People's Democratic Republic of Algeria

Ministry of Higher of Education and Scientific Research

University of Mohamed Seddik Ben yahia. Jijel

Faculty of Letters and Languages

Department of English

Students' and Teachers' Attitudes towards the Role of Information and Communication Technologies in Enhancing English as Foreign Language Learners' Motivation in Language Learning

The Case of Master One Students at the English Department of Mohamed Seddik Ben yahia University – Jijel

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of Foreign Languages

Submitted by: **Supervised by:**

- ZETTAL ZINEDDINE   - MEBARAK LAOUAMRI

- BENNINI MARWA

Board of Examiners

- Chairperson: Mohamed BOUKAZOULA , University of Mohamed Seddik Ben yahia, Jijel

- Supervisor: Mebarak LAOUAMRI , University of Mohamed Seddik Ben yahia, Jijel

- Examiner: Hiba TIOUANE, University of Mohamed Seddik Ben yahia, Jijel

2021-2022

Declaration

We herby declare that the dissertation entitled "Students' and Teachers' Attitudes towards the Role of Information and Communication Technologies in Enhancing English as Foreign Language Learners' Motivation in language learning'' is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any materials are not documented, we shall be responsible for the consequences.

Signature   Date

I

Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate. I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my parents Mounir and Sakina whose words of encouragement and push for tenacity ring in my ears, especially my late mother who I have done all this way for her, and I wished she could be here today seeing her son graduating, may Allah bless her soul in heaven. My grandfather and grandmother who always pray for me, to my two brothers Abdeldjalil and Abdelraouf and my lovely sisters Saoussen and Nardjis who have always stood by my side.

I also dedicate my dissertation to my friends who have supported me, I will always appreciate their standing by and the way they kicked away the heavy things on my shoulders.

I dedicate this work with a special thanks and appreciation to my dissertation's partner Marwa, without her efforts, support, patience and perseverance none of this work will be done.

Dedication

Thank you Allah for helping me to reach this moment. Thank you for giving me power and patience to finish this work.This work is dedicated to my mother Fatiha, a strong and gentle soul who taught me to trust and believe in Allah. She is the source of sympathy and love. To my father Hocine for his sacrifices and encouraging and pushing me forward to believe in my self. May Allah protect them.
I also dedicate this dissertation work to my lovely sisters Khawla, Wafa and Meriem for their encouragement without forgetting my adorable two brothers Bilal and Aimad.
I have to recall my dedication to my best and sweety friend Ferial, I appreciate our times together.
Besides I want to dedicate this work with a special thanks and appreciation to my dissertation's partner Zineddine and to all those who believed in me and prayed for my success.

Acknowledgments

Abstract

This research work aims at investigating students' and teachers' perceptions towards the role of Information and Communication Technology (ICT) in enhancing EFL learners' motivation in language learning . To answer our research questions, two questionnaires were administered to collect data at the English department of Mohamed Seddik ben yahia during the second term of the academic year 2021/2022. Fifty-nine (59) Master one English students, option of didactics, were the sample of our target population which consisted of (177) students. Besides eight (8) questionnaires were randomly distributed to teachers of the same department. The results obtained from the collected data provided two main points. First, both students and teachers are aware of the importance of using ICT as support tools in the learning process. Second, most of them show support for integrating these technologies into the classrooms. The analysis of the results reveals that the perception of students and teachers regarding the role of ICT in enhancing English as a Foreign Language learners' motivation is highly positive.

Key words:

Information and Communication Technology (ICT), Learners' Motivation

List of Abbreviations

BECTA: British Educational Communications and Technology Agency

CAA: Computer Aided Assessment

CD: Compact Disc

CD-ROM: Compact Disc Read-Only Memory

DTP: Desk Top Publishing

EFL: English as a Foreign Language

ERG: Existence Relatedness and Growth

FL: Foreign Language.

ICT: Information and Communication Technology

ICTs: Information and Communication Technologies

IWB: Interactive Whiteboard

LMD: License, Master, Doctorat.

(P): Page

(PP): pages

Q: Question

SDT: Self Determination Theory

VoIP: Voice over Internet Protocol

MCQ: Multiple-Choice Questions

List of Tables

VI

List of Tables

List of Figures

Table of Contents

General Introduction

Chapter One: Literature Review

Section One: The Use of ICT in EFL Class

Section Two: General Overview about Motivation

General Introduction

1. Statement of the problem

Nowadays, the integration of Information and Communication Technology (ICT) in the educational environment has been regarded monumental especially in the context of teaching and learning foreign languages. ICT has become within a very short time one of the most important aids of modern society. For many countries understanding skills and concepts of ICTs and mastering them are essential elements of education. Although ICT tools are not fully utilised for many reasons in Algerian universities, the country is still encouraging and promoting the implementation of these technologies to improve the development and modernization of the educational system. The correct manipulation of ICTs in language learning experience can be stimulating and engaging for learners, empowering them to control the experience themselves. This empowerment can further motivate students towards language learning. Since one of the most important issues that Algerian EFL students face is the lack of motivation which hinders their performance in the learning process, it would be important to explore their perceptions towards the role of ICT in improving their motivation.

2. Aim of the Study

The aim of this study is to explore teachers' and students' perceptions about the role of ICT in enhancing students' motivation.

3. Research Question

This study attempts to address the forthcoming questions:

✓What are students' perceptions towards the role of ICT in enhancing EFL learners' motivation?

✓ What are teachers' perceptions towards the role of ICT in enhancing EFL learners' motivation?

✓To what extent teachers use and support the integration of ICT in EFL classrooms?

4. Methodology

This descriptive study was conducted at Mohamed Esadik Benyhia University, Jijel. The questionnaires were the research tools for collecting data. To meet the objectives of this research work two questionnaires were administered to both EFL students and teachers to explore their perceptions towards the role of (ICT) in enhancing EFL learners' motivation. The population was composed of master one students specialized in Didactics at the English Department.

5. Structure of the Study

This research work consists of two chapters. One is the literature review and the other is the fieldwork. The first chapter is divided into two sections. The first section discusses the use of ICT in foreign language classrooms, its definition and the main ICT tools that are currently used in language learning. In addition, it highlights the application of ICT in EFL classrooms and some prerequisites for a successful integration of these technologies. Moreover, this section discusses the advantages of using ICT in FL teaching and learning. Furthermore, it sets out some difficulties facing the integration of ICT in classrooms. The second section starts with an overview of the concept of motivation: its definition, its main types, sources, and theories. This section ends up with presenting the relationship between motivation and ICT.

The second chapter is the practical part of our research study. It presents the analysis, interpretation, and the discussion of the data obtained from the students' and teachers' questionnaires. Additionally, some pedagogical implications as well as some limitations of the present study are provided at the end of this study.

Chapter One: Theoretical Background

Section One: The Use of ICT in EFL Class

Introduction

1.1.1. Definition of ICT

1.1.2. The Currently Used ICT Tools in EFL Classrooms

1.1.2.1. Interactive Multimedia

1.1.2.2. Audio Devices

1.1.2.3. Computers

1.1.2.4. Internet

1.1.2.5. Telephone and VoIP

1.1.2.6. Mobile Gadget

1.1.2.7. Interactive Whiteboard

1.1.3. The Application of ICT in FL Classrooms

1.1.4. Prerequisites for a Successful Integration of ICTs in Classrooms

1.1.5. Advantages of ICT Usage in FL Teaching and Learning

1.1.6. Some Difficulties Facing the Integration ICT in Classrooms

 Conclusion

Introduction

In recent decades, technology has advanced at an astonishing rate in almost every area of human life, including education. As a result, many efforts have been made by foreign language professionals to create innovative foreign language environments using information and communication technologies as new pedagogical tools for teaching and learning. Indeed, the use of ICT tools in the context of foreign language teaching and learning is increasingly popular, as numerous empirical studies have demonstrated the positive effects of an appropriate ICT use on the language learning process.

This section focuses on the use of ICT in foreign language classrooms. Accordingly, it begins by defining the term "Information and Communication Technology". Next, a list of ICT tools currently used in foreign language learning contexts is provided. This section also sheds light on the use of these technologies in foreign language classrooms. Furthermore, it outlines some requirements for successful ICT integration. In addition, special attention is paid to explaining the benefits of incorporating ICTs in language learning. The final subsection discusses some of the challenges that can arise when integrating ICT into EFL classrooms.

1.1.1. Definition of ICT

ICT is an abbreviation for Information and Communications Technology. It is obvious that there is no universally accepted definition of ICT as the applications and technology involved in ICT are constantly evolving, and new devices and systems are created almost daily. Blurton's (1999) definition is one of the best -known definitions of ICT. It is defined as "a diverse set of technological tools and resources used to communicate as well as create, disseminate, store, and manage information." Radio and television (broadcasting technology) as well as the telephone, computer, and Internet are other

examples of these technologies. Simply put, information and communication technology (ICT) refers to any technology that facilitates the transmission of information and communication.

1.1.2. The Currently Used ICT Tools in EFL Classrooms

ICT now plays a vital role in the development of the educational sector, especially in the context of language learning. Many technologies have been classified as Information and Communication Technologies, each with their own set of characteristics and functions, such as:

1. Interactive Multimedia:

According to England and Finney (2011), interactive multimedia is concerned with the incorporation of digital media such as electronic texts, graphics, moving images, and sound into a structured digital computerized environment that may include the Internet, telecommunications, and digital television. For them, interactive multimedia allows people to interact with data for specific purposes (p2).

2. Audio Devices:

The compact disc player (CD) and the audio cassette recorder are two of the most popular devices among modern language teachers, in addition to the Web, which can serve as a new source of authentic listening materials thanks to the ability to download MP3 files quickly (Fitzpatrick, 2004, p.12). Audio devices can be used alone or in conjunction with other media to create interactive multimedia.

3. Computers:

The computer is one of the most important tools in language learning. This machine can be used in conjunction with other multimedia learning devices or as a stand-alone PC while still serving its

primary purpose as an electronic language learning medium (Hartoyo, 2012, p.29). According to the Dictionary' website, Computers are defined as "programmable electronic devices that accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations". Computers of various types include mainframes, desktop and laptop computers, tablets, and smart phones. As a result, the computer is a multi-purpose device with many different types.

4. Internet:

The internet can be defined from a technological point of view as the network of computers. It is, actually much larger. In a more detailed definition, Teeler and Gray (2000) stated that the internet is a network of people and information linked interchangeably by telephone cables connected to computers. Furthermore, they stated that the global communication system is made up of over 100,000 independent networks, including both public and private networks (p.1). In other words, the internet is a tool that enables distant people to effectively communicate by sharing their information, ideas, and knowledge. Parrott (1993) added a new definition, describing the internet as " A vast computer network linking smaller computer networks worldwide. "The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocol." (P3).

