

The People's Democratic Republic of Algeria Ministry of Higher  
Education and Scientific Research Ghardaia University  
Faculty of Arts and Languages  
Department of English



**Exploring the Influence of Virtual Meetings on English  
Language Learning in TEFL Classes: A Case Study  
Erriadeh and Erridouane Schools**

Dissertation Submitted in Partial Fulfilment of the Requirement for the Degree of  
Master of Arts in Didactics of English Department

**Submitted by:**

Abdallah HADJ BRAHIM

Yahia BOUKERMOUCHE

**Supervised by:**

Dr. Youcef HADJ SAID

**The Committee Members:**

Pr. Slimane ABDELHAKEM

Dr. Smail HADJ M'HAMMED

**Academic Year: 2023 – 2024**

## **Dedication**

I dedicate this work to:

My mother and my father, the most beloved persons to my heart, they supported and still supporting me throughout my whole life.

My brothers whom I respect so much, I wish them all happiness and success in life.

My wife and my daughter who brought me up with love, encouragement and all the support.

My friends who enrich my life in countless ways.

My teachers who ignite a passion for learning and equip me with the tools to keep growing.

**Yahia**

## **Dedication**

In deepest gratitude, I dedicate this work to my family, friends, and teachers. My family's love, encouragement, and support are the foundation on which I've built my journey. My friends bring laughter, understanding, and endless possibilities to my life. And my teachers ignited a passion for learning and equipped me with the tools to keep growing.

**Abdallah**

## **Acknowledgments**

First of all, all praises to the Almighty Allah who has given us blessing and mercy to complete this work.

Sincere gratitude goes to our supervisor Dr. Youcef HADJ SAID for his supervision, efforts and useful comments.

Sincere gratitude also goes to the committee members Pr. Slimane ABDELHAKEM and Dr. Smail HADJ M'HAMMED for their efforts to read and evaluate this work and for their useful insights.

We would like to thank second year students at Erriadeh and Erridouane Schools for their participation and corporation.

Lastly, a deepest thank goes our great teachers to everyone who provides us with knowledge and support throughout our learning career.

## ABSTRACT

This case study investigated the impact of virtual meetings on English language learning in high school TEFL classes. It focused on Erriadeh School and Erridouane School as the case study subjects. This study investigated the implementation of virtual meetings and their effects on students' engagement, motivation, and speaking skill development. Data was gathered through a questionnaire administered to 103 EFL students across both schools. The findings provided valuable insights into the potential of virtual meetings to enhance student engagement, improve learning outcomes, and personalize the language learning experience for high school students. Additionally, the study identified challenges and highlighted areas for further research related to online collaboration sessions in TEFL teaching. Overall, the study shed light on the positive impact of virtual meetings on English language learning in the high school TEFL context and provided a foundation for future research and improvements in this area.

### **Key Terms:**

*Learning – Virtual Meetings – TEFL – Motivation – Speaking Skill.*

## **List of Abbreviations**

**EFL:** English as Foreign Language

**ELL:** English Language Learning

**ESL:** Learning Management System

**TEFL:** Teaching English as Foreign Language

**iOS:** iPhone Operating System.

**VM:** Virtual Meetings

**WWW:** World Wide Web

<b>List of figures</b>		<b>Page</b>
<b>Figure 1.</b>	Gender .....	31
<b>Figure 2.</b>	English Language Difficulty .....	32
<b>Figure 3.</b>	English Proficiency Level .....	32
<b>Figure 4.</b>	Using Technology for Learning .....	33
<b>Figure 5.</b>	The Accessibility of Learning English .....	34
<b>Figure 6.</b>	Pandemic Effect .....	35
<b>Figure 7.</b>	Preferred Platforms .....	35
<b>Figure 8.</b>	Comfort Level in Virtual Meetings .....	36
<b>Figure 9.</b>	Challenges in Virtual Meetings .....	37
<b>Figure 10.</b>	Awareness of Meeting Goals .....	38
<b>Figure 11.</b>	Effectiveness of Agendas/Objectives .....	38
<b>Figure 12.</b>	Encountering Opposing Content .....	39
<b>Figure 13.</b>	Learning Effectiveness .....	40
<b>Figure 14.</b>	Motivation to Learn English Through Virtual Meetings ...	40
<b>Figure 15.</b>	Engagement in Virtual Meetings Vs Traditional Classes...	41
<b>Figure 16.</b>	Meeting Needs and Interests.....	42
<b>Figure 17.</b>	Opportunities for Interaction and Collaboration.....	42
<b>Figure 18.</b>	Confidence in Speaking English During Virtual Meetings...	43
<b>Figure 19.</b>	Improvement in Pronunciation Through Virtual Meetings...	44
<b>Figure 20.</b>	Overcoming Shyness Through Virtual Meetings.....	45

## Table of Contents

TABLE OF CONTENTS	Page
Table of Contents	VII
<b>General Introduction</b>	
1. Background of the Study	5
2. Rationale	5
3. Research Questions	6
4. Research Hypotheses	6
5. Methodology	6
6. Research Objectives	6
7. Organization of the Dissertation	7
8. Definition of Key Terms	7
<b>Chapter One: Online Learning and Virtual Meetings in Education: An Overview</b>	
1.1 Introduction	10
1.2 Definition of the Online learning	10
1.3 Definition of Virtual Meetings in Learning	11
1.4 Online Meeting Platforms and Software	11
1.5 Blended Learning Approach in TEFL Classes	12
1.6 The Impact of Virtual meetings on Speaking Skills	15
1.7 Advantages of Virtual Meetings in Education	16
1.8 Shortage of Virtual Meetings in Education	17

1.9 Conclusion	17
<b>Chapter Two: An overview About Learners' Motivation</b>	
2.1 Introduction	20
2.2 Definition of Motivation	20
2.3 Types of Motivation	21
2.3.1 Intrinsic Motivation	21
2.3.2 Extrinsic Motivation	22
2.4 Motivation in Online EFL Classes	22
2.5 Characteristics of Motivated Learners	24
2.6 Reasons for unmotivated learners	25
2.7 Conclusion	26
<b>Chapter Three: The Empirical Study</b>	
3.1 Introduction	27
3.2 Research Method	27
3.3 Population and Sample of the Study	27
3.4 Data Collection Tool	28
3.5 Description of Students' Questionnaire	28
3.6 Validity and Reliability	30
3.7 Data Analysis	31
3.7 Conclusion	45
<b>Chapter Four: Implications</b>	
4.1 Introduction	47

4.2 Findings and Discussions	47
4.3 Educational Implementations	49
4.4 Recommendations for Further Studies	51
4.5 Conclusion	52
<b>General Conclusion</b>	<b>53</b>
<b>References</b>	<b>55</b>
<b>Appendix</b>	<b>59</b>
<b>Résumé</b>	<b>62</b>
<b>المخلص</b>	<b>63</b>

# **General Introduction**

## **1. Background of the Study**

In the wake of the COVID-19 pandemic, schools worldwide, including Erriadeh School and Erridouane School, adopted online learning, introducing a new way for students to engage with education. This study delves into the experiences of students at both schools with online learning in general and virtual meetings specifically, exploring their attitudes towards this type of learning. The broader context of this research is the surge in virtual learning, particularly in Teaching English as a Foreign Language (TEFL) classes. This study utilizes a case study approach to explore how virtual meetings influence various TEFL learning aspects, focusing on high school learners.

This investigation will examine both the positive and negative impacts of virtual meetings on TEFL learners. We will explore the potential opportunities and advantages offered by online learning, including the potential for increased access to engaging learning materials and the ability to leverage interactive multimedia tools that can boost student motivation and enhance the overall learning experience. However, we will also consider the challenges that virtual environments can present, including technical difficulties and limitations on speaking opportunities.

By understanding these factors, the study aims to provide valuable insights into the effectiveness of virtual meetings for TEFL classrooms and identify the specific needs of learners in this evolving educational landscape.

## **2. Rationale**

The advancement of technology, its ubiquitous presence in students' daily lives, and the necessity to depart from traditional methods of learning and practicing English

as a foreign language in real-life scenarios through online platforms are the primary motivations for undertaking this study.

### **3. Research Questions**

Since online learning have been integrated into educational system and virtual meetings become one of the frequently used strategies in Erriadeh and Erridouane Schools Ghardaia, the present study attempts to explore EFL students' attitudes towards virtual meetings through answering the following questions:

- a) How do virtual meetings affect students' engagement, motivation, and attitudes towards English language learning?
- b) To what extent does the use of virtual meetings influence English language proficiency among high school TEFL students?

### **4. Hypothesis**

The incorporation of virtual meetings into the learning environment can have a positive impact on learners' motivation and performance (it may increase their motivation and learning outcomes).

### **5. Methodology**

The data collection procedure will be carried out through a quantitative method with a questionnaire administered to high school EFL learners in order to explore their perceptions towards the role of virtual learning in enhancing the students' motivation and performance. Data will be collected during the third term of the scholar year 2023/2024. The learners participated in this study are both males and females, belonged to Erriadeh and Erridouane High Schools, Ghardaia. Their total number is around 103 learners from different branches of second year high school.

### **6. Research Objectives**

The following objectives are investigated in this thesis:

- a) To investigate the impact of virtual meetings on English language learning among high school students in TEFL classes.
- b) To identify specific aspects of English language learning (speaking and listening) that are influenced by virtual meetings in TEFL classes.
- c) To draw conclusions about virtual meetings in facilitating English language learning in a high school TEFL setting based on the case study findings.

## **7. Organization of the Dissertation**

This dissertation is structured into four chapters to achieve its objectives. The first chapter presents a literature review on online learning, focusing on virtual meetings as an integrated component and their impact on education. It will discuss the advantages and disadvantages of virtual meetings, along with their influence on speaking skills. The second chapter delves into the theoretical framework of motivation, exploring the characteristics of motivated learners. It will also provide an overview of previous studies on motivation in online EFL (English as a Foreign Language) classes. The third chapter will address data collection and analysis of learner responses within the study. Finally, the concluding chapter will delve into the key findings of this research.

## **8. Definition of the Key Terms**

- **Learning:** The acquisition of knowledge or skills through study, experience, or being taught. (Oxford Dictionary, 2001)
- **Motivation:** It is some kind of internal drive which pushes someone to do things in order to achieve something. (Harmer, 2001).
- **TEFL:** is an abbreviation for “Teaching English as a Foreign Language”. It is used to talk about the use of English language by non-native speakers.

- **Virtual Meeting:** A virtual meeting is a type of remote communication where people from anywhere in the world can connect, collaborate, and share their ideas using audio conferencing, video conferencing, screen sharing, and webinars. (Zoho meeting, 2023).
- **Speaking Skills:** They are a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati & Ervina, 2019).

**Chapter One:**

**Online Learning and Virtual Meetings in**

**Education: An Overview**

## **1.1 Introduction**

The integration of online learning in education has increased due to a desire to improve teaching and learning processes. Many schools have incorporated online learning into their systems to enhance educational development. In this chapter, we'll begin by defining online learning and virtual meetings, as a type of online learning, specifically within the educational context. Then, we'll differentiate between these two concepts to understand their unique roles. This will be followed by an exploration of the various platforms that facilitate virtual meetings. The heart of the chapter will focus on how virtual meetings are used in education, with a dedicated section examining the blended learning approach that combines virtual and in-person learning environments. To ensure a balanced perspective, we will analyze both the advantages and disadvantages of using virtual meetings in the classroom.

## **1.2 Definition of the Online Learning**

Online learning has become a significant educational method in many schools. The definition of online learning varies from one scholar to the other. According to Dhull and Sakshi (2017): Online learning is a form of distance learning which encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing, delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. While Song (2010) defined online learning as: The education that occurs only through the web. It does not consist of any physical learning materials issued to student or actual face to face contact. Pure online learning is essentially the

use of e-learning tools in a distance education mode using the web as the sole medium for all student learning and contact.

Through both definitions we understand that online learning uses the internet as the primary platform for delivering educational content and instruction, utilizing various technologies like websites, email, video conferencing, and more. In essence, it's a form of distance education, meaning students and instructors are geographically separated and don't require a physical classroom setting.

### **1.3 Definition of Virtual Meetings in Education**

A virtual meeting is a type of remote communication where people from anywhere in the world can connect, collaborate, and share their ideas using audio conferencing, video conferencing, screen sharing, and webinars. (Zoho meeting, 2023).

### **1.4 Online Meeting Platforms and Software**

According to Tekpon (2023), online meeting software refers to the technology needed to host virtual meetings online. Choosing the right platform for remote classes depends on several factors, including teaching needs, budget, technical expertise, time constraints, subject area, devices used by students, and security concerns. Video conferencing platforms all connect people, but their features make them distinct.

Choosing the right platform depends on these key functionalities (Skynova, 2023):

- **Content Sharing:** This feature lets everyone in the meeting see the same information on screen. In large meetings, it keeps everyone focused and ensures clarity. students can simply look at the screen to understand what's being discussed, eliminating the need to scroll through presentations, documents, or data.

