

Saudi Students' Attitudes toward Using Blackboard as the Medium of Education During the Pandemic

Hanan Albar

College of Arts, Taif University, Saudi Arabia

iihananalbarii@gmail.com

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Abstract

This study aimed to (1) investigate the overall effects of online education on TUELC students' learning and (2) investigate the attitudes of TUELC students towards using Blackboard as a medium of education at all TU levels. The participants consisted of 121 male and female EFL students who took a questionnaire consisting of 19 items (9 items investigating the overall effects of online education on students' learning and 10 items about the effects of online learning on TUELC students' motivation). Students showed a high level of acceptance and support shown by students for Blackboard. Additionally, Blackboard was perceived to have mostly positive effects on their engagement in class but did not lead to an increase in interaction. Furthermore, the majority of the students agreed that Blackboard sessions were easier to participate in than traditional face-to-face sessions.

1. INTRODUCTION

Saykılı (2018) provided a suitable definition for distance education after looking closely and critiquing some definitions provided by writers over the years. He defines it as:

Distance education is a form of education that brings together the physically-distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources (Saykılı, 2018, p. 5).

Online education is a part of distance education. It is defined as education delivered via computers and the internet; the course material should be delivered 80% online to consider online education (Allen & Seaman, 2008; Shelton & Saltsman, 2005). Before the pandemic hit in 2020, and the world had to shut down, including schools and universities, the world did not realize the importance of technology or how much we could achieve by using it. The most significant feature that almost all countries use is online/remote teaching and learning. Without humankind's technological evolution, this pandemic would have been a step back for both

developed and developing countries. When the social media platform Facebook faced technical problems that expanded to their other platforms, Instagram and WhatsApp, which lasted for only a couple of hours, most students and teachers who relied on these apps could not communicate with each other. Some had to pause their school/work lives; this minor incident demonstrates the importance of technology in our life.

Distance learning has its positive and negative impacts; the advantages include: the ability to update the course content regularly to suit the course along the process, instructors can provide immediate feedback on student's work, and teachers can enhance their material by using some visuals that may have been difficult to use in face-to-face classrooms. On the other hand, the disadvantages are technical problems caused by the internet quality that, in return, will affect the audio and video, the learning curve using technology or computers by individuals who are using them, and the methods of assessment that may influence the learning process and outcomes (Appana, 2008).

A study that mainly targeted EFL university students in Saudi Arabia showed that teachers had faced several problems while teaching online; students worked while attending online classes, used computers and mobile to seek answers for tests, and used copy and paste to answer open-ended questions. These problems caused inflation in grades for all levels of education (Mabrook, 2020).

Over the course of a seven-week course, a qualitative case study was undertaken to investigate students' opinions of online teaching and how it influences their motivation. Semi-structured interviews and creative writing samples from 12 students in an intact classroom were used to obtain data. According to interviews and creative writing exercises, students felt that online education negatively influences their motivation because of a lack of social interaction, a mismatch between expectations and material, organizational challenges, and the structure of learning settings. The pedagogical consequences are discussed (Meşe & Sevilen, 2021).

Gardner's (1975) definition of motivation is: "a combination of effort and desire to obtain the aim of learning language as well as a positive attitude toward learning the language." According to Tohidi & Jabbari (2012), there are two types of motivation, intrinsic and extrinsic. Intrinsic motivation stems from internal motives to achieve a goal, while extrinsic motivation is affected by external factors. Students' achievement in education was associated with the first type of motivation, where their enjoyment and readiness to learn play an essential part in their learning. On the other hand, the types of motivation in Second Language Learning (L2) that were provided by Gardner (1985) are integrative motivation and instrumental motivation. Integrative motivation is learning the language for social purposes and being able to communicate with the speakers of the target language. In contrast, instrumental motivation is learning the language to achieve a goal, such as completing a course to graduate.

