Online Teaching and Learning a Successful Experience.

In the third and last section of our teachers' questionnaire, we wanted our teachers to suggest some useful methods so as to make online teaching and learning a reliable experience for both teachers and learners. Most of the teachers have suggested the improvement of the existent online platforms in order to provide the students with more

opportunities of interaction with their teachers so as to keep them interested in learning amid the surrounding circumstances. They have also mentioned the importance of introducing both teachers and students to new online learning methods such as audio and video calls in order to imitate as much as possible the usual learning environment so as to keep the students as motivated as possible to ensure successful and satisfactory academic results.

IV.3. Discussion of the Teachers' Interview

The second data instrument that we used in our research study is a structured interview that we conducted with six (6) teachers in the Department of English at the MMUTO. Indeed, the interview helped us to bring more details into our research. The findings of the interview section revealed important points that need further discussion.

In fact according to the results of the first interview question on how the pandemic has changed their ways of teaching almost all the teachers answered that they had to completely change their ways and methods of teaching in order to adapt them to the lockdown online teaching, they mentioned having to shift from their casual teaching methods into online ones. For instance, one teacher said: *“The pandemic has changed my way of teaching. During this period, I have used my computer a lot to prepare and send courses to my students”*. Another added: *“I think the pandemic has negatively altered my teaching methods; since it was unexpected, there were not enough facilities to continue doing my job in normal conditions I had to improvise online courses to match my students' needs during this hard time”*. Accordingly, we can easily notice that most of the interviewed teachers were affected by the pandemic-related lockdown; since because of it they had to change their usual teaching methods as the confinement represented a new experience that no one has had the time to process and deal with easily.

Furthermore, concerning the ways in which the department of English at the UMMTO had welcomed and managed the beginnings of the Covid-19 lockdown crisis,

most of the teachers affirmed that it was not only the responsibility of the department but rather it was up to the university's administration to establish an emergency plan to deal with the pedagogy during the first pandemic lockdown. They added that an online platform was eventually set a while after the beginning of the first lockdown but it was indeed necessary and somehow helpful. As a matter of fact one teacher stated: "*Well, I think at the beginning it was hard to manage since the department alone could not handle such a situation, but after a while with the availability of an online platform that management was quite successful*". As mentioned before, the first Covid lockdown was not an easy task to handle for both the department managers and the teachers. They both had to make some important changes in order to insure a good experience for the learners by introducing an online platform that the teachers used to share their courses and interact with their students. In addition, all the teachers agreed on the fact that technology's intervention did a great job during lockdown since everyone was able to use it to at least share their lessons in the benefit of their students. One teacher said: "*It was thanks to the internet and to the E-learning platform especially that I was able to send courses and receive feedbacks from my students during the pandemic*".

Accordingly it is clear that technology was very helpful during the first Covid-19 lockdown since it was thanks to it that the teachers did not stop doing their job and were able to share their courses among their students and keep the pedagogy going even during such a critical period of time. In relation to the changes of the curricula that had to happen in order to meet the academic purposes, almost all of the teachers have indeed admitted that they had to summarize only the most important parts of the imposed program. For instance, one respondent said: "*I focused mostly on the essentials; I had to upload the summaries of the courses into the E-learning website in order for me to finish the program*". So, in order to make sure that all the courses that figured in the program were dealt with, many teachers had

to make changes in their curricula; by summarizing their lessons and sharing only the most important parts with their students.

Now moving to the students' motivation towards online learning during lockdown, almost all the participants claim that only few of their students were motivated when it came to online learning. For instance one advocated: *“well, I can say that not all my students were motivated at that time for online learning only few of them were willing to study online.”* In addition, when teachers were asked about the factors that affected their students' motivation, almost all the respondents shared the same factors. For example one respondent emphasized: *“well, my students were not motivated because of the lack of the appropriate teaching and learning facilities like: Internet connection, e-learning platforms.”* It is worth mentioning that many students do not have access to all web sites. Taking another example, another participant, said: *“In my opinion the most challenging aspect is the lack of direct contact between teachers and students. Thus their motivation was decreased”*. Broadly speaking, communication and interaction between teachers and students is of a great importance in maintaining students' motivation. Carrying on with assessment, approximately all the respondents claimed that they assessed their students by the end of the lockdown and it was successful

Finally, when the teachers were asked to suggest some useful methods so as to keep their students motivated in case of a similar situation. They provided us with a range of practical techniques to facilitate the teaching and learning process, which include programming face to face courses online, guaranteeing free access to the internet for all the students, creating online learning groups and specific E-learning platforms that connect all teachers and students of the Department of English.