- **Real-time Messaging:** During a virtual meeting, sometimes you might need a quick private chat with someone. A messaging function allows this. People can quickly share files or notes privately without disrupting the ongoing meeting or webinar.
- **Meeting Capture:** It's often helpful to revisit a meeting to listen to or watch a specific part again, capture a quote, or verify information. Many platforms offer recording capabilities, making it easy to review footage later. This can be especially useful for longer meetings where attention might drift.
- **Virtual Backgrounds:** When working remotely, people might not want their background visible. Setting automatic background images solves this issue. Backgrounds can also add some fun to meetings. For example, teams can choose themes and use specific images for a day.
- **Mobile Compatibility:** Sometimes, joining a meeting on the go is convenient or necessary. In these cases, joining from a mobile device like a tablet or smartphone is helpful. Many software tools offer user-friendly mobile apps for this purpose. People can join by clicking a link that directs them to the app.
- **Cross-device Support:** Even when not on the go, people want to access video meetings from any device readily available, whether a desktop computer or a tablet. Look for software that can be downloaded and used across various devices (ideally, compatible with both Apple iOS and Android).
- **Audio/Visual Enhancements:** Making sure you can hear and see each other clearly is really important in meetings. Nobody likes fuzzy video or sound that keeps cutting in and out. There are some other neat features to think about too, like having microphones that automatically turn off when you're not talking, or ones that can block out background noise.

### **1.5 Blended learning in ESL/EFL classes:**

(Burton, 2023) observes that blended learning can take many different forms, but it generally boils down to integrating online education materials and place-based classroom methods. The characteristics of blended learning should be entirely comprehended by the lecturers so that there is no stagnation in its implementation. The attributes of blended learning include:

First, lecturers are capable of carrying out the learning process in two modes, lecturing directly in the classroom as well as providing additional explanations through online learning. Second, instruction can be done through both face-to-face learning and online learning. Third, students are offered two forms of learning: offline and online. Fourth, lecturers are already competent in two different modes of the learning process. Fifth, students are taught in advance about the use of such applications in online learning. Sixth, the availability of ICT infrastructure in educational institutions is crucial. Seventh, student-centered learning processes are central to blended learning. (Medina, 2018; Lalima & Dangwal, 2017).

These characteristics highlight that blended learning cannot be carried out holistically at all levels of education based on various arguments. In other words, blended learning has several requirements in its implementation, such as the ability of lecturers to apply two learning models; the motivation of lecturers to adapt to advances in digital technology; the availability of ICT equipment owned by schools, lecturers and students; the willingness of students to accept the burden of the two models; as well as a flexible schedule of learning activities (Albiladi & Alshareef, 2019; Ma'arop & Embi, 2016). This prerequisite is not that complicated if there is a common commitment between stakeholders to execute it.

As a result of this commitment, until now (especially in the situation of the Covid-19 pandemic), blended learning has become the dominant learning method applied at all levels of education, including higher education.

Blended learning offers a multitude of advantages that contribute to student language acquisition and positive learning attitudes (Adas & Bakir, 2013; Ghazizadeh & Fatemipour, 2017; Sheerah, 2020; Shivam & Singh, 2015). Research highlights several key benefits: firstly, it enhances the digital literacy skills of both lecturers and students. Secondly, students gain access to two distinct knowledge transformation spaces – offline and online environments. Thirdly, blended learning promotes increased student motivation, responsibility, discipline, and autonomy. Furthermore, it allows for the use of up-to-date teaching materials. Finally, a significant advantage is the opportunity for students to practice communicating in English with native speakers from various countries. Those benefits are a positive influence of blended learning in English as a Second Language (ESL) or a Foreign Language (EFL) class.

These advantages encourage English lecturers to pay careful attention to implementing blended learning in their educational process. A variety of steps may well be implemented by a lecturer in the implementation of blended learning, as follows:

1. Discuss with students the concept of blended learning.
2. Discuss with students the types of applications used in online learning.
3. Negotiate with students on the amount of classroom meetings and online learning sessions.
4. Communicate with students to set a timetable for classroom instruction and online learning.
5. Determine which materials used in classroom learning and online learning.

6. Define the material content of each language skill taught in classroom setting and online learning.
7. Compromise on the roles of lecturers and students for classroom instruction and online instruction.
8. Decide the form of assessment to be carried out in accordance with the objective of each language skill learned.

A number of advantages above encourage teachers to apply blended learning in ESL / EFL classes. The EFL is known, English as a Foreign Language.

### **1.6 The Impact of Virtual meetings on Speaking Skills**

Speaking skill is one of the productive and expressive language skills used to communicate directly or face to face with other parties for certain purposes (Darmuki & Hariyadi, 2019). Speaking skills are a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati & Ervina, 2019). Speaking skill also means a person's skill in language when expressing opinions or conveying messages according to the needs of his listeners. Students can communicate their ideas and maintain good relations with others (Nuryanto, Abidin, Setijowati, & Simulyasih Sb, 2018). The main purpose of speaking skills is to communicate. While speaking, in general, has a purpose of informing, entertaining, and persuading (Saddhono & Slamet, 2017). Speaking skills are not a type of skill that can be inherited but must continue to be trained to improve speaking skills (Sholihah, 2020). (Nunan, 2003) claimed that teaching speaking is to teach learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns, and the rhythm of the target language.

- Select appropriate words and sentences according to the appropriate social setting audience, situation and subject-matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Research suggests that online learning environments can even boost self-confidence in speaking. Eko Wahyudi, Hanum Hanifa Sukma, and Ali Mustadi (2021) think that virtual meetings can surprisingly offer some advantages for developing speaking skills. One key benefit is the ability to practice in a lower-pressure environment compared to a traditional face-to-face meeting.

### **1.7 Advantages of virtual Meetings in EFL Classes**

Different studies recommended a relationship between positive outcomes and motivation and virtual meetings through Zoom sessions in synchronous virtual classrooms. Watkins; Carnell; Lodge; & Whalley,1996) declared that Zoom class promotes the primary skills required in language learning, such as high order thinking, critical thinking skills, and problem-solving skills when interacting, cooperating, and sharing information. Besides, selecting and designing activities in Zoom classes should boost students' motivation, and engagement (McCloskey& Lee, 2010).

Dansieh (2011) described that through writing texts, chats and posts, students could develop their language skills and amplify their motivation and engagement. Therefore, they become autonomous and successful learners.

Moreover, Behjat (2011) conducted a study on how students reveal positive attitudes when utilizing a technological device through writing, like devoting more time and flexibility in structuring their ideas. Lin and Overbaugh (2007) also underlined the

significance of sharing ideas, and providing feedback via Zoom sessions. Russell (2010) affirmed that Zoom could develop students' language skills in an inventive and effective way. Besides, chat texts can boost interaction and communication among students and improve their speaking and writing skills (Liang, 2006).

### **1.8 Shortage of Online meetings in EFL Classes**

Among the challenges that come along with virtual meetings is instructors' lack of online teaching experience. Instructor presence, which is teaching practices observable by learners usually in a live setting (Richardson et al., 2015), is an important factor that determines students' motivation in virtual classrooms (Baker, 2010). In a similar vein, students' lack of motivation is a critical factor on teachers' motivation as well. In a cross-sectional survey study that examined 39 EFL and English for Academic Purposes (EAP) teachers' experiences of online education at a non-profit private university, Şener et. al (2020) found that a lack of learner motivation, interaction and autonomy was the second most frequently referred issue influencing teacher' experiences. Therefore, it can be concluded that there is a dynamic interplay between learner motivation and positive classroom experiences in online settings.

To make it short, online learning can be tough: students can lose motivation due to isolation and unfamiliar environments, while instructors new to online teaching might struggle to create an engaging experience.

### **1.8 Conclusion**

This chapter explored the rise of online learning in education, its use in virtual meetings, and the blended learning approach that combines both. We defined key terms and analyzed the advantages and disadvantages of virtual meetings in the classroom.

## **Chapter Two: An overview About Learners' Motivation**

## **2.1 Introduction**

There are a lot of factors which influence success in language learning. However, one of the most important factors is the learner's motivation to learn the language in order to be able to use it in real-life situations. This chapter delves into the critical concept of motivation in the context of online EFL (English as a Foreign Language) classes. We begin by establishing a clear understanding of motivation itself. Next, we explore the two key types of motivation: intrinsic (driven by internal desires) and extrinsic (driven by external factors). Following this, specifically a title focuses on how motivation plays a role in the success of online EFL learning. To understand the ideal learner mindset, we explore the characteristics of motivated learners. Finally, the last elements acknowledge the reality of unmotivated learners and delves into the reasons behind their lack of engagement.

## **2.2 Definition of Motivation**

Researchers and educators have long been interested in motivation since it is closely connected to achievement and desired outcomes in learning. To motivate is "to make somebody want to do something, especially something that involves hard work and effort." (Oxford Dictionnary,2001). Motivation for Gardner (1985) is concerned with the question, "why does an organism behave as it does?" (p.50). That is to say, motivation is what behind the dealings that the individual does. Lumsden (1994) defines motivation as learners' willingness to take part in the language learning process. Dörnyei (2015) views it as an indispensable part of the challenging task of L2 learning and its absence will fail individuals even if they're equipped with the most outstanding abilities and a robust motivation will make up for important deficiencies. Motivation is the first condition to take on a learning task and is the engine that powers the process. Dörnyei (2020) suggests the concept of motivation is closely associated

with engagement and motivation must be ensured in order to achieve student engagement.

## **2.3 Types of Motivation**

Educational psychologists have delved deep into the concept of motivation, uncovering key differences like intrinsic and extrinsic motivation. This distinction is one of the most fundamental in understanding what drives learners. (Dörnyei and Ushioda, 2011).

According to Ryan and Deci (2000), the motivated behaviour is a result of either doing something because it is inherently interesting (intrinsic motivation) or because of it leads to spreadable outcome (extrinsic motivation).

### **2.3.1 Intrinsic Motivation**

Recognizing the power of intrinsic motivation, researchers have conducted extensive studies to describe and explain this beneficial form of motivation. Ryan and Deci (2000) defined intrinsic motivation as, “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p.56). Hence, the “intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” (Deci, 1975, p.23). Hawthorne (2021) suggests that intrinsic motivation is like an inner drive to learn. people who have it are naturally curious and want to learn for the sake of learning, not because they expect a reward or are worried about punishment. This is especially common in young children who are full of natural curiosity. In other words, the intrinsically motivated person is the one who moves to act for something without any external pressures or rewards, these rewards are rather internal.

In the classroom context, students' intrinsic motivation is associated with their enjoyment of learning. This enjoyment is characterized by a mastery orientation, task

involvement, curiosity, persistence, and a preference for challenging, difficult, and novel tasks. When intrinsically motivated, a learner engages in the behavior out of pure interest and for personal satisfaction. (Salkind, 2009).

### **2.3.2 Extrinsic Motivation**

While intrinsic motivation is fueled by inner enjoyment, extrinsic motivation arises from external influences. Extrinsic motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, 2000, p.60). (Salkind, 2009) believed that the students who study hard to obtain high grades, employees who work extra hours for pay, and children who do their homework to please their parents are said to be extrinsically motivated.

Therefore, extrinsic motivation is driven by something you get out of it, not the activity itself whereas intrinsic motivation is all about finding an activity enjoyable.

### **2.4 Motivation in Online EFL Classes**

The studies that delved into the relationship between online learning and learner motivation in a second language education course have examined hybrid courses or online asynchronous components of face-to face courses (Ushida, 2005; Lin et al., 2017; Murday et al., 2008; Yantraprakorn et al., 2018). Campbell and Sarac (2018) proposed that the technology is integrated into language learning at an increasing rate in order to boost students’ motivation and maximize their understanding of the content. Rubio (2013), on the other hand, suggested that a well-designed blended course with online and offline elements can be more effective than a well-designed face-to-face or a well-designed purely online course in helping students maximize their motivation as well as proficiency in second language education. Murday et al. (2008) and Ushida (2005) proposed that hybrid courses are generally regarded as more effective than their exclusively online counterparts as they do not rely too much on

students' motivation. In Ushida's (2005) study that investigated motivation in online language courses, data was collected from 30 participants who attended different courses through three sets of questionnaires that investigated their general background, technology background and attitudes and motivation as well as through interviews. Their courses were mostly online while they also met as a class once a week and individually met with their teacher or language assistant for 20 minutes. The results of the study showed that students with high integrative motivation were overall more satisfied with the course and the researcher predicted a high correlation between the rates of voluntary participation in online discussions and motivational levels of the students. Ushida's (2005) study also concluded that teacher-specific motivational components, as suggested by Dörnyei (1994), were closely related with the creation of a classroom culture, which affected overall student motivation and attitude in the online classes. Another study by Lin et al. (2017) investigated the roles of learning strategies and motivation on learning in an asynchronous language course, which is additional to face to face courses. They collected 466 completed surveys that measure their online-learning strategies and motivation. The study found the students had low levels of intrinsic and extrinsic motivation in their online education course. The researchers elaborated on the low motivation and discussed that it might have been caused by a lack of real time interaction with instructors and classmates. Another study which was conducted with 8 participants using a self-efficacy scale and interviews reported that insufficient or discouraging teacher feedback affected students' motivation to learn negatively in an online foreign language course in Thailand (Yantraprakorn et al., 2018). Murday et al. (2008) reported a relationship between motivation and self-discipline based on their qualitative data. Their research proposed that students, who were accustomed to

traditional classrooms, appreciated the newfound freedom in online courses, yet they also acknowledged it was hard to keep motivated and disciplined to study on a regular basis.