To measure motivation, we must pinpoint the goal that motivates the learner to achieve it; after recognizing the goal, we can use cognitive and affective measures such as how related the goal is to their memory, by the level of enjoyment and perceived competence and effort. We can also use behavioural measures, including the speed of achieving a goal, the level of performance, and choice, for example, when presented by choosing to do homework or socialize with friends. Both types of motivation can be measured using cognitive and affective or behavioural measures (Touré-Tillery & Fishbach, 2014; Mahdy et al., 2020).

Masgoret and Gardner (2003) believed that an unmotivated person doesn't exhibit the same behaviours, feelings, cognition, etc., as a motivated one, so they provided several scales to measure motivation. The first scale is Motivational Intensity, which measures how much effort is expended when learning a new language. The second scale assesses the degree of commitment to learning the language at a high level. Lastly, the Attitudes toward Learning the Target Language scale answers how individual perceives the language as they learn it.

Online education plays a vital role in our lives today, and the issue of engaging students virtually arises and becomes more prominent and visible. Pushing students to participate in virtual classes actively and ensuring engagement became an interest for most teachers because of the pandemic. As Deci *et al.* (1991) state that self-determined motivation (Intrinsic motivation) is related to positive outcomes across ages; it was found that students with this kind of motivation are more likely to stay in school than their counter peers who have less self-determined motivation levels. However, in other studies, both kinds of motivation are linked to positive academic achievement.

1.1.Statement of the Problem

Most research on this topic was done on more general grounds and did not investigate undergraduate Saudi EFL students' motivation (e.g., Harandi, 2015; Mabrook, 2020; Zhao & Mei, 2016). These studies and others aimed to answer questions regarding online learning and motivation or online learning and how it affects EFL students in a vague frame. According to our knowledge, no study paid particular attention to the effects of Blackboard on Saudi EFL undergraduate students and their attitudes towards it. Addressing this problem will help teachers work on the factors affecting students' engagement and improve or enhance them to get better results. This research targets undergraduate EFL students in Taif University English Language Center (TUELC) at all levels of education; it aims to investigate the positive and negative impacts of online learning, what are the attitudes of students regarding online learning, and what other factors influence students that contribute to their educational experience.

1.2.Significance of the Study

Some students during online learning have no motivation to participate and engage with teachers during virtual classes (Kim & Frick, 2011), while others face problems with online learning caused by several factors (Hartnett *et al.*, 2011, p. 20); this problem became more visible during the COVID-19 pandemic. This study emphasized the factors that influence students' attitudes and experience in online education and what other factors can contribute to the student's online experience. Information collected will help improve the learning experience for both students and teachers looking forward to solving this problem.

1.3.Research Objectives and Research Questions

This study had two key objectives. The first objective (1) was to investigate the overall effects of online education on TUELC students' learning. The second objective (2) was to investigate the attitudes of TUELC students towards using Blackboard as a medium of education at all TU levels.

This research seeks to answer the following questions:

1. How does Online Education affect TUELC students' learning?

2. What are the attitudes of TUELC students toward using Blackboard as the learning medium?

2. LITERATURE REVIEW

Online learning had and still is a term open to interpretation. Carliner (2004) and Benson (2004) define online learning as learning through a computer with other supporting resources. Ally (2008) and Oblinger & Oblinger (2005) defined it as more than just using the web to learn; other factors contribute to the experience, such as interaction with the instructors and other students; they also discussed the flexibility along with the connectivity of online learning.

Second or foreign language acquisition success is greatly influenced by motivation, as it is linked to achievement in the target language learning and a host of other behaviours related to language acquisition (Gardner, 1975). Personality traits, including intrinsic motivation, influence students in distance learning (Moore, 1989); Shroff *et al.* (2007) found that intrinsic motivation influences the process of motivation in online learning. A broader view of motivation in a foreign language learning setting advocated by Dörnyei (1990) emphasizes that integration of orientation and achievement need to contribute to motivation along with attribution of failure in the past.

