

## Enhancing Students' Motivation and Autonomy to Learn Online and Overcome Covid 19 Outbreak

Received: 05/10/2020; Accepted: 29/11/2020

### Abstract

The present study aims at motivating Algerian university students and fostering their autonomy to use e learning effectively to overcome Covid 19 outbreak. In this regard, three hypotheses were specified: First, it is hypothesised that if students have an inner motivation and a willingness to study they will surely succeed to overcome this pandemic situation and study in these bad and stressful conditions. Second, if students use different academic websites effectively, it would activate and promote their autonomy to learn beyond the classroom. Third, it has also been hypothesised that if English language learners develop a certain degree of autonomy, it would lead to e learning quality improvement. To verify such a premise, a questionnaire was sent to fifty teachers of English at University Constantine 1 to collect their point of view. The results show that students who are intrinsically motivated develop their autonomy and become effective successful e learner.

**Keywords:** Students' autonomy, e learning, students' motivation, Covid 19 outbreak.

### SAHLI Fatiha

Departement of Lettres and English, University of Frères Mentouri Constantine 1, Algeria.

### Résumé

La présente étude vise à motiver les étudiants universitaires Algériens et à favoriser leur autonomie à utiliser efficacement l'apprentissage en ligne pour surmonter l'épidémie de Covid 19. À cet égard, trois hypothèses ont été précisées: Premièrement, on émet l'hypothèse que si les étudiants ont une motivation intérieure et une volonté d'étudier, ils réussiront sûrement à surmonter cette situation pandémique et à étudier dans ces conditions difficiles et stressantes. Deuxièmement, si les apprenants utilisent efficacement différents sites Web universitaires, cela activerait et favoriserait leur autonomie pour étudier au-delà de la salle de classe. Troisièmement, si les apprenants développaient un certain degré d'autonomie, cela conduirait à une amélioration de la qualité de l'apprentissage électronique. Pour vérifier une telle prémisse, un questionnaire a été envoyé à une cinquantaine de professeurs d'Anglais de l'Université Constantine 1 pour recueillir leur point de vue. Les résultats montrent que les étudiants qui sont intrinsèquement motivés développent leur autonomie et deviennent des apprenants efficaces.

**Mots clés :** Autonomie, l'apprentissage électronique, motivation, épidémie.

### ملخص

تهدف الدراسة الحالية إلى تحفيز طلاب الجامعات الجزائرية وتعزيز استقلاليتهم لاستخدام التعلم الإلكتروني بشكل فعال خصوصاً لاجتياز الوضع الوبائي. في هذا الصدد، تم تحديد ثلاث فرضيات: أولاً، من المفترض أنه إذا كان لدى الطلاب دافع داخلي واستعداد للدراسة، فسوف ينجحون بالتأكد. ثانياً، إذا استخدم الطلاب مواقع الدراسة بشكل فعال، قد يؤدي ذلك إلى تنشيط وتعزيز استقلاليتهم. ثالثاً، تم الافتراض أيضاً أنه إذا طور طلبة اللغة الإنجليزية درجة معينة من الاستقلالية، فسيؤدي ذلك إلى تحسين جودة التعلم الإلكتروني. للتحقق من هذه الفرضيات، تم إرسال استبيان إلى خمسون مدرسين للغة الإنجليزية في جامعة قسنطينة 1 لجمع وجهات نظرهم فيما يتعلق بالمتعلمين المستقلين والتعلم الإلكتروني الفعال خلال فترة جائحة كوفيد 19. تظهر النتائج أن الطلاب الذين لديهم دوافع داخلية تحفزهم على التعلم بكل استقلالية. كما تظهر النتائج أن المعلمين الذين حفزوا طلابهم وظلوا على اتصال بهم عبر الإنترنت زادوا من استقلاليتهم حيث أصبح هؤلاء الطلبة يتقنون التعلم عن بعد.

**الكلمات المفتاحية:** استقلالية الطلاب، تحفيز الطلاب، التعلم الإلكتروني، تفشي مرض كوفيد 19.

\* Corresponding author, e-mail: [sahli\\_fatiha@yahoo.fr](mailto:sahli_fatiha@yahoo.fr)

## Introduction

Every human's behaviour is conducted by a kind of motivation to accomplish a particular goal. In education, motivation is considered as a crucial element, a major key variable that influences success in learning in general and learning a foreign language in particular. Without ample motivation, learning cannot take place, and learners will lack the internal power which drives them to perform successfully any academic task. But how to motivate an anxious stressed learner whose mind is fixated on threat, uncertainty and negativity and on the fear to be contaminated by the covid 19. How can students be motivated and accept to cope with this Pandemic situation? Students need a continuous support from their teachers to alleviate their anxiety and stimulate their motivation to study via internet and achieve their goals.