## **2.5 Characteristics of motivated learners**

Motivated students are those who are willing to do the best efforts to achieve their goals. According to Niaman et al (1978, cited in Ur, 1996) the motivated learners characterized by different features:

- Positive task orientation: Students' confidence fuels their eagerness to tackle tasks and challenges, seeking the satisfaction of achievement.
- Ego-involvement: The learner takes success in learning as an important issue for promoting his or her own self-image.
- Need for achievement: The learner has a need for achieving what he/she sets out to do from the beginning as well as facing any kind of difficulties.
- High aspiration: The learner is ambitious, likes challenges, and demands high grades and proficiency.
- Goal orientation: The learner has different goals behind learning specific activity or performing a certain task. For this reason, he/she expends the best efforts in order to reach them.
- Perseverance: The learner invests a high level of effort in learning for the progress.
- Tolerance of ambiguity: The learner will not be disturbed when facing ambiguous situations such as misunderstanding or confusion because he/she believes that understanding will come later.

To conclude, we can say that motivated learners are those who eagerly tackle challenges and persevere to achieve their ambitious goals. They are driven by a desire for success, a strong self-image, and the satisfaction of accomplishment.

## **2.5 Reasons for unmotivated learners**

Some students may lack motivation to actively participate in the learning process and interact with both the teacher and their classmates. This is an issue that has been at the forefront of educational research for many years. Researchers and educators have been diligently searching for the root causes of student disengagement, with the goal of developing strategies to reignite a passion for learning. Unmotivated means person who doesn't give interest in or enthusiasm for something, especially work or study. (Oxford Dictionary, 2001). Another definition to unmotivated learners are individuals who lack the drive, desire, or interest to engage actively in the learning process. Demotivating factors in learning are elements or circumstances that hinder, discourage, or decrease individuals' motivation and engagement in the learning process. These factors can contribute to a decline in enthusiasm, persistence, and motivation in learning activities. Some common demotivating factors include lack of relevance, excessive pressure, unsupportive environment, lack of autonomy, fear of failure, resource limitations and burnout (Ahmad, 2021; Zolkapli et al., 2023)

According to Wright (2012), student motivation is a complex issue with several contributing factors. A student may be disengaged because they find the assigned work too difficult, feel overwhelmed by the workload, or simply aren't captivated by the classroom instruction itself. Additionally, a lack of perceived purpose for the work, low self-confidence in their abilities, or a strained relationship with the teacher can all contribute to a student's lack of motivation.

## **Chapter Three: The Empirical Study**

### **3.1 Introduction**

The aim of this study is to explore the impact of virtual meetings on English language learning in high school TEFL classes. In the previous chapters, we discussed the literature related to our research on online learning and technology. We explored the theoretical background of these tools and their potential influence on student motivation and oral skills. This chapter is devoted to clarifying the research methodology and design, describing and analyzing the collected data. It begins by outlining the research method and the chosen sample population. Furthermore, it identifies the data collection tool used in the study. It then discusses the validity and reliability of the research. Finally, it presents the data analysis, discussion of findings, and offers some recommendations.

### **3.1 Research Method**

One of the main challenges in conducting any research is the appropriate selection of the research method, which is considered a scientific procedure for collecting data for a specific purpose. For our study, we chose a descriptive method, utilizing a questionnaire as the tool for data collection. To achieve the objective of exploring the influence of virtual meetings on English language learning, we employed a quantitative approach. We distributed a questionnaire to second-year high school students at Erriadeh and Erridouane Schools.

### **3.2 Population and Sample of the Study**

The population for our research consists of students at Erriadeh High School in the city of Ghardaia and Erridouane High School in El Atteuf, Ghardaia. From this population, we selected second-year high school students of English as our sample to answer the questionnaire. This sample includes 103 male and female students. The

rationale behind choosing second-year students is their prior experience with virtual meetings, making them capable of answering the questionnaire.

### **3.3 Data Collection Tool**

Questionnaires are a powerful and flexible means of data collection in many research areas. Their structured format facilitates the gathering, organization, and analysis of data, particularly for quantitative research (Kuphanga, 2024). To investigate the impact of online meetings on student motivation in English language learning, we designed a comprehensive questionnaire that explores students' perceptions of how online meetings influence their desire and engagement in studying English.

### **3.4 Description of Students' Questionnaire**

The questionnaire consists of 20 logically organized items designed to implicitly investigate three key areas: the student's background, the influence of virtual meetings on motivation, and the impact on spoken English skills. This comprehensive approach provides valuable insights into the students' experiences with virtual TEFL meetings.

**Q1 Gender:** This question pertains to the gender of the student responding to the questionnaire, providing insights into potential differences in responses based on gender identity.

**Q2 Difficulty of Learning English:** This question examines students' perceptions of the difficulty of learning English.

**Q3 English Proficiency Level:** This item tackles the students' self-assessed level of proficiency in English.

**Q4 Using Technology for Learning:** This element explores the extent to which students agree or disagree that technology is helpful for learning English.

- Q5 Accessibility of Learning English:** This question measures the students' beliefs about the availability of online resources for learning English, with options ranging from "Strongly Disagree" to "Strongly Agree."
- Q6 Pandemic Effect:** This inquiry investigates the relationship between the COVID-19 pandemic and the respondent's familiarity with virtual meetings.
- Q7 Preferred Platforms:** This question identifies the preferred platform for online meetings, including options such as Zoom, Google Meet, Skype...etc.
- Q8 Comfort Level in Virtual Meetings:** The eighth question explores students' comfort levels in expressing ideas or asking questions during virtual meetings.
- Q9 Challenges in Virtual Meetings:** This question addresses the challenges students report in participating in virtual meetings.
- Q10 Awareness of Meeting Goals:** This question determines whether students are aware of the goals or learning objectives of virtual meetings before they start.
- Q11 Effectiveness of Agendas/Objectives:** This question explores students' perceptions of how helpful agendas or objectives are in preparing them for participation.
- Q12 Encountering Opposing Content:** This question investigates whether participants encounter content during virtual meetings that opposes their values or convictions.
- Q13 Learning Effectiveness:** This question explores students' perceptions of how participating in virtual TEFL meetings helps them learn English effectively.
- Q14 Motivation to Learn English Through Virtual Meetings:** This question examines participants' motivation to learn English when actively participating in virtual meetings.

### **Q15 Engagement in Virtual Meetings Compared to Traditional Classroom**

**Settings:** We asked it in order to know the students' perception of the engagement level in virtual meetings compared to traditional classroom settings.

**Q16 Meeting Needs and Interests:** This question examines whether virtual meetings meet the needs and interests of the participants.

**Q17 Opportunities for Interaction and Collaboration:** This question addresses the frequency of opportunities for participants to interact and collaborate with other learners during virtual meetings.

**Q18 Confidence in Speaking English During Virtual Meetings:** This question measures participants' confidence in speaking English during virtual meetings.

**Q19 Improvement in Pronunciation Through Virtual Meetings:** This item surveys respondents' perception of whether virtual meetings help them improve their pronunciation in English.

**Q20 Overcoming Shyness Through Virtual Meetings:** The last question examines whether students feel that virtual meetings help them overcome their shyness when speaking English.

### **3.5 Validity and Reliability**

Validity pertains to the meaningfulness of research components and asks whether we are measuring what we intend to measure. It ensures that a test or scale truly reflects the concept it is supposed to measure (Bollen, 1989). Reliability, on the other hand, is a major concern when a test is used to measure some attribute or behavior (Rosenthal & Rosnow, 1991).

In the present study, following the preparation of the questionnaire, we submitted it to our supervisor to assess its alignment with the study's objectives. The supervisor provided feedback on the questionnaire's design and suggested reformulations for

certain questions. We incorporated these remarks, resulting in a shorter questionnaire with clear and comprehensible questions for the students. These steps were taken to ensure the validity of the research. Furthermore, we allocated sufficient time for the students to complete the questionnaire, enabling them to respond thoughtfully to each question. This approach aimed to minimize any pressure or rushed responses, thereby enhancing the reliability of the data.

### 3.6 Data Analysis

**Question 1:** What is your gender?

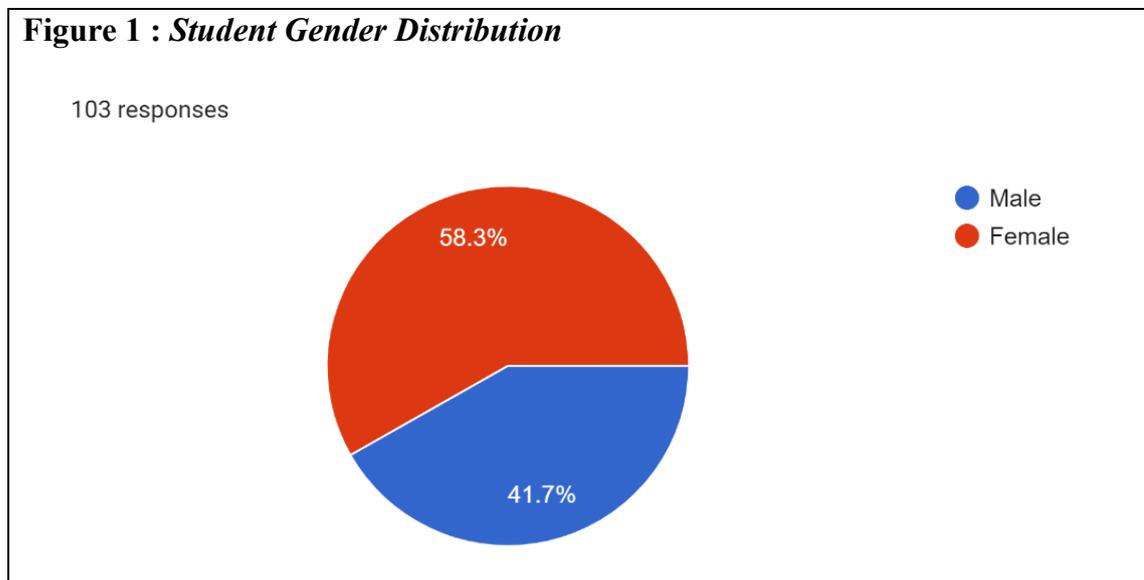


Figure (1) shows that out of 103 students, 58.3% (or 60 respondents) identified as female and 41.7% (or 43 respondents) identified as male. There is a fairly close balance in terms of gender, with a slight skew towards females.

**Question 2:** *In your opinion, is learning English a difficult task or an easy task?*

**Figure 2: *Perceived Difficulty of Learning English***

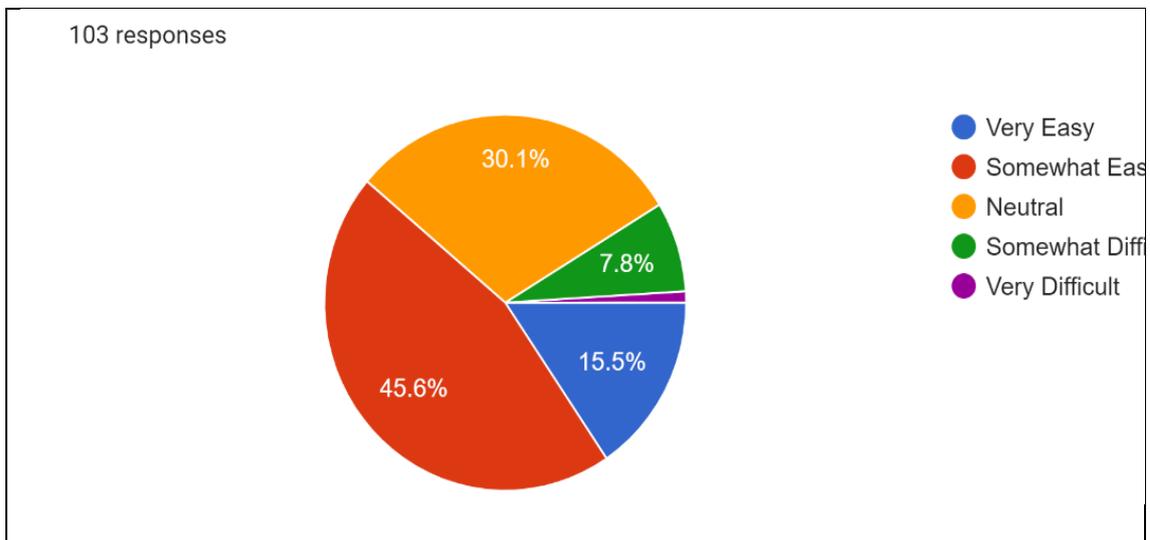


Figure 2 presents the results regarding students' perceptions of learning English. Almost half of the respondents (45.6%) found it somewhat easy, while a smaller percentage 15.5% found it very easy. Conversely, 30.1% were neutral, and 7.8% found it somewhat difficult. Overall, 61.1% of the students found learning English to be more easy than difficult.