5. Telephone and VoIP (Voice over Internet Protocol):

Telephones frequently have poor analogue transmission quality and are expensive. As a result, it is not widely used in language teaching. However, unlike the telephone, the VoIP system or voice over internet protocol is free as long as there is an internet connection, making it very popular among teachers and students. The 'dictionary.com' website defines VoIP as "a technology or set of standards for delivering telephone calls and other voice communications over the Internet, involving the conversion of analog voice signals to digital form" (VoIP, 2017). Thus, VoIP is a very useful and convenient tool that

allows its users to communicate easily through a variety of different applications such as Skype, Viber, and so on.

6.Mobile Gadget:

The Oxford advanced learner dictionary defines a gadget as "a small tool or device that does something useful" (Hornby, 2004, p.610). As a result, a mobile gadget is a small electronic device, such as a cell phone or a smart phone, that can combine features of a personal computer with other mobile phone features. This device can connect to the Internet, allowing its users to browse and chat with others.

7.Interactive Whiteboard:

According to Wikipedia The interactive whiteboard, or IWB, is a large touch screen system that can function as a separate computer or as a touchpad that manipulates computers from a projector .This technological device has been shown to increase learners' interest and motivation, and thus improve the quality of their work (Passey, Rogers, Machell& McHugh, 2004, p.5). Similarly, Hennessy and London (2013) assert that "the context and nature of IWB use are critical." Nonetheless, the effects of IWBs on learner achievement are generally more positive than for all other forms of technology."

1.1.3. The Application of ICTs in FL Classrooms

ICTs are now playing an increasingly important role in education, particularly in language teaching and learning. In fact, ICTs are no longer regarded as extraneous and unnecessary tools, but rather as an essential component of modern-day learning (Kalnina&Kangro, 2007). As a result, the majority of teachers are attempting to incorporate these technologies into their classrooms. Fitzpatrick (2004) outlines seven ways in which ICT is used in language teaching and learning in this vein:

. Presentation

Some language learning ICT materials, such as text-based and audio-video materials, may be used to present lessons to students. These materials are available on the Internet or on CD-ROM.

. Practice

Many different types of exercises can be carried out with the help of ICT, such as the presentation of stimuli or the examination of students' answers with appropriate feedback in various learning areas such as grammar, pronunciation, and so on.

. Computer-Aided Assessment (CAA)

Computer-Aided Assessment (CAA) plays an important role in foreign language teaching and learning because it allows students to test their knowledge using Web-based testing systems. Furthermore, (CAA) assists learners in creating multimedia activities through the use of freeware applications.

. Reference

Using ICT provides learners with numerous resources for their learning activities and tasks.These resources include online dictionaries, news and magazine websites, CD-ROM encyclopedias, and so on.

. Publishing

Many ICT devices allow students to publish their work collectively in a variety of ways, such as by recording interviews, discussions, and presentations, among other things.

. Communications

E-mails, computer-mediated discussions, audio and video conferencing, and other forms of technology enable learners and teachers to communicate with one another and with people from other countries.

. Simulations

Many computer programs are thought to be extremely effective stimuli because they prompt analysis, critical thinking, discussion, and writing. Furthermore, video conferencing can be used to stimulate real-world activities. Additionally, the language learner can access a variety of learning tasks on websites that include simulation, such as WebQuest, Action Mazes, and adventure games, among others (pp.14-16).

1.1.4. Prerequisites for a Successful Integration of ICTs in Classrooms

It is important to note that successfully integrating ICT in classrooms is a difficult task. According to Fitzpatrick (2004), "the vast potential of ICT should not blind us to the fact that quality rather than quantity is required here". (p.14) In fact, many teachers fail to achieve good results when using ICT in their classrooms, primarily because they fail to motivate their students to use these technologies. As a result, "professional development must focus not only on how to use a specific piece of hardware or software, but also on how it is used in conjunction with more effective pedagogy, content, and context" (Li & Ni, 2010, p.120). That is, selecting an effective pedagogy is just as important as mastering the use of ICT. Although there is no ready-made formula for successfully and effectively integrating ICT in classrooms, some scholars suggest steps or principles that they believe are important in technologizing classrooms. Lankshear and Bigum (1999) published an article based on the

work of Bigum and Kenway (1998) in which they advanced four main principles that may lead to the successful integration of ICT in classrooms:

Teachers First:

This principle prioritizes the need for teachers to learn new technologies over the need for students to do so. As a result, teachers must first learn how to use these technologies for their own purposes and in their own personal work in order to fully master their use before using them in their classrooms.

Complementarity:

It emphasizes the importance of understanding the larger context of using any technology. For example, proper software and hardware use necessitates emphasizing the significance of recognizing the terminal points, similarities, and expectations regarding the use of hardware and software.

Workability:

It focuses on determining the viability and utility of any new technology. Workability, in other words, measures the improvement of students' and teachers' achievements when using ICT. Furthermore, it sheds light on the costs of using these technologies in terms of the amount of time that the teacher may waste, and thus decides whether or not to use them.

The Equity Principle:

It emphasizes the significance of distributing ICT resources equally across schools or across curriculum areas within a school. That is, impoverished areas must be provided with adequate ICT resources in order for students to gain sufficient knowledge (p.453).

1.1.5. Advantages of ICT Usage in FL Teaching and Learning

There is no doubt that effective use of information and communication technology (ICT) improves foreign language teaching/learning. One of the primary advantages of ICT is that it connects the curriculum to real-world activities, thereby preparing students to deal with the language they will use outside of the classroom (Nunan, 2004, p.50).Furthermore, "appropriate use of ICT can help to personalize pupil learning, develop pupil-centered and collaborative learning approaches, and offer new ways of supporting and enhancing pupils' conceptual learning" (Pittard, Bannister & Dunn, 2003, p.14).Personalizing students' learning and assisting in the transition from teacher-centered to learner-centered learning entails increasing learners' autonomy. As a result, their motivation will improve. In fact, numerous studies have found that ICT improves learner motivation. Valentine et al. (2005) discovered that ICT increased learners' motivation and confidence, made schoolwork more enjoyable, and improved achievement in their study.

The British Educational Communications and Technology Agency (Becta, 2004) conducted a study that found that using ICT in modern foreign language teaching and learning has numerous advantages. These advantages are primarily dependent on how ICT is used. That is, increased attainment and motivation are dependent on teachers' and students' ability to use ICT as an effective pedagogical tool that aids in the achievement of many learning objectives.

Similarly, Padurean (2009) contends that the use of ICT facilitates communication among peer learners because they can exchange information and participate in blog discussions, work in groups on different projects, exchange emails, search for information, and so on. Furthermore, the internet can provide authentic materials to foreign language learners, allowing them to gain a better understanding of the culture of the target language. The Internet also aids in the development of students' individual work

by providing a variety of reference materials such as online dictionaries and search engines. Furthermore, students will be able to find missing information, the meaning of new words, synonyms, antonyms, or communicate with their classmates online, via e-mail, or in any other ICT environment on their own (p.98).

Padurean (2009) went on to say that implementing ICT in foreign language teaching has four major benefits. The first is the 'ability to control presentation,' which distinguishes computers from books. The latter has a fixed presentation, whereas the former can link visual and listening materials, as well as text with graphics and pictures. The second advantage is 'novelty' and 'creativity,' which means that the teacher can vary the materials for each lesson, as opposed to teaching with textbooks, where he uses the same method every time. The third concept is 'feedback,' which emphasizes the role of computers in providing students with immediate feedback on their answers via error correction, and in some cases, computers assist in adjusting these errors. The final advantage is 'adaptability,' which allows the teacher to modify computer programs based on the students' level of language knowledge. That is to say, computer programs are more learner-friendly than books, which are created in a single uniform format and must be learned regardless of the learners' issues (p100).

To summarize, the benefits listed above are based on a plethora of studies that have been conducted to investigate the effects of using ICTs in foreign language teaching and learning. Clearly, the majority of them confirm the positive effects of appropriate ICT use on both teachers and students.

Some Difficulties Facing the Integration of ICTs in Classrooms

All of the preceding evidence suggests that the effective use of ICT tools in language teaching and learning benefits both teachers and students. However, this does not imply that ICT usage is simple.

In fact, there are some challenges to integrating these technologies in classrooms. The difficulties are either related to the teacher, the students, or the technology.

Many teacher-related factors may pose significant challenges when implementing ICT tools in teaching and learning. One of these is teachers' lack of confidence in using ICTs in the classroom, which may result in total failure. According to Scrimshaw (2004), some teachers may be concerned because they do not consider themselves skilled in using ICTs in front of their students, who may know more than they do (p.9). Furthermore, the teachers' lack of training may cause a variety of issues, including time waste. Another factor is teachers' resistance to change, as some prefer to use traditional teaching methods rather than new technology-based ones Furthermore, the teachers' inappropriate selection of online activities can be dangerous and have negative consequences. According to Shin (2015), "there is a risk that teachers will present inaccurate, inappropriate, or even dangerous content to learners if online materials are used without critical review of their suitability" (p.182). To avoid problems, the teacher should be aware of the content of online materials. Many difficulties should be recognized on the part of the students.

Students may become easily distracted when using ICTs in the classroom. Furthermore, some students may become overly excited, making noise and thus disturbing their classmates. Jedeskog and Nissen (2002) described students' behavior during a lesson in which the classroom is equipped with ICT materials in their research paper:

They are working on schoolwork, sending emails, selecting new music from their MP3 files, viewing a home page, and chatting all at the same time. When I get closer, they quickly (and deftly!) switch to the school task. (p.5). According to their observations, ICT-based teaching and learning

provides learners with more opportunities to get off task, demonstrating the negative impact of integrating technology in classrooms.

The third major challenge to ICT integration in classrooms is technological in nature. Because most classrooms in schools and universities are not equipped with modern, high-quality ICT, the lack of access to resources remains a fact. According to Mumtaz (2000), the more high-quality ICT resources that are made available to schools, the better the results students will achieve. He went on to say that a lack of computers and software can limit teachers' ability to use ICT in the classroom (as cited in BECTA, 2004, p.11).

Some of the factors that limit ICT access include its high cost and maintenance, the high cost of virus attacks and computers, internet connection interruptions, and a lack of electric power (Oyiboka&Nnadi, 2016, p.63).