According to Stipek (2002), the learning process is similar to motivation in that learning is an active process that requires the learners to make some effort to make it occur. Similar to the learning process, for motivation to occur, tutors need to create a positive and nurturing atmosphere to ensure that learning occurs. These processes are similar and related to each other.

Over the years and more recently with the pandemic, several researchers have found clear connections, positive or negative ones, between motivation and online learning. Harandi (2015), in her study, which was done on higher education students from different majors at Tehran Alzahra University, the results stated that teachers' use of e-learning was related to students' motivation. Findings also indicated that students' motivation increased when e-learning was integrated into the class. Furthermore, the findings revealed no significant variation in the association between e-learning and student motivation across ages and educational levels. The research was done on higher education students from different majors to measure the motivation factor; it did not include EFL students or undergraduates.

Zhao and Mei (2016) conducted a case study on undergraduate American and Chinese students, which showed that learning motivation among Chinese and American online learners is significantly different, and learners' characteristics, such as their gender, employment status, and marital status, can influence their learning motivation. This study aimed to answer the difference in motivation between American and Chinese students; its purpose was not merely motivation; it was the cultural and social background of the participants. The sample was of different majors and did not focus on EFL students.

In a more recent study conducted by Mabrook (2020) on English as a Foreign Language (EFL) Saudi students, the primary aim of this research was to determine the benefits and drawbacks of distance learning for EFL students as a result of the pandemic. The findings revealed that the variables' differences favour factors: During the school shut down, English professors delivered their online courses professionally and competently. Students attended classes while at work, driving, sitting with family, or in bed, cheated while taking tests by using

other devices to find answers, experienced internet problems while attending online courses, and lastly, students used to copy and paste to answer open-ended questions. The researcher's sample was too small to generalize results, including only 3rd and 4th-year students.

In 2013 Shih and his colleagues published a study. They tried to determine if the personality and motivation of third-level EFL college students were associated with online satisfaction in virtual classrooms. The sample consisted of 153 engineering students aged 18 to 19 who had studied English as a mandatory subject for ten years in school. They found that personality, mostly extraversion and conscientiousness, played a factor in online satisfaction, while motivation was the most important. Five motivational factors, including escape, social contact, a desire to learn, self-development, and academic success, were strong contributors to online satisfaction. The sample consisted only of 3rd level students who majored in engineering and did not study English at university. It also did not consider only motivation; it aimed to measure other personality traits.

Mahyoob (2021) conducted a study to investigate students' attitudes towards the effectiveness of Blackboard in online learning during the COVID-19 pandemic. The sample was 333 students from three public universities in Saudi Arabia. He concentrated on the elements that ensure academic achievement: online learning preference, efficiency, participation, achievements, success, and assigned assessment tasks. Mahyoob collected data via a survey; the results showed that online learning positively affected students' achievement. Although, the findings showed a negative impact on the assessment factor. The study did not discuss motivation, particularly online learning, and the factors contributing to motivation.

Mardesci (2020) designed a study to determine the effects of online learning on students' motivation; he ran the study at the Islamic University of Indragiri in Indonesia. The participants were students from the Department of Food Technology; the 16 students had to be involved in observation and were asked to take a questionnaire. The results showed a negative effect on students' motivation. The sample of this study was too small to generalize results, and it was not conducted in Saudi Arabia.

Meşe & Sevilen's (2021) study detected students' perception of online learning and how it will affect motivation; the 12 EFL students were asked to be involved in semi-structured interviews and creative writing assignments about the advantages and disadvantages of online education. The results showed that students had a negative attitude towards online learning; they believed that it had a negative impact on their motivation for several reasons. The study was held in Turkey; thus, we cannot generalize it to Saudi EFL students.

