

**Investigating the Impact of Study Skills,
Motivation, and Classroom Interaction on
the Superiority of the Female Students
Academic Achievement and Web Quest
Abilities in English Language at the
Faculty of Specific Education**

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Abstract

Academic achievement is a good predictor of the learning process success. The central aim of the present study is to investigate the impact of the study skills, learning motivation, and classroom interaction on the superiority of the female students in academic achievement in English language classes. The study participants were a random sample of the first year students studying at the Computer Teacher Preparation Department, Faculty of Specific Education, Mansoura University, Egypt. The researcher prepared three questionnaires to investigate the students' opinions regarding the most affecting variables in their academic achievement in English classes in light of the previous related studies. In addition, the study examined the relationship between these affecting variables and the students' gender. The statistical analysis revealed that there is a positive correlation between the students' academic achievement and the study skills, learning motivation and classroom interaction in favor of the female students. Thus, students' gender has an impact on the students' academic achievement in English language classes. Moreover, the findings proved that there is a positive correlation between the students' Web Quest abilities and the study skills, motivation, and classroom interaction in English language classes.

Keywords: Academic Achievement, Study Skills, Learning Motivation, Classroom Interaction, Web Quest, English Language.

ملخص عربي:

التحصيل الدراسي هو مؤشر جيد لفعالية العملية التعليمية. الهدف الرئيسي من هذه الدراسة هو دراسة تأثير مهارات الدراسة، والتحفيز على التعلم، والتفاعل في الفصول الدراسية على تفوق الطالبات في التحصيل الدراسي في فصول اللغة الإنجليزية. وتتكون عينة الدراسة من عينة عشوائية من طلاب السنة الأولى الذين يدرسون في قسم إعداد معلم الحاسب الآلي بكلية التربية النوعية جامعة المنصورة . قامت الباحثة بأعداد ثلاثة استبيانات لمعرفة آراء الطلاب فيما يتعلق بالمتغيرات الأكثر تأثيراً في تحصيلهم الأكاديمي في فصول اللغة الإنجليزية في ضوء الدراسات السابقة ذات الصلة. بالإضافة إلى ذلك، تناولت الدراسة العلاقة بين هذه المتغيرات المؤثرة وجنس الطلاب. توصلت النتائج الإحصائية الى أن هناك علاقة إيجابية بين التحصيل الدراسي للطلاب وكلا من مهارات الدراسة ، والدافعية للتعلم والتفاعل الصفى لصالح الطالبات .وبالتالي ، فإن جنس الطلاب له تأثير كبير على التحصيل الدراسي للطلاب في فصول اللغة الإنجليزية. علاوة على ذلك، أثبتت النتائج وجود علاقة إيجابية بين قدرات الطلاب في البحث على الويب ومهارات الدراسة والتحفيز وتفاعل الفصول الدراسية في فصول اللغة الإنجليزية.

الكلمات المفتاحية: التحصيل الدراسي، مهارات الدراسة، الدافعية للتعلم، التفاعل الصفى، البحث على الويب، تدريس اللغة الإنجليزية.

1. Introduction:

English is a global language which is taught all over the world as a second or a foreign language. Classroom interaction between teachers and students is indispensable in English language learning. Successful teachers motivate their learners to interact effectively in classroom activities.

Study skills are considered one of the most effective aspects on academic achievement (Steele, 2010; Jansen & Suhre, 2010; Aquino, 2011; Yu, 2011). Study skills are defined by many researchers in various ways. Bulent, Karatas, Aydin (2015) identified study skills as the approaches applied to learning in order to assist students to achieve more success and improve their exam grades. Mastering good study skills help students to learn well and promote their academic achievement (Harboe & Mullen, 2009).

Meneghetti et al (2007) proved that high achieving students employ the appropriate study skills over the less effective study skills in addition to monitoring their progress while studying. Moreover, Yip (2007) proved that student's abilities to employ effective study skills represent a worthy predictor of academic achievement. Bulent, Hakan and Aydin (2015) proved that study skills such as notes-taking, concentration, time management affect students learning and academic achievement.

As a result of the previous discussion, study skills are essential for academic achievement. Study skills help students to stay motivated in learning. These skills help students to achieve better comprehension, take effective notes, and employ critical thinking skills. Hence, study skills are very essential for the success of the learning process.

The characteristics of the learning process, learners and teachers are closely interwoven (Kuijpers, Houtveen, &

Wubbels 2010). Teachers play a vital role in the learning process as a guide and counselor (Ibrahim, Haniem, Nambiar, 2013; Rido, Ibrahim, Nambiar, 2016; Rido, 2017). In addition, the English teachers model the target language, control the pace and direction of learning, and provide the correct feedback (Walsh, 2011; Rido, Ibrahim, Nambiar, 2014, 2015; Rido, 2018).

