



# The role of Online L2 Motivational Self system in Predicting EFL learners' Online Achievements: The Case of Language Massive Open Online Course (LMOOC)

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## Abstract:

Massive Open Online Courses (MOOCs) have high drop-out and low course completion rates, causing stakeholders' greatest concern. As these open and flexible online courses acquire self-paced language learners, many psychological factors are simultaneously considered for helping enrollees learn the online language successfully. Among the psychological factors associated with self-directed language learning, motivation is one of the critical factors. It is, therefore, crucial to identify how online motivation can be incorporated into Language massive open online courses (LMOOCs). This quantitative study explores online motivation's role in predicting Iranian English as a Foreign Language (EFL) learners' online achievements. To do so, 353 Iranian EFL learners from Tehran and Karaj participated in the current studied during the outbreak of COVID-19, learned English online on the Canvas platform, answered the Online Language Learning Motivation (OLLM) questionnaire developed by Zheng et al. (2018) and took an online test. Using linear regression, it was determined that only instrumentality-promotion and instrumentality-prevention were capable of predicting Iranian EFL learners' online achievement. Furthermore, males outperformed females in LMOOCs. The researcher recommended that LMOOCs' stakeholders escalate their learning communities and provide more extrinsic rewards for language learners to learn online in LMOOCs successfully.

**Keywords:** English as a Foreign Language (EFL) learners, Online Language Learning Motivation (OLLM), Online achievement, Language Massive Open Online Courses (LMOOCs), Emergency remote language teaching.

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## 1. Introduction

In recent years the paradigm of education, particularly the online one, has shifted by virtue of the Massive Open Online Courses (LMOOCs). These courses introduce a new approach to online schooling in which numerous materials are offered by renowned institutes and universities (Joo et al., 2018). These online platforms offer equal massive learning opportunities. Also, educational resources and materials are accessible through educational technologies (Doo et al., 2019).

At the outset, LMOOCs were introduced as an online innovation that overtook traditional schooling restrictions such as cost, time, or place of learning (Rahimi, 2022). Despite the initial enthusiasm, some researchers reported participants' low retention and completion rates in LMOOCs (de Freitas et al., 2015; Gregori et al., 2018; Li et al., 2018). However, the effectiveness of these online platforms should not be judged by learners' completion rates or their retention (Joo et al., 2018; Wang & Baker, 2018). Recent studies supported this view and explored learners' behavioral patterns and motivation in LMOOCs (Joo et al., 2018; Luik et al., 2017; Rahimi & Cheraghi, 2022, 2021). As an illustration, Joo et al. (2018) explored the learners' motivation, attitudes, and satisfaction to continue their online courses in LMOOCs. To do so, 222 Korean university students who participated in an LMOOC-based course answered academic self-regulation (SRQ-A) (Ryan & Connell, 1989), Relative Autonomy Index (RAI) (Ryan & Connell, 1989), Technology Acceptance Model (Davis, 1989), and satisfaction questionnaires (Spreng et al., 1996). The structural equation modeling (SEM) result indicated that satisfaction with LMOOC positively predicted students' intention to use, and the perceived ease of use and usefulness indirectly affected their intention to use. Additionally, learners' motivations or, in other words, self-determination can not predict the nature of their intentions to use LMOOC. Despite this, scholars have claimed that some participants enrolled in LMOOCs to satisfy their curiosity, which may have contributed to MOOCs' low completion rates (Anderson, 2013; Rahimi, 2021b; Zhu et al., 2022). This indicates the need to explore the role of motivation in LMOOCs in more depth (Li et al., 2018; Luik et al., 2017; Pursel et al., 2016; Rahimi & Cheraghi, 2022; Rahimi & Cheraghi, 2022; Rahimi 2021a; Rahimi & Tafazoli, 2022a). Furthermore, studies on LMOOCs in the Iranian EFL context are in their first stages since recent publications focus on basic theoretical aspects of it (e.g., Rahimi, 2022), psychological aspects (Rahimi, 2019, 2021a; 2021b; Rahimi & Tafazoli, 2022a), language skills (Hashemifardnia et al., 2021), or exploring the