### 1. Theoretical details

#### 1.1 Covid 19 and Education

COVID-19 becomes a pandemic raising concern of widespread panic and increasing stress and anxiety in human all over the world. Most countries closed their schools and universities, Algeria is one of them has closed them since March 19th 2020 and all the Algerians were placed under mass quarantine (at home) since that date. As a result, education has changed dramatically from classroom to e learning. Algerian universities are making use of online-learning based on different platforms: Zoom, Google Class, Google meet, University Platform, Ministry Platform ... to assure continuous teaching and learning. However, not all students have a sense of autonomy and be motivated to follow and interact with these e learning courses. The majority of the students are unmotivated, their passion for learning frequently seems to minimize, and they go through a slow and sterile process of learning.

#### 1.2 COVID 19 and Students' Motivation

Motivation is derived from the Latin word "movere" which means "to move". "To move" by definition implies a dynamic process because a movement is active and involves the stages of movement initiation and movement maintenance. In order to achieve their goal, individuals move using their capacities and efforts. Gardner, (1985); cited in [21] defined motivation as "the combination of desire and efforts made to achieve a goal; it links the individual's rationale for any activity such as language learning with the range of behaviours and degree of effort employed in achieving goals". Motivation is then a goal oriented, this goal can be just an inner satisfaction or it can be a reward such as praise, money, and gift. William & al [34] identified "...human motivation to learn any particular thing was accounted for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforcement was provided for early attempts to learn". Motivation is then the inner drive that helps one meet and achieve his/her desired goals or rewards. Ryan & al [27] state that "a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated". As far as learning is concerned, Brophy [5] defined motivation as "a tendency to find academic activities meaningful and worthwhile and try to drive the intended benefits from them". Motivation develops solid beliefs on the learning process, getting learners engaged to accomplish fixed goals to succeed in their learning. Slavin [31] defined motivation as "what gets you going, keeps you going, and determines where you're going to go." It also involves a sense of self-determination. So, being motivated implies being moved, energetic, dynamic, active and self-determined. But how to move and to be dynamic where the covid 19 virus treated the

human lives over the whole world. How to move and where to go? When in order to stay safe, you must stay home.

Motivation is a key to success. It is a force that pushes the person to accomplish a given task. This force can be imposed by others such as the teacher, extrinsic motivation, or internal and comes from the individual, intrinsic motivation. This latter kind of motivation is the most powerful type that lasts for a long time: "Intrinsic motivation is more effective and lasting than extrinsic motivation" [15]. Aronson [1] stated intrinsic motivation as: "a type of self-motivation in which people do activities that interest them, provide spontaneous pleasure or enjoyment, and do not require any 'reward' beyond this inherent satisfaction". The importance of having individuals performing activities for their own sake is due to the fact that "it is through acting on one's inherent interests that one grows in knowledge and skills" [27]. The intrinsically motivated persons are self-motivated, they do not need any reward from any one, but rather are self-determined to do a given task, because they find it pleasurable and joyful. Researchers reveal that intrinsic learners are more likely to become effective learners. These are the kind of learners that we need to facilitate e learning: The Autonomous learners.

### **1.3 Autonomous Learners**

Intrinsic motivated learners are autonomous. Autonomy is an independent learning based on self-control through the use of authentic materials. Holec [13] defined autonomy as "the ability to take charge of one's learning." The same idea was shared by Benson [2] who used 'control' instead of 'charge' to indicate learners' responsibility. Similarly, Dickinson (cited in [3]) defined autonomy as the situation in which the learner is totally responsible for all decisions concerned with his learning and the implementation of those decisions. Autonomous learners do not need the involvement of a teacher or an institution. To put it differently, autonomy in learning refers to learners' capacity and readiness to shoulder responsibility for their learning. Autonomy is also crucial component for a high motivated person. Dickinson [8] characterizes autonomous learners as "those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning". This kind of learners is very motivated, very determined and they use metacognitive strategies to achieve success. According to many psychologists namely Dickinson [3] and Benson [8], the metacognitive learning strategies that autonomous learners apply are taking control over their learning, planning and monitoring their learning strategies and progress, correcting their own errors and making changes of their learning behaviours and strategies. So, it is clear that an autonomous learner is not only able to take a decision of what to do and how to do it but he is also able to control his behaviours and goals in interaction with the environment. Ryan & al, [cited in 8] stated that autonomy is "the experience of integration and freedom, and it is an essential aspect of healthy human functioning". So, autonomy denotes total detachment from the teacher and full responsibility by the learner.

