

## Online Foreign Language Learning Motivation for Tunisian Students of English

**Authors :** Leila Najeh

**Abstract :** This study investigates the motivational factors influencing Tunisian university students learning English through online platforms. Using a mixed-methods approach, data were collected from 112 undergraduate students of English across universities in Tunisia. The study employed an online questionnaire to measure intrinsic and extrinsic motivation, incorporating the Learning Motivation Questionnaire (FFLLM-Q) developed by Gonzales in 2001 and semi-structured interviews to explore students' perspectives on their online learning experiences. Quantitative analysis revealed a significant correlation between intrinsic motivation and interactive features such as gamification and adaptive content delivery, while extrinsic motivation was strongly linked to career aspirations and academic requirements. Qualitative findings highlighted challenges such as limited interaction with peers and teachers, technical constraints, and a lack of immediate feedback as demotivating factors. Participants expressed a preference for blended learning models, combining the flexibility of online education with the collaborative environment of traditional classrooms. This study underscores the need for tailored online learning solutions to enhance the motivational landscape for Tunisian students, emphasizing the importance of culturally relevant content, accessible platforms, and supportive learning communities. Further research is recommended to evaluate the long-term impact of these interventions on language proficiency and learner autonomy.

**Keywords :** motivational factor, online foreign language learning, Tunisian students of English, online learning platforms

**Conference Title :** ICALFLT 2025 : International Conference on Applied Linguistics and Foreign Language Teaching

**Conference Location :** Istanbul, Türkiye

**Conference Dates :** April 24-25, 2025