effects of LMOOCs in language education (Mellati & Khademi, 2018; Rahimi & Cheraghi, 2022). Further, recent studies highly recommended exploring the role of motivation in LMOOC (Rahimi & Cheraghi, 2022; 2021a; Semenova, 2020; Zhu, 2022; Zhu et al., 2022). Taking advantage of any information communication technology (ICT) in education depends in part on the attitudes and motivations of learners and teachers (Rahimi & Tafazoli., 2022b). In response to recent gaps, the researcher attempted to uncover the role of online language learning motivation (OLLM) in predicting Iranian EFL learners' online achievements in LMOOC during the pandemic of COVID-19. Further, he explored the Iranian EFL learners' online achievements in LMOOCs regarding their gender differences. Thus, the current study wants to find the answers to the following research questions:

**RQ1:** What components of online language learning motivation (OLLM) can predict Iranian EFL learners' online achievements in Language Massive Open Online Course (LMOOC) during the COVID-19 pandemic?

**RQ2:** Are there any significant differences among the Iranian EFL learners' online language learning achievements in the context of LMOOCs regarding their gender differences?

## 2. Theoretical framework

The L2 motivational self-system was developed by Dornyei (2005) based upon the theory of possible selves (Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987). According to Dornyei (2005), the L2 motivational self-system is composed of three dimensions, namely the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self alludes to the desirable self-image that language learner wants to be in the future. The ought-to L2 self refers to the criteria and expectations that language learners should pass to reach their desirable self-image. The L2 learning experience display situated and executive motives related to the context in that language learner learns English there. Recently, Zheng et al. (2018) conceptualized L2 motivational self-system theory specializing in online contexts known as (OLLM) with five factors as follows:

1. Instrumentality-promotion (IPO): Presents students' intrinsic motivation to learn the English language in LMOOC.
2. Instrumentality-prevention (IPR): Illustrates students' extrinsic motivation to learn English in LMOOC to pass social or academic criteria.

3. Cultural interest (CI): Refers to learners' motivation to learn English in LMOOC as they follow English cultural products such as songs or movies.

4. Online English Learning Experience (OLE): The context-specific factors and features of LMOOC motivate students to learn English online.

5. Others' expectations (OE): The social expectation of various groups such as students' families, friends, and teachers to learn English in LMOOC.

Recent studies utilizing OLLM in online contexts have provided essential insights into the relationship between learners' self-regulation and motivation (Zheng et al., 2018) while enrolling in LMOOCs (Rahimi., 2021a; Rahimi & Cheraghi, 2022) or to investigate the source of online motivation for language learners in LMOOC (Rahimi, 2021a), and to explore the relationship between OLLM and learners' characteristics in an online context (Wang & Zhan, 2020). As the current study explores the role of online motivation in predicting language learners' online achievements in LMOOC, thus researcher selected the OLLM framework to discover the study objective.

### **3. Literature Review**

Previous studies have indicated that motivation is one of the significant factors for successful learning in an online context (Zhang et al.; 2018; Zhu, 2022; Zhu et al., 2022). As such, scholars' attention to motivation in online contexts and LMOOCs escalated (e.g., Li et al., 2018; Luik et al., 2017; Mellati & Khademi, 2018; Semenova, 2020). For example, Luik et al. (2017) explored what features of LMOOC can develop participants' motivation. They developed their instrument and administrated it to 1229 language learners. Thus, 1229 adult participants answered the questionnaire developed by themselves. The SEM showed that anticipation of the course, suitability, and flexibility could significantly predict participants' motivation. Also, recent studies reported that participants took part in LMOOCs by having intrinsic and extrinsic motivations such as personal curiosity or getting certificates from reputation universities (Milligan & Littlejohn, 2017; Rahimi, 2021b; Wu & Chen, 2017; Zhu et al., 2022).