Candy [4] defined autonomy as "the ability and willingness to approach situations with an open mind, to suspend critical judgement and to act in accordance with rules and principles which are the product of the autonomous person's own endeavours and experience". Higgs [12] emphasised the fact that autonomy is a process in which the learner works on a learning task or activity and is largely independent of the teacher who acts as manager of the learning programme and as resource person. Autonomy is then doing tasks independently from the teacher whose role is facilitator.

Allwright (1990, as cited in [18]) viewed autonomy as a constantly changing but at any time optimal state of equilibrium between maximal self development and human interdependence. In the same vein, Little [17] defined it as a capacity for detachment, critical reflection, decision-making and independent action. Simultaneously, Scharle & al [28] defined autonomy as: “the freedom and ability to manage one’s own affairs and make decisions” and then they added that it is a responsibility of “being in charge of something, but with the implication that one has to deal with the consequences of one’s own actions”. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated. So, Scharle & al [28] related responsibility to autonomy because both are based on decision-making and active involvement.

Dam (1995 cited in [30]) acknowledged that autonomy is a capacity and willingness to act independently and in cooperation with others, as a socially responsible person. She explained that fostering any learner’s autonomy depends crucially on his readiness and willpower to assume responsibility for his own learning. This indicates that learners are prominent partners in the road towards academic autonomy. By cooperative autonomy, Dam refers to the need to the teacher. , Sinclair [15] stated that "autonomy is a capacity for making informed decisions about one's own learning, and that this capacity needs to be developed through introspection, reflection, and experimentation in the form of 'learner training' or some other kind of intervention by a facilitator." According to Sinclair [15], learner autonomy is a construct of capacity which is operationalised when willingness is present. Hence, autonomous learners are able to rely solely on themselves and to make self-reflection through critical thinking and making decisions about their progress but they need to be supervised and oriented by their teacher. Autonomous learners demonstrate then less reliance on their teacher. Autonomy is a continuous process that promotes self-reliance through collaboration with others.

In the similar vein, Little [19] defined autonomy as “a learner’s willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher”. Little’s definition, is considered as the best working definition to be adopted for the present research. It covers almost all the essential components of autonomy: ability, willingness, responsibility, involvement, evaluation and self-direction, with a clear recognition of the teacher’s role as a facilitator.

### **1.3 . Technology and e Learning**

The speedy development of technology has made it possible for learners around the world to learn either in the absence or presence of a teacher through a wide range of platforms and websites. The World Wide Web has provided learners with many advantages such as “access to an unprecedented amount of authentic target-language information, as well as possibilities to publish and distribute their own multimedia information for an international audience” [33]. Many researchers advocate the integration of technology in the teaching and learning to foster learners’ autonomy. Many studies (e.g. Reinders, 2016 [26]; Farivar, 2015 [10]; Jones, 2001[14]) have attempted to foster language learner autonomy through e learning, and those endeavours were mostly successful.

In a technology driven society (an e society), the nature of learning has changed and has become a social and more active process where the learners are more aware of their capacities and goals and build their own experience on other people experiences. Little [19]; argued that in technology-oriented language learning, learner’s autonomy is incorporated into the learning process right from the beginning because learners themselves have to show a degree of autonomy through making important decisions throughout the learning process. The meta-cognitive awareness

begins, he explained, when learners are involved in higher levels of thinking such as reflecting, evaluating and monitoring the learning experience. This means that learner autonomy could be fostered through online language exchange projects and activities.

Reinders et al [26] provided a thorough discussion concerning the relationship between learner autonomy and technology. They recognized the importance of what they called “five autonomy-related themes”: Learner training and strategies, Teacher Autonomy, Technology in self-access and Language advising, Tele-collaboration, and Social technologies for learning. The rapid expansion of technology demands then contemporary skills and knowledge.