Conclusion

The use of ICT in education in general, and language teaching and learning in particular, reflects the tremendous advances of technology over the past few decades. Indeed, numerous empirical studies have demonstrated the efficiency and effectiveness of integrating information and communication technologies into the teaching and learning process. In this section we attempt to define ICT as there is no universally accepted definition of ICT as a concept. Therefore, ICT was regarded as a technology that served to support the process of conveying information and communication. This section also provides a list of current ICT tools used in the context of language learning, with a brief description of each. Following that, the use of ICTs in foreign language classrooms was highlighted.

Following that, we outline seven different ways in which ICT can be integrated in the classroom and the requirements to ensure its success. Finally, the section looks at some of the difficulties and

challenges that may arise when integrating these technologies into foreign language classrooms. learning was discussed based on previous research studies. As a result, it was discovered that ICT provides significant benefits to both students and teachers.

Overall, the use of information and communication technology is unquestionably important in modernizing the educational sector. However, the main challenge in education today is how to successfully transition from the traditional method of teaching and learning to the new technology-based approach. Because "teaching today's students the same way we taught yesterday's students robs them of tomorrow" (Dewey, 1944, p.167).

Section two: General Overview about Motivation

Introduction

1.2.1. Definition of Motivation

1.2.2. Types of Motivation

1.2.2.1. Intrinsic Motivation

1.2.2.2. Extrinsic Motivation

1.2.3. Sources of Motivation

1.2.4. Theories of Motivation

1.2.4.1. The Behaviourist Theory

1.2.4.2. Humanistic Theories

1.2.4.2.1. Maslow's Hierarchy of Needs

1.2.4.2.2. Alderfer's Need Theory

1.2.4.2.3. Self-Determination Theory

1.2.4.3. Attribution Theory

1.2.4.4. Expectancy Value Theories

1.2.4.5. Goal Theory

1.2.5. ICTs and Learners' Motivation

Conclusion

Introduction

"Motivation undoubtedly is the key in any learning" (FrydrochovKlimova& Poulova2014, p.53). In the context of language learning, Cheng and Dörnyei (2007) assert that motivation is a determinant factor for the success or failure in foreign language learning. When researching second or foreign language, motivation should be one of the most important factors to consider (p.1). Motivation is undoubtedly significant, as students with strong motivation can learn more in a given foreign language than smarter pupils who lack motivation (Cheng &Dörnyei, 2007, p.1). As a result, motivating foreign language learners to attain better results is essential. In fact, numerous researches have been done on how to motivate foreign language learners. Some of them show that the integration of technology, in particular information and communication technology (ICT), into educational environments improves students' motivation.

This section aims to shed light on motivation as an important concept in foreign language learning. It begins by presenting several definitions provided by researchers in the field of motivation, as there is little agreement in the literature regarding its precise meaning. Second, it investigates the various types of motivation. Third, it emphasizes the primary sources of motivation, and then reviews main motivation theories, namely: the behaviorist, humanistic, attribution, expectancy value and the goal theory. Finally, it shows how information and communication technology affects the learner's motivation.

1.2.1. Definition of Motivation

Motivation might be viewed as an easy concept but in fact it is very difficult to define. Nakata (2006) noted that "Motivation cannot be explained by a single definition. Due to the complexity of defining the term, there has been a paradigm shift in our understanding of motivation over the past 50 years." (P.24).

Motivation for Gardner (1985) is concerned with the question, "why does an organism behave as it does?" (p.50). That is to say, motivation deals with reasons behind the actions that the individual performs. Many researchers saw motivation as a key factor in FL learning success, particularly because "Languages are unlike any other subject taught in the classroom in that they involve the acquisition of skills and behavior patterns which are characteristics of another community" (Gardner, 1985, as cited in Bencharef , 2009, p.13) . This suggests that motivation is important to the success of foreign language learners. Hence, it is the determinant factor of the individuals' behavior. The above-mentioned definitions and thoughts confirmed that the study of motivation is not an easy task, and that researchers did not agree on its components. Accordingly, Dörnyei (2001) asserted that "motivation is indeed an umbrella-term involving a wide range of different factors", p. 9).

Finally, it is undeniable that the concept of motivation has different definitions because there is no universally accepted definition. However, the majority of researchers and scholars agree that it plays a major role in determining academic success or failure in any learning process.

1.2.2. Types of motivation

Many studies have been conducted in the field of educational psychology to improve the understanding of motivation. In fact, these studies have resulted in a number of distinctions. The distinction between intrinsic and extrinsic motivation is one of the most well-known distinctions in motivation (Dörnyei&Ushioda, 2011, p.23). These two constructs are set by the Self Determination theory (SDT) which was produced by Richard Ryan and Edward Deci (1985). According to Ryan and Deci (2000) , the motivated behavior is a result of either doing something because it is inherently interesting (intrinsic motivation) or because of it leads to spreadable outcome (extrinsic motivation) (p.50).

1.2.2.1. Intrinsic Motivation

Intrinsic motivation is obviously an important type of motivation. As a result, numerous studies have been conducted to describe and explain this construct. Ryan and Deci (2000) defined intrinsic motivation as, "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p.56). Hence, the "intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Deci, 1975, p.23). Seifert & Sutton (2009) noted that the intrinsically motivated student would develop goals, particularly, mastery goals which are associated with enjoyment and interest in learning the material in hand. In addition to that, intrinsic motivation promotes students' responsibility and independency in learning. Moreover, it makes learning enjoyable and effective that is why motivational researchers emphasized its crucial role in the process of learning (Reid, 2007).

1.2.2.2. Extrinsic

Extrinsic motivation is a second type of motivation set by the Self-determination theory. Extrinsic motivation, as opposed to intrinsic motivation, which is based on the assumption that a person's internal interest and enjoyment determine his/her motivation to act, is "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p.60). Extrinsic motivation, in other words, is based on the presence and interference of an external factor. Indeed, viewing extrinsic motivation in this light may imply that extrinsically motivated behavior is non autonomous. However, self-determination theory suggests that extrinsic motivation can differ in terms of how much autonomy it includes. Hence, extrinsic motivations may be more or less internalized since internalization is defined as the process of taking in a value or regulation (Ryan & Deci, 2000, pp.60-65). In terms of goal orientation, extrinsic motivation differs from intrinsic motivation. According to Seifert and Sutton (2009) extrinsic motivation is associated with performance goals unlike intrinsic

motivation which is associated with mastery goals. In fact, students with performance goals do actually get higher grades than students with mastery goals but their learning is not deep or permanent as much as students who are mastery orientated (p.114). Many motivational researchers could not agree about whether intrinsic or intrinsic motivation is the most important in the learning process. However, Seifert & Sutton (2009) asserted that a combination of the two is necessary for successful learning (p.126).

1.2.3. Sources of Motivation

"Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford &Shearin, 1994, p.15). Hence, it is important to identify the various sources of motivation. In general, the attitudes of a number of people can influence the motivation that brings EFL learners to the task. According to Harmer (2001) there are four sources of motivation which are the society we live in, significant others, the teacher, and the method .The first source of motivation for learners is the society in which they live. Where attitudes outside the classroom influence language learning, particularly English learning. As a result, the learner's society's importance of learning English, as well as cultural images of that language, will influence his or her attitude toward the language being studied, either positively or negatively. The nature and strength of this attitude, in turn, will have a significant impact on the students' level of motivation. The second source, as noted by Harmer (2001), the second source is 'significant others.' In addition to the cultural influence on students' attitudes to language learning, there is also a great effect from the people who are close to them. The attitudes of their parents, older siblings, and peers will have a significant impact on their motivation, either positively or negatively. The third source is 'the teacher,' who plays an important role in maintaining students' motivation. A clear enthusiasm for English learning on the part of the teacher appears to be a prerequisite for a positive classroom atmosphere. The final source is 'the method,' which influences both teacher and student

confidence in the teaching and learning process (pp.51-52). Indeed, many researchers have proposed various sources of motivation, and the aforementioned are among the most common.

1.2.4. Theories of motivation

Motivation has long been a topic of interest for researchers in a variety of fields, including education. Educational psychologists have developed a variety of motivation theories in order to better understand, predict, and control human learning behavior. Their primary focus was on what motivates learners. Most of these theories acknowledge the importance of motivation in the processes of teaching and learning. However, each theory approaches motivation from a different angle in order to provide a comprehensive explanation of this complex concept.

1.2.4.1. The Behaviorist Theory

Learning, as defined by behaviorists, is the process of associating a stimulus with a response. According to Bentham (2002), "The learning theory deals with the relationship between stimuli (environmental events) and the subsequent responses made by an individual" (p. 21). Because motivation and learning are both considered behaviors, behaviorists believe there is no real distinction between the two. As a result, the same principles are applied to both (Schunk, 2012). In fact, three major theories fall under the category of behaviorism.

The first is the classical conditioning theory, which was pioneered by Russian scientist Ivan Pavlov (1927). It is predicated on the assumption that a neutral stimulus that does not elicit a specific response gains the ability to elicit a response from another stimulus that normally produces the desired response. Motivation is defined in classical conditioning as a change in behavior that is reinforced by an external stimulus (Ellof and Ebersöhn, 2004).

The second is Skinner's theory of Operant Learning, which states that learning occurs when a response continues to be made because it receives positive reinforcement in the form of a reward or

ceases being made because it receives a punishment. According to Skinner (as cited in Bentham, 2002, p.23), "actions that are followed by reinforcing consequences are more likely to re-occur, and actions that are followed by unpleasant or punishing consequences are less likely to re-occur."

The third is the Observational/Social Learning theory, which is associated with the well-known theorist Albert Bandura, who focused his research on imitation or modeling, in which learning occurs when an observer's behavior changes after observing the behavior of a model. The observer's behavior can be influenced by the positive or negative consequences of a model's behavior, known as vicarious reinforcement or vicarious punishment. To conclude, motivation does not concern internal factors, according to behaviorists. According to Seifert and Sutton (2009), "it is sometimes useful to think of motivation not as something "inside" a student driving the student's behavior, but as equivalent to the student's outward behaviors." This is the behaviorist viewpoint" (p.110). Thus, motivation can be defined by behaviorists as an increase in the quantity of observable behavior as a result of external factors.

1.2.4.2. Humanistic Theories

Unlike behaviorism, which emphasizes what is directly observable, the humanistic approach emphasizes the individual's personal worth, the importance of human values, and the creative, active nature of humans. Humanism in education emphasizes the analysis of students' behaviors, thoughts, and feelings in order to understand their nature and how they learn. When making decisions, humanists focus on students' self-awareness and investigate their abilities and potentials. This aspect of motivation is illustrated by three different theories. Maslow's Hierarchy of Needs, the Hierarchy of Motivational Needs, and the Self-determination Theory are examples.