Motivation is a dynamic issue in English language teaching and learning. It is one of most significant elements that affect students' proficiency in English. Motivation is conceptualized as a crucial factor which affects human behavior and performance (Kian et al. 2014; Turan, 2015). Educational researchers point out that motivation represents an important influence in student academic achievement and progress (Pintrich 2003; Guay et, al. 2010). In addition, Lin (2012) defines motivation as intrinsic desires which already exist in the individual and are reflected while acquiring new information and learning. Hence, effective learning motivation can enhance students' study skills and promote students' educational achievement.

Motivation provides the major impetus to initiate language learning and acquisition (Hamouda, 2012; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Alrabai, 2016; Moskovsky, Assulaimani, Racheva, & Harkins, 2016). Learners will have the desire and motivation to learn a foreign language when they feel satisfaction in the language learning process through attaining a sense of competence, autonomy, and relatedness. Learning satisfaction is closely associated with persistence, studying hours, and course scores in the English language courses (McEown, Noels, & Saumure, 2014; McEown & Takeuchi, 2014; Alrabai, 2017; Alamer, 2019).

It is important to discriminate among various types of motivation in terms of self-determination. Intrinsic

motivation is defined as engaging in an activity for its own sake like the satisfaction and pleasure it affords. Extrinsic motivation is defined as the external factors which stimulate students' desire to learn such as scores, prizes, admiration or a desire to be better than others (Marinak & Gambrell, 2008; Usher, 2012; McGeown, Norgate & Warhurst, 2012; Zeynali, Pishghadam and Fatemi, 2019).

Takaloo and Ahmadi (2017) verified that motivation correlates positively with academic achievement and has an influential role on the learners' reading comprehension. Alamer and Lee (2019) studied the impact of motivation on second language learning. Findings proved that motivation has a key impact on learning English as a second language.

In this regard, it is recommended that language teachers should adapt various strategies to holistically endow students with constructive psychological factors in addition to encouraging in/out-of-classroom interaction in order to improve language learning and acquisition. Besides, intrinsic and extrinsic motivation should be integrated together in order to motivate learners to get into action to attain the educational goals (Lsagabaster, 2011; Suhag et al., 2016).

Thus, motivation has numerous effects on the students' learning and behavior. Motivation is an important influence affecting the success and learning of learners by affecting the initiation and continuity of the activities. Motivation affects the cognitive process and motivated students get more inclined in the learning process.

Classroom interaction enhances language development among the learners. Brown (2001) defines interaction as the heart of participation and communication. Classroom interaction is a very essential factor in yielding positive learning outcomes for students and further developing their skills and abilities (Ghalley and Rai, 2019).

Studies proved that teachers' roles define the characteristics of their classroom interaction (Dagarin, 2004; Richards & Schmidt, 2010; Rido, 2017). Interaction is a salient pattern in language classrooms where both teachers and students come into contact to share information and knowledge. It elevates the effectiveness of language teaching-learning process as it provides the involvement of two-way interaction and active participation between students and teachers in different classroom activities (Li & Arshad, 2015; Rido, Ibrahim, Nambiar, 2016).

Classroom interaction combines all types of classroom actions whether verbal or non-verbal interaction. Verbal interaction involves the written and oral interaction. While, non-verbal interaction represents the different behavioral reactions without using words such as head-nodding and hand-raising. Successful interaction promotes motivation and involvement between students and teachers (Meng and Wang, 2011).

Classroom interaction occupies a major concern in English language teaching and learning in the era of communicative language teaching (Walsh, 2011). More classroom interaction and participation lead to more engagement in higher levels of thinking such as analysis, interpretation, and synthesis. Students with high participation show improvement in their communicative skills, and group interactions (Mackey, 2013; Maolida, 2013; Liskinasih, 2016).

Language proficiency is a main requirement for language teacher. It affects the teacher interaction with the students. The more the teacher talks in English, the more students use it (Kang, 2013). Interaction enables students to improve their language store as they listen to and read linguistic material. Interactive language classroom

constitutes a major role in ESL classes, because it keeps communication and interaction going on smoothly in language classes (Ellis, 2008; Seedhouse & Jenks, 2015).

ESL teacher plays a vital role in enhancing students' participation and interaction in language classes (Nugroho, 2011). A number of studies dealt with the effect of classroom interaction on students' achievement and progress level in English language classes. Hussain & Bakhsh (2011) investigated the effects of classroom interaction on students' academic achievement at secondary school level. Liu and Zhu (2012) analyzed the phenomenon of teacher talk time, questioning pattern, and feedback pattern. Rashidi (2010) studied the different types of classroom interaction on ESL classes to find out the pattern of classroom interaction. Pujiastuti (2013) presented interaction analysis focusing on investigating the realization of verbal classroom interaction, types of teacher talk and its effect on student's motivation and classroom interaction. Rido, Ibrahim and Nambiar (2014) investigated interaction strategies in ESL classes. The findings proved that using various types of interaction strategies such as elicitation, questioning, feedback, and error treatment strategies promoted interactive learning and enhanced the students' linguistic skills.