Virtual learning environments (VLEs) are effective for teaching English to foreign language learners, according to researchers who studied learners' opinions, attitudes, beliefs, and reflections (Alsulami, 2016; Al-Washahy & Amaar, 2015; Gulbinskienė et al., 2017). In addition, additional research showed that VLEs such as Blackboard Learn were widely acknowledged as effective in facilitating mutual interaction between EFL teachers and students, especially during the COVID-19 outbreak (AlTameemy et al., 2020; Alowed, 2020; Dahmash, 2020; Han & Ellis, 2019).

The studies mentioned in this section and those that inspired this research did not tackle all the variables of interest in this research. This research investigates the relationship between online learning and motivation among Saudi EFL undergraduate students at Taif University English Language Center (TUELC).

3. METHODOLOGY

3.1. Research design

This paper investigated the overall effects of online education on TUELC students and the effects of online learning on TUELC students' attitudes. It applied a quantitative research approach by using inferential statistics. It uses students' perceptions of online learning to draw its effects on motivation.

3.2. Data Collection Method

The data was collected through a questionnaire, which was partially adopted from the study held by Serhan (2020) (Appendix 1). and then translated into Arabic (Appendix 2). The questionnaire (of 19 closed-ended questions) focused on 1. students' perspectives of the overall effects of using Blackboard as an online learning environment on their learning (9 questions), and 2. Students' perspectives of the effect of Blackboard on their motivation and engagement compared to face-to-face learning (10 questions). The researcher relied on quantitative variables to collect data such as age, education level, and online courses for one academic year.

The questionnaire was carried out through Google Forms to make data collection convenient and easy. It is used to detect the overall impacts of online learning on TUELC students and the attitudes of students towards using Blackboard. We adopted this questionnaire according to the similar aims of both studies and for the matching experience that the participants went through because of the pandemic.

3.3. Setting and Participants

The study sample consisted of male and female undergraduate EFL students from TUELC who had online classes for at least one year. Participants were composed of one hundred and twenty-one (121) undergraduate students of different ages, different levels of study, and social backgrounds. Taif University English Language Center (TUELC) is a part of the Deanship of Supportive Studies and offers both compulsory and elective English language courses. Throughout the university, more than 200 full-time instructors provide English language instruction to students from a variety of colleges. English for Academic Purposes (EAP) and English for Specific Purposes (ESP) are two categories of English language courses provided by TUELC each academic year. As part of the TUELC program, all four language skills are integrated: listening, speaking, reading, and writing (vocabulary as a subskill). In TUELC, English proficiency levels are correlated with the Common European Framework of Reference for Languages (CEFR). ("English Language Centre – Taif University," n.d.)

3.4. Data Analysis Procedures

The study followed the survey method where the questionnaire was sent via email and WhatsApp groups, Cronbach's alpha was used to test the reliability of the questionnaire, and the expert view approved the validity. A pilot study was conducted to ensure the reliability of the instrument. The data was analyzed using inferential statistics through a statistical analysis program (SSPS). The answers were made as graphs to measure the outcomes. The researcher

analyzed the results and abstracted some codes; these codes were used to identify some themes and sub-themes.

4. RESULTS AND DISCUSSION

Our analysis included responses from 121 students that had 64.5% of male students and 35.5% of female students, and 53.7% of participants were from the first year. (Table 1).

The responses collected from the 5-point Likert-type survey items were grouped into four categories: students' attitudes toward the use of Blackboard, students' perceptions of the impact of using Blackboard on their learning, students' perceptions of their classroom engagement while using Blackboard, and students' comparison between face-to-face and Blackboard sessions. For the convenience of comparison, the five-point scale responses were merged into a three-point simplified scale (strongly disagree & disagree, neutral, agree & strongly agree). The questionnaire showed excellent reliability (Cronbach's Alpha =0.941 (0.925 - 0.955), shown in table 2.