1.2.4.2.1. Maslow's Hierarchy of Needs

The most important theory among human needs theories of motivation is Abraham Maslow's (1970) hierarchy of needs theory (Dörnyei, 1998, p.120). Maslow's theory assumes that "all human beings, regardless of culture, have basic needs that can be arranged on a hierarchy according to prepotency or pressing drive for gratification" (Salkind,2009, p.633). These requirements are classified into five levels. The first level includes physiological needs such as hunger and thirst. The second level includes safety needs such as the need for security, order, and protection from pain and fear. The third level includes needs for love and belonging. Following that, esteem requires needs such as competence, approval, and recognition. Maslow placed self-actualization need, which means the need to realize one's potential and capabilities, as well as gain understanding and sights, in the fifth and highest rank. These five basic needs are ranked in order of importance, beginning with the most basic (physiological needs) and progressing to the highest levels (Arnolds & Boshoff, 2002, p.698). As a result, Aggarwal (2011) stated that "the highest needs can be met only after the lower needs are met" (p.124). Although this theory provides a useful summary of human needs, it cannot be tested, and there is no way to precisely measure how satisfied one level of need must be before the next higher level of need becomes operational.
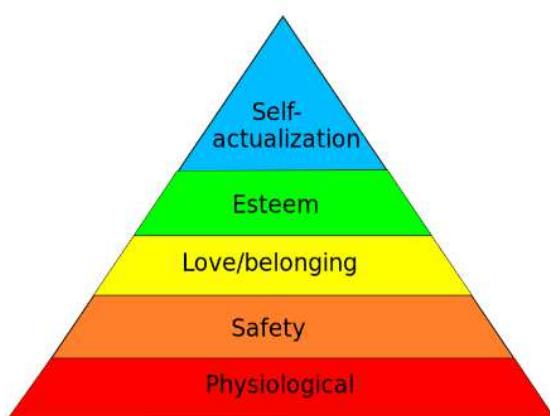
Figure01: Maslow's hierarchy of needs, adapted from (wikipedia)

Figure 01 shows the five levels of Maslow's hierarchy of needs presented with as a pyramid with the more basic needs at the bottom.

1.2.4.2.2. Alderfer's Need Theory

Alderfer's existence, relatedness, and growth (ERG) theory is one of the need theories of motivation that was developed in response to Maslow's hierarchy of needs' shortcomings (Arnolds & Boshoff, 2002, p. 698). According to Caulton (2012), it is "a motivational construct concerned with understanding the factors that contribute to individual human behavior and may be used to explain and/or predict issues related to the workplace, relationship paradigms, and personal development choices" (p. 2). According to Arnolds and Boshoff (2002), Alfderfer's theory is based on the assumption that a man is motivated by three main groups of needs, which are classified as lowest level needs, relatedness, and growth. Existence needs include the physiological and safety needs that every human being has. The relatedness needs concern individuals' desire to form and maintain interpersonal relationships, which are man's desire for social acceptance, belonging, and status. The third category of needs is growth needs, which represent an individual's desire for personal development, fulfillment, and self-actualization (p.698).

According to George and Jones (2012), unlike Maslow's theory, in Alderfer's ERG theory, a higher-level need can act as a motivator even if a lower-level need is not completely satisfied, implying that needs at different levels can act as motivators at the same time. Thus, ERG theory allows a man to seek fulfillment of higher-level demands even before satisfying lower-level demands. Furthermore, Maslow's hierarchy suggests that once a lower-level need is met, it ceases to be a source of motivation; however, Alderfer proposes that when individuals desire to meet a high-level need but are unable to do so, their motivation to meet a lower-level need increase (p.162). Based on the information provided, one

can conclude that Alderfer's need theory is widely accepted among psychologists because it was developed to address the shortcomings of Maslow's theory of needs.

1.2.4.2.3. Self Determination Theory (SDT)

Edward Deci and Richard Ryan (1985) developed the self-determination theory as an extension of the intrinsic, extrinsic paradigm (Dörnyei, 1998, p.121). It emphasizes the significance of internal factors in determining human behavior. As a result, it suggests that three major factors promote motivation and development: autonomy, competence, and relatedness. Autonomy includes a student's desire to be free of external factors that may constrain his behavior. Deci, Connell, and Ryan (1989) asserted in this vein that "to be self-determining means to have a sense of choice in initiating and regulating one's own actions" (p.580). Competence, on the other hand, is associated with the need to feel capable or skilled; whereas relatedness is associated with the need to feel affiliated and engaged with others. Seifert and Sutton (2009), p125. When these three basic needs are met simultaneously, intrinsic motivation increases; however, if one need is not met, the learner's behavior is constrained by external factors. Seifert and Sutton (2009) stated in this regard:

The central idea of self-determination theory is that when people (like you or one of your students) believe that their basic needs are being met reasonably well, they tend to perceive their actions and choices as intrinsically motivated or "self-determined." In that case, they can direct their attention to a variety of appealing or important activities (p. 126). In other words, the individual will be motivated to engage in a given activity if he feels that the three basic needs are satisfied.

1.2.4.3. Attribution Theory

Weiner (1974, 1986) developed attribution theory in an attempt to investigate how an individual perceived success or failure. That is, the individual's explanations for his or her own successes or failures will determine his or her expectations of future successes or failures, and thus his or her

motivation to engage in tasks where success or failure is a possible outcome (Bentham, 2002, p.127). Simply put, this theory hypothesizes that the reasons for individuals' past successes or failures shape their motivational disposition to a large extent (Dörnyei, 2001). In the context of the classroom, students share their beliefs about the reasons for their success or failure, referring to specific 'attributions.' These attributions can be internal or external, and they can be controlled or not. Wade and Travis (1990) proposed that attribution can be explained using three-dimensional causality classifications. To begin, the locus of control indicates the extent to which the results are due to factors within or outside of an individual, such as intelligence, mood, or luck. Second, stability refers to an unchanging cause, such as ability, which is considered stable because it is relatively long-lasting; effort, on the other hand, is unstable because it varies significantly over time. Third, controllability refers to those factors that can be controlled to influence results, such as competence and performance, while luck and mood is classified as uncontrollable (pp. 345-368).

It is worth concluding with a quote from attribution theory pioneer Bernard Weiner, who stated: "Attribution theory is now entering its third decade as a dominant concept in motivation, social psychology, and educational psychology." To have survived this long indicates that it has not only had strong empirical support, but has also been responsive to empirical challenges and has changed to meet objections and problems (as cited in Weiner, 2000, p.1).

1.2.4.4. Expectancy Value Theories

Over the last few decades, the concept of expectancy value has been widely used in motivational psychology (e.g., Atkinson & Raynor, 1974, as cited in Dörnyei, 1998, p.119). According to Reynolds and Miller (2003), Atkinson developed the expectancy-value theory of achievement motivation, which proposed three motivational components for learning. The first component is expectancy, which represents students' feelings about their abilities and success expectations. The second is a value that

26

incorporates students' motivations, goals, and interests in achieving a specific outcome. The final component is the affective component, which represents the students' feelings toward academic tasks. The strength of a variety of expectancy-related and value-related components will determine the degree to which the student is motivated. That is to say, Atkinson theorized that motivated behavior is based on a student's expectation of achieving a specific outcome or goal, which is also dependent on how much he or she values this outcome. Seifert and Sutton (2009) state in this regard: The relationship between expectation and value is "multiplicative" rather than additive because in order to be motivated, it is necessary for a person to have at least a modest expectation of success and to assign a task at least some positive value. If you have high expectations of success but do not value a task at all (mentally assign it a "0" value), then you will not feel motivated at all (p.130). Hence, a student with mastery goals and strong efficacy of a task, for example, has high expectations for success almost by definition. Students' interests and feelings of self-determination also influence their values. Simply put, if the student has a personal interest in the topic or task that he wishes to master, he will be motivated (p.130).

1.2.4.5. Goal Theory

The cognitive concept of goal, which represents the drive and origination of motivated behavior, has largely replaced the concept of needs in recent years. As a result, three major areas became the focus of researchers. Goal-setting is the first, goal-orientation is the second, and goal content and multiplicity is the third (Dörnyei&Ushioda, 2011, p.19). To begin, Locke and Latham (1990) developed the goal setting theory within industrial and organizational psychology, with frequent references to workplace settings (Pagliaro, 2002). It seeks to explain differences in performance among individuals in terms of goal attribute differences (Dörnyei&Ushioda, 2011). Goals influence performance through four mechanisms, according to this theory. First, goals have a directive function; they direct attention and

27

effort toward goal-relevant activities while diverting attention and effort away from goal-irrelevant activities. Second, goals have an energizing function that encourages people to exert effort in proportion to the level of difficulty of the goal, such as tasks that require direct physical effort. Third, goals influence persistence, while fourth, goals influence action indirectly (Locke and Latham, 2002, pp.706-7). Unlike goal setting theory, which was developed to explain workplace motivation, goal-orientation theory was developed in the classroom to explain children's learning and performance (Dörnyei & Ushioda, 2011, p.21). This theory is concerned with the two main orientations that students employ in their academic work. Mastery orientation entails pursuing mastery goals (learning objectives) with an emphasis on learning the content and performance. orientation involving the pursuit of performance (ego-involvement goals) with a focus on demonstrating ability or receiving high marks (Ames, 1992). Although the primary concern of goal-setting theory and goal-orientation theory is individual performance and achievement, other goals may influence student motivation. Many researchers have placed a premium on goal content theory. Wentzel (2000) conducted a study in educational settings that demonstrated how the integrated contribution of multiple social and academic goals affects students' academic accomplishments, particularly how the pursuit of non-academic forms of competence such as social competence may interact positively with the development of academic competence. This study piqued the interest of researchers in investigating social goals and multiple goals in educational settings (as cited in Dörnyei&Ushioda, 2011, p.22).

ICTs and Learners' Motivation

As previously stated in this section, motivation is a determining factor in the success or failure of any learning process. Many attempts have been made to create innovative foreign language environments by implementing new advanced methods such as information and communication technologies in order to increase students' motivation. Many academics and researchers have conducted

studies to investigate the effects of ICT usage on learner motivation. Passey, Rogers, Machell, and McHugh (2004) attempted to investigate the effects of ICT on students' motivation as well as the impact of ICT on students' learning outcomes and behavior in general in their study. They discovered that using ICT enables students to achieve good results in terms of improving their commitment, research, writing and editing, and presentation work (p.9). Frydrychova Klimova and Poulova (2014) published an article about two studies on ICT as a motivational tool in the learning of foreign languages in another research work. This article emphasizes the role of ICT in increasing the motivation of EFL learners. Frydrychova Klimova and Poulova (2014) observed and explained the effect of online English language teaching at elementary schools in the Czech Republic in the first study, and in the second study they investigate the effect of using multimedia, which is one of the areas of ICT that is used in language learning. Their findings confirmed that the use of ICT in EFL classrooms positively influenced learners' motivation (Frydrychova Klimova&Poulova, 2014, p.55). Trimmel and Bachmann (2004) investigated the impact of using laptops in classrooms in another study, and one of their findings was that information technology increases learners' interest and attendance at school. (p.152). Almost all of the studies on this topic that have been commissioned have found that ICT use has a positive effect on student motivation.