It is important for the English teachers to build interactive and communicative teaching-learning activities which provide more participation and interaction among students. It is advisable for the language teachers to develop the various factors which positively affect the teaching-learning classroom interaction (Suryati, 2015; Chen and Kraklow, 2015; Rohmah, 2017).

Hence, most studies approved that classroom interaction is the essence of the educational process quality. Classroom interaction is a very significant factor in yielding

positive learning outcomes for ESL students and further developing their linguistic skills. More importantly, interaction is closely connected with motivation.

According to the review of literature and related studies, it can be highlighted that ESL students' academic achievement is affected by different factors which are study skills, learning motivation and classroom interaction. These factors represent crucial influences that have a direct impact on the academic achievement. Integrating all these factors will inevitably enhance the students English language skills and elevate the learning process.

More importantly, the integration of web resources, such as web Quest, in English language teaching and learning is effective in developing students' linguistic skills and achieving a positive learning experience (Kocoglu, 2010). Web Quest is designed to promote the students' thinking at the analysis, synthesis, and evaluation levels through using online information available in web resources (Dodge 2004). It improves the students' critical thinking skills; it progresses students' learning motivation; it promotes classroom interaction to realize the required activity. Web Quests are different activities for guided discovery. The learner makes decisions on learning goals and the teacher offers guidance during the activity different stages if needed (Luzón, 2007). Web Quest is an effective and innovative pedagogical tool in teaching English as a Foreign Language (EFL). It enhances interaction and communication among students and arouses their motivation to learn English (Alshumaimeri and Bamanger, 2013).

There is an interchanging relation between the web quest activities and study skills, motivation and classroom interaction, which in turn improves the students' academic achievement in English language classes. Web quest has

many advantages in learning. It enhances the effective use of time. Students use the links assigned by the teacher to search for the required information in an efficient and structured process. In addition, students are required to read, recognize, analyze, and evaluate (Halat & Peker, 2011; Torres, 2007).

Many studies proved that web Quest activities developed interaction among students. When students interact and work in groups they can discuss assignments and exchanging ideas. This interaction in turn promotes independent learning (Lara & Repáraz, 2007; Murray & Mcpherson, 2009). Noordin, Samed, and Razali (2008) proved that Web Quest activities enhanced the EFL critical reading and writing skills. Kocoglua (2010) proved that the Web Quest promoted the students' linguistic skills. Thus, it is effective and beneficial in developing English learning.

In the web quest activities the teacher should assume the role of the guide and construct a supportive environment where students can promote academic achievement both individually and collaboratively. Hence, web quest is a student-centered approach to learning and teaching. It provides students with the opportunity to receive input in the from Internet resources in the form of reading information and produce output in the form of written activities like summaries and essays.

2. Problem of the Study:

The researcher observed that most male students studying at the Computer Preparation Teacher Department, Faculty of Specific Education, Mansoura University in Egypt got low marks in the English Language courses. It was noticed that the female students always outperform their counterparts of male students. Students' marks are a good indicator and predictor of the academic achievement and success. Related studied and educators in the area of

English language teaching designated that there are major factors which affect the students' academic achievement like study skills, learning motivation and classroom interaction. In addition, teaching practices explored that the most obvious obstacles in English language classes can be summarized in the lack of essential study skills, learning motivation and classroom interaction.

Students at the Computer Teacher Preparation Department are supposed to be computer teachers in different educational stages. Consequently, they should master the English language perfectly. English is essential in the computer major both on the academic and professional levels. That's why it is of paramount importance to develop the students' English language skills in order to enhance their linguistic and communicative skills. Thus, the researcher attempted to investigate the impact of students' gender between male and female students who study the English language (I) course at the Computer Teacher Preparation Department, Faculty of Specific Education, with regard to the most affecting factors on the students' academic achievement in English language classes. More importantly, no previous research-to the best of the researcher knowledge- has been carried out to examine the present study variables in the computer teacher preparation field though it is a very important major. Moreover, very little research has been conducted to examine the impact of the study skills, learning motivation and classroom interaction on the students web Quest abilities in the EFL classroom. Hence, the main research question for the present study can be stated as follows:

What is the impact of the study skills, learning motivation, and classroom interaction on the superiority of the female students' academic achievement and Web Quest

abilities in English language classes at the Faculty of Specific Education?