Table 1
Baseline Characteristics

		Frequency	Percent
Gender	Female	43	35.5
	Male	78	64.5
Academic year	First	65	53.7
	Second	19	15.7
	Third	10	8.3
	Fourth	19	15.7
	Fifth	8	6.6

Table 2
Reliability Statistics

Cronbach's Alpha	Cronbach's Based Standardized Items	Alpha on	N of Items
0.941	0.945		19

4.1.Participants' Attitudes toward the Use of Blackboard

Regarding students' attitudes toward using Blackboard, 86.8% agreed that they enjoyed using it, and only 4.1% disagreed. In addition, 85.1% said they would like to use Blackboard in other classes, while only 6.6% disagreed. The means of students' responses for the five survey items ranged from 4.5 to 4.33 out of 5, indicating a high acceptance and support for using Blackboard (Table 3). These findings agree with the findings of Wang *et al.* (2017). Students admired the flexibility and convenience of videoconferencing. These results suggest that students view their experience positively, and through Blackboard, they could plan their learning schedule according to their needs, as shown in Table 3.

Table 3
Participants' Attitudes toward the Use of Blackboard

	Strongly disagree/ Disagree	Neutral	Strongly agree/ Agree	Mean	SD	Rank
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I enjoyed using the blackboard in the course.	5 (4.1%)	11 (9.1%)	105 (86.8%)	4.33	0.84	5 th
I felt comfortable using the blackboard in the course.	5 (4.1%)	7 (5.8%)	109 (90.1%)	4.49	0.82	2 nd
I want to use the Blackboard in other classes	8 (6.6%)	10 (8.3%)	103 (85.1%)	4.37	0.98	4 th
The use of Blackboard allowed flexibility in my learning schedule.	5 (4.1%)	5 (4.1%)	111 (91.7%)	4.50	0.83	1 st
Overall, I enjoyed using Blackboard in class.	5 (4.1%)	11 (9.1%)	105 (86.8%)	4.40	0.88	3 rd

4.2. Students' Perceptions of the Impact of Blackboard on their Learning

Regarding students' perceptions of the effects of using the Blackboard on their learning during classroom activities, the majority (71.1%) agreed that using the Blackboard improved their learning, and only 10.7% disagreed. The first group perceived Blackboard as an appropriate tool for their learning experience. According to results presented by Almekhlafy (2020), most first-level students reported that Blackboard enabled them to study English at their own pace. Blackboard was therefore considered the preferred tool for learning various aspects of the English language by the 1st level students.

Similarly, 68.6% agreed that using Blackboard helped develop their confidence in the subject, while 12.4% disagreed. The means for students' responses ranged from 4.11 to 3.93 out of 5, indicating that students believed that using Blackboard positively impacted their learning (Table 4).

Table 4

Students' Perceptions of the Impact of Blackboard on their Learning

	Strongly disagree/ Disagree	Neutral	Strongly agree/ Agree	Mean	SD	Rank
The use of Blackboard improved my learning in class.	13 (10.7%)	22 (18.2%)	86 (71.1%)	3.97	1.13	2 nd
The use of Blackboard helped me learn the class content.	12 (9.9%)	11 (9.1%)	98 (81%)	4.11	1.04	1 st
The use of Blackboard helped me develop confidence in the subject.	15 (12.4%)	23 (19%)	83 (68.6%)	3.93	1.14	3 rd

4.3. Students' Perceptions of their Classroom Engagement

While using Blackboard, 69.4% agreed that the use of Blackboard helped them participate in the class, and 12.4% disagreed. It was agreed by 66.1% that Blackboard motivated them to participate in-class activities actively. Regarding classroom interaction with

the instructor, while using Blackboard, 75.2% agreed that their interaction increased, while 11.6% disagreed. The means of students' responses ranged from 4.06 to 3.74 out of 5, which indicated that students believed that the use of Blackboard had mostly a positive impact on their classroom engagement and did not increase their interaction on any level (Table 5). The results of the current study were in line with the study conducted by Cranfield *et al.* (2021), most students from all three countries expressed a preference for independent work 37% agreed that they enjoyed participating in online discussions, and 36% felt neutral or negative about them.