#### **1. 4. The Teacher's Role**

Mc Donough [20] stated that: “Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language”. Indeed motivation is a crucial element that fosters the learning process. It is a factor that enhances learning rather than hinders it. Slavin [31] revealed that “the best lesson in the world won't work if students are not motivated.” This means that learning cannot be effective if students are unmotivated. But this does not mean that motivation is the concern of the learner solely. Both the learner and the teacher are responsible for enhancing motivation. The teacher should know first how to behave in his classroom because his behaviour is a powerful ‘motivational tool’ Dornyei [9]. His behaviour prevails upon and attracts students to engage in different tasks. Slavin [32] proved this when he says that “Classroom instruction should enhance intrinsic motivation as much as possible”. Second, teacher should know how to present the lecture in order to gain attraction and interest of his students. Slavin [32] believed that “Arousing interest” in the students is imperative. However, gaining students' attraction or arousing their interest is indeed a difficult task.

Although some scholars (e.g. Mitra, [22]; Dickinson [8]) tend to neglect the teacher's role in the development of autonomy among learners, the majority of them (e.g. Benson, 2011 [3]; Little, 2007 [19]; Sinclair, 1999 [29]; Dam, 1995 [7] expressed a total agreement about the major role the teacher plays in the autonomous classroom. The teachers must actively involve them in the e learning process and serve as facilitator for them. Feeling autonomous and self-directed will increase the students' motivation to learn. Indeed, when the learners are aware about their own knowledge, their cognitive ability and have an intrinsic motivation to enlarge this knowledge, they can persevere in e learning more and more to achieve a high level of competence beyond the classroom and far from their teacher. This later serves as a facilitator.

Covid 19 makes students very stressed and anxious. Anxiety is also considered as another psychological factor that teachers must take into consideration because it may affect learning in general and learning a foreign language in particular. It is found out that most of the time, the source of language anxiety is the learning environment. Teachers' role is to reduce and encourage greater psychological security by noticing signs of anxiety, developing non menacing climate, helping students to relax. Rivers (1983 cited in [24]) emphasised the importance of learning environment and focused on the relaxing tensions. He argued that “people learn best when they are relaxed, comfortable, unstressed, interested and involved in what is going on, motivated to continue”. Rivers emphasizes even on the teacher's method of teaching, he suggested that the teacher needs to create a structure and develop a process where learners feel safe undertaking their own contributions in interaction.

## 2. Experimental details

### 2.1. The Aim of the Study

A decision was taken to choose university students because at this level, learners are supposed to be active contributors in the learning process. They are expected to take responsibility for their own learning (Learner Centered Approach) and the teacher's role is to provide information, to guide them, to control and to facilitate. Our tenet and underlying aim is to show how intrinsic motivation and students' autonomy promote an effective e learning using different academic platforms.

### 2.2. Research Questions and Hypothesis

In this research, we propose to answer the following questions:

- Does autonomy affect students' e learning quality positively?
- Does training both students and teachers to use different online platforms help e learning successfully during this pandemic situation?
- How can students be motivated and accept to cope with this Pandemic situation and learn autonomously via internet?

In the light of the aforementioned research questions, the following hypotheses are formulated:

1. If students have an inner motivation and a willingness to study they would succeed despite this awful and stressfull pandemic situation.
2. If students use academic websites effectively, it would probably activate and promote their autonomy beyond the classroom.
3. It has also been hypothesised that if English language learners develop a certain degree of autonomy, it would lead to e learning quality improvement.

### 2.3. Means of Research

A questionnaire is administered to 50 teachers of English at the department of Letters and English, University Freres Mentouri Constantine 1. It was sent to them via internet (via e mail and Google). It consists of 12 questions in order to gather information about teachers' opinions and attitudes towards some problematic issues related to the current research. In section one, six questions deal with Students' Motivation and Autonomy and six questions in section two that deal with e learning and problems encountered by both the teachers and the students during this pandemic outbreak.