This main question can be subdivided into the following sub questions:

1. What is the effect of study skills on the male and female students' academic achievement and Web Quest abilities in English language classes?
2. What is the effect of learning motivation on the male and female students' academic achievement and Web Quest abilities in English language classes?
3. What is the effect of classroom interaction on the male and female students' academic achievement and Web Quest abilities in English language classes?

3. Hypotheses of the Study

The present study will test the following hypotheses:

1. There will be statistically significant differences at the 0.01 level between the mean scores of the male and female students on the academic achievement and Web Quest abilities in English language classes in favor of the female students.
2. There will be a positive correlation coefficient between the mean scores of the male and the female students on the study skills and academic achievement and Web Quest abilities in English language classes in favor of the female.
3. There will be a positive correlation coefficient between the mean scores of the male and female students on the learning motivation and academic achievement and Web Quest abilities in English language classes in favor of the female.
4. There will be a positive correlation coefficient between the mean scores of male and female students on the classroom interaction and academic achievement and

Web Quest abilities in English language classes in favor of the female.

4. Methodology of the Study

A. Design

The present study adopted the mixed methods approach which integrates both quantitative and qualitative components. The qualitative research design comprises data collection procedures that result primarily in non-numerical data analyzed by non-statistical methods. In addition, the quantitative research design encompasses data collection procedures that result primarily in numerical data analyzed by statistical methods.

B. Participants

Participants of the study were a random sample of (100) student at the first academic year who study the English Language (I) course at the Computer Teacher Preparation Department, Faculty of Specific Education, Mansoura University, Egypt. The sample was divided equally into (50) female and (50) male student. In addition, they were divided randomly into two groups; control and experimental. The control group was taught through the traditional teaching only. The experimental group was taught through the traditional teaching and the Web Quests as complementary activities. The students' abilities and performance was observed and compared for both groups in order to determine whether there were significant differences between the groups as a result of the treatment.

C. Instruments

The study depends mainly on three questionnaires for data collection. These questionnaires aim at examining the affecting factors on the participants' academic achievement in English language classes. Reviewing related literature and previous studied indicated that the most affecting factors on the students' academic achievement are the study

skills, learning motivation and classroom interaction. The researcher prepared three questionnaires in light of reviewing related literature and previous studies. The first questionnaire dealt with study skills (Appendix 1), the second questionnaire dealt with learning motivation (Appendix 2) and the third questionnaire dealt with classroom interaction (Appendix 3). These study questionnaires can be illustrated as follows:

- **Study Skills Questionnaire**

In light of reviewing related literature, the researcher identified the most affecting dimensions in the students' study skills in English language classes. These dimensions can be stated in the time management, memorizing, concentration, perception, note-taking, summarizing and preparing for exams. The questionnaire shows each dimension and its affecting items on the students study skills in English language classes. The study skills questionnaire consisted of 45 associated items which deal with the assigned study skills dimension. The student has to choose one of three alternatives (always, sometimes, or never). Their evaluations were 3, 2, or 1 respectively (Appendix 1). The researcher examined the validity and reliability of the study skills questionnaire as follows:

- ***Validity of the Study Skills Questionnaire***

The study skills questionnaire was applied on the study sample who was studying the English (I) course at the Computer Teacher Preparation Department, Faculty of Specific Education.

There are different methods to test the validity like content validity, referee validity, external criteria test validity, discrimination test validity and factor analysis. In this paper, the internal consistency was used to test the questionnaire validity through calculating the correlation between each dimension and its corresponding items. The

correlation values vary between 0.41 and 0.72 which are significant at the 0.05 level. In addition, the correlation between the score of each dimension and the total score of the questionnaire was calculated as shown in table (1).

Table (1) shows that there is a high correlation between the scores of each dimension and the total score of the whole questionnaire. Hence, this result indicates the validity of the study skills questionnaire.

Table (1): The correlation coefficients between the scores of each dimension and the total score of the study skills questionnaire

Study Skills	Correlation Coefficient	Significance level
Time management	0.75	0.05
Memorizing	0.74	0.05
Note- taking	0.79	0.05
Preparing for exams	0.73	0.05
Summarizing	0.85	0.05
Concentration	0.87	0.05
Perception	0.81	0.05

- ***Reliability of the Study Skills Questionnaire***

The reliability of the study skills questionnaire was examined using two different statistical methods which are the questionnaire re-application and the Cronbach's alpha coefficient. Concerning the re-application method, the questionnaire was applied on the study sample, and then it was applied again after a time interval of two weeks on the same sample. The correlation between the two applications was calculated as illustrated in table (2). The second method depended on calculating the Cronbach's alpha coefficient as illustrated in the following table.