Conclusion

In a nutshell, motivation is unquestionably one of the most important constructs that educational psychologists are interested in. As a result, numerous studies have been conducted to better understand this complex concept. Despite this, researchers do not agree on a single definition of motivation. Almost all of them s, however, agree that motivation is a determining factor in the success or failure of any learning process.

In the following chapter we are going to answer our research questions to fulfil the aim of our study. That is to say, we will investigate students' and teachers' attitudes towards the implementation of ICT tools in EFL classes and their role in enhancing learner's motivation in language learning. In addition, we will shed light on some thoughts of teachers.

Chapter Two: The Fieldwork Part

Introduction

2.1. Choice of the Method

2.2. Students' Questionnaire

2.2.1. The Sample

2.2.2. Description of the Questionnaire

2.2.3. Administration of the Questionnaire

2.2.4. Analysis of the Questionnaire

2.2.5. Discussion

3. Teachers' Questionnaire

3.3.1. The sample

3.3.2. Description of the Questionnaire

3.3.3. Administration of the Questionnaire

3.3.4. Analysis of the Questionnaire

3.3.5. Discussion

Conclusion

Pedagogical Recommendations

General conclusion

Limitations of the study

Introduction:

While the first chapter reviews related literature items for both variables: ICT use and motivation in the EFL classroom, the second chapter covers the fieldwork part of our research study, which seeks to analyse students'and teachers'attitudes toward the role of ICT in enhancing EFL learners' motivation. It also explains the method used to conduct the research and the reasons for choosing it. The chapter also it discusses the students' and the teachers'questionnaires in terms of description, administration, analysis, and discussion of findings. Finally, it concludes by providing some suggestions for future studies as well as a discussion of the limitations that the researchers had to face while carrying out this study.

2.1. Choice of the Method

Choosing which research method that adequately and appropriately answers the research questions is one of the most difficult aspects of conducting any research. We chose a descriptive method for our study, with questionnaires as the data collection tool. Questionnaires, according to Brown, are any written instruments that present respondents with a series of questions or statements to which they are to respond either by writing out their answers or selecting from among existing answers (as cited in Makey&Gass, 2005, p.92). We chose the questionnaire for various reasons. Motivation, for example, has been shown to be unobservable because it is a psychological construct that represents the learner's inner desires. In fact, motivational researchers frequently use the questionnaire. In addition, the questionnaire is an appropriate instrument to investigate the perceptions and attitudes of research participants. Accordingly, a questionnaire was developed to investigate students' attitudes toward the role of ICT in increasing motivation.

2.2. The Students' Questionnaire

2.2.1. The Sample

This study's population includes all Master one LMD English students specialized in Didactics at Mohamed Seddik Ben yahia University, Jijel, during the academic year 2021-2022. A sample of fifty-nine (59) students was chosen from a total of 177 students. The participants were drawn at random from two groups, and each had an equal chance of being chosen. The choice of Master one students to work with is due to their advanced level, which allows them to give more credibility to our research, as well as their years of experience at the university, where they have been taught using various teaching methods, including ICT supported methods.

2.2.2. Description of the Questionnaire

Students' questionnaire consists of 21 (twenty-one) questions that have been logically organized and classified into four main sections. The first section provides background information, followed by three main questions (Q1-Q3). The second section consists of twelve (12) questions on the integration of ICT tools in EFL classrooms (Q4-Q15). The third section deals with the impact of ICT on student motivation. It is composed of seven (07) questions (Q16-Q21). The final section includes one optional question where students can provide additional suggestions or comments. It is important to note that our questionnaire is based on closed-ended questions, which eliminates any irrelevant or ambiguous responses. These responses are also simple to code and analyze statistically. As a result, our questionnaire contains (19) MCQ in which students must tick the appropriate box (es) that best reflects their opinions, and two open-ended questions in which they must provide a full answer.

2.2.3. Administration of the Questionnaire

The questionnaire for our study was distributed on two groups of Master one English students specialized in didactics. Our study's sample size was fifty-nine (59) students out of a total of one hundred seventy-seven (177) participants. The questionnaire was randomly distributed to thirty (30) participants from each group to avoid bias and differences in student levels. Despite the fact that our questionnaire was designed to be organized and clear, students were politely asked if they had any questions about our topic before delivering it.

2.2.4. Analysis of the Students Questionnaire

We put together and analyzed the results of the questionnaires using SPSS package.

Section One: Background Information (Q1-Q3)

Q1: Was English your first choice?

a. Yes   b. No

The first question asks whether English was the students' first choice. Its purpose is to assess students' motivation and interest in learning English.

Table 01: English as a First Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	44	74,6	74,6	74,6
	NO	15	25,4	25,4	100,0
	Total	59	100,0	100,0	

The table shows that the majority of respondents (44), or 74, 6% of the sample population, said that English was their first choice, demonstrating their interest to learn English. However, (25, 4 percent) said that English was not their first choice, which may make them less motivated or unmotivated to learn English.

Q2: In your opinion, learning English is

a. A difficult task   b. An easy task

The second question concerns students' attitudes toward English learning. It looks into the ease of the English language because it affects students' motivation to learn it.

Table 02: Students' Attitudes towards Learning English Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a difficult task	12	20,3	20,3	20,3
	an easy task	47	79,7	79,7	100,0
	Total	59	100,0	100,0	

According to the results of (Table 2), (20.3%) of students believe that learning English is a difficult task, while (79.7%) believe that it is simple. This could imply that more than half of the participants are more motivated than those who stated that learning English is a difficult task.

Q3: How do you consider your level in English?

This question attempts to assess students' English proficiency. Its primary goal is to assess students' command of the English language.

a. Very good   b. Good   c. Average   d. Poor

Table 03: Students' Perceptions about their Level in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very good	6	10,2	10,2	10,2
	good	22	37,3	37,3	47,5
	average	29	49,2	49,2	96,6
	poor	1	1,7	1,7	98,3
	33,00	1	1,7	1,7	100,0
	Total	59	100,0	100,0	

A quick glance at (Table 3) reveals that (6) students believe their English level is excellent. (10.2% believe their level is satisfactory). Besides, a total of (22) students, (37, 3%), claim that their level is good. The majority of participants (49.2%) believe their level is average; however, only one student (1, 7%) believes his or her level is poor. Students commonly associate their level with their ability to comprehend and learn English.

Section Two: The Implementation of ICT Tools in EFL Classrooms (Q4-Q12)

Q4: Do you use ICTs for your learning in the classroom?

a. Yes   b. No

Question four attempts to determine whether or not students use ICT tools during their classroom learning. Its goal is to assess students' use of technology in their learning.

Table 04: Students' Use of ICT for Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	61,0	61,0	61,0
	no	23	39,0	39,0	100,0
	Total	59	100,0	100,0	

Table 4 shows that the majority of students (61%) receive their learning via ICT, while (39%) do not do so.

Q5: If yes, then how often?

a. Always   b. Usually   c. Sometimes   d. Rarely

This question is related to the one before it. It seeks information on the frequency of use of ICT tools by students. Its objective is to study the importance of the use of ICT tools in EFL classroom learning.

Table 05: Students' Frequency of Using ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	8,5	8,5	8,5
	Usually	7	11,9	11,9	20,3
	Sometimes	25	42,4	42,4	62,7
	Rarely	22	37,3	37,3	100,0
	Total	59	100,0	100,0	

Table 05 demonstrates that (8, 5%) of the students always use ICTs in their learning, while 11.9 % note that they usually use them. (42, 4%) stated that they use ICTs sometimes and (37, 3%) rarely to do so .

Q6: Do you wish to spend more time using ICT in your classroom?

a. Yes   b. No

This question asks students if they want to spend more time in their classrooms using ICT. It aims to assess students' interest in and willingness to use ICT in the classroom.

Table 6. Students' Willingness to Use ICT in Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	88,1	88,1	88,1
	No	7	11,9	11,9	100,0
	Total	59	100,0	100,0	

According to table 6, the vast majority of students, namely 88.1%, say they want to spend more time using ICT in the classroom, indicating their interest and willingness to use these technologies in their learning. The remaining 11.9 % responded negatively, indicating that they prefer traditional learning methods.

Q7: Using technologyin class is time consuming

a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

Item7 asks the students if they agree that using technology in class is time consuming. It aims at checking the convenience of using ICT in class.

Table 07: Students' Opinions on the Convenience of Using Technology in Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	3,4	3,4	3,4
	agree	6	10,2	10,2	13,6
	disagree	45	76,3	76,3	89,8
	strongly disagree	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

According to Table 7, (3,4%) of participants strongly agree and (10, 2%) agree that using technology takes time. This means that more than half of the sample (76,3%) believes that using technology in class does not waste time. However, the remaining (10,2%) strongly disagree with the

preceding statement. These findings suggest that participants have not any mixed feelings about the convenience of using technology to waste time and they agree that technology is not time consuming.

Q8: Compared to the other classes, what do you think of the teaching method implemented in the English class?

     a. A traditional method (learning face to face alone)

     b. Modern method (enhanced with technology)

     c. Both

This item asks students to identify the type of teaching method used in their class. It aims to determine the best way to teach English in foreign language classes.

Table 08: Students' Perceptions towards the Method of Teaching Implemented in their Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditionalmethod	37	62,7	62,7	62,7
	Modern method	2	3,4	3,4	66,1
	Both	20	33,9	33,9	100,0
	Total	59	100,0	100,0	

According to (table 8), thirty-seven (37) students (62, 7%) state that the English class is based on the traditional method of teaching, whereas two (2) students (3, 4 percent) believe that it is based on the modern method of teaching that makes use of technology. (33,9%) of participants say they use both methods, implying that their teachers alternate between the traditional method, in which learning takes place only face to face, and the modern method, in which learning is aided by new technologies.

Q9: Do you think that the English class is equipped with enough ICT devices?

a. Yes   b. No

This item is related to the previous one. It inquires whether or not students believe their English class has enough ICT devices. Its objective is to examine the availability of ICT materials in English classes.

Table 09: The Availability of ICT Materials in English Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	8,5	8,5	8,5
	no	54	91,5	91,5	100,0
	Total	59	100,0	100,0	

According to the results of table 9, (91,5%) of the participants state that their classes are not well equipped with ICT devices, while (8,5%) of the of the participants, say 'Yes', and that reflects the lack of technological equipment in English classes and the availability of ICT materials.