## 3. Analysis of the Questionnaire

### Section One: Motivation and Autonomy

1. Are your students motivated to learn via internet during this Pandemic Outbreak?

Yes

No

Options	N	%
Yes	20	40
No	30	60
Total	50	100

**Table 1:** Teachers' Attitude Concerning Students' Motivation to learn Online

**Enhancing Students' Motivation and Autonomy to Learn Online and Overcome Covid 19 Outbreak**

---

Most teachers (60%) confirm that their students are demotivated to learn online. However, 40% of teachers reveal that their students are motivated. This is probably because some students are not familiar with online courses and they simply use the internet as means of entertainment. Another deduction is the fact that the internet is not available to all students because of many factors: anxiety, illness, law connection, financial crisis, ...

2. Can you increase students' motivation to learn using internet?

Yes		No	
Options	N	%	
Yes	40	80	
No	10	20	
Total	50	100	

**Table 2:** Teachers' Ability to increase Students' Motivation

The great majority (80%) of teachers carry a huge burden of responsibility to motivate their students to learn through internet. This is because of the importance of this tool in this e society ( e commerce, e learning, e banking, e payment; e government ..) and because they know perfectly that without motivation learning could never take place.

3. Do your students show a sense of self-reliance?

Yes		No	
Options	N	%	
Yes	10	20	
No	40	80	
Total	50	100	

**Table3:** Students' Self -reliance

20% of the teachers revealed that ther students are able to relay on themselves. But, Most the teachers (80%) answered “No” their students are not self reliant. This is certainly because students are not familiar with e learning and with the absence of their teacher. In the classroom, students are always under their teachers' guidance and supervision. But it is high time for these university learners to be self reliant.

4. Does autonomy affect students' e learning quality positively?

Yes		No	
Justify your answer?			
Options	N	%	
Yes	50	100	
No	00	00	
Total	50	100	

**Table4:** Autonomy and e Learning

All teachers (100%) confirmed that autonomy is fundamental for effective e learning. They justify that:

- Autonomous students are self motivated.
- Autonomous learners rely on themselves and assure a good learning.
- Being autonomous, students are able to define their learning objectives.
- They are able to select appropriate learning resources.
- They are able to judge and evaluate their progress and to manage their e learning programme.
- Students' autonomy is a gradual process based on continuous self-feedback, self-esteem, and reinforcement. It also requires assimilation of setting the goals, and self-evaluation.

5. Learner's autonomy can be developed outside the classroom?

Yes	No		
Options	N	%	
Yes	30	60	
No	20	40	
Total	50	100	

**Table 5:** Learners' Autonomy and the Classroom

Of all the teachers, 60% asserted that learner autonomy is a matter of non-classroom independent learning which involves the use of technology and the internet. Students when they were intrinsically motivated, they can develop their autonomy and become efficient e learners and rely on themselves. But 40% insisted that autonomy can be developed only if students are in the classroom under the guidance of their teacher.

6. Learner autonomy means that the teacher is no longer important.

Yes	No		
Options	N	%	
Yes	10	20	
No	40	80	
Total	50	100	

**Table 6:** Learner Autonomy and the Teacher

20% of the participant teachers view that learner autonomy as merely an out-of-classroom practice. They deem that the teacher is not important when the learner is autonomous. They even justify saying that developing autonomy is the learner concern and the teacher is not responsible for that because it is among neither their duties nor their instruction goals. However the great majority (80%) seemed conscious of the fact that language learner autonomy does not implicate excluding or devaluing the role of the teacher in the language classroom or out side it. Teacher is important even in a learner centred approach. They justify:

- Teachers tend to facilitate e learning by providing learners with language input and useful resources.
- Teachers are facilitators through evaluation and assessment of learners' work.
- Teachers provide online direction, feedback and advice.

**Enhancing Students' Motivation and Autonomy to Learn Online and Overcome Covid 19 Outbreak**

---

- Autonomy supportive teachers facilitate autonomous learning through technological and practical support that implies promoting learners' self-evaluation and planning of their own learning.
- Teachers should raise students' motivation to achieve and to learn actively and autonomously.
- Autonomous learning requires good management skills by teachers through inventing a way of cooperation with their learners.
- Teacher could also direct students towards independence through counselling and cooperation based on their experience in the field of teaching.

**Section Two: E Learning**

7. Have you put courses on platforms for your students?

Yes

No

If yes, in which platform?

Options	N	%
Yes	50	100
No	00	00
Total	50	100

**Table 7:** Teachers and Online Courses

All teachers asserted that they put their courses online in different platforms: 25 teachers used the university platform (TELUM Costantine 1), 10 teachers used google class, and 15 teachers used MOODLE Constantine 1. Fortunately, the students are in contact with their teachers via different platforms.