Conclusion

To conclude, this chapter has dealt with the discussion of the answers that originated from the study's research questions. It is composed of three parts which interpret the findings gathered from the third year EFL students' and teachers' questionnaires, as well as, from the structured interview which was conducted with some of the teachers. Furthermore, the results collected and analyzed indicate that the Covid-19 lockdown had in fact a negative influence on the majority of third year students and teachers in the Department of English at the MMUTO. As most of them have complained about the different ways that the pandemic –related confinement badly impacted their teaching and learning habits. Mainly because of the unexpectedness of the situation along with the stress and anxiety that it caused, as well as, the lack of online materials necessary to deal with distance learning during lockdown.

Thus relying on the findings of the analysis, we can say that all the hypotheses advanced in the general introduction are confirmed

This study has attempted to investigate the influence of covid-19 lockdown on EFL students' motivation; the case of third-year-students at MMUTO. This research aims in fact at identifying the impact that this pandemic had on 3rd year students' will to learn. It also includes the thoughts and opinions of some teachers on how the aforementioned obligatory confinement has affected their students' will to learn. Two main objectives have been set for investigating this area of study. First of all, the research seeks for gaining an understanding of how students' motivation was affected during the COVID-19 lockdown and school closures. For the second objective, it strives to identify the main factors that impacted students' will to learn while being confined and whether this impact was either positive or negative.

The population of this study consists in a representative sample of third year students and teachers of the same university. For the sake of answering the suggested research questions and confirming or refuting the suggested hypotheses in the General Introduction, a mixed method has been used. Indeed, qualitative and quantitative methods have been joined together in order to analyze the data. The data are gathered from two research instruments. We have distributed a questionnaire to forty seven (47) third year BMD students and sixteen (16) of their tutorial teachers who were selected randomly. In addition to a structured interview that has been carried out with five (5) teachers at the same department. In the purpose of interpreting the quantitative data, we have used a Microsoft Excel Document. In addition to the descriptive statistical analysis, we have opted for Qualitative Content Analysis analyze and explain the qualitative data gathered from the open-ended questions from the questionnaires and the structured teachers' interview.

The discussion of both the results of the students' and teachers' questionnaires along with the teachers' interview has provided us with answers to the research questions, as well

as, confirmation or refuting of our hypotheses suggested in the general introduction. In fact dealing with the first hypothesis leads us to its confirmation that is; Covid-19 lockdown has a serious influence on students' motivation, mainly according to the data that we collected which shows us that the majority of the students were heavily impacted by the overwhelming circumstances following the stay at home order. In addition, the aforementioned findings also confirm the second suggestion which says that lockdown had a negative influence on most of the students. As a matter of fact according to the results gathered from the questionnaires, most of the students affirmed that studying while being confined was a very challenging experience. Moreover, most of the learners have cited the absence of communication with their teachers and peers as well as the lack of the necessary E-learning equipments as the most complicated challenges of lockdown. This allows the validation of the third hypothesis that includes that the most difficult part of confinement was the lack of direct interaction between students and teachers along with that of modern online teaching materials. When it comes to the teachers' suggestions on how to make their students motivated during such unexpected conditions, most of them have suggested for their learners to try and stay in contact with their classmates and tutors by using the available platforms. This goes hand-in-hand with our fourth and last hypothesis that suggests that students should keep in touch with teachers and peers and studying using the E-learning platforms.

To conclude, we hope that the results we have collected through this empirical study will pave the way for further research in this area of research. In fact, the discussion of both the results of the questionnaires and the interview have provided us with answers to the research questions and hypotheses advanced in the general introduction. The responses have shown that indeed; third year students' motivation was highly affected by the imposed lockdown. As it was mentioned before, the experience of online studying while being confined was not actually satisfying for the learners since they stated feeling demotivated

due to many reasons. Mostly because of the lack of the motivating aspect of presential learning and the unavailability of the necessary online teaching materials that would keep them interested and involved in the process of language learning. Notably, while conducting our investigation, we have faced some challenges. One of these limitations is the absence of previous studies related to our research topic. Another is related to the limited time and the unusual work circumstances that we had to face.