Q10: To what extent do you agree with this statement: "the implementation of ICT brings reality to the classroom''?

   a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree   e. Unsure

Question 10investigates whether students agree that using ICT in the classroom brings reality into the classroom. It intends to investigate the role of ICT in connecting classroom activities with real-world activities via the Internet, video conferencing, and so on.

Table 10: ICT and Reality in Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	27	45,8	45,8	45,8
	agree	29	49,2	49,2	94,9
	disagree	1	1,7	1,7	96,6
	strongly disagree	2	3,4	3,4	100,0
	Total	59	100,0	100,0	

According to (table 10), (45, 8%) of students strongly agree that ICT brings reality into the classroom, while (49, 2%) agree. However, one student (1.7%) states that he/she disagrees, while two students (3.4%) state that they strongly disagree. The findings show that the majority of participants (95%) are with the statement that ICT brings reality into the classroom, while only (5%) are against. These findings demonstrate that ICT connects the curriculum to real-world activities.

Q11: Do you support the implementation of ICTs in your classroom?

a. Yes   b. Little bit   c. Not really   d. No

This item asks students if they support the use of ICTs in the classroom. It investigates students' perspectives on the use of these technologies in the classroom.

Table 11: Students' Position on Using ICT in their Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	53	89,8	89,8	89,8
	little bit	5	8,5	8,5	98,3
	not really	1	1,7	1,7	100,0
	Total	59	100,0	100,0	

According to the results in table 11, the majority of participants (89, 8%) supports the implementation of ICTs in their classroom, while (8, 5%) support it but do not use it extensively. (1,7%) of students oppose using ICTs, and no one oppose their use entirely. The findings show that the majority of participants believe that ICT should be used in classrooms, indicating the importance that technology has in the learning process.

Whatever your answer, please say why?

The majority of participants (80%) did not justify their answers. Only six (6) participants (20%) did while five (5) of them provided similar justifications on the importance of using ICT to facilitate their learning. They believe that using ICT in the classroom will reduce their anxiety while increasing their motivation. Furthermore, they stated that the use of ICT may assist them in achieving better learning outcomes. On the contrary, one participant stated that he prefers the traditional method of learning. According to him, using technology in the classroom will waste a lot of time and quickly lead to boredom.

Q12: As ICT tools, do you use your phone or internet in classroom activities?

a. Yes   b. No

Question 12 tries to figure out whether students tend to use their phones and internet during their activities in the classroom. The use of these ICTs by students reflects their degree of dependence.

Table 12: Students' Usage of ICTs Especially Phones and Internet in their Classroom's Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	49	83,1	83,1	83,1
	no	10	16,9	16,9	100,0
	Total	59	100,0	100,0	

Table 12 shows that the majority of the students tend to use and take advantage of their phones and internet and that occurs during their activities in the classrooms with the percentage of (83.1%). While (16, 9%) of the students do not use their phones and Internet. The findings show that the vast majority of participants agree that cell phones and electronic devices are the most helpful ICT tools for students.

Q13. If yes then how often?

In this question, students are asked to determine how often they use their phone or the Internet in classroom activities. This question tries to confirm the results of the previous one and also to check students' reliance on previous mentioned ICTs in classroom's activities.

Table 13: How often Students Use their Phones or the Internet in Classroom Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	9	15,3	15,3	15,3
	usually	33	55,9	55,9	71,2
	sometimes	12	20,3	20,3	91,5
	rarely	5	8,5	8,5	100,0
	Total	59	100,0	100,0	

Table 13 demonstrates that (15, 3%) of the students always use ICTs n their learning, while (55.9 %) note that they usually use them. (20, 3%) stated that they use ICT sometimes, and (8, 5%) rarely do so. These findings illustrate the importance and the usefulness of these technologies in modern days learning and teaching.

Q14. Electronic devices or internet are the most helpful ICTs tool for students.

Since it is very common that electronic devices and internet are the most popular ICTs among students, question 14 aims at knowing their views on electronic devices and Internet and whether they consider them as the most helpful ICT tools for students.

Table 14: Students' Attitudes toward the Role of Electronic Devices and Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	67,8	67,8	67,8
	Agree	19	32,2	32,2	100,0
	Total	59	100,0	100,0	

According to (table 14), (67, 8%) of students strongly agree that electronic devices and Internet are the most helpful ICTs for students, besides (32, 2%) agree, however none of the students went with the disagree options. The findings show that all the participants agree with the statement that electronic devices and internet are the most helpful ICT tools for students.

Q15: Do you enjoy using ICTs such as dictionary or internet in your phone/tablet as a

support strategy?

a. Yes   b. No

Table15: Students' Enjoyment when Using ICT as a Supportive Strategy

Question 15 seeks to determine whether students enjoy using ICTs as a supplement to their learning. Because motivation is the primarily a psychological construct, students' feelings are extremely

important. As a result, the purpose of this question is to determine students' level of enjoyment, which reflects their level of motivation when using ICTs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	59	100,0	100,0	100,0

According to table 15, all students (100%) say they enjoy using ICTs such as dictionaries or the Internet on their tablets or phones as a classroom support strategy. This means that they are extremely eager to learn about these technologies.

Section Three: The Effect of ICT Use on Students' Motivation

Q16: Do you consider yourself an active learner when your teachers use ICTs in theclassroom?

a. Yes   b. No

The first question in section three asks whether participants see themselves as active learners when their teachers use ICTs in the classroom. It assesses students' motivation to learn when ICTs are used.

Table 16. Students' Interest in the Teachers' Use of ICT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	59	100,0	100,0	100,0

Table 16 shows that (100%) of participants consider themselves to be active learners, while none of them believe the opposite. The findings show that when ICTs are used in the classroom, all the participants are motivated to learn.

Q17: If yes, then how often do you participate in the classroom?

a. Frequently   b. Sometimes   c. Rarely   d. Seldom

In this question, students are asked to determine the frequency with which they participate in class. This question seeks to confirm the previous one's findings while also assessing students' motivation when they are taught using ICTs.

Table 17: Frequency of Students' Participation in Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	41	69,5	69,5	69,5
	sometimes	16	27,1	27,1	96,6
	rarely	1	1,7	1,7	98,3
	seldom	1	1,7	1,7	100,0
	Total	59	100,0	100,0	

As shown in table 17, forty-one (41) students (69,5%) say they participate frequently, indicating that they are highly interested. 16 students (27,1%) report that they occasionally participate in class, while only one student with the percentage of (1,7%) reports that he/she rarely does, besidesthe remaining other students with the same percentage as the previous one, claims to have never participated. Based on the differences in the results, one can conclude that students' participation in class may be influenced by a variety of factors, including their interest in the topic and familiarity with it.

Q18: Would you like your teacher(s) to provide(s) you with more engaging ICT supported lessons?

Question 18 asks students if they would like their teachers to provide them with more ICT-enhanced lessons. Its goal is to assess students' willingness to be taught using ICT-enabled lessons.

a. Yes   **b. No**

Table 18. Students' Willingness to Be Engaged with More ICT Supported Lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	50	84,7	84,7	84,7
	no	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

According to Table (18), the majority of participants (84,7%) want more ICT-supported lessons, while (15,3%) disagree. This means that the majority of students understand the significance of incorporating ICT into lesson planning.

Q19: To what extent do you agree with this statement: "Using ICT in EFL classes enhances learner's motivation"

This item asks students if they agree with the statement above. It makes an attempt to answer the central question of our research.

 a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

Table 19: The Effect of Using ICT on EFL Learner's Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	49,2	49,2	49,2
	agree	30	50,8	50,8	100,0
	Total	59	100,0	100,0	

Table 19 shows that (49.2%) of students strongly agree that using ICT in EFL classes improves learners' motivation and (50.8%) agree, implying that all students (100%) believe that using ICT improves learners' motivation. We noticed no answer of disagreement.

Q20: When the lesson is up while ICT is used , do you feel excited for the next session to come ?

a. Yes   b. A little bit   c. Not   d. No

This question is related to the previous one. It attempts to assess the students' excitement for the next session.

Table20: Students' Excitement to learn with ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	61,0	61,0	61,0
	little bit	17	28,8	28,8	89,8
	not really	5	8,5	8,5	98,3
	no	1	1,7	1,7	100,0
	Total	59	100,0	100,0	

Table 20 shows that (61%) of participants are very excited for the next session, while 17 students with the percentage (28,8%) are slightly excited. (8, 5%) are not particularly excited, andonly one student   (1, 7 %) is not excited at all. That shows the high excitement of students to learn with ICT materials.

Section Four: Further Suggestion and Comments (Q21)

Q21: If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

After analyzing our questionnaire, we discovered that the vast majority of students did not respond to this section, ostensibly because they did not finish the previous questions on time, or simply because they did not have anything to add. Respondents who commented and provided additional information stated that they enjoy learning with technology devices and recognize the benefits of doing so, particularly in the context of language learning. Perhaps the most notable comment was made by a

student who stated that he/she 'hates'/objects to the integration of technology in classrooms and prefers traditional methods of learning. According to him/her, the use of ICT has more disadvantages than advantages.

2.2.5. Discussion

The analysis of the students' questionnaires has revealed many facts about their attitudes towards the role of ICT in enhancing EFL learners' motivation. Students' levels of English were generally acceptable which permits us to rely on their answers in our research work. Moreover, most of them (74, 6%) stated that English was their first choice which indicates that they are motivated to learn this language. In the second section, most of the students' answers showed that they use ICT devices in their learning which underlines the importance of using such technologies in the current learning process. In addition to this, they considered that the English classes are not sufficiently equipped with ICT materials and this reflects the unavailability of these technologies in the English department. The students acknowledged the role of ICT in connecting the classroom with the whole world and therefore the great majority of them expressed support for the integration of ICT into EFL classrooms. The analysis of the results of the third section revealed that students' motivation is largely influenced by technology, namely ICT. The students' answers valued the importance of ICT in reducing their anxiety, increase their autonomy and their desire to learn. Additionally, they noted that the use of ICT in classrooms allows them to become active learners because it encourages them to participate more during the lessons. Moreover, almost all students affirmed that ICT usage enhances the motivation of EFL learners.

Based on the above analysis, it is clear that our first research question has been clearly answered and now we know students' perceptions toward the role of ICT in enhancing EFL learners' motivation. In other words, students' attitudes regarding the role of ICT in enhancing EFL learners' motivation were

investigated and they were highly positive.