Table (2): The reliability coefficients of the study skills questionnaire

Study Skills	Re-application		Cronbach's (α)
	Correlation coefficient	Significance level	
Time management	0.71	0.01	0.70
Memorizing	0.73	0.01	0.75
Note- taking	0.63	0.01	0.65
Preparing for exams	0.69	0.01	0.68
Summarizing	0.78	0.01	0.76
Concentration	0.67	0.01	0.71
Perception	0.83	0.01	0.81

Table (2) shows that both of the correlation coefficients of the re-application and the Cronbach's alpha coefficients of the questionnaire are high in all dimensions. Hence, these results indicate the high reliability of the study skills questionnaire.

- **Learning Motivation Questionnaire**

Several questionnaires from related literature were adopted and developed in order to constitute the present study questionnaire. The researcher identified the most affecting dimensions on the students' learning motivation in English language classes. These dimensions can be stated in the students' attitude and interest to learn English, ambition, challenge and competition, encouragement, anxiety, rewards and social support, punishment and fear of failure. Each dimension is affected by various items. The questionnaire constituted of 65 related items which reflect the affecting factors on each dimension. The student has to choose one of three alternatives (always, sometimes, or never). Their evaluations were 3, 2, or 1 respectively (Appendix 2). Then, the researcher examined the validity and reliability of the learning motivation questionnaire as follows:

- ***Validity of the learning Motivation Questionnaire***

The motivation questionnaire was applied on the same study sample. The internal consistency was used to test the questionnaire validity through calculating the correlation between each affecting dimension and its corresponding items. The correlation values vary between 0.43 and 0.78 which are all significant at the 0.01 level. In addition, the correlation between the score of each dimension and the total score of the questionnaire was calculated as shown in table (3).

Table (3) illustrates that there is a high correlation between the score of each dimension and the total score of the whole questionnaire which indicates the validity of the learning motivation questionnaire.

Table (3): The correlation coefficients between the scores of each dimension and the total score of the learning motivation questionnaire

Motivation Dimensions	Correlation Coefficient	Significance level
Challenge and competition	0.72	0.01
Attitude and interest to learn English	0.73	0.01
Ambition	0.70	0.01
Punishment	0.60	0.01
Fear of failure	0.62	0.01
Rewards and social support	0.75	0.01

- ***Reliability of the learning Motivation Questionnaire***

The reliability of the learning motivation questionnaire was calculated using two different statistical methods. The first method was the questionnaire re-application method through applying the study questionnaire on the study sample and then applying it again after a time interval of two weeks. The correlation between the two applications was calculated. The second statistical method was through

calculating the Cronbach's alpha coefficient as shown in table (4).

Table (4): The reliability coefficients of the learning motivation questionnaire

Motivation dimensions	Re-application		Cronbach's (α)
	Correlation coefficient	Significance level	
Challenge and competition	0.76	0.01	0.74
Attitude and interest to learn English	0.83	0.01	0.81
Ambition	0.73	0.01	0.74
Punishment	0.69	0.01	0.69
Fear of failure	0.75	0.01	0.72
Rewards and social support	0.70	0.01	0.68
Anxiety	0.66	0.01	0.67
Encouragement	0.63	0.01	0.65

Table (4) illustrates the correlation coefficients of the re-application and the Cronbach's alpha coefficients of the questionnaire are high in all dimensions. These coefficients indicate the high reliability of the learning motivation questionnaire.

- Classroom Interaction Questionnaire

In light of reviewing related literature, the researcher identified the most affecting dimensions on the students' classroom interaction in English language classes. These dimensions can be stated in the teacher traits, student traits, and classroom environment. The researcher developed a questionnaire consisted of 26 related item to classroom interaction. The questionnaire shows each dimension and its affecting items in the students classroom interaction in English classes. The student has to choose one of three alternatives (always, sometimes, or never). Their evaluations were 3, 2, or 1 respectively (Appendix 3). The researcher examined the validity and reliability of the classroom interaction questionnaire as follows:

- **Validity of the Classroom Interaction Questionnaire**

The researcher followed the same procedures mentioned above in the study skills and the learning motivation questionnaires. Concerning the classroom interaction, the internal consistency was used to test the questionnaire validity through calculating the correlation between each affecting dimension and its corresponding items in the questionnaire. The correlation values vary between 0.39 and 0.67 which are all significant at the 0.01level. In addition, the correlation between the score of each dimension and the total score of the questionnaire was calculated as shown in table (5).

Table (5): The correlation coefficients between the score of each dimension and the total score of the classroom interaction questionnaire

Classroom Interaction Dimensions	Correlation Coefficient	Significance level
Teacher traits	0.73	0.01
Student traits	0.75	0.01
Classroom environment	0.70	0.01

Table (5) illustrates that there is a high correlation between the scores of each dimension and the total score of the questionnaire which indicates the validity of the classroom interaction questionnaire.