Rahimi and Cheraghi (2022) in their quantitative study, explored the relationship between Iranian EFL learners' online self-regulation and online language learning motivation in LMOOCs. they administrated two online questionnaires of online language learning motivation (OLLM) and online self-regulation (OSEL) developed by Zheng et al. (2018) to 358 Iranian EFL learners

who signed up on two online platforms of Edmodo and Google classrooms. The SEM presented that Iranian EFL learners with positive ideal L2 selves and ought to L2 selves can manipulate their time, evaluate their learning process, select their objects, ask for help from others, utilize various strategies, and choose their language learning context in LMOOCs. In another qualitative study, Rahimi (2021a) explored LMOOCs' features that can develop Iranian EFL learners' online motivational self-system in LMOOCs. He developed an open-ended questionnaire through the Delphi technique and distributed it to 14 Iranian EFL learners who learned the online language on two online platforms. The result of the inductive content analysis displayed that flexibility features such as time, interaction with others, and the presence of the families can escalate both ideal L2 selves, ought to L2-selves, and their online language learning experience.

Similarly, Mellati and Khademi (2018) explored the effect of LMOOC on EFL learners learning performance. Therefore 60 Iranian EFL learners signed up for the Moodle Platform and enrolled in a quasi-experimental approach. The quantitative phase of the study indicated that LMOOC significantly increased language learners' language proficiency. In addition, the community forums of LMOOC motivated participants to learn; furthermore, learners and teachers interactively decide the learning process. MOOCs also had distinctive features from their perspectives, such as different modes of learning channels, which decrease the affective filter. On the other hand, lack of digital literacy and criteria were the weak points of LMOOC.

Wang and Zhan (2020) explored the correlation between English language learner characteristics and online self-regulation. Therefore, They utilized the OLLM questionnaire developed by Zheng et al. (2018), an online English learning anxiety questionnaire developed by (Horwitz et al., 1986), the online English learner beliefs questionnaire developed by (Horwitz, 1986), and the online self-regulation questionnaire developed by Zheng et al. (2018) to collect their data from 475 Chinese undergraduate university students. The SEM approach presented that learners' beliefs significantly predicted their self-regulation while anxiety negatively predicted their self-regulation strategies. Online English learning motivation was critical in mediating learners' self-regulation and academic achievements. In addition, learners' beliefs in self-efficacy and perceived value of English learning increased their motivation and self-regulation on the left hand; higher-level anxiety significantly decreases these relationships. Moreover, in their quantitative study, Morsi and Assem (2022) explored Egyptian undergraduate students' online achievements regarding their

gender differences. They result showed that females outperformed males due to their high level of self-direct learning and communication skills in online classrooms.

By virtue of the context-specific nature of the psychological factors such as motivation (Rahimi, 2021a; Rahimi & Cheraghi, 2022; Zhang et al., 2018; Zhu, 2022) and exploring the role of motivation as one of the indispensable precondition psychological factors to successful online course completion in LMOOCs, recent studies significantly investigated the relationship between motivation and other psychological factors such as self-regulation (Rahimi & Cheraghi, 2022), attitudes (Luik et al., 2017), and satisfaction (Joo et al., 2018). However, few studies have investigated the role of motivation in predicting language learners' academic achievements in LMOOCs. To do so, the current study inclines to cover this gap and explores the language learners' online achievements concerning their genders.

## **4. Method**

### **4.1. Research design**

The present study was based on a quantitative research design conducted during the academic year of 2021-2022 during the outbreak of COVID-19. The reserache aimed to explore the role of OLLM in predicting language learners' online achievements as well as explore the mean difference among the participants concerning their gender. Consequently, he selected the quantitative design due to its flexibility in collecting the data from many participants to discover a particular problem (Creswell, 2013).

### **4.2. Participants**

The researcher advertised a plan for and free language courses to recruit the participants. In total, 353 Iranian English Language learners who had an intermediate level registered in the courses from Karaj and Tehran. Hence, all the learners signed up for the LMOOC in Canvas. The participants were 187 males (53%) and 166 females (47%). Table 1 below illustrates the participants' demographic information.

**Table 1.**  
*Participants' Demographic Information.*

		N	%
Gender	Male	187	53.0
	Female	166	47.0
Age	15-17	60	17.0
	18-20	83	23.5
	21-23	105	29.7
	24-26	96	27.2
	27-29	9	2.5

### 4.3. Instruments

The researcher utilized an Online Language Learning Motivation (OLLM) questionnaire adapted by Rahimi and Chearghi (2022) for the Iranian EFL context. The validity and reliability of this questionnaire had been verified ( $r = 0.72$ ). Furthermore, Canvas was utilized as LMOOC platform for teaching English language to the participants. After the course of English learning was completed, the participants answered the OLLM questionnaire and took an online test to assess their language achievement in LMOOC. Table 2 displays the descriptive statistics of the study variables. The kurtosis and tensile coefficient of skewness were used to check the normality of the variables. It showed whether the data was normality distributed or not. The standard level of normality relies on the kurtosis and the coefficient of skewness. Fabrigar et al. (1999) claim that If the skewness coefficient is less than 1.96 and the kurtosis coefficient is less than 7, the data are not significantly different from the normal distribution. Thus, it can be concluded that the assumption of normality was retained.