3. Teachers' Questionnaire

3.3.1. The sample

The population for this study includes randomly selected English teachers at Mohamed Seddik Ben yahia University, Jijel, in the 2021-2022 academic year. A sample of eight (8) teachers was chosen. The participants had an equal chance of being chosen. We went with experienced teachersbecause of their advanced level, which allows them to give more credibility to our research, as well as their years of experience at the university, where they have been teaching using a variety of teaching methods, including ICT-assisted methods. We relied on questionnaires as a choice of the method as we did with students and that is due to the similarities between the two questionnaires and their goals.

3.3.2. Description of the Questionnaire

This questionnaire consists of 13 (thirteen) questions that have been logically organized and classified into three main sections. The first section was concerned with the implementation of ICT tools in EFL classrooms, which is followed by three main questions (Q1-Q9). The second section includes four (4) questions about the effect of ICT use on students' motivation(Q10-Q13). The third section includes one optional question where teachers can provide additional suggestions or comments. It is important to note that our questionnaire is based on close-ended questions, which eliminates any irrelevant or ambiguous responses. These responses are also simple to code and analyse statistically. Accordingly, our questionnaire contains (13) MCQ in which teachers must tick the appropriate box (es) that best reflect their opinion, and two open-ended questions in which they must provide a full answer.

3.3.3. Administration of the Questionnaire

The second questionnaire of the study was distributed to teachers in the English department. The sample size for our study was eight (8) teachers. The questionnaire was randomly distributed to avoid

bias and discrepancies. Despite the fact that our questionnaire was designed to be organized and clear, teachers were politely asked if they had any questions about our topic before delivering it.

3.3.4. Analysis of the Questionnaire

We put together and analyzed the results of this questionnaire using SPSS.

1. Section one: The Implementation of ICT Tools in EFL Classrooms

Q1: Do you use ICTs in your classes?

a. Yes   b. No

This question attempts to determine whether or not teachers use ICT tools while teaching in the classroom. Its goal is to assess teachers' use of technology in their learning.

Table 1: Teachers' Use of ICTs for Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75,0	75,0	75,0
	No	2	25,0	25,0	100,0
	Total	8	100,0	100,0	

According to table 1 six (6) teachers picked 'yes' as the answer to the first question, which corresponded to the percentage of (75%), while only two chose 'No' as the answer with the percentage of (25%) which says that the majority of teachers tend to use ICTs in their classes.

Q2: if yes then how often?

a. Always   b. usually   c. sometimes   d. rarely

This question is related to the one before it. It seeks information on how frequently teachers use ICT tools in their classes. Its goal is to investigate the significance of using ICT tools in EFL classroom learning.

Table 2: Teachers' Frequency of Using ICTs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	62,5	62,5	62,5
	Usually	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

According to table 2, five teachers with the percentage of (62,5%) stated that they always use ICTs in their classes, besides the remaining three teachers (37,5) said that they usually use these ICTs, none of the teachers answered with Sometimes and Rarely which shows that they keep the use of these materials in their classes.

Q3: Would you like to spend more time and continue to use ICT in your classes?

A. Yes   b. No

This item asks teachers if they want to spend more time in their classrooms using ICTs for their students. It aims to assess teachers' interest in and willingness to use ICT in the classroom.

Table 3. Teachers' Willingness to Use ICT in their Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75,0	75,0	75,0
	No	2	25,0	25,0	100,0
	Total	8	100,0	100,0	

As shown in table 3 the majority of teachers (75%) showed that they wish to spend more time using ICTs in the classroom and they showed their interest, while only two teachers (25%) refused to continue using ICTs and they have no interest in these technologies.

Q4: Is Using technology in class time consuming?

a. Strongly agree   b. agree   c. disagree   d. strongly disagree

Item 4 asks the teachers if they agree that using technology in class is timeconsuming. It aims at checking the convenience of using ICT in classroom.

Table 4: Teachers' Opinions on the Convenience of Using Technology in Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	25,0	25,0	25,0
	disagree	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

According to table 4 the majority of teachers (75%) disagree with the statement that using technology in class is time consuming, besides the usual remaining two teachers agree with the statement which shows that teachers are aware of the advantages of ICTs in class.

Q5: On your teaching journey, which method from the following you rely on the most?

A. Traditional method (learning face to face alone)

B. Modern method (enhanced bytechnology)

C. Both

This item asks teachers to identify the type of teaching method they use in their classes. It aims to determine the best way to teach English in foreign language classes.

Table 5 : Teachers' Declaration of the Methods of Teaching they Implement in their Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional method	2	25,0	25,0	25,0
	Both	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

As shown in table 5 the majority of teachers (75%) follow the combination between traditional method of teaching and modern method, while (25%) use the traditional method alone.

Q6: Do you think that the English class is equipped with enough ICT devices?

a. Yes   b. No

This item is related to the previous one. It inquires whether or not teachers believe their English class has enough ICT devices. Its objective is to look into the availability of ICT equipment in English classes.

Table 6. The Availability of ICT Materials in English Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	25,0	25,0	25,0
	No	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

Table 6 confirms what students said about the lack availability of ICT materials in the classrooms, (75%) of teachers said that EFL classrooms are nor equipped with enough ICT devices, while only two teachers (25%) believe the opposite.

Q7: To what extent do you agree with this statement: "the implementation of ICT brings reality to the classroom?"

a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

Question 7investigates whether teachers agree that using ICT in the classroom brings reality into the classroom. It intends to investigate the role of ICT in connecting classroom activities with real-world activities via the Internet, video conferencing, and so on.

Table 7: ICT and Reality in Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stronglyagree	3	37,5	37,5	37,5
	agree	5	62,5	62,5	100,0
	Total	8	100,0	100,0	

Table 7 showed that all teachers agree with the statement that says that ICT brings reality to the classroom, (62%) agree and (37,5%) strongly agree and that shows the importance of these materials and if they bring reality, they bring motivation to EFL learners.

Q8: Do you support the implementation of ICTs in your classroom?

a. Yes   b. A Little bit   c. Not really   d.No

This item asks teachers if they support the use of ICTs in the classroom. It investigates teachers' perspectives on the use of these technologies in the classroom.

Table 8: Teachers' Position on Using ICT in their Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	100,0	100,0	100,0

Table 8 shows that all teachers answer with Yes (100%) and they support the implementation of ICT in their classroom, these answers match student's answers**.**

Whatever your answer, please say why?

The majority of teachers (90%) did not justify their answers. Only two participants did. They said that using ICTs is really helpful and gives good results for both learning and teaching. They believe that using ICT in the classroom will reduce the lack of motivation of students, and facilitate their way of teaching to be sufficiently modern

.

Q9: Electronic devices or internet are the most helpful ICT tools for students.

a. Strongly agree b. agree c. disagree d. strongly disagree

Since it is very common that electronic devices and internet are the most popular ICTs among students, question 9 aims at knowing the point of view of teachers about electronic devices and Internet and whether they consider them as the most helpful ICT tools for students.

Table 9: Teachers' Attitudes toward the Role of Electronic Devices and Internet on Students' Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stronglyagree	4	50,0	50,0	50,0
	agree	4	50,0	50,0	100,0
	Total	8	100,0	100,0	

As shown in table 9, (100%) of teachers agree with the statement that electronic devices and Internet are the most helpful ICT tools for students, teachers split into two halves. One half picked 'Strongly agree' with the statement and the other half picked 'Agree' as the answer.

Section two: The effect of ICT usage on students'motivation

Q10 : Do you consider your students as active learners when you use ICT's in the classroom ?

a. Yes b. No

The first question in section three asks whether teachers consider their students active learners when they use ICTs in the classroom. It assesses students' motivation to learn when ICTs are used. Besides it seeks to confirm the answers provided by the students in their questionnaires

Table 10: Teachers' Believe on Students' Interest in the Teachers' Use of ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75,0	75,0	75,0
	No	2	25,0	25,0	100,0
	Total	8	100,0	100,0	

From the answers provided in table 10, (75%) of teachers confirm to us that students become active learners under the shadow of ICT, while only two teachers (25%) do not believe so.

Q11. If yes, then how often they participate in the classroom?

a. Frequently   b. Sometimes   c. Rarely   d. Seldom

In this question, teachers are asked to determine how often their students participate in class. This question seeks to confirm the previous one's findings while also assessing students' motivation when they are taught using ICTs.

Table 11: Teachers' Believe of Frequency of Students' Participation in Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	5	62,5	62,5	62,5
	sometimes	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

As shown in table 11 (62%) of teachers claim that their students frequently participate in the presence of ICT, besides three teachers (37,5%) say that their students participate from time to time.

Q12. To what extent do you agree with this statement: "Using ICT in EFL classes enhances learner's motivation"

  a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

This item asks teachers if they agree with the statement above. It isan attempt to answer the central question of our research.

Table 12: Teachers believe on the Effect of Using ICT on EFL Learner's Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	62,5	62,5	62,5
	Agree	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

From table 12, (62,5%) of teachers strongly agree that ICT enhances students' motivation and (37,5%) agree. from the answers we see that the same as students, teachers are aware and know that ICT truly plays a big role on enhancing students' motivation.

Q13. When the lesson is up, do you feel that your students are excited for the next session to come?

a. Yes   **b. A Little bit**   **c. Not really**   **d. No**

This question is related to the previous one. It attempts to assess the students' excitement for the next session.

Table13: Teacher's believe on Students' Excitement to Learn with ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75,0	75,0	75,0
	Not really	1	12,5	12,5	87,5
	No	1	12,5	12,5	100,0
	Total	8	100,0	100,0	

Table 13 showed that the vast majority of teachers (75%) say that when the lesson is up with ICT, their students feel excited to the next session, besides only one teacher stated that he/she does not really feel that students are excited and she picked 'Not really' as an answer, while the remaining teacher feels determine that his/her students do not feel excited at all.

Section three: Further Suggestion and Comments (Q21)

Q21: If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

After analyzing our questionnaire, we discovered that as the students did, the majority of teachers did not respond to this section maybe because they did not have anything to add. Teachers who commented and provided additional information stated that they recognize the benefits of ICT and their role in motivating students, especially in the context of language learning. One teacher said that the

problem in using ICTs in EFL classes is that the classrooms are ill-equipped. Another teacher believes that allowing students to use their phones on tables will make them feel that they are more involved in the lessons. This final comment points to a positive impact of ICT on student motivation.

3.3.5. Discussion

The analysis of the teachers' questionnaires showed many facts about their attitudes towards the role of ICT in enhancing EFL learners' motivation in addition to their use and support of these materials. Teachers were familiar and had experience with ICT tools and that made us see that their answers would be quite reliable. Most of them (75%) said that they use ICT tools in their teaching journey and inside the classrooms and this shows their support for the tools. In the second section, most of the teachers' answers showed that students tend to be active learners when they teach with ICT devices. In addition, they specified that the students in the shadow of ICT frequently participate in the classroom and they feel excited to the next session when the existing one is over.