- ***Reliability of the Classroom Interaction Questionnaire***

The reliability of the questionnaire was calculated through two methods. First, the researcher calculated the reliability coefficients through the re-application of the questionnaire after a time interval of two weeks on the study sample at the Computer Teacher Preparation Department. Second, the Cronbach's alpha coefficient was calculated. The correlation coefficients values for the questionnaire re-applications and the Cronbach's alpha are shown in table (6).

Table (6) shows that the correlation coefficients of the re-application and the Cronbach's alpha coefficients of the questionnaire are high. These coefficients indicate the high reliability of the classroom interaction questionnaire.

Table (6): The reliability Coefficients of the Classroom Interaction Questionnaire

Classroom Interaction Dimensions	Re-application		Cronbach's (α)
	Correlation coefficient	Significance level	
Teacher traits	0.81	0.01	0.82
Student traits	0.79	0.01	0.77
Classroom environment	0.72	0.01	0.71

Hence, the results above proved the validity and reliability of the study instruments. All questionnaires are proved to be valid and reliable.

5. Implementation

The researcher observed the superiority of the female students over the male students studying the English (1) course at the Computer Teacher Preparation Department at the Faculty of Specific Education. Then, the researcher investigated previous related literature with regard to the affecting factors on the students' academic achievement in English language classes. Related studies indicated that the most affecting factors on the students' academic achievement in English classes are the study skills, learning motivation and classroom interaction.

Consequently, the present study attempted to investigate the impact of the study skills, learning motivation and classroom interaction on the superiority of the female students in academic achievement in English classes. In addition to investigating the effect of the study skills, learning motivation and classroom interaction on the students' Web Quest abilities. The researcher prepared three questionnaires to investigate the students' opinions concerning these variables on the students' academic

achievement in English classes. The obtained data were analyzed and interpreted statistically.

The t-test was used to examine the statistical differences between the male and female students to investigate the gender impact on the students' academic achievement in English language classes. In addition, the study made use of the Pearson Correlation Coefficient to investigate the correlation between the study participants' academic achievement in English and their study skills, learning motivation and classroom interaction. All the obtained data were statistically analyzed in terms of the study hypotheses. The obtained results are presented and interpreted in the following section. Finally, the researcher depended on the observation and tasks evaluation to test the students' Web Quest abilities in English. Students were asked to do some Web Quest activities and assignments whether in class or at home using some websites dedicated from the teacher. The teacher observed and evaluated their activities in order to check and monitor their Web Quest abilities and progress.

6. Results and Discussion

This section illustrates the study results in light of the study hypotheses and the related literature as follows:

Hypothesis 1: There will be statistically significant differences at the 0.01 level between the mean scores of the male and female students on the academic achievement and Web Quest abilities in English language classes in favor of the female students.

In order to verify this hypothesis, the t-test was calculated to measure the differences between the means scores of the male and female students as illustrated in the following table (7).

Table (7)

The t-test values for the differences between the mean scores of the male and the female students on the academic achievement in English

Gender	Number	Mean	Standard deviation	T-Value	Significance level
Male	50	10.93	2.97	3.82	0.01
Female	50	14.01	1.52		

The table above shows that there are statistical significant differences between the mean scores of the male and female students at the Computer Preparation Teacher Department, Faculty of Specific Education in the academic achievement in English language classes in favor of the female students. Statistical analysis based on gender difference proved the superiority of the female students over their male counterparts in the academic achievement in English language classes. Thus, the first hypothesis is verified.

The present study results are in agreement with Abdullahi & Bichi (2015) who assert that there is wide range of concern by educators and researchers that English is purely a female domain. Female students perform better than their male counterpart in English. These results are supported by Oppong-Sekyere, Oppong-Sekyere, and Akpalu (2013) that in higher education female learners are often found to outperform male learners. Furthermore, Lužon-Marco (2010) and Puthikanon (2009) proved that Web Quests supports students' engagement, analysis, synthesis, evaluation, higher thinking skills and autonomous learning which develop their language skills in turn. The impact of employing Web Quest activities can be attributed to the diversity of activities, teaching aids, and various links used in the Web. All these different techniques help students to improve their language skills.

Besides, the Internet advantages like multimedia which provides sound, animation, images and colors.

Hypothesis 2: There will be a positive correlation coefficient between the mean scores of the male and the female students on the study skills and academic achievement and Web Quest abilities in English language classes in favor of the female.

In order to examine this hypothesis, the Pearson correlation was calculated to investigate the relationship between the study skills and the academic achievement in English language classes between the male and female students as shown in table (8).