**Question 3:** *How do you consider your level in English?*

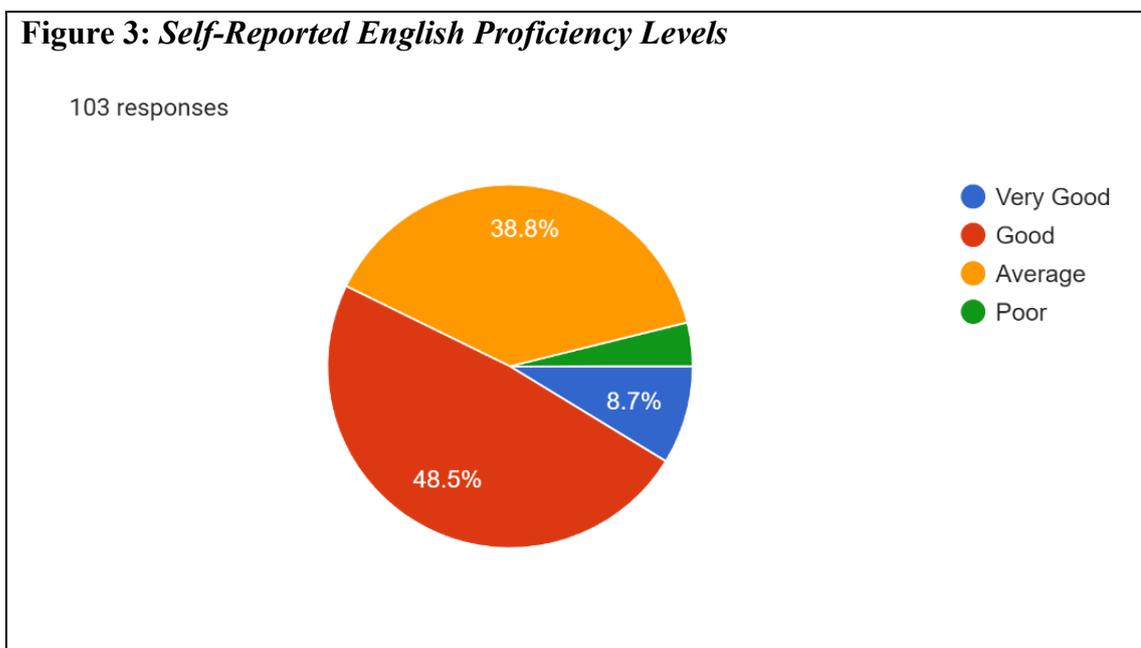
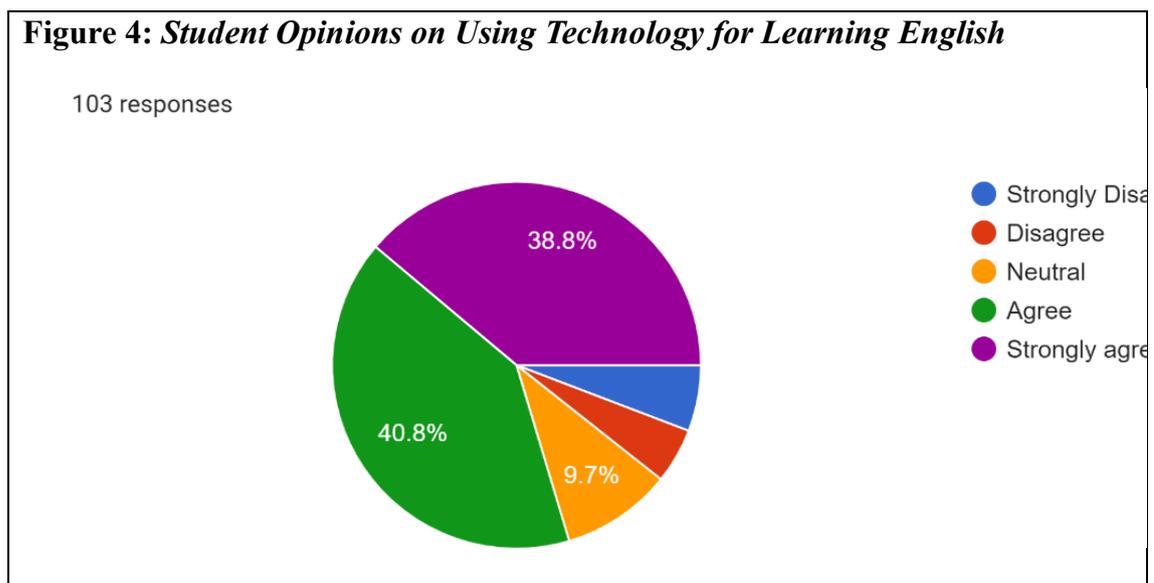


Figure 3 shows the self-assessed English proficiency levels of the students. The largest portion 48.5% considered their English to be "Average." Following that,

38.8% rated their English as "Good," and 8.7% as "Very Good," making a combined total of approximately 47.5% . A small minority 4% rated their English as "Poor." This indicates that a substantial number of students feel confident in their English abilities, while nearly half consider themselves "average," suggesting they might not feel completely comfortable or confident in their skills.

**Question 4:** *Technology can be helpful in learning English.*



In Figure 4, the opinions are divided into five categories. The largest segment, 40.8%, labeled "Agree," indicates that a majority of the students found technology helpful for learning English. The second-largest category, "Strongly Agree," at 38.8%, shows a high level of support for technology's effectiveness in learning English. The three smallest segments, totaling 20% 9.7% "Neutral" and 10.3% "Disagree and Strongly Disagree", represent those less convinced or entirely opposed to this view. Overall, the results indicate strong student agreement that technology aids in English language acquisition.

**Question 5:** *I can find all sorts of things to help me learn English on the internet.*

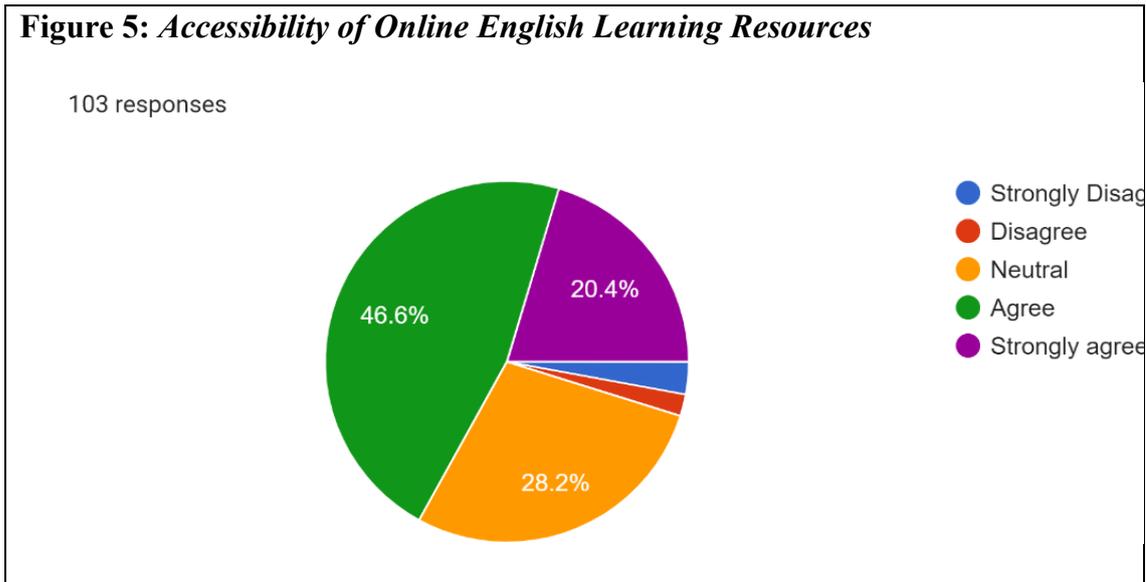


Figure 5 explores the ease of finding online resources for learning English. One-fifth of the students 20.4% strongly agreed that it was easy, while a larger group 46.6% agreed. There was also a neutral response of 28.2%. Only 5 students out of 103 believed the internet does not provide an accessible and engaging way to learn English at their own pace. This suggests that the internet is generally perceived as a good resource for finding materials to learn English online.

**Question 6:** *Do you think the COVID-19 pandemic increased your familiarity with virtual meetings?*

**Figure 6: Impact of the Pandemic on Familiarity with Virtual Meetings**

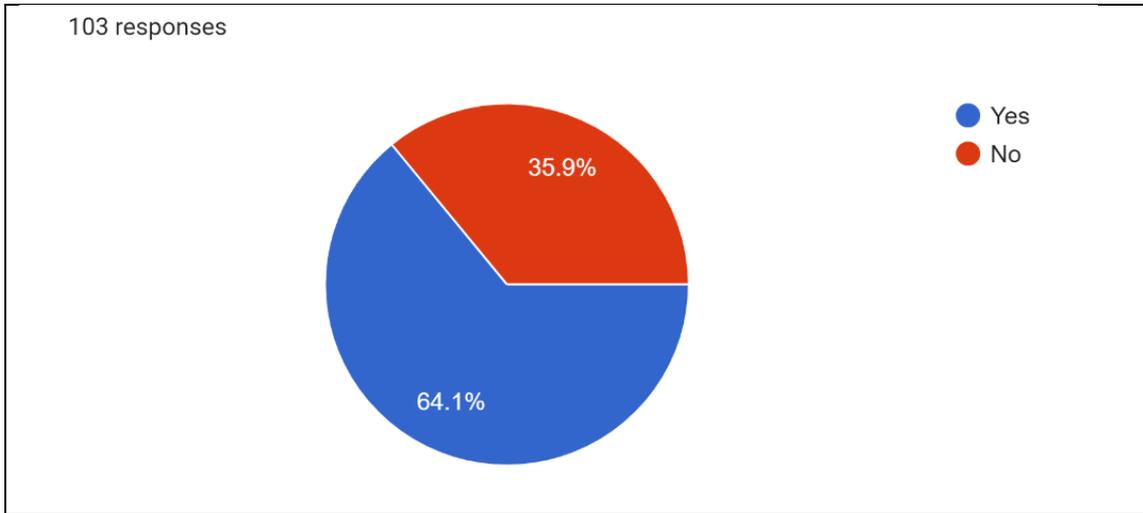
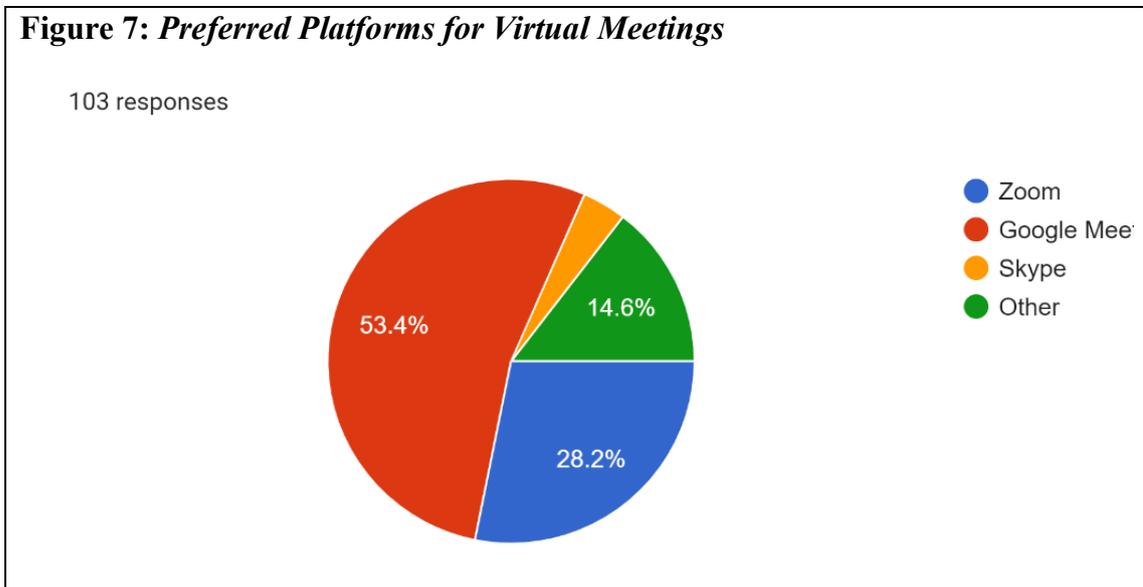


Figure 6 indicates that the pandemic increased familiarity with virtual meetings for a majority of the students surveyed. 64.1% (66 students) reported increased familiarity with virtual meetings, while 35.9% (37 students) reported no influence from the pandemic on their familiarity with virtual meetings.