- Abramson, L. Y., Garber, J., Edwards, N. B., & Seligman, M. E. P. Expectancy changes in depression and schizophrenia, *Journal of Abnormal Psychology*, 1978, 87,102-109
- Bandura, A. (1986). *Social foundations of thought and action*. Upper Saddle River, NJ: Prentice Hall.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-214.
- Brown, H. (1994). *Principles of language learning and teaching* (3rd Ed.). New Jersey: Prentice Hall Regents.
- Clynes, M. P. & Raffery, S. E. P. (2008). Feedback: An essential element of student learning in clinical practice. *Nurse Education in Practice*, 8,405-411.
- Crookes, G, &Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41 (4), 469-512.
- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum.
- Dörnyei, Z Ushioda, E (2011). *Teaching and Researching Motivation*. Harlow England, Longman. England, Longman.
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualization of student motivation. *British Journal of Educational Psychology*, 70,519-538.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. UK: Cambridge University Press
- Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation*, Harlow:
- Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. In *Working Papers in Applied Linguistics*, Vol. 4Thames Valley University
- Dörnyei,Z.,&Otto,I.(1998).Motivationinaction:AprocessmodelofL2motivation. *Working Papers in Applied Linguistics*,4, 43-69
- Dörnyei, Zoltan, et al Motivation and Motivation in the foreign language classroom. *The modern language journal*78.3 (1994):273-284.

- Ebata, M. (2008). Motivation factors in language learning. The Internet TESL Journal, 14(4). Retrieved from <http://iteslj.org/Articles/Ebata-MotivationFactors.html>
- Gardner, R. C. (1985). *Social Psychology in Second Language Learning*. Edward Arnold Ltd, London, Great Britain.
- Gardner, R. C. (2001). Integrative motivation: Past, present and future. Retrieved January, 2012. from publish.uwo.ca/~gardner/docs
- Kusurkar, R. A., Ten Cate, T. J., Vos, C. M. P., Westers, P., & Croiset, G. (2013). How motivation affects academic performance: a structural equation modelling analysis. *Advances in health sciences education*, 18,57-69.
- Lasagabaster, David. "English achievement and student motivation in CLIL and EFL settings." *Innovation in Language Learning and Teaching* 5.1 (2011):3-18.
- Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of environmental planning and management*, 51(3),325-344
- Narayanan R. 2006. *Motivation Variables and Second Language Learning*. Vinayaka Mission Research Foundation University, Kanchi puram, India
- Nelson, T. O., and Narrens, L. (1990). Metamemory: a theoretical framework and new findings. *Psychol. Learn. Motiv.* 26,125–173.
- Ryan, R. M., &Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Steers, R.M., and Porter, L.W. (1991). *Motivation and work behavior*. New York: McGraw-Hill. Inc. Lincoln

- Tinto, V. (1975). Dropout from higher education: a theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125.
<https://doi.org/10.3102/00346543045001089>
- Tinto, V. (1998). Colleges as communities. Taking research on student persistence seriously. *Review of Higher Education*, 21(2), 167–177
- Vallerand, R.J. & Bissonnette, R. (1992). 'Intrinsic, Extrinsic, and Amotivational Styles as Predictors of Behavior: A Prospective Study.' *Journal of Personality*, 60(3):599-620
- Wentzel, Kathryn R, Katherine Muenks, Daniel McNeish, and Shannon Russell. 1997. Peer and Teacher Supports in Relation to Motivation and Effort: A Multi-Level Study. *Contemporary Educational Psychology* 49:32–45.
- Winke, P.M. (2005). Promoting motivation in the foreign language classroom. *Center for Language Education and Research*, 9 (2), 2- 11.
- Wiseman, D. G., PhD, & Hunt, G. H., PhD. (2001). *Best Practice in Motivation and management in the classroom*. Springfield, Illinois. Charles C. Thomas Publisher Ltd.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: an overview. *Theory Pract.* 41, 64–70.

Appendix 01: Students' Questionnaire

Dear fellow students,

You are kindly requested to complete the following questionnaire which is intended to collect data in order to complete our Master dissertation entitled '*Investigating the Influence of Covid-19 Lockdown on EFL Students' Motivation; the Case of Third-Year-Students at MMUTO*'. All the information you provide will be kept private and confidential and will be used only for academic purposes. Your answers will determine the success of this humble investigation. Therefore, please answer the questions as sincerely as you can.

Thank you in advance for considering our request to assist us in our educational endeavors.

Guideline: for each question, please tick the right box or fill in the space provided with the required information.

Section One: Students' Attitudes towards COVID-19 Lockdown

1. How did you perceive the condition of social isolation imposed during the Covid-19 outbreak?

.....
.....

2. How was your studying experience during lockdown?

- Not stressful at all
- Moderately stressful
- Somewhat stressful
- Very stressful

3. Have you noticed any changes with your motivation during the first lockdown? If yes, were these changes positive or negative?

.....

4. How were you managing to stay motivated during lockdown?

- Studying online with classmates
- Studying alone
- Communicating with teacher through the online platforms

Another answer.....