As shown in table (8), there is a positive correlation between the mean scores of the study skills and the academic achievement in the dimensions of time management, memorizing, summarizing, concentration and the total score of the study skills questionnaire for the male students. This means that the more the student masters these study skills, the more his academic achievement is progressed. While, the statistical results revealed that there is a positive correlation coefficient between the mean scores of the study skills and the academic achievement in all dimensions except preparing for exams concerning the female students. The female students achieved high correlations in the dimensions of time management, memorizing, note-taking, summarizing, concentration, and perception. Then, the second hypothesis is supported.

Table (8): The Pearson correlation between the study skills and the English academic achievement for male and female students

Study Skills	Male		Female	
	Correlation Coefficient	Significance level	Correlation Coefficient	Significance level
Time management	0.74	0.01	0.77	0.01
Memorizing	0.76	0.01	0.81	0.01
Note- taking	0.26	not significant	0.41	0.01
Preparing for exams	0.31	not significant	0.32	not significant
Summarizing	0.56	0.01	0.62	0.01
Concentration	0.71	0.01	0.76	0.01
Perception	0.28	not significant	0.29	0.05
Total	0.59	0.01	0.68	0.01

As a result of the correlation analysis, it could be assumed that all the dimensions of the study skills questionnaire are closely related to each other and to the total score of the study skills questionnaire. Thus, the present study proved that there is a positive correlation between study skills and academic achievement in English language classes. These study results go in line with an extensive body of research which indicated that the knowledge and appropriate usage of study skills are important affective factors in academic achievement and success (Meneghetti, DeBeni, & Cornoldi, 2007; Yip, 2007). Students who are exposed to a diversity of study skills and are able to properly select and apply them to their academic tasks are higher achievers than those students who use maladaptive strategies. Consequently, it is important for language learners to develop the appropriate study skills in order to improve their academic achievement and to be active independent learners (Boller, 2008; Jansen & Suhre, 2010; Steele, 2010; Aquino, 2011; Yu, 2011;

Debasish Biswas, 2015). More importantly, related research justified that students in various grades preferred Web Quest to traditional methods of teaching (Abbitt & Ophus, 2008; Puthikanon, 2009). Web Quest can be considered as an up-to-date strategy that offers information to students in an interesting way.

Hypothesis 3: There will be a positive correlation coefficient between the mean scores of the male and female students on the learning motivation and academic achievement and Web Quest abilities in English language classes in favor of the female.

The Pearson correlation coefficient was calculated to investigate the relationship between the learning motivation and the academic achievement for the male and female students in English language classes as shown in table (9).

Table (9): The Pearson correlation between the learning motivation and the English academic achievement for male and female students

Motivation	Male		Female	
	Correlation Coefficient	Significance level	Correlation Coefficient	Significance level
Challenge and competition	0.66	0.01	0.76	0.01
Attitude and interest to learn English	0.57	0.01	0.66	0.01
Ambition	0.51	0.01	0.61	0.01
Punishment	0.49	0.01	0.69	0.01
Fear of failure	0.53	0.01	0.71	0.01
Rewards and social support	0.61	0.01	0.63	0.01
Anxiety	-0.23	0.01	-0.28	0.01
Encouragement	0.62	0.01	0.73	0.01
Total	0.58	0.01	0.74	0.01

Table (9) proved that there is a positive correlation between the mean scores of the learning motivation and the academic achievement in all dimensions except the anxiety dimension for both male and female students. The statistical

results proved that with the increase in the dimensions of the attitude and interest to learn English, the challenge and competition, the ambition, the encouragement, the rewards and social support, the punishment, and the fear of failure there is a remarkable improvement in the students' academic achievement in English. While, there is a negative correlation between the anxiety dimension and the academic achievement. In other words, when the anxiety dimension decreases, the academic achievement increases. Then, educators should develop effective strategies to manage test anxiety reduction interventions. Thus, the third hypothesis is proved.

The present study results are supported by Al-Otaibi (2004) who advocates that motivated learners are willing to spend much time to learn a second language and they can also learn language more effectively than unmotivated ones. Learners with strong desire to learn a foreign language achieve high levels of proficiency in the target language.

The motivational power guides the students learning process and enables them to afford more activities in order to upgrade their academic progress (Takaloo and Ahmadi, 2017). Yu (2011) and Ditual (2012) advocate that students with high learning motivation enjoy higher problem solving skills and creative thinking. As a result, the researcher can claim that the students with high motivation to learn are more eager to interact in class activities and exert more efforts than those with low levels of motivation. Vidom & Maddux (2002) proved that Web Quests are effective learning tools for many reasons. Web Quests can contextualize learning in different ways. They arouse students' motivation to learn and search for information.

Hypothesis 4: There will be a positive correlation coefficient between the mean scores of male and female students on the classroom interaction and academic

achievement and Web Quest abilities in English language classes in favor of the female.

In order to examine this hypothesis, the Pearson correlation coefficient was calculated to examine the relationship between classroom interaction and academic achievement in English language classes for the study sample as shown in table (10).