8. In what form did you send your courses?

PDF

Word

Video

Power point

Options	N	%
PDF	100	100
Word	00	00
Video	00	00
Power point	00	00

**Table 8:** The Form of Teachers Online Courses

All the teachers (even oral expression teachers) confirmed that they put their courses online in the form of PDF. This is because teachers are not familiar with videos or refuse to be seen.

9. Have you asked your students to accomplish some work?

Yes

No

- If yes, did the students send it back to you?
-

Options	N	%
Yes	25	50
No	25	50
Total	50	100

**Table 9:** Work Accomplished by the Students

A half of the participant teachers asked their students to accomplish some tasks but they did not receive the work from all students. The other teachers (50%) gave some theoretical lessons with some activities as support to their learners waiting for presencial lectures..

10. Can you evaluate your students online?

Yes No

Justify your answer?

Options	N	%
Yes	00	00
No	50	100
Total	50	100

**Table 10:** Teachers' Online Evaluation

All teachers prefer to evaluate their students inside the classroom as they are used to do. Teachers tend to stick to traditional approaches to teaching and evaluation but it is high time to change this procedure and to cope with the Pandemic situation. They explained that evaluating students online is unreliable and erratic.

11. Is it easy to use online platforms?

Easy Difficult

Options	N	%
Easy	20	40
Difficult	30	60
Total	50	100

**Table 11:** The Use of Online Platforms

60% of the teachers confessed that using online platforms is difficult for them because they did not receive any traitment before. Whereas 40% of the teachers found that it is an enjoyable and amazing task. The secnd kind of teachers is new teachers that they received training before being Post holder.

12. Do you want a special e learning training?

Yes No

**Enhancing Students' Motivation and Autonomy to Learn Online and Overcome Covid 19 Outbreak**

Options	N	%
Yes	35	70
No	15	30
Total	50	100

**Table 12:** The Need to e Learning Training

70% of the teachers at the departement of letters and English need and desire to receive an e learning training to know how to deal easily with these online platforms. However the 30 % of the teachers said that they have already received training some inside the university (20%) and others in private ICT schools (10%). This confirms that teachers are aware of the importance of the use of technology and the ICT.

**4. Discussion of the Results**

The analysis of the teachers' responses yielded significant data in that they provide a general understanding of their attitudes, perspectives, and difficulties using e learning. The following are the main points:

Students need to be empowered with the necessary skills and attitudes with which they take their learning outside the classroom. So, the students' effective use of different academic websites will activate and promote autonomy beyond the classroom far from their teacher and especially during this pandemic period. Shifting education from the classroom to modern educational technology has several outcomes but the most important ones are raising productivity and solving problems in teaching/ learning processes.

Sharing responsibility for learning in this anxious stuation where Covid 19 treated all human lives is the best way for achieving good outcomes. Learners must show a sense of self reliance and improve their autonomy for effective learning. Teachers, in their part, should provide their learners with clear, detailed and thorough courses. They should act as facilitators and must be aware of variety of material available for improving students' competence. They should also be in continuous contact with their students. They should be aware of their learners' weaknesses. And therefore satisfy all their learners' needs and obtain a good result.

Involving learners in the management of their learning through the internet could motivate them and enhance their autonomy, and this doubtless has positive effects on their overall achievement even later in their professional career. To be an effective and successful member of an "e society", it is crucial for learners to develop the ability to use, manage, assess, and understand digital technology.

Promoting autonomy in higher education is an effective approach towards enhancing the learning and teaching outcomes of both learners and teachers. Autonomous learners are self reliant. Being self-reliance does not mean that learners are completely detached from their teacher, but rather the teacher is a facilitator and interferes whenever the student is surrounded by obstacles and ambiguity. Interaction between the teacher and the student is highly recommended to facilitate e learning and ensure its effectiveness.