**Table 2.**  
*Descriptive Statistics of the Study Variables.*

Items	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
CI	1.00	5.00	2.92	1.06	1.95	-4.14
IPR	1.00	5.00	2.98	1.03	0.89	-3.29
IPO	1.00	5.00	3.30	.972	-1.37	-2.17
OLLE	1.00	5.00	3.17	.996	-1.86	-2.39
OT	1.00	5.00	3.12	1.07	-0.19	-0.35
Valid N (listwise)	1.00	5.00	2.92	1.067		

#### 4.4 Data analysis

In order to explore the role of OLLM factors in predicting Iranian EFL learners' online achievements in LMOOC, linear regression was run as it is suitable for prediction (Meyers et al., 2013; Pallant, 2020). Also, to explore the mean differences between the study participants, the independent sample T-test was run as it is appropriate for exploring the mean differences between two groups in one context (Meyers et al., 2013; Pallant, 2020). Thus, the researcher applied both linear regression and independent sample t-test through Statistical Package for the Social Sciences (SPSS , ver. 22.0) to answer research questions.

### 5. Results

Before analyzing the data and finding the correlation between variables, the researcher checked the normality distributions of the variables in the prior section. The Pearson correlation was run to ensure the correlation between OLLM variables and language learners' online achievements without any outliers. The variable was continuous, and there was a linear relationship between the OLLM and online achievements with no significant outliers. Table 3 displays the relationship between Iranian EFL learners' OLLM factors and their online achievements.

The first null hypothesis stated that the online language learning motivation components were not statistically significant predictors of Iranian EFL students' online achievements in LMOOC. Linear regression was run to examine to what extent online OLLM components can predict Iranian EFL students' online achievements. Table 2 displays the summary statistics for the regression model. The results showed that OLLM components predicted 8 percent of EFL students' online achievements ( $R = .284$ ,  $R^2 = .081$ ). The "R" column represents the value of R, the multiple correlation coefficients. R is considered as a measure of the quality of the prediction of the dependent variable, in this case, online achievement. A value of .081, in Table 2, indicates a good level of prediction. The 'R Square' column represents the  $R^2$  value (also called the coefficient of determination), the proportion of variation accounted for by the regression model above and beyond the mean model. It shows a value of .081 that the independent variables explain 8% of the variability of our dependent variable, online achievement. Table 4 presents the model summary.



**Table 3.**  
*The Relationship Between Iranian EFL Learners Online Achievements and OLLM Factors*

Variables	Score	Score	CI	IPR	IPO	OLLE	OT
Pearson Correlation	Score	1.000	.134	.226	.233	.181	.156
	CI	.134	1.000	.664	.549	.562	.307
	IPR	.226	.664	1.000	.538	.559	.267
	IPO	.233	.549	.538	1.000	.650	.281
	OLLE	.181	.562	.559	.650	1.000	.283
	OT	.156	.307	.267	.281	.283	1.000
Sig. (1-tailed)	Score	.	.006	.000	.000	.000	.002
	CI	.006	.	.000	.000	.000	.000
	IPR	.000	.000	.	.000	.000	.000
	IPO	.000	.000	.000	.	.000	.000
	OLLE	.000	.000	.000	.000	.	.000
	OT	.002	.000	.000	.000	.000	.
N	Score	353	353	353	353	353	353
	CI	353	353	353	353	353	353
	IPR	353	353	353	353	353	353
	IPO	353	353	353	353	353	353
	OLLE	353	353	353	353	353	353
	OT	353	353	353	353	353	353

**Table 4.**  
*Model Summary: Predicting EFL Students' Online Achievements Through OLLM Factors*

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.284 <sup>a</sup>	.081	.067	2.36372	.081	6.085	5	347	.000	1.563

a. Predictors: (Constant), OT, IPR, IPO, OLLE, CI  
b. Dependent Variable: Score

The regression model enjoyed statistical significance ( $F(5, 347) = 6.085, p = .000$ ). Based on these results, it could be concluded that the first null hypothesis was rejected. Therefore, online language learning motivation'

components significantly predicted Iranian EFL learners' online achievements in LMOOC. Table 5 displays the one-way variance analysis (ANOVA) result.