Table (10): The Pearson correlation coefficients between the classroom interaction and the English academic achievement for male and female students

Classroom Interaction	Male		Female	
	Correlation Coefficient	Significance level	Correlation Coefficient	Significance level
Teacher traits	0.48	0.01	0.61	0.01
Student traits	0.64	0.01	0.72	0.01
Classroom environment	0.67	0.01	0.81	0.01
Total	0.66	0.01	0.76	0.01

As illustrated in the table above, the statistical analysis proved that there is a positive correlation between the students' classroom interaction and academic achievement in English language classes. In addition, the female students surpassed their counterparts of male students with regard to interaction in English language classes. Thus, these results proved that with the increase in the classroom interaction dimensions of the teacher traits, the student traits and the classroom environment, the students' academic achievement will increase. In addition, there is a gender differences in favor of the female students. Hence, the fourth hypothesis is verified.

The above results are in agreement with Rido, Ibrahim, and Nambi (2014) that classroom interaction and communication represent the key to academic and professional success. Thus, classroom interaction is

essential to improve the effectiveness of the English language teaching and learning in English language classes.

Thus, the present study results go in line with Mustapha, et al, (2010) and Rido (2018) that all classroom activities and practices reflect the teachers' characteristics in shaping classroom interaction. The English language teacher affects students interaction in class through various activities like instructions, discussions, pronunciation, explanations, eliciting information, questions, and feedback (Graesser, Gernsbacher & Goldman, 2003; Hall, 2011). All these activities improve students' participation and interaction which in turn improve their language skills and academic achievement. Web Quests in language learning support classroom interaction through engaging students to communicate with their peers. When students work in groups they can exchange vocabulary and discuss assignments. Torres (2007) states that adopting Web Quest activities promote interaction and cooperation among students in English language classes. This interaction improves their language skills and independent learning. In sum, educational institutions are responsible for qualifying students to become successful communicators through successful interaction.

7. Conclusions

The recent study justified that the female students surpassed their counterparts of male students with regard to the academic achievement in English language classes. The statistical analysis proved that there are statistically significant differences between the male and female students at the Computer Teacher Preparation Department, Faculty of Specific Education, Mansoura University, with regard the academic achievement in English language classes. The statistical results indicated that there is a positive correlation between the students' learning skills and

academic achievement in English language learning. Besides, there is a positive correlation between the students' learning motivation and academic achievement in English language classes. Moreover, there is a positive correlation between the students' classroom interaction and English academic achievement.

It is noteworthy that gender is an imperative factor affecting students' academic achievement in English language learning. Male and female students are not equal in terms of academic achievement. Female students attained better results than male students in learning English as a foreign language. In addition, a major element contributing to academic achievement is the student's ability to effectively manage study skills. Study skills represent a good predictor of academic success and achievement.

Furthermore, motivation is a crucial factor in English language teaching and learning. In other words, motivation plays a key role in the development of English language skills. The correlation between academic achievement and motivation is larger and more significant in the female students than their counterparts of male students. Students' motivation is affected by different factors like interest to learn English, ambition, anxiety, fear of failure and others. Thus, English language teachers should support their students to promote learning motivation in order to enhance their academic success.

In the field of English language teaching and learning, classroom interaction has long been considered to play an essential role. Classroom interaction is affected by various variables like teachers' traits, learners' traits, and classroom environment. Identifying the features of classroom interaction helps teachers to plan appropriate strategies and apply suitable teaching techniques in order to construct a responsive classroom environment. Thus, it is paramount

for English language teachers to create an interactive and participative classroom environment in order to stimulate the students' active interaction and communication which in turn improves the learning process holistically.

Finally, Web Quest helps teachers to integrate technology into the EFL field. Web Quest activities enjoy different characteristics like cooperative work, cognitive development, motivation, interaction and communication among students. Web Quests improve language learning in different ways. Students are exposed to massive amounts of information on the internet. It promotes students' higher thinking skills.

Recommendations

In light of the literature review, it is highly recommended that:

1. English language teachers should engage students in challenging activities which develop the higher thinking skills and promote the students study skills, learning motivation and classroom interaction.
2. English language teachers should encourage team work and group discussion in order to promote classroom interaction and learning motivation.
3. Educational institutions and English language teachers should focus students' attention on the important role of study skills, learning motivation and classroom interaction in order to upgrade their linguistic skills and improve the learning process.
4. Educational institutions should apply the Web Quests activities in the EFL field.

8- Suggestions for Further Research:

1. Incorporating classroom observations in order to provide a better profile to the classroom motivation and interaction.

2. It would be beneficial to conduct the present study in other majors to investigate the impact of other affecting factors on the students' achievement in English language classes.
3. Studying the impact of students' individual differences on the academic achievement in English language classes.

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