Section Two: online studying during lockdown

5. Did studying online during lockdown have a drastic influence on your motivation?

.....
.....

6. Do you feel more motivated when studying alone or surrounded by your peers and teachers?

.....
.....

7. Did you manage to stay in touch with your peers and teachers during Covid lockdown?

.....
.....

If yes, what kind of online teaching techniques were available?

- Shared documents
- Discussion forums
- Video calls
- Another form

8. Did you receive any feedbacks from your teachers during lockdown?

.....
.....

9. How did you deal with post-lockdown tests and exams despite the lack of practice that preceded?

.....
.....

10. Which one of these four following skills was the most complicated to keep up with during distanced learning?

- Listening
- Speaking
- Reading
- Writing

11. Did the forbidden access to the university's library have an important impact on your studying habits and motivation?

.....
.....

Section Three: factors affecting students' motivation

12. Rate the state of your motivation while being confined:

- Very motivated
- Mildly motivated
- Moderately motivated
- Not motivated at all

13. Do you think that your state of motivation influenced you academic achievements?

.....
.....

14. What are the reasons that pushed you to stay motivated to be academically successful

- Personal satisfaction Parents' and teachers approval

15. What were the most demotivating aspects of studying during lockdown

- Inadequate studying environment
- Lack of online teaching platforms
- Lack of teacher-student interaction

Appendix 02: Teachers' Questionnaire

Dear Teachers, you are kindly invited to complete the following questionnaire which attempts to gather information needed for the completion of a Master's dissertation entitled *'Investigating the Influence of Covid-19 Lockdown on EFL Students' Motivation; the Case of Third-Year-Students at MMUTO'*

Guideline: for each question, please tick the right box or fill in the space provided with the required information.

Section One: Teacher's opinions on the quality, the limitations and challenges of online teaching during COVID-19 lockdown.

1. Have you been able to teach English using the online platforms?

- Yes No

2. How would you describe the process of teaching English online during Covid-19 lockdown?

- Satisfying
- Mildly satisfying
- Not satisfying

3. Did you face any challenges while teaching English Online?

- Yes No

4. If yes, what were these challenges related to?

- Lack of online teaching materials
- Inadequacy of the teaching environment
- Students' motivation

Section two: teachers' views on how COVID-19 lockdown influenced their students' motivation and academic achievements.

5. Were all of your students looking to stay in touch with you during lockdown?

Yes, all of them

• Many of them

• Barely any of them

6. Were your students motivated to look for their courses?

• Yes

No

7. Do you think that assessing students' learning during lockdown could've had a positive outcome on students' motivation?

.....
.....

8. Have you noticed a drastic change related to the students' learning motivation during lockdown comparing to that of pre-lockdown period?

• Yes

No

9. Which one of these four skills was the most complicated to implement to online courses during lockdown?

• Listening

• Speaking

• Reading

• Writing

10. In your opinion, what are the issues that may have demotivated your students while being confined?

.....
.....

11. Do you think that the critical events that took place during covid19-lockdown had a serious impact on your students' academic achievements? And why?

.....
.....

Section Three: suggestions on how to make online teaching and learning a successful experience.

12. What are the online teaching techniques that you suggest in order to make the process of learning more motivating for your students?

- Video Calls
- Word and Pdf documents
- Discussion Forums
- Pre-recorded audio documents

13. In case of another obligatory confinement suggest some useful methods in order to insure a better online teaching and learning experience.

.....
.....

Appendix 03: Teachers' Interview:

Thank you for accepting this interview.

Interview is part of our research work about the impact of COVID-19 lockdown on students' motivation. Your answers will be definitely anonymous and the results will be used for academic purposes.

Question 1- How has the pandemic changed your way of teaching?

Question 2- Did the Department of English at the MMUTO offer distance teaching and learning in the beginning of lockdown back in March 2020?

Question 3 - How would you evaluate the COVID-19 crisis management in the Department of English?

Question 4 - Did technology intervention enhance your engagement with students following the first lockdown from 12th March onward?

Question 5- Did you have to change your curricula due to the consequences of the COVID-19 lockdown in order to meet your academic purposes?

Question 6 - Describe the specific changes you had to make in order to adapt your usual teaching methods to the online platforms used during COVID lockdown?

Question 7- Were your students motivated to study online during the pandemic?

Question 8- In your opinion, what are the main factors that influenced your students' motivation

Question 9- By the end of lockdown were you able to conduct skills assessment with your students easily?

Question 10 - Would you suggest some useful methods to keep your students engaged and motivated in case of a similar situation?