**Table 5.**

*ANOVA; Predicting Iranian EFL Learners' Online Achievements in LMOOC*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	169.993	5	33.999	6.085	.000 <sup>b</sup>
	Residual	1938.744	347	5.587		
	Total	2108.737	352			

a. Dependent Variable: Score

b. Predictors: (Constant), OT, IPR, IPO, OLLE, CI

To predict any participant's score on online achievement, their score on self-regulation should be multiplied by each component (-0.252,0.431,0.414,0.19,0.210), and then 13.010 units should increase it. Table 6 presents the result of the regression coefficients.

**Table 6.**

*Result of the Regression Coefficient*

Variables	B	Unstandardized Coefficients		t	p	95% Confidence Interval for B	
		Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	13.010	.537		24.210	.000	11.953	14.067
CI	-.252	.170	-.110	-1.482	.139	-.586	.082
IPR	.431	.173	.182	2.487	.013	.090	.771
IPO	.414	.181	.165	2.288	.023	.058	.770
OLLE	.019	.180	.008	.106	.915	-.334	.372
OT	.210	.125	.093	1.688	.092	-.035	.455

The instrumentality-promotion (IPO, B=0.414, P=0.02) and instrumentality-prevention (IPR, B=0.431, P=0.01) were significant, and their coefficients were positive, indicating the higher the level of Iranian EFL learners' intrinsic and extrinsic motivation, the higher the rate of their online successful language achievements in LMOOC.

However, cultural intrest (CI, B=-.252, P= 0.13), online language learning experince (OLLE, B= 0.019, P= 0.91), and other expectation (OE, B= 0.21, P= 0.09) failed to predict Iraninan EFL learners' online achievements in LMOOC.

The independent sample T-test was run to compare the participants' online achievements in LMOOC regarding their gender differences. The independent sample t-test showed that Levene's test for equality of variance was not assumed (p = 0.04), which was well below the 0.05 threshold. Thus, the second null hypothesis was rejected. So, we can say that equal variance was not assumed. There were significance differences in scores for Males (M=15.92, SD= 2.53) and females (M= 15.33, SD= 2.31; t (350) =2.301, p=0.02. The magnitude of differences in the means (mean differences= .59, 95% confidence interval of the difference: 0.08 to 1.10) was small (eta square= 0.01). Table 7 depicts the result of the independent sample T-test. Table 8 also displays the mean differences between both genders.

**Table 7.**  
*Independent Sample T-test of the Male and Female*

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Score	Equal variances assumed	4.041	.045	2.289	351	.023	.59381	.25945	.08354	1.10408
	Equal variances not assumed			2.301	350.686	.022	.59381	.25807	.08625	1.10137

**Table 8.**  
*Group Statistics of the Participants.*

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	187	15.9251	2.53253	.18520
	Female	166	15.3313	2.31566	.17973

## 6. Discussion

Exploring the role of psychological factors, particularly learners' motivation in LMOOC, has widely been recommended by recent studies in various contexts globally (e.g., Li et al., 2018; Luik et al., 2017; Pursel et al., 2016) and locally (e.g., Rahimi & Chearghi., 2022;; 2021a; Rahimi & Tafazoli, 2022a). Thus, the first research question of the study wanted to explore the role of online language learning motivation in predicting Iranian EFL learners' online achievements in LMOOC. The result of the linear regression analysis displayed that; instrumentality-promotion can significantly predict participants' online achievements in LMOOC. This finding, in line with Chuang et al. (2016), found that instrumentality-promotion can significantly change language learners' achievements in flipped classrooms. The result concordance with Kormos and Csizer's (2014) stated that language learners with a higher level of instrumentality-promotion could control their time and language schedule to successfully learn online. Since LMOOC provides a flexible situation for language learners, they can learn anywhere at any time, particularly for Iranian EFL learners (Melati & Khademi, 2018; Rahimi, 2022; Rahimi & Cheraghi, 2022; Rahimi & Tafazoli, 2022a).