## CONCLUSION

Motivation is a crucial concept and an essential ingredient in learning. Without motivation, learning cannot take place and cannot be effective. Both teacher and learners should contribute for better achievement. Teacher should act as facilitator and counsellor and Learners should show a sense of autonomy because Autonomous learners are widely regarded to be more effective than non-autonomous ones. Autonomy is a very important skill that promotes successful learning. It related to learners' beliefs and attitudes towards learning and not to the setting and the way of learning. So, learning via internet or in the classroom does not matter because the most important thing is learning to achieve a goal. Autonomy is not an innate skill but one that is acquirable and can be implemented in learners through raising their intrinsic motivation to learn. The idea of autonomy embraces the learners' right to make choices and reflections at the level of the content being taught to them as well as the method adopted by their teachers. As far as teaching methods are concerned, using digital platforms could be an effective learning method even after the pandemic situation. However, the interaction between the teacher and their students is highly recommended to facilitate e learning and ensure its effectiveness.

Autonomous learners are more likely to become good individuals in society, for the skills they would develop as lifelong learners are useful to their society. Autonomy has then a moral and social impact since it is thought to be effective for preparing learners for the beyond-university life, thus help them becoming responsible individuals.

It was concluded that university students during COVID-19 outbreak showed higher anxiety. However, in general psychological status of university students was fairly good, which laid to a good foundation of online-learning. Raising students' motivation towards E learning and academic research will prepare them to postgraduate studies and further research.

With modern technology, teaching/learning is no longer demand a special setting (the classroom) nor the physical presence of the teacher but it needs just a digital tool with WI fi. The teacher is a facilitator and a guide. However, from a psychological perspective, some learners are likely to perform better inside the classroom with the presence of their teacher and in cooperation with their peers. So, the teacher can never be neglected or replaced.

As recommendation the need to implement Computer Assisted Language Learning (CALL) in the Algerian university classrooms is crucial. Both teachers and students should be trained to use online platforms. Teachers should also reinforce the use of distance learning to prepare students to such disastrous situation (covid 19 outbreak). Teachers should also be "Autonomy supportive" and take into consideration "students' perspective". They should also listen to the "students' thoughts and suggestions" in the classroom Reeve et al [25].

The adoption of online learning is recommended to continue to persist even in post-pandemic: tele-collaboration through the Internet could be indeed very effective. Teachers should keep using online learning in addition to classroom lectures by providing their students with courses, projects, practices and latest information. Project-based Learning (PBL) through the internet should be also encouraged by the teacher and evaluated by both the teacher and the student. A continuous innovation and

evaluation of online courses and content should be regulated by the teacher to assure his /her learners' assimilation.

## 5. REFERENCES

- [1] **Aronson, J. (2002).** Improving Academic Achievement: impact of psychological factors on education. PhotoDisc, Inc. (p.64)
- [2] **Benson, P. (2009).** *Making Sense of Autonomy in Language Learning*. In R. Pemberton, S. Toogood & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (pp. 13-26). Hong Kong: Hong Kong University Press. (P.14)
- [3] **Benson, P. (2011).** *Teaching and Researching Autonomy in Language Learning* (2<sup>nd</sup> ed.). Harlow: Longman. (Dickinson 1987 as cited in p. 14).
- [4] **Boud, D. (1988).** Moving Towards Autonomy. In D. Boud (Ed.), *Developing Student Autonomy in Learning* (2<sup>nd</sup> ed.)(pp.17-39). London Candy (1987) cited in p. 21).
- [5] **Brophy, J. (2004).** *Motivating students to learn* (2<sup>nd</sup> ed). Mahwah, New Jersey: Lawrence Erlbaum Associates. ( p. 206)
- [6] **Brophy, J. (2006).** History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17-43). Mahwah, NJ: Lawrence Erlbaum Associates.
- [7] **Dam, L. (1995).** *Learner Autonomy: From Theory to Classroom Practice*. Dublin: Authentik.
- [8] **Dickinson, L. (1992).** *Learner Training for Language Learning*. Dublin: Authentik. (p. 167)
- [9] **Dörnyei, Z. (2001).** *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. (p. 120).
- [10] **Farivar, A. ( 2015 ).**The Impact of CALL on Iranian EFL Learners' Autonomy
- [11] **Gough I, McGregor J. A, (2007).** *Wellbeing in Developing Countries: From Theory to Research* Cambridge University Press **P. 106**
- [12] **Higgs, J. (1988).** Planning learning experiences to promote autonomous learning. In D. Boud (Ed.) *Developing student autonomy in learning* (2<sup>nd</sup> ed.) (pp. 40-58). New York: Nichols Publishing Company. (p.41)
- [13] **Holec, H. (1981).** *Autonomy and Foreign Language Learning*. Oxford: Pergamum. (First published in 1979), Strasbourg: Council of Europe. (p.3)
- [14] **Jones, (2001)** .Days and Nights on the Internet: The Impact of a Diffusing Technology