**Question 7:** *What platform do you prefer using for virtual meetings?*





The data in Figure 8 shows that over half 50.5% of the students are at least somewhat comfortable expressing themselves or asking questions during virtual meetings. However, a significant portion 25.2% still experiences discomfort, which could be due to reasons such as shyness or technical issues.

**Question 9:** *What are the biggest challenges you face when participating in virtual meetings?*

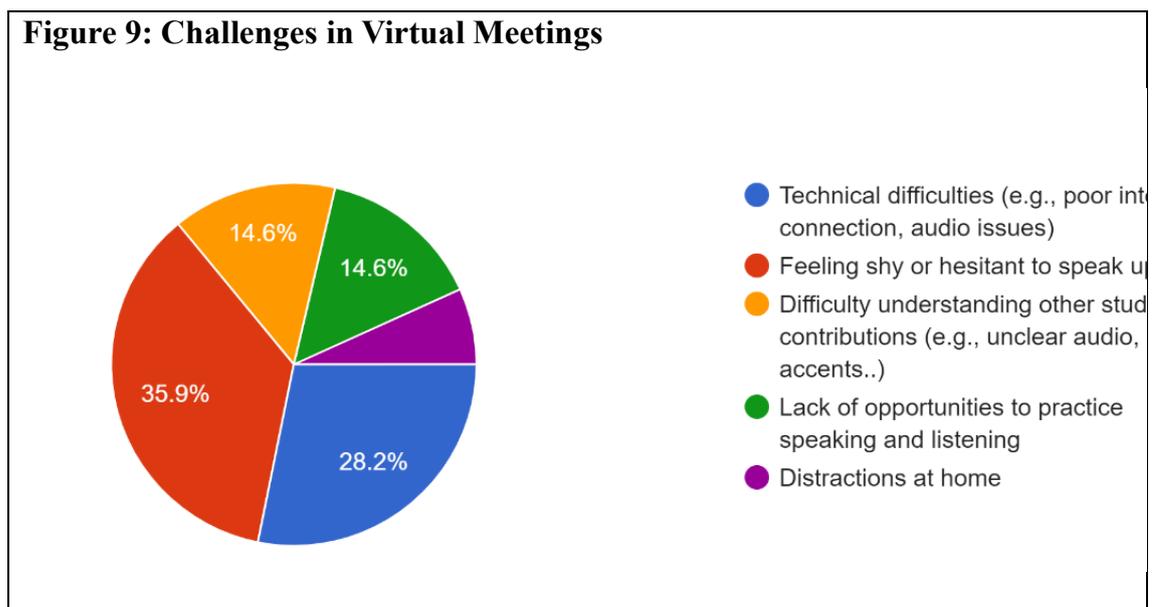


Figure 9 examines the challenges learners face during virtual meetings. The most significant difficulty appears to be understanding other participants clearly, with 35.9% reporting issues due to unclear audio or accents. Following closely are technical difficulties 28.2% and shyness or hesitancy to speak up 14.6%. Both technical glitches and a lack of confidence can hinder active participation. Another 14.6% of respondents miss opportunities to practice communication skills due to the virtual format, and distractions at home are a challenge for 6.7% of participants.

**Question 10:** *Do you usually know the goals or learning objectives for a virtual meeting before it starts?*

**Figure 10: Awareness of Meeting Goals**

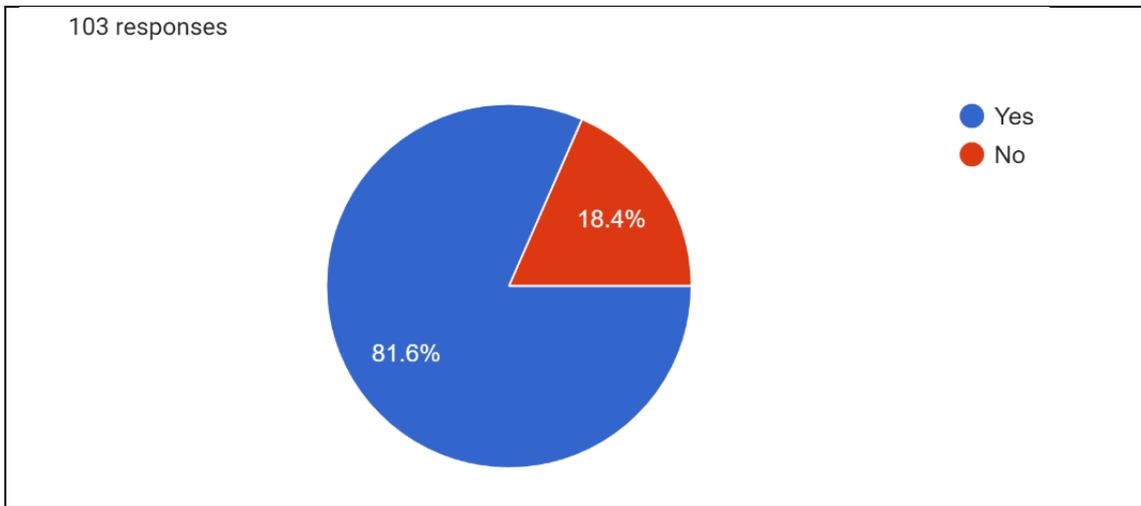


Figure 10 shows that 81.6% of learners reported knowing the goals or objectives before the meeting, whereas only 18.4% were unsure about the meeting's purpose. This suggests that teachers or meeting organizers are effectively communicating the learning objectives in advance.

**Question 11:** *How helpful are the agendas or objectives in preparing you to participate?*

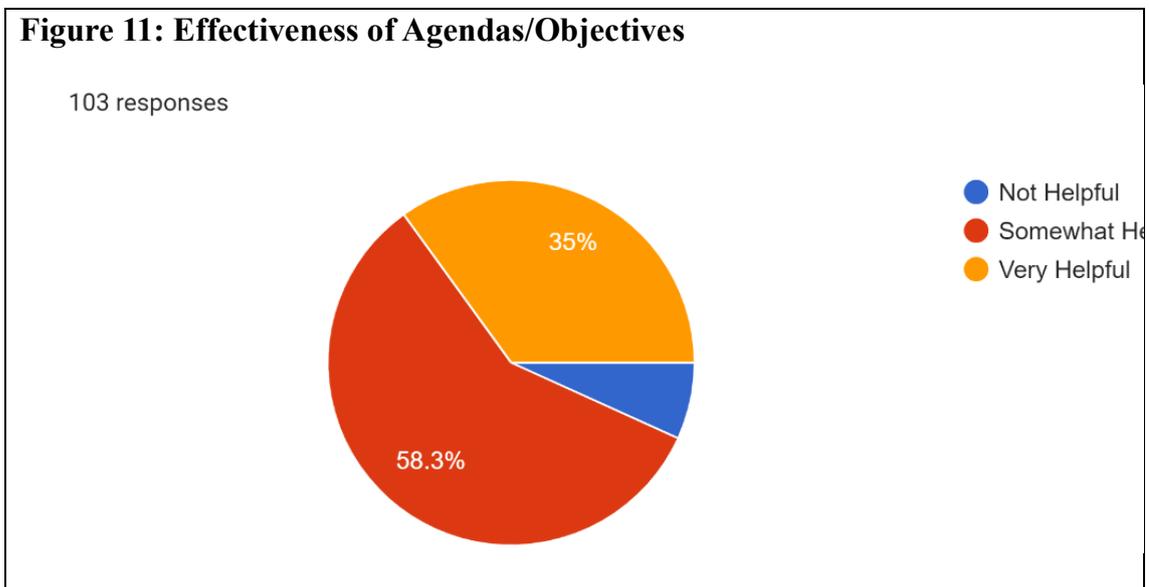
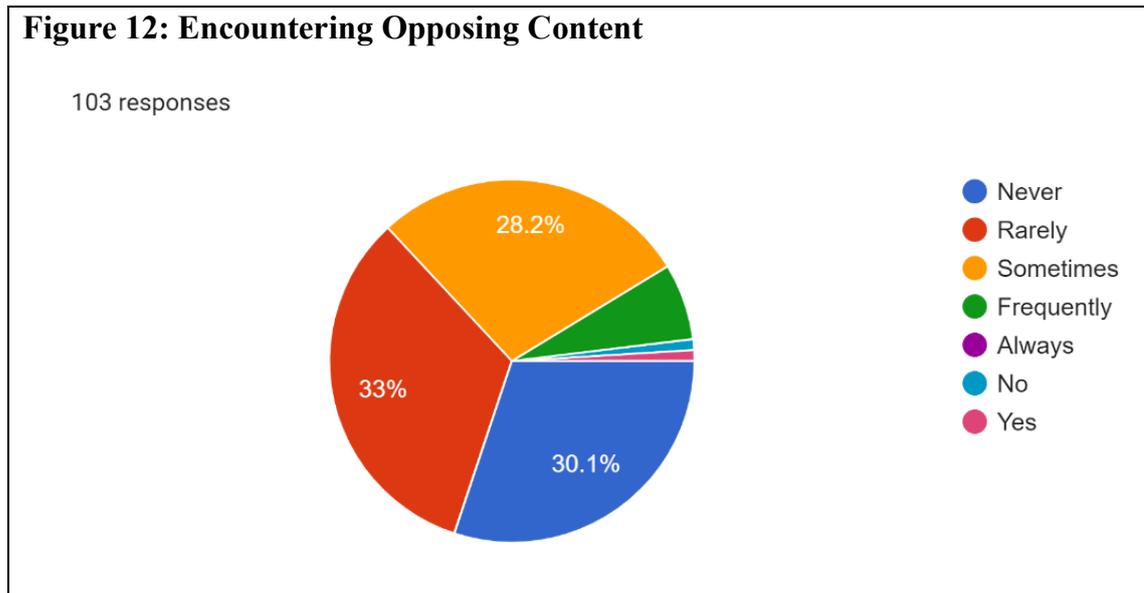


Figure 11 demonstrates the utility of agendas and objectives in preparing for virtual meetings. According to the pie chart results, 35.3% of respondents indicated that objectives were very helpful, and an additional 58.3% reported that they were

somewhat helpful. Only 6.4% found objectives not helpful. This data suggests that agendas and objectives are valuable tools for enhancing participation in virtual meetings.

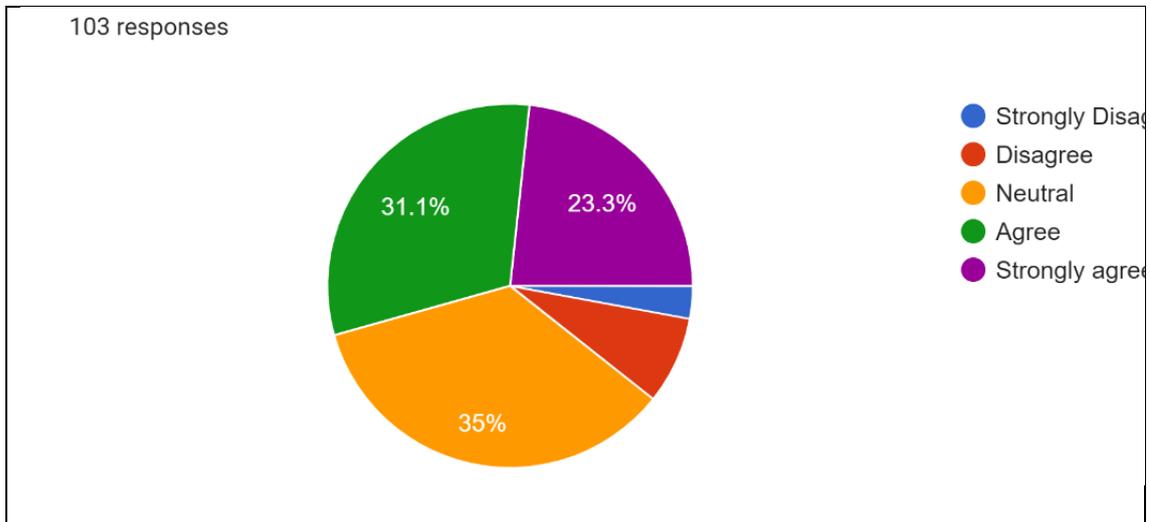
**Question 12:** *During the meeting, do you encounter content that opposes your values and convictions.*



Based on **Figure 12**, more than half of the students 63.1% reported that they never or rarely encountered content that differed from their own values. In contrast, 28.2% believed they encountered conflicting ideas during meetings, and about 8% of the learners felt this happened frequently.