Table 5
Students' Perceptions of their Classroom Engagement

	Strongly disagree / Disagree	Neutral	Strongly agree/ Agree	Mean	SD	Rank
The use of Blackboard helped me participate in the class in ways that enhanced my learning	15 (12.4%)	22 (18.2%)	84 (69.4%)	3.96	1.1 7	4 th
The use of Blackboard motivated me to participate in class activities actively.	17 (14%)	24 (19.8%)	80 (66.1%)	3.86	1.1 6	6 th
The use of Blackboard made it easier for me to be more engaged in class discussions.	14 (11.6%)	17 (14%)	90 (74.4%)	4.01	1.1 1	3 rd
The use of Blackboard increased my interaction with my instructor.	14 (11.6%)	16 (13.2%)	91 (75.2%)	4.06	1.1 3	1 st
The use of Blackboard increased my interaction with my classmates	17 (14%)	21 (17.4%)	83 (68.6%)	3.94	1.2 0	5 th
The use of Blackboard motivated me to seek help from tutors, classmates, and the instructor.	13 (10.7%)	19 (15.7%)	89 (73.6%)	4.02	1.0 5	2 nd
The activities during the Blackboard sessions motivated me to learn that the class contains more than the ones in the traditional face-to-face class meetings.	23 (19%)	22 (18.2%)	76 (62.8%)	3.74	1.3 2	7 th

4.4. Comparison between FTF and Blackboard Sessions

When asked to compare face-to-face sessions and Blackboard sessions, the results showed that the means of students' responses ranged from 3.56 to 4.06 out of 5, which indicated that students favoured the Blackboard sessions compared to the traditional FTF classroom instruction. 71.9% of the students agreed it was easier for them to participate in group activities in the Blackboard sessions compared to the traditional face-to-face class meetings (Table 6). Ituma's (2011) findings suggest that the perception of usability of different components of

Blackboard WebCT varies. However, most students viewed it as an effective way to substitute face-to-face instruction, and students would likely have a positive attitude toward e-learning if they had equal access and technical support.

The current study aimed to investigate the effects of online learning on TUELC students and examine their attitudes toward using Blackboard in online learning. The findings are in line with the previous studies, as was shown in this section. Using the data collected not only will the learning experience be improved, but it will also help teachers and students find solutions to these problems. In other words, the data will be helpful for both teachers and students in that teachers will benefit from online by using some software such as Blackboard to reach the students faster at any time. As for students, they will easily be engaged in the classroom, increasing their confidence.

Table 6
Students' Comparison between FTF and Blackboard Sessions

	Strongly disagree/ Disagree	Neutral	Strongly agree/ Agree	Mean	SD	Rank
I participated more in the Blackboard sessions in comparison to the traditional face-to-face class meetings.	23 (19%)	14 (11.6 %)	84 (69.4%)	3.9 3	1.2 9	2 nd
My attention to the class tasks during the Blackboard sessions was greater in comparison to the traditional face-to-face class meetings.	33 (27.3 %)	19 (15.7 %)	69 (57%)	3.5 6	1. 44	4 th
It was easier to participate in group activities in the Blackboard sessions compared to the traditional face-to-face class meetings.	17 (14%)	17 (14%)	87 (71.9%)	4.0 6	1. 24	1 st
I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Blackboard.	22 (18.2 %)	23 (19%)	76 (62.8%)	3.7 9	1. 33	3 rd

5. CONCLUSION

All types of learning environments require students to be motivated to learn. COVID-19 has caused university and school students to attend classes virtually during the past two years, and students are expected to have had difficulties both learning and motivating themselves because of the epidemic. The study sought to examine the general effects of online instruction on the studying of TUELC students and investigate the attitudes of TUELC students toward using Blackboard as the medium of learning. Across all study participants, Blackboard was highly appreciated and supported, and they believed it contributed to their academic success, their

engagement on Blackboard was generally positive, however, interactions with classmates did not improve.