The finding in in line with Zheng et al. (2018) and You and Dörnyei (2014) studies, who discovered that Chinese EFL learners with a higher level of instrumentality-promotion could have better performance in online language learning. Furthermore, recent Iranian studies underlined that Iranian EFL learners had a high level of instrumentality-promotion to achieve their dreams or have a high level of proficiency (Choubsaz & Choubsaz, 2014; Ghasemi, 2018; Rahimi, 2019). Likewise, recent studies discovered a similar result in which participants enrolled in LMOOCs as they have intrinsic motivation (Barak et al., 2016; Semenova, 2020; Shapiro et al., 2017). Moreover, Rahimi (2021) found that the LMOOCs' edutainment, flexible, and open-ended context can accelerate Iranian EFL learners' instrumentality-promotion in LMOOC, culminating in better performance.

The result of the linear regression analysis also depicted that Instrumentality-prevention can positively predict Iranian EFL learners' online achievements. This finding contrasts with Rajab et al. (2012); he discovered that Iranian EFL learners have a higher level of ideal L2 self to learn English. Recent studies have pointed out that LMOOCs' open features' and flexibilities, such as various learning communities (both EFL and ESLuch), and open communication, could escalate Iranian EFL learners' Instrumentality-prevention

as they can find their partner there, helping them pass their academic criteria (Rahimi, 2021; Rahimi & Cheraghi, 2022)

Likewise, Hernandez et al. (2011) claimed that the social context of the LMOOC could raise learners' motivation, culminating in a higher level of success in such an online course. The study finding contrast with Zheng et al. (2018) discovered that instrumentality-prevention could not lead Chinese language learners to have successful online language learning. However, Rahimi (2020) disclosed that Iranian EFL learners with high-level instrumentality-prevention can have successful online learning in LMOOCs.

Additionally, cultural interest, others' expectations, and online language learning experience failed to predict Iranian EFL learners' online achievement. Nonetheless, Rahimi (2021) found that LMOOCs' open-ended, edutainment, and flexible context with teachers and learners' parents' presence and blended use of it can shape Iranian EFL learners' online motivational self-system. Similarly, this result contrasts with Zheng et al. (2018), who underlined the role of cultural interest in leading Chinese EFL learners to have successful online language learning. Concerning the language learners' online achievements, the result showed that there were significant positive differences among the Iranian EFL learners' online achievements regarding their gender differences. This result differs from Ashiyan and Salehi (2016) reported no significant gender differences in Mobile Assisted Language Learning (MALL) regarding their online achievements. This finding also contradicts Yu (2021) findings, who reported that there were inconsistencies between participants' outcomes in LMOOC regarding their gender.

Moreover, the study results presented that males had better online achievements than females which is in contrast with Richardson and Woodley (2003) findings who discovered that females had better performance in the online context. In addition, Lowes et al. (2016) found that females had better performance and engagement in online education, but males had higher online achievements. The result also differs from Morsi and Assem (2022) results who discovered that females had better online academic achievements than males due to their online communication and motivation.

## **7. Conclusion**

The present study explored one of the important psychological factors in LMOOC in the Iranian EFL context. The result of the study revealed that the higher the level of instrumentality- promotion as well as instrumentality-

prevention, the higher the level of online language achievements in LMOOC. Indeed, Iranian EFL learners with both intrinsic and extrinsic motivation can have successful online language learning in LMOOC. In fact, the types of instrumentality depend upon the person's internalization of it; in other words, it can be merged with both promotion and prevention simultaneously (Dörnyei et al., 2006). Thus, every language learner can have their instrumentality according to their context of the language learning and their individual objects as well. Concerning individuals themselves, some of them learn the English language for their own sake to become proficient or be in the community of the English culture (Fryer & Roger, 2018). However, there are those who learn English to pass some criteria, such as passing their course or learning the language for immigration (Rahimi, 2021) or getting a course certificate (Alario-Hoyos et al., 2016). Conversely, the context of language learning is vital since both EFL and ESL contexts can shape the language learners' motivation (Oxford & Shearin, 1994). In addition, the LMOOC can serve both learners' instrumentality promotion and instrumentality-prevention as it can govern a flexible by allowing language learners to learn at their own pace, interact with both EFL, ESL, and native English communities, and receive a course certificate (Rahimi, 2021b; Raimi & Chearghi, 2022). Moreover, there were gender differences among the participants' online achievements since males had outperformed females, and it could rely on their instrumentalities in participating in LMOOCs.