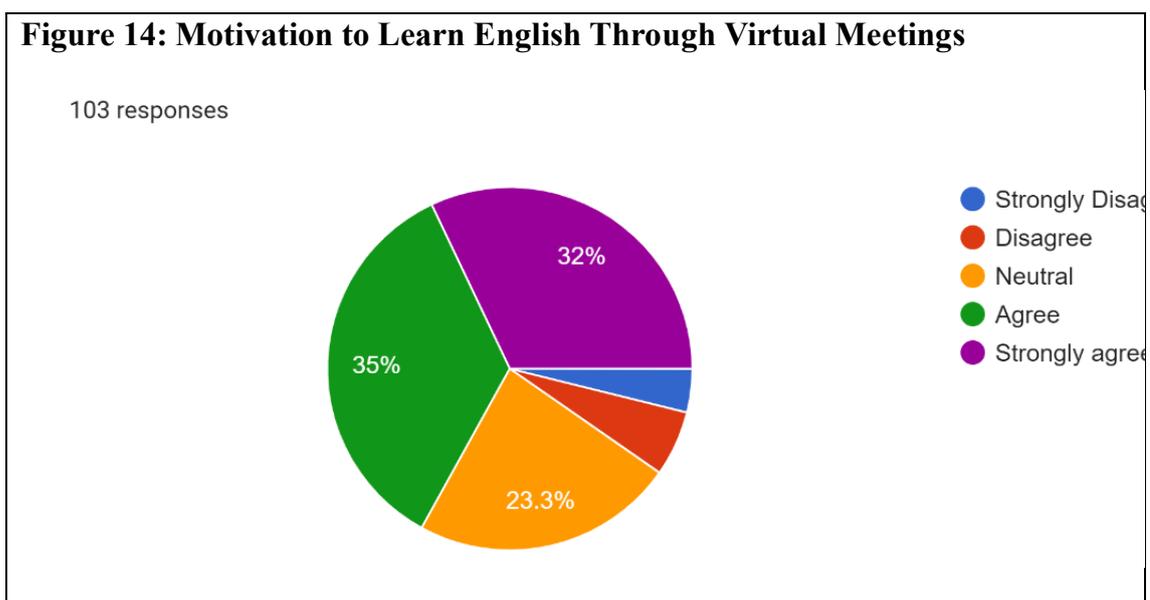
**Question 13:** *Participating in virtual TEFL meetings helps me learn English more effectively.*

**Figure 13: Learning Effectiveness**



Data in Figure 13 shows mixed responses, with a slight preference towards virtual TEFL meetings being helpful for English language learning. Approximately 54% of respondents (31.1% agree and 23.3% strongly agree) found them beneficial, while 10.7% (2.9% strongly disagree and 7.8% disagree) found them unhelpful. The largest group, 35%, remained neutral. This suggests that virtual TEFL meetings can be a valuable tool for many learners.

**Question 14:** *I feel more motivated to learn English when I participate actively in virtual meetings.*



The data in Figure 14 indicates that a strong majority, 67%, find virtual meetings motivating for improving their English. About 23.3% of learners were neutral, and less than 10% found virtual meetings unmotivating. This suggests that virtual meetings can be a powerful motivational tool for many English learners.

**Question 15:** *Virtual meetings can be just as engaging as traditional classroom settings.*

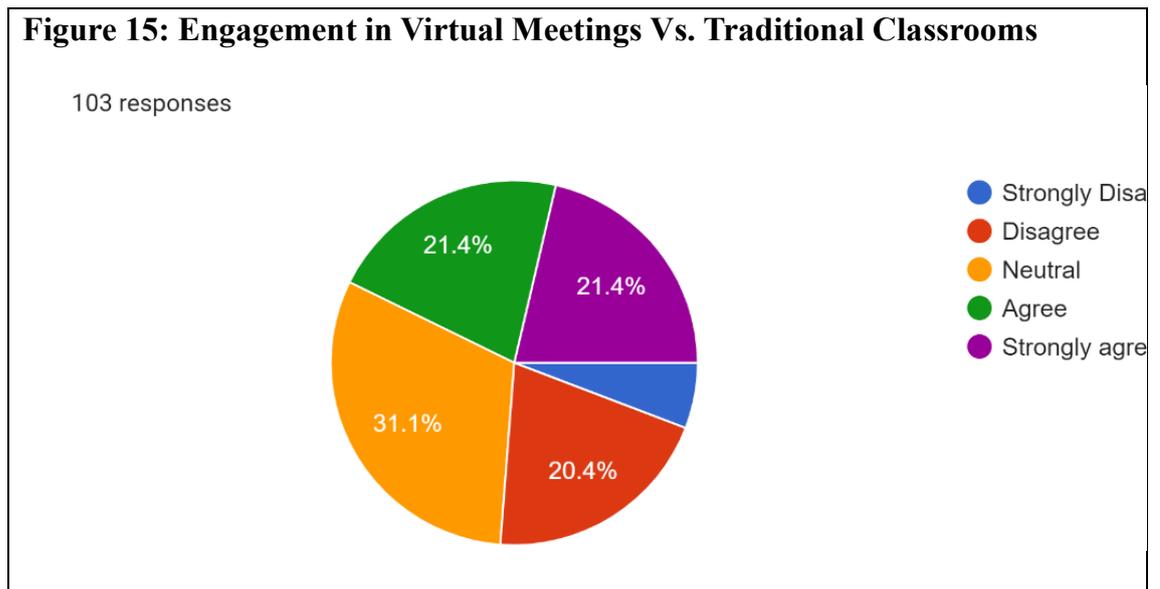


Figure 15 shows mixed results. Over a quarter 26.2% found virtual meetings disengaging, while nearly 42.8% found them engaging. This suggests that virtual meetings can be as effective as traditional classrooms but may require more effort from the facilitator to create an engaging experience.

**Question 16:** *Do virtual meetings meet your needs and interests?*

**Figure 16: Meeting Needs and Interests**

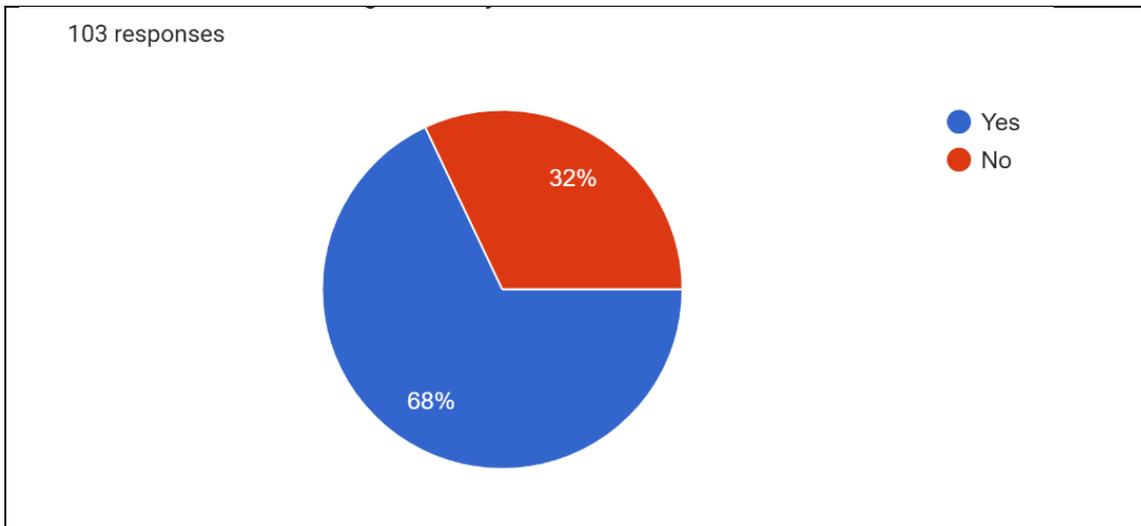
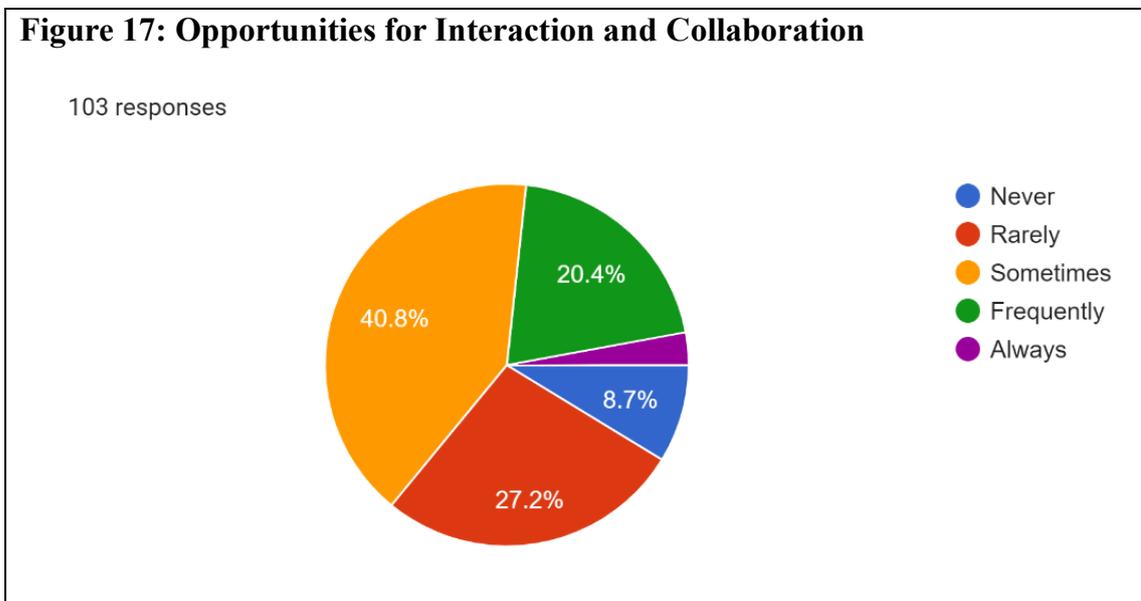


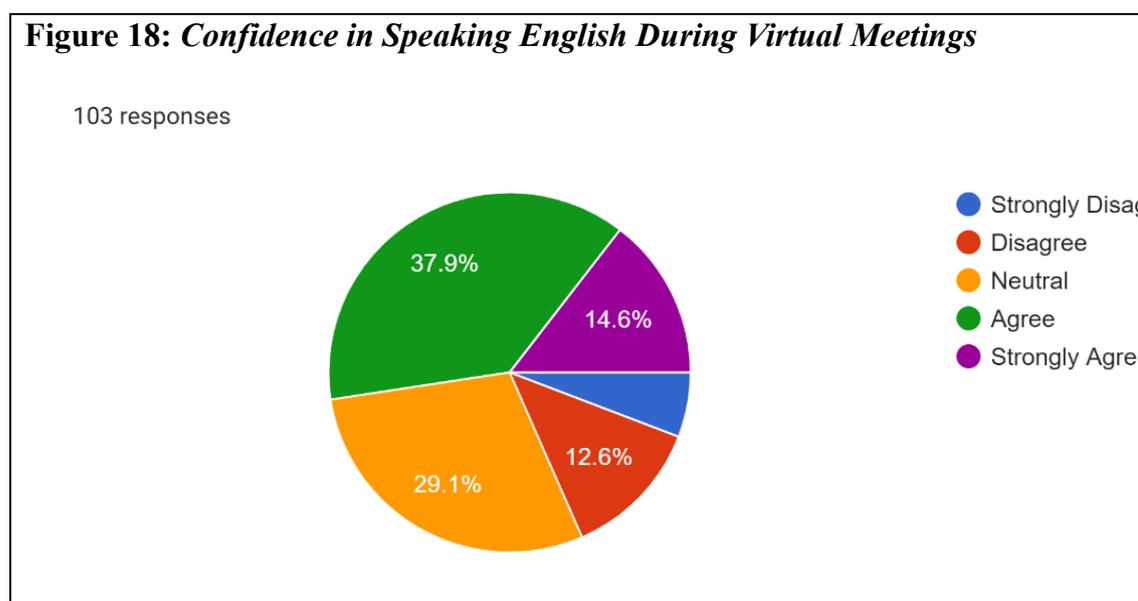
Figure 16 reveals that a significant majority, roughly two-thirds 67%, of students believe virtual meetings fulfill their needs and interests. Conversely, 33% indicated they do not. This indicates that virtual meetings offer advantages that cater to student needs and interests.

**Question 17:** *How often do virtual meetings provide opportunities for you to interact and collaborate with other learners?*



Based on Figure 17, virtual meetings provide a variety of opportunities for learners to interact and collaborate. While some learners never 8.7% or rarely 27.2% experience these benefits, a substantial portion 40.8% find these opportunities at least sometimes. Notably, over a fifth 20.4% report frequent interaction and collaboration, and a small percentage 3.8% experience it always.

**Question 18:** *When participating in virtual meetings, I feel more confident speaking English?*



In Figure 18, it is observed that more than half 52.5% of learners reported feeling confident or very confident in speaking English during virtual meetings. This confidence level is indicated by the 37.9% who agreed and the 14.6% who strongly agreed with the statement. Conversely, 29.1% of learners expressed a neutral stance, while 12.6% disagreed, and 6.2% strongly disagreed.