- [15] **Jordan, A. et al (2008)**. Approaches to Learning: a guide for teachers. The McGraw-Hill. Open University Press. (Gagné and Medsker 1996. ; cited in Jordan et al., 2008, p.154).
- [16] **Lamb, Tand Reinders , H (2008)**. (*Learner and Teacher Autonomy: Concepts, Realities, and Responses*. John Benjamin Publishing Company Sinclair (2008 cited in P.242).
- [17] **Little, D. (1991)**. *Learner Autonomy I: Definitions, Issues and Problems*. Dublin: Authentik. (p. 4).
- [18] **Little, D. (1995)**. Learner as Dialogue: The Dependence of Learner Autonomy on teacher Autonomy. *System*, 23 (2), 175-181. (p. 178)
- [19] **Little, D. (2007)**. “*Language Learner Autonomy: Some Fundamental Considerations Revisited*”. *Innovation in Language Learning and Teaching*. 1.1, pp.14–29. ( p.16).
- [20] **Mc Donough (1981)**. *Psychology in Foreign Language Teaching*. Harper Collins Publishers. (p.148)
- [21] **Mckay,S; L and Hornberger,N.S. (1996)**. *Sociolinguistics and Language Teaching*. Cambridge University Press (**Gardner, (1985; cited in p.05)**)
- [22] **Mitra, S. (2013)**. *Build a School in the Cloud*. In Ted Talk. Retrieved from [www.ted.com/talks](http://www.ted.com/talks).
- [23] **Oxford, R. (1990)**. *Teaching and Researching Language Learning Strategies* (2<sup>nd</sup> ed.). London: Routledge.
- [24] **Oxford, R. (1999)**. *Anxiety and the Language Learner: New Insights*. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 58-67). Cambridge, UK: Cambridge University Press. Rivers 1983 cited in p. 60)
- [25] **Reeve, J., & Su, Y. (2014)**. *Teacher Motivation*. In M. Gagné (Ed.), *The Oxford Handbook of Work Engagement, Motivation, and Self-determination Theory* (pp. 349-362). Oxford: Oxford University Press. (pp. 354-356).
- [26] **Reinders, H., & White, C. (2016)**. 20 Years of Autonomy and Technology: How far have we come and where to next? *Language Learning & Technology*, 20 (2), 143-154) (p. 144).
- [27] **Ryan, R & Deci, E. (2000)**. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions *Contemporary Educational Psychology* 25, 54–67 (p. 54) , (p. 56)
- <http://www.idealibrary.com>
- [28] **Scharle, A & Szabo, A. (2000)**. *Learner Autonomy: A Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press. (p.4)
- [29] **Sinclair, B. (1999)**. Survey Review: Recent Publications on Autonomy in Language Learning. *ELT Journal*, 53(4), 309-329.
- [30] **Sinclair, B. (2008)**. Multiple voices: Negotiating pathways towards teacher and learner autonomy. In T. Lamb & H. Reinders (Eds.), *Learner and teacher*

**Enhancing Students' Motivation and Autonomy to Learn Online and Overcome  
Covid 19 Outbreak**

---

*autonomy: Concepts, realities, and responses* (pp. 237-266). USA: John Benjamins Publishing Company. Dam (1990 & 1995) cited in **p.242-p. 243**)

- [31] **Slavin, R.E. (2003)**. Educational Psychology: theory and practice (7<sup>th</sup> Ed). Pearson Education, INC. ( **p. 329** ) , ( **p. 292** )
- [32] **Slavin, R. E. (2006)**. Educational psychology: Theory and practice (8th ed.). Boston:Pearson Education . ( **p. 336** )
- [33] **Warschauer, M., & Healey, D. (1998)**. Computers and Language Learning: An Overview. *Language Teaching*, 31, 51-71. ( **p.65** ).  
<http://dx.doi.org/10.1017/S0261444800012970>
- [34] **Williams, M and Burden, R. (1997)**. Psychology for language Teachers: a Social Constructivist Approach. Cambridge University press. , ( **p. 112** )