This study put one step forward to add to the literature on the role of online language learning motivation in LMOOC and explore the Iranian EFL learners' performance in LMOOC with regard to the role of gender. Moreover, the study provides evidence of the role instrumentality-prevention plays in predicting Iranian English language learners' online performance; therefore, administrators of LMOOCs should enhance their course offerings for language learners who use such online platforms for extrinsic motivation, such as obtaining certificates. On the other hand, they should provide more opportunities and extend their language platforms for language learners to interact with wider native language communities and help them become proficient in their native language.

The researcher will address two limitations of the study. Firstly, the researcher explored language learners' motivation in two private LMOOC platforms. In order to ensure the generalizability of the study results, it is highly recommended that future studies explore the current gap in other LMOOC platforms such as Coursera, Udacity, and FutureLearn in both EFL and ESL communities. Also, future studies should explore other psychological factors,

such as willingness to communicate, self-regulation, and self-efficacy with both quantitative and qualitative designs to discover whether they can help language learners have successful self-directed language learning in LMOOCs or not.

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## نقش سیستم خود انگیزشی آنلاین در یادگیری زبان انگلیسی آنلاین: دوره‌های همگانی آموزش برخط آزاد (موک) (پژوهشی)

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### چکیده

درصد پایین بودن مشارکت و تکمیل دوره‌های همگانی آموزش آزاد برخط (موک) (MOOC) نگرانی‌های اصلی ذی‌نفعان این دوره‌ها شده است. از آنجا که این دوره‌های آنلاین همگانی و انعطاف‌پذیر متکی به خود فرد بوده، و عوامل روانشناختی هستند که موجب موفقیت در یادگیری و تکمیل دوره‌های موک می‌شوند. در میان این عوامل روان‌شناختی بخصوص انگیزه، به‌عنوان یکی از عوامل پیش‌نیاز برای یادگیری زبان خود بصورت خودگردان شناخته شده است. کشف نقش خود انگیزشی آنلاین در موک‌های زبان (LMOOC) بسیار مهم است. بدین ترتیب، این مطالعه کمی نقش سیستم خود انگیزشی شرکت‌کنندگان در پیش‌بینی دستاوردهای آنلاین زبان‌آموزان ایران را بررسی می‌کند. برای انجام این کار، ۳۵۳ زبان‌آموز زبان خارجه ایرانی از تهران و کرج، در مطالعه حاضر در دوره شیوع بیماری کرونا شرکت کردند و انگلیسی را به‌صورت آنلاین در بستر پلتفرم Canava آموختند و به پرسشنامه یادگیری زبان آنلاین (OLLM) که توسط ژنگ و همکاران تهیه شده بود، (۲۰۱۸) تست یادگیری پایان دوره را پاسخ دادند. نتیجه رگرسیون خطی نشان داد که تنها انگیزه درونی و موانع بیرونی، می‌تواند دستاوردهای آنلاین زبان‌آموزان ایرانی را پیش‌بینی کند. علاوه بر این، مردان در چنین دوره‌های آنلاین، از زنان بهتر عمل می‌کردند. محقق، توصیه می‌کند که ذی‌نفعان این پلتفرم‌ها، جوامع یادگیری خود را تشدید کرده و پاداش‌های بیرونی‌تری برای زبان‌آموزان زبان ارائه دهند تا با موفقیت در پلتفرم، زبان انگلیسی را فراگیرند.

### کلیدواژه‌ها:

انگلیسی به‌عنوان زبان خارجه، انگیزه یادگیری زبان آنلاین (OLLM)، موفقیت آنلاین، دوره‌های برخط آزاد همگانی موک، آموزش اضطراری از راه دور.

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