**Question 19:** *Participating in virtual meetings has helped me improve my pronunciation in English.*

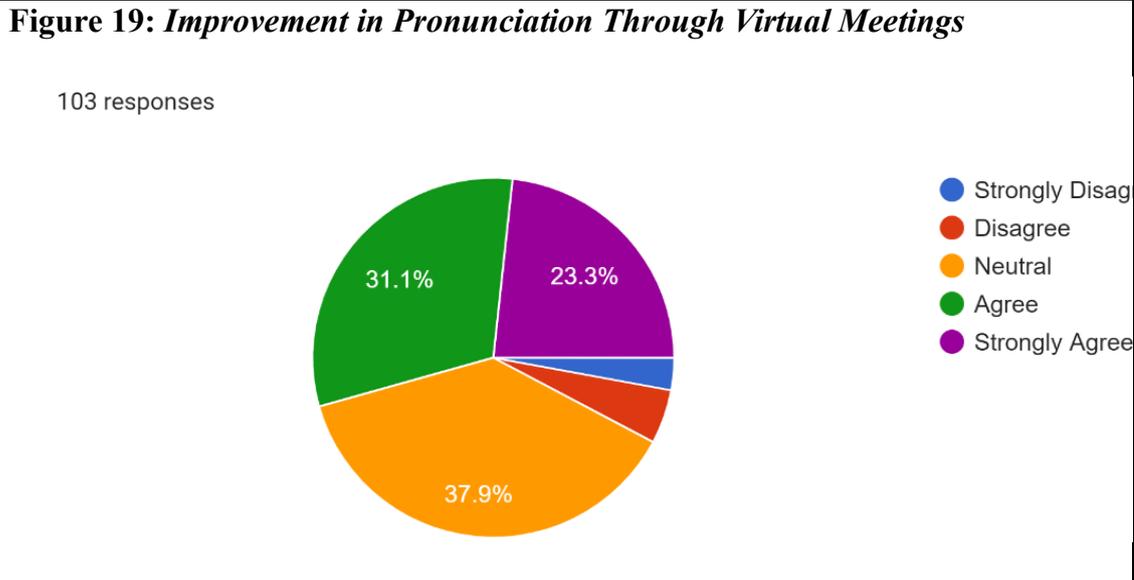
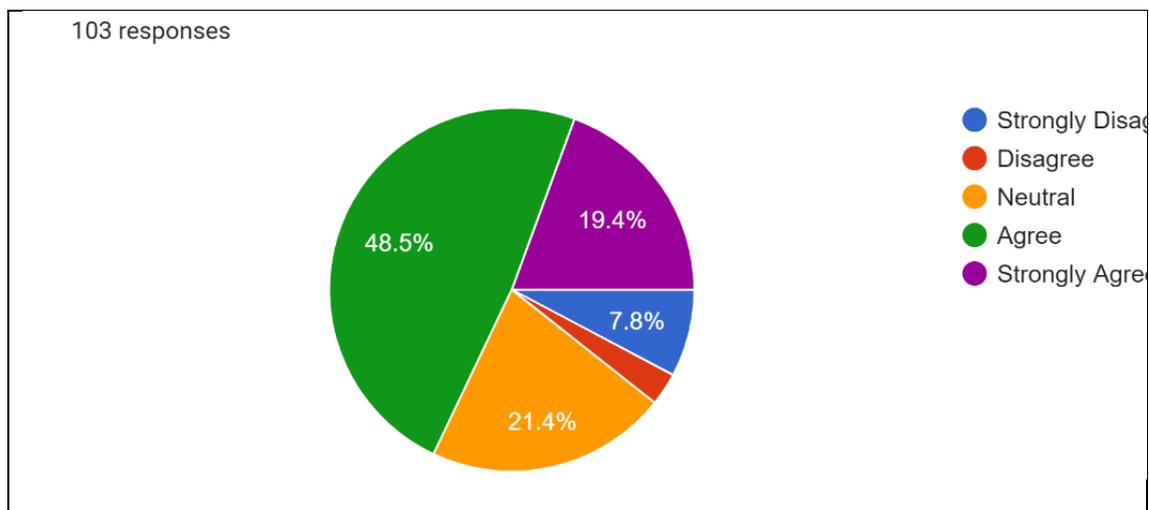


Figure 19 examines the impact of virtual meetings on pronunciation. According to the data, a significant portion of participants, 31.1% and 23.3%, agree or strongly agree, respectively, that virtual meetings facilitate pronunciation improvement. Conversely, 37.9% of respondents remain neutral on this issue. Only a small minority, 7.7%, actively disagree with the notion that virtual meetings enhance pronunciation skills. These findings suggest that nearly half of the students perceive the virtual environment as beneficial for practicing pronunciation.

**Question 20:** *Participating in virtual meetings helps me overcome my shyness when speaking English.*

**Figure 20: Overcoming Shyness Through Virtual Meetings**



According to figure (20), we can notice that nearly two-thirds 67.9% of respondents agreed that virtual meetings can be a helpful tool to overcome shyness when speaking English. This suggests that for many people, the virtual format reduces shyness. Some people 21.4% reported no significant difference, possibly due to continued shyness or a preference for in-person interaction. A smaller percentage 10.7% found virtual meetings unhelpful.

## Conclusion

This chapter has established the methodological framework for this research. We have defined the research method employed. We have identified the population of interest and outlined the sample selection process. The data collection tool, specifically the students' questionnaire, has been described in detail. To ensure the quality of the data, the chapter has addressed the validity and reliability of the questionnaire. Finally, the pie charts have been analyzed to suggest some implementations in the next chapter.

## **Chapter Four: Implications**

## **4.1 Introduction**

This chapter looks at what students told us about virtual meetings in their English language learning (ELL) classes. We'll focus on how virtual meetings affect motivation and speaking skills. First, we'll discuss the results in a "Findings and Discussion" section. Then, in "Educational Implementations," we'll turn those findings into practical ideas for teachers. Finally, to keep improving, we'll end with "Recommendations for Further Studies," suggesting areas for future research that can build on this work.

**4.2 Findings and Discussion:** Data from student questionnaires reveals a wealth of positive effects from virtual meetings

### **a. Overcoming Shyness and Fostering Inclusion**

A significant portion of respondents (nearly two-thirds at 67.9%) reported that virtual meetings helped them feel less shy when speaking, suggesting a more comfortable environment for some. Therefore, virtual meetings can provide a more comfortable environment for those who may struggle with traditional in-person settings. By reducing feelings of shyness, virtual meetings can level the playing field and promote more inclusive and productive communication for everyone.

### **b. Boosting Motivation and Engagement**

Virtual TEFL meetings have emerged as a surprisingly effective way to keep learners motivated and engaged. A strong majority 67% of respondents reported finding these meetings motivating, a significant statistic that highlights the potential benefits of this online format. There are several reasons why virtual TEFL meetings might be so motivating. First, they can provide a more comfortable and interactive environment for some learners. Virtual meetings can also leverage a wider range of

tools and activities, which can help to keep lessons dynamic and interesting. Overall, the positive feedback on motivation and engagement suggests that virtual TEFL meetings can be a valuable tool for educators.

#### **c. Boosting Confidence for English Language Learners**

While face-to-face interaction may be daunting, virtual meetings offer a confidence boost for over half 52.5% of English learners. This reduced pressure environment allows learners to experiment and practice speaking skills in a safe space. The focus on verbal communication and increased participation opportunities through features like breakout rooms further enhance this. By incorporating elements like small group discussions, guest speakers, and constructive feedback, virtual meetings can be a powerful tool for learners to overcome anxieties and build confidence in their English-speaking abilities.

#### **d. Meeting the Needs and the Interests of Learners**

Interestingly, a significant majority 67% of students felt virtual meetings catered well to their needs and interests. This highlights the format's ability to adapt to individual learning goals. This finding suggests that virtual meetings may offer a more personalized learning experience compared to traditional classroom settings. The flexibility of virtual environments could allow students to tailor their participation to their specific needs, whether it's accessing recordings for review later, utilizing breakout rooms for focused discussions, or contributing asynchronously through chat functions.

While interaction and collaboration aren't guaranteed for everyone, a significant portion (40.8% at least sometimes) reported opportunities to connect with others, showcasing the potential for a collaborative environment.

#### **e. Enhancing Learners' Pronunciation**

Even pronunciation saw some benefit, with half of the students finding the virtual environment helpful for practice. This goes beyond simply hearing the teacher speak clearly. Virtual meetings offer unique advantages for pronunciation development.

#### **f. Making learning English more effective**

A significant portion of respondents, a noteworthy 54%, expressed their belief that virtual meetings can be an effective tool for learning English. This finding suggests that video conferencing platforms might be more than just communication channels; they could potentially serve as valuable learning environments for those seeking to improve their English skills.

#### **g. Challenges faced by the students when participating in virtual meetings**

Virtual meetings aren't without their challenges. Over half (50.5%) of people were at least somewhat uncomfortable expressing themselves or asking questions, potentially due to shyness or technical difficulties, which were reported by 28.2% of learners. Unclear communication due to audio or accents was another hurdle, impacting 35.9% of participants. Engagement also requires effort, with over a quarter 26.2% finding virtual meetings disengaging.

### **4.3 Educational Implementations**

The previous findings can be applied in education through the following implementations

#### **4.3.1 Virtual Classrooms for Shy Learners**

Virtual classrooms can be a game-changer for shy learners. By offering online or hybrid options, students can participate in class from the comfort of their own homes,

reducing anxiety associated with in-person interactions. Additionally, online platforms often have built-in breakout rooms which allow for smaller group discussions. This creates a less intimidating space for shy students to contribute their ideas and participate in conversations. Finally, anonymous chat features during lectures can be a powerful tool. They allow students to ask questions or share insights without the fear of being singled out, fostering a more inclusive and participation-rich environment.

#### **4.3.2 Personalized Learning through Virtual Meetings**

Online meetings can help teachers customize learning for each student. They can ask questions to find out what students need and then change their virtual lessons to fit those needs. Online meetings can also work for different ways students learn, and students can watch recordings again later to learn more.

#### **4.3.3 Fostering Collaboration in Virtual Spaces**

In virtual spaces, foster collaboration by using real-time online tools for brainstorming and sharing ideas. Break into assigned tasks within virtual rooms to boost teamwork and problem-solving. Encourage open communication through online forums and chat for continuous feedback and discussions.

#### **4.3.4 Pronunciation Practice in Virtual Meetings**

Take your virtual meetings to the next level with pronunciation practice! Share exercises and tongue twisters on screen, use voice recording tools for self-practice and feedback, and play fun pronunciation games designed just for online learning.

#### **4.3.5 Maximizing Learning Through Blended Learning**

A blended learning approach offers a powerful way to leverage the strengths of both virtual meetings and traditional classroom activities. By strategically combining online sessions with offline work, this approach caters to the diverse learning styles of students. Virtual meetings can be used for interactive lectures, group discussions, and collaborative projects, fostering communication and engagement. Meanwhile, offline activities allow for individual practice, reflection, and deeper exploration of concepts. This synergy maximizes the benefits of both online and offline interaction, leading to a more well-rounded and effective learning experience for students.

#### **4.4 Recommendations for Further Studies**

Based on our findings and the insights gained from our discussion, we propose the following recommendations for further studies

- a.** Focus on specific learner groups: While your findings suggest overall benefits, delve deeper into how virtual meetings impact different learner demographics. Consider factors like age, learning style, or initial proficiency level.
- b.** Explore the role of teachers: Investigate how teachers can best facilitate and optimize the learning process within virtual meetings. This might involve examining effective use of breakout rooms, fostering student-to-student interaction, or integrating interactive activities.
- c.** Incorporate learner feedback: Gather feedback from participants about their experiences with virtual English learning meetings. This can help identify areas for improvement within the online platform, teaching methods, or overall course structure.

## **4.5 Conclusion**

This chapter examined how virtual meetings affect motivation and speaking skills in EFL classrooms, drawing on student data. Dedicated sections explored the findings and translated them into practical applications for schools and educators. To ensure ongoing improvement, the chapter concluded with recommendations for further studies, outlining areas for future research. By examining student experiences, this chapter provides valuable insights to inform the use of virtual meetings in enhancing learning outcomes.

## **General Conclusion**

The previous study was conducted about the Influence of Virtual Meetings on English Language Learning in TEFL Classes at Erriadeh and Erridouane School. Basically, is concerned with the implementation of these virtual meetings and their effects on students' engagement, motivation, and learning outcomes in oral skills.

The study highlighted certain objectives such as investigating the impact of virtual meetings on English language learning among high school students in TEFL classes and identifying specific aspect of English language learning which is speaking that is influenced by virtual meetings in TEFL classes and finally to draw conclusions about the effectiveness of virtual meetings in facilitating English language learning in a high school TEFL setting based on the case study findings.

Taking the role of using virtual meetings as element for EFL classrooms and its impact on the EFL teaching and learning process. The research introduced the following research questions:

- To what extent does the use of virtual meetings influence English language proficiency among high school TEFL students?
- How do virtual meetings affect students' engagement, motivation, and attitudes towards English language learning?