5.1.Limitations and Further Research

The research was conducted only on Taif university undergraduate students, and it was also limited to only the second term (2021-2022). Accordingly, the results cannot be generalized to all undergraduate students in other universities in Saudi Arabia. It is recommended to conduct further research to examine the effects of online learning on undergraduate students in other Saudi universities to see any differences between Saudi universities. Further research could include more factors and discuss additional variables, environments, and teachers' attitudes could be added to the study.

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Appendix 1

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I enjoyed using Blackboard during the class.					
2. I felt comfortable using Blackboard in the class.					
3. I would like to use Blackboard in other classes.					
4. The use of Blackboard allowed flexibility in my learning schedule.					
5. Overall, I enjoyed using Blackboard in the class.					
6. The use of Blackboard improved my learning in the class.					
7. The use of Blackboard helped me learn the class content.					
8. The use of Blackboard helped me develop confidence in the subject.					
9. The use of Blackboard helped me participate in the class in ways that enhanced my learning					
10. The use of Blackboard motivated me to actively participate in class activities.					
11. The use of Blackboard made it easier for me to be more engaged in the class discussions.					
12. The use of Blackboard increased my interaction with my instructor.					
13. The use of Blackboard increased my interaction with my classmates					
14. The use of Blackboard motivated me to seek help from tutors, classmates, and the instructor.					
15. The activities during the Blackboard sessions motivated me to learn the class content more than the ones in the traditional face-to-face class meetings.					

16. I participated more in the Blackboard sessions in comparison to the traditional face-to-face class meetings.					
17. My attention to the class tasks during the Blackboard sessions was greater in comparison to the traditional face-to-face class meetings.					
18. It was easier to participate in group activities in the Blackboard sessions in comparison to the traditional face-to-face class meetings.					
19. I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Blackboard.					

Appendix 2

السؤال	أوافق بشدة	أوافق	أوافق	محايد	لا أوافق	لا أوافق بشدة
١- استمتعت باستعمال البلاك بورد في المادة الدراسية.						
٢- شعرت بالراحة خلال استعمال البلاك بورد في المادة الدراسية.						
٣- أريد استعمال البلاك بورد في مواد دراسية أخرى.						
٤- أتاح البلاك بورد المرونة في جدولتي الدراسي						
٥- استمتعت باستعمال البلاك بورد بشكل عام.						
٦- طُور البلاك بورد من تعليمي في المادة الدراسية.						
٧- ساعدني البلاك بورد على تعلم المحتوى الدراسي خلال المادة الدراسية.						
٨- ساعدني البلاك بورد في تنمية مهاراتي على فهم المادة العلمية.						
٩- ساعدني البلاك بورد في المشاركة الفعالة خلال المادة الدراسية مما أدى الى رفع مستواي التعليمي.						
١٠- حفزني البلاك بورد حتى أشارك بشكل فعال في المناقشات الصفية.						
١١- سهّل البلاك بورد من جعل مشاركاتي في المناقشات الصفية أكثر فعالية.						
١٢- استخدام البلاك بورد رفع من مستوى تفاعلي مع المعلم.						
١٣- استخدام البلاك بورد رفع من مستوى تفاعلي مع زملائي.						
١٤- شجعتني البلاك بورد على طلب المساعدة من المعلمين والمدرسين والطلاب.						
١٥- حفزتني الأنشطة خلال جلسات البلاك بورد على تعلم محتوى المادة الدراسية أكثر من المحاضرات الحضورية.						
١٦- شاركت في جلسات البلاك بورد أكثر مقارنة بالمحاضرات الحضورية.						

					١٧-انتباهي إلى المهام الدراسية خلال جلسات البلاك بورد كان أكبر مقارنة بالمحاضرات الحضورية.
					١٨-كان من السهل على المشاركة في الأنشطة الجماعية خلال جلسات البلاك بورد مقارنة بالمحاضرات الحضورية.
					١٩-أعتقد أن أدائي سيكون أفضل في المحاضرات الحضورية مقارنة بجلسات البلاك بورد.