To investigate the research questions above we have suggested the following hypothesis:

The incorporation of virtual meetings into the learning environment can have a positive impact on learners' motivation and performance.

The first theoretical chapter was around the literature review on online learning, focusing on virtual meetings as an integrated component and their impact on education. It discussed the advantages and disadvantages of virtual meetings, along with their influence on speaking skills.

The second chapter delved into the theoretical framework of motivation, exploring the characteristics of motivated learners. It also provided an overview of previous studies on motivation in online EFL (English as a Foreign Language) classes.

The third chapter addressed data collection and analysis of learner responses within the study.

Finally, the last Chapter, we discussed the findings and suggested some recommendations for further studies. It aimed to measure the level of student engagement during virtual meeting sessions.

The results were obtained from the quantitative data analysis to validate the suggested hypothesis. Furthermore, the questions posed on the learner questionnaire were taken to reply on the research questions. The collected data gave a different result concerning the use of virtual meetings, thus the participants' showed a different attitude toward the usefulness of virtual meetings. ...

Lastly, it might include that the actual study has endeavored to show a new thought in the field of education in technological basis through exploring a numerous perspective of the connection between learning and technology how it can be positive and what are its negative use. The research work attempted to provide the outcomes of the study process. All things considered, is to be aware and make the attention about the future studies toward teaching and learning English through virtual meetings.

## Reference

Ahmad, C. (2021). What makes our students demotivated in learning? *Indonesian Journal of Educational Research and Technology*, 1(2), 51-56.  
<https://doi.org/10.17509/ijert.v1i2.33409>

Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232-238. <http://dx.doi.org/10.17507/jltr.1002.03>

Arslanyilmaz, A., & Sullins, J. (2013). The extent of instructor participation in an online computer science course: How much is enough? *The Quarterly Review of Distance Education*, 14(2), 63-74.

Bollen, K. A. (1989). *Structural equations with latent variables* (pp. 179-225). John Wiley & Sons.

Burton, C. (2023, August 10). What is blended learning? Models & best practices. Thinkific. <https://www.thinkific.com/blog/what-is-blended-learning/#what-is-blended-learning>

Dhull, I., & Sakshi, M. (2017). Online learning. *International Education & Research Journal*, 3(8), 32-34.  
[https://www.researchgate.net/publication/332833360\\_Online\\_Learning](https://www.researchgate.net/publication/332833360_Online_Learning)

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.

Darmuki, A., & Hariyadi, A. (2019). Peningkatan keterampilan berbicara menggunakan metode kooperatif tipe Jigsaw pada mahasiswa PBSI tingkat IB IKIP PGRI Bojonegoro tahun akademik 2018/2019. *Kredo*, 2(2), 256-267.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, L: Edward Arnold.

Ghazizadeh, T., & Fatemipour, H. (2017). The effect of blended learning on EFL learners' reading proficiency. *Journal of Language Teaching and Research*, 8(3), 606-614. <https://doi.org/10.17507/jltr.0803.21>

Han, T., & Keskin, F. (2016). Using a mobile application (WhatsApp) to reduce EFL speaking anxiety. *Gist Education and Learning Research Journal*, 12, 29-52.

Harmer, J. (2007). *How to the practice of English language teaching* (4th ed.).

Highspeed Training. (n.d.). Types of motivation in education | Intrinsic & extrinsic effects [SNIPPET]. High Speed Training. Retrieved from <https://www.highspeedtraining.co.uk/hub/motivation-in-education/>

Kirmizi, O. (2015). The influence of learner readiness on student satisfaction and academic achievement in an online program at higher education. *The Turkish Online Journal of Educational Technology*, 14(1), 133-142.

Kurniati, & Ervina. (2019). Pengaruh penerapan guessing game terhadap kemampuan berbicara mahasiswa Bengkalis. *Al-Ishlah: Jurnal Pendidikan*, 11(1), 114-125.

Lalima, L., & Dangwal, K. L. (2017). Blended learning: An innovative approach. *Universal Journal of Educational Research*, 5(1), 129-136. <https://doi.org/10.13189/ujer.2017.050116>

Ma'arop, A. H., & Embi, M. A. (2016). Implementation of blended learning in higher learning institutions: A review of the literature. *International Education Studies*, 9(3), 41-52. <https://doi.org/10.5539/ies.v9n3p41>

Medina, L. C. (2018). Blended learning: Deficits and prospects in higher education. *Australasian Journal of Educational Technology*, 34(1), 42-56.

Meşe, E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11-22.

Nunan, D. (2003). *Practical English language teaching teacher's text book*. McGraw-Hill.

Nuryanto, S., Abidin, A. Z., Setijowati, U., & Simulyasih Sb, N. (2018). Peningkatan keterampilan berbicara mahasiswa PGSD dalam perkuliahan bahasa Indonesia berbasis konservasi nilai-nilai karakter melalui penerapan metode task based activity dengan media audio visual. *Jurnal Penelitian Pendidikan*, 35(1), 83-94. <http://dx.doi.org/10.15294/jpp.v35i1.15095>

Peng, S. (2019). A study of the differences between EFL and ESL for English classroom teaching in China. *IRA International Journal of Education and Multidisciplinary Studies*, 15(1), 32-35. <http://dx.doi.org/10.21013/jems.v15.n1.p4>

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioral research: Methods and data analysis* (2nd ed.). McGraw-Hill Publishing Company.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <https://doi.org/10.1006/ceps.1999.1020>

Saddhono, K., & Slamet, S. Y. (2017). *Meningkatkan keterampilan berbahasa Indonesia*. Bandung: Karya Putra Darwati.

Salkind, N. (2009). *Encyclopedia of educational psychology*. California: Sage Publications.

Sholihah, R. A. (2020). Praktik pembelajaran keterampilan berbicara di masa pandemi Covid-19. *Naturalistic: Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran*, 5(1), 705-717. <https://doi.org/10.35568/naturalistic.v5i1.977>

Sheerah, H. A. H. (2020). Using blended learning to support the teaching of English as a foreign language. *Arab World English Journal, (Special Issue)*6, 191-211. <https://dx.doi.org/10.24093/awej/call6.13>

Skynova. (2023, October 26). How to choose the best video conferencing software for your small business. Retrieved from <https://www.skynova.com/learn/business/video-conferencing-for-small-business>

Simpson, J. A., & Weiner, E. S. C. (Eds.). (2001). *The Oxford English Dictionary* (2nd ed.). Oxford: Clarendon Press.

Song, S. M. (2010). E-learning: Investigating students' acceptance of online learning in hospitality programs. [PhD Dissertation, Iowa State University]. Iowa State University. <https://lib.dr.iastate.edu/etd/11902>

Tekpon. (2023, October 26). Great 5 virtual meeting platforms for remote learning. Tekpon. <https://tekpon.com/insights/great-5-virtual-meeting-platforms-for-remote-learning>

Ur, P. (1996). *A course in language teaching: Practice and theory*. UK: Cambridge University Press.

Wahyudi, E., Sukma, H. H., & Mustadi, A. (2021). The effect of online learning process on speaking skill. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2607-2614. <https://doi.org/10.35445/alishlah.v13i3.618>

Wang, X. (2007). What factors promote sustained online discussions and collaborative learning in a web-based course? *International Journal of Web-Based Learning and Teaching Technologies*, 2(1), 17-38.

Wright, J. (2012). Reasons why students are unmotivated. *Review of Educational Research*. Retrieved from <http://www.interventioncentral.org/ccse/what-teachers-can-do-with-students>

Zoho Meeting. (2023, December 22). Virtual meeting: What it is, types & best practices. Retrieved from <https://www.zoho.com/meeting/virtual-meeting.html>

## **Appendix**

### **A. Students' Questionnaire**

#### **Virtual Meetings Participation for High School TEFL Classes**

**Dear student,**

This questionnaire is part of an MA research project investigating the role of virtual meetings in developing your oral English skills and motivation to learn the language.

Your honest participation is greatly appreciated. Please answer all questions to the best of your ability. All responses will be kept anonymous.

**1-What is your gender?**

male     female

**2-In your opinion, is learning English a difficult task or an easy task?**

Very Easy    Somewhat Easy    Neutral    Somewhat Difficult    Very Difficult

**3-How do you consider your level in English?**

Very Good    Good    Average    Poor

**4- Technology can be helpful in learning English.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**5- I can find all sorts of things to help me learn English on the internet.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**6-Do you think the COVID-19 pandemic increased your familiarity with virtual meetings?**

Yes     No

**7- What platform do you prefer using for virtual meetings?**

Zoom  Google Meet  Skype  Other (please specify)

**8- During virtual meetings, how comfortable are you expressing your ideas or asking questions?**

Very comfortable  Somewhat comfortable  Neutral

A little uncomfortable  Very uncomfortable

**9-What are the biggest challenges you face when participating in virtual meetings?**

Technical difficulties (e.g., poor internet connection, audio issues)

Feeling shy or hesitant to speak up

Difficulty understanding other students' contributions (e.g., unclear audio, accents..)

Lack of opportunities to practice speaking and listening

Distractions at home

**10- Do you usually know the goals or learning objectives for a virtual meeting before it starts?**

Yes  No

**11- How helpful are the agendas or objectives in preparing you to participate?**

Not Helpful  Somewhat Helpful  Very Helpful

**12- During the meeting, do you encounter content that opposes your values and convictions?**

Yes  No

**13- Participating in virtual TEFL meetings helps me learn English more effectively.**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**14-I feel more motivated to learn English when I participate actively in virtual meetings.?**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**15-Virtual meetings can be just as engaging as traditional classroom settings.**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**16- Do virtual meetings meet your needs and interests?**

Yes  No

**17-How often do virtual meetings provide opportunities for you to interact and collaborate with other learners?**

Never  Rarely  Sometimes  Frequently  Always

**18- When participating in virtual meetings, I feel more confident speaking English**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**19- Participating in virtual meetings has helped me improve my pronunciation in English.**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**20- Participating in virtual meetings helps me overcome my shyness when speaking English.**

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

Thank you again for your answers

## RÉSUMÉ

Cette étude de cas a examiné l'impact des réunions virtuelles sur l'apprentissage de l'anglais dans les cours de TEFL au lycée. Elle s'est concentrée sur l'école Erriadeh et l'école Erridouane comme sujets d'étude de cas. Cette étude a analysé la mise en œuvre des réunions virtuelles et leurs effets sur l'engagement des élèves, leur motivation et le développement de leurs compétences orales. Les données ont été recueillies au moyen d'un questionnaire administré à 103 élèves de TEFL dans les deux écoles. Les résultats ont fourni des informations précieuses sur le potentiel des réunions virtuelles pour accroître l'engagement des élèves, améliorer les résultats d'apprentissage et personnaliser l'expérience d'apprentissage des langues pour les lycéens. En outre, l'étude a identifié des défis et a mis en évidence des domaines de recherche future liés aux sessions de collaboration en ligne dans l'enseignement du TEFL. Dans l'ensemble, l'étude a mis en lumière l'impact positif des réunions virtuelles sur l'apprentissage de l'anglais dans le contexte du TEFL au lycée et a fourni une base pour la recherche future et les améliorations dans ce domaine.

### **Termes clés:**

*Apprentissage - Réunions virtuelles - TEFL - Motivation - Compétence orale.*

## الملخص

دراسة هذه الحالة تبحث في تأثير اللقاءات الافتراضية على تعلم اللغة الإنجليزية في فصول تدريس اللغة الإنجليزية كلغة أجنبية (TEFL) في المرحلة الثانوية، مع التركيز على مدرسة الريادة ومدرسة الرضوان كنموذج. تتعمق الدراسة في تنفيذ اللقاءات الافتراضية وتأثيرها على دافعية الطلاب وتحفيزهم ونتائج التعلم في المهارات الشفهية. ولجمع البيانات، سيتم توزيع استبيان على 103 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية في كلا المدرستين. ستوفر النتائج رؤى قيمة حول إمكانات الاجتماعات الافتراضية لتعزيز مشاركة الطلاب، وتحسين مهارة التحدث، وتخصيص تجربة تعلم اللغة لطلاب وطالبات المرحلة الثانوية. بالإضافة إلى ذلك، ستحدد الدراسة التحديات وتسلط الضوء على مجالات البحث الإضافية المتعلقة بجلسات التعاون عبر الإنترنت في تدريس اللغة الإنجليزية كلغة أجنبية (TEFL) بشكل عام، ستسلط الدراسة الضوء على التأثير الإيجابي للقاءات الافتراضية على اكتساب اللغة في سياق تدريس اللغة الإنجليزية كلغة أجنبية (TEFL) في المرحلة الثانوية وتوفر أسسًا للبحث والتحسينات المستقبلية في هذا المجال.

### الكلمات المفتاحية:

التعلم \_ اللقاءات الافتراضية \_ مهارة التحدث \_ الدافعية \_ تدريس اللغة الإنجليزية كلغة أجنبية