The previous answers confirm the great importance of the use of these technologies in the learning process. As the students claim, the teachers confirm to us that the English classes are not sufficiently equipped with ICT materials and this reflects the unavailability of these technologies in the English department. The comments provided by teachers went from those who highly supported the integration of ICTs in EFL classrooms to those who insist that it plays a big role in enhancing students' motivation in language learning. Others claimed that ICT brings reality to the classrooms and the whole area feels modern.

On the basis of the above analysis, it is illustrated that our next two research questions were clearly well answered andfinally we know the perceptions of teachers towards the role of ICT in improving student motivation. Furthermore, the extent to which teachers use and support the implementation of ICT in EFL classrooms was well addressed and well received at the end.

Conclusion

This study focused on Students' and Teachers' Attitudes towards the Role of Information and Communication Technology (ICT) on improving EFL learners' motivation in language learning . In this chapter, Data about the significance of ICT in enhancing students' motivation were gathered from a sample of students and a sample of teachers to confirm and reinforce our research. After analysing the data, we find that the results were answered clearly our research questions. Hence, their attitudes are very positive towards the integration of ICT in their classes. Furthermore, they confirmed that ICT has a strong impact on improving the motivations of EFL which is in fact the aim of our study.

Pedagogical Recommendations

Based on the mentioned findings, the researchershere suggest the following recommendations:

1. Foreign language departments and the English departments, in particular, should be equipped with a sufficient number of good quality ICT materials.

 2. Students must be encouraged and motivated to use ICT devices inside and outside the classroom. 3. Emphasis should be placed on developing and supporting new pedagogies that promote the use of ICT in the learning process.

4. The implementation of ICTs should be linked to the development of long-life learning and professional practices to keep the leaner in touch with the rapid advancement in the world.

General Conclusion

The value of this study is to underline the tremendous impact of ICT in improving EFL learners' motivation. The master one students of Didactics at the English Department of Mohammed Seddik Benyahia University, Jijel, constitute the target population of our research sample, in addition to teachers of the same department. Through this study, we sought to investigate students' and teachers' attitudes towards the role of ICT in enhancing EFL learners' motivation in language learning. The present study consists of two chapters. The first chapter covered two main sections. Section one dealt with use of ICT in EFL classes, whereas section two represented an overview of motivation. The second chapter, however, focused on the analyzing and then discussion of the data obtained from the students' and teachers' questionnaires which were the research instrument.

Overall, the results achieved the aim of our study and answered our research questions by confirming that ICT has a huge impacton improving the motivation of EFL learners. Hence, the use of ICT in EFL classes should be encouraged and supported to overcome the lack of motivation of students which is actually one of the most important problems in the Algerian universities.

Limitations of the study

To reach the main aim of this research work, a descriptive study was carried out to obtain reliable results. Very positive findings adequately and clearly answered our research questions. However, we encountered some difficulties during our research journey. One of which was the difficulty to find related references regarding the independent variable namely ICT. The second problem was the time constraint which was actually the main obstacle we faced while carrying out this study.

List of references

Aggrawal, J.C. (2011).*Essentials of educational technology*, (3rd ed). New Delhi, ND: Vikas
Publishing House.

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of
Educational Psychology, 84*(3), 261-271.

Anderson, J. (Ed.). (2010*). ICT transforming education: A regional guide*. Prakanong:
UNESCO Bangkok.

Arnolds, C.A., & Boshoff, C. (2002). Compensation, esteem valence and job performance: An
empirical assessment of Alderfer's ERG theory. *The International Joumalof Human Resource
Management*, *13*(4), 697-719. doi: 10.1080/09585190210125868

Bentham, S. (2002). *Psychology and education: Routledge modular psychology*. East Sussex:
Routledge.

Blurton, C. (1999). *Blurton, C. (1999.) New directions of ICT-use in education. Hong Kong,
HK:* UNESCO's World communication and information.

Brophy, J. (2004). *Motivating student to learn (2nd ed.).* Mahwah, NJ: Lawrence
Erlbaum Associates.

Caulton, J. R. (2012). The development and use of the theory of ERG: A Literature Review.
Emerging Leadership Journey, 5(1), 2-8.

Chen, K. C., &jang, S. J. (2010).Motivation in online learning: Testing a model of self
determination theory. *Journal of Elsevier. 26* (1) 741–752:

doi:10.1016/j.chb.2010.01.011

Cheng, H., &Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, (1), 153–173.

Computer. (n.d.). Dictionary.com Unabridged. Retrieved March 20, 2017 from Dictionary.com website http://www.dictionary.com/browser/computer Deci, E. L. (1975). *Intrinsic motivation*. New York, NY: Plenum Press. Deci, E. L., Connell, P.J., & Ryan, M.R. (1989). Self determination in a work organization. *The American Psychological Association, 74*(4), 580-590.

Dewey, J. (1944). *Democracy and education*. New York, NY: Macmillan Company. Dörnyei, Z. (1998). Motivation in second and foreign language learning: Language teaching. *Cambridge Journals*, *31*(3), 117-135. doi: 10.1017/S026144480001315X, Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

Dörnyei, Z. (2003). *Group dynamic in language classroom.*, New York, NY: Cambridge University press.

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

Fitzpatrick, A. (2004). Analytical Survey: Information and communication technologies in the teaching and the learning of foreign languages: State-of-art, needs and perspectives. Mascow: UNESCO Institute.

Frydrochov Klimova, B., &Poulova, P. (2014). ICT as a motivational tool in the learning of foreign languages. Retrieved from:

http://www.europment.org/library/2014/interlaken/bypaper/EDU/EDU-06.pdf Gadjet. (March 17, 2004). *Oxford advanced learner's dictionary*. (7th ed).USA: Oxford University Press.

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

Goerge, J. M. & Jones, G.R. (2012). *Understanding and managing organizational behaviour*: *International edition* (6th ed). Boston: Pearson.

Guilloteaux, M. J. &Dörnyei, Z. (2008). Motivating language learners: A classroom oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, *42*(1), 55-77.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Longman.

Interactive whiteboard. (n.d.). Retrieved from https://en.wikipedia.org/wiki/Interactive_whiteboard

Kalnina, S., &Kangro, I. (2007). ICT in foreign language teaching and learning at University of Lativa in the light of the fistle project. Retrieved fromhttp://bscw.ssai.valahia.ro/pub/bscw.cgi/d257207/Paper13_S_Kalnina_105_11 0.pdf

Lankshear, C., & Chris, B. (1999). Literacies and new technologies in school settings. *Pedagogy, Culture& society, 7*(3), 445-165, doi: 10.1080/14681369900200068 Locke, E.A. & Latham, G.P. (1990). *A Theory of Goal Setting &Task Performance. Englewood Cliffs*, NJ: Prentice Hall. Logan, G.E.

Maslow's hierarchy of needs. (n.d.). Retrieved from https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

Mumtaz, S. (2000). Factors affecting teachers' use of information and communication technology: A review of the literature. *Journal of information and communication technology for teacher*

education, 9(3), 319-342.

Nakata, Y. (2006). *Motivation and experience in foreign language learning*. Bern: International Academic Publishers.

Oxford, R. and Shearin, J. (1994). Language learning motivation*:* Expanding the theoretical framework*. The Modern Language Journal, 78*(1), 12-28. doi:10.1111/j.15404781.1994.tb0211.x

Padurean, A. &Margan, M. (2009). Foreign language teaching via ICT. *Revistade Informatica Sociala*, *12*(1584-384X), 97_101. Retrieved from:

//www.ris.uvt.ro/wp-content/up-loads/2010/01/apadurean.pdf

Pagliaro, A. (2002). *Motivation and its implications in tertiary Italian studies: Proceedings of Innovations in Italian teaching workshop*. Italy: Griffith University. Retrieved from www.griffith.edu.au/centre/italian/pdf/2_pag.pdf

Passey, D., Rogers, C., Machell, J., &McHugh, G. (2004). The Motivational effect of ICT on pupils. Sherwood Park: The Department for Education and Skills.

Pittard, V., Bannister, P., & Dunn, J. (2003). *The big pICTure: The impact of ICT on attainment, motivation and Learning*. Nottinghamshire: Queen's printer. Reid, G. (2007). *Motivating classroom learning: Ideas and strategies*, Sage Publications – See more at: http://www.drgavinreid.com/free-resources/motivation

ideas/#sthash.OrhRqnuw.dpuf

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

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

D. (Ed.). (2012), *Learning theories: An educational perspective*, Boston: Pearson Educational.

Seifert, K., & Sutton, R. (2009). *Global text: Educational psychology* (2nd ed). Zurich: Jacobs
Foundation.

Television. (March 17, 2004). *Oxford advanced learner's dictionary*. (7th ed). USA: Oxford
University Press.

Trimmel, M., & Bachmann, J. (2004). Cognitive, social, motivational and health aspects of students
in laptop classrooms. *Journal of Computer Assisted learning*. 20(2), 151- 158. doi:
10.1111/j.1365-2729.2004.00076.x

Voip. (n.d.). Dictionary.com Unbridged. Retrieved May 13, 2017 from Dictionary.com Wade, C.,

&Tavris, C. (1990). *Psychlogy*. New York, NY : Harper & Row. Wentzel, K.R. (2000). What is it
that I'm trying to achieve? Classroom goals from a content perspective. *Contemporary*
Educational Psychology. 25(1), 105–115.

Appendix1

Dear students,

This is a questionnaire directed to Master 1 English students in the university of Mohmad Seddik Ben Yahia – Jijel .It aims at investigating students' attitudes towards the implementation of ICT tools in EFL classes and their role in enhancing learner's motivation in language learning.The answers that you will give us will let us continue our research.

Please tick (√) in the box (es) that best match (es) your opinion or give a full answer wherever needed. We will be so glad and so thankful with your shared experience and the time devoted to answer the questionnaire.

NB:

ICT: stands for information and communication technology or technologies, such as computers (software and hardware), tablets, audio devices, data projectors, etc .

Questionnaire done and distributed by :

- ZETTAL ZINEDDINE and BENNINI MARWA

Section One: Background Information

Q1:Was English your first choice?

  a. Yes ☐   **b.No** ☐

Q2:In your opinion, learning English is

  a. A difficult task ☐ **b. An easy task** ☐

Q3: How do you consider your level in English?

  a. Very good ☐   **b. Good** ☐   **c.Averaged.** ☐ **Poor** ☐

Section Two: The Implementation of ICT tools in EFL Classrooms

Q4: Do you use ICTs for your learning in the classroom?

a. Yes ☐   b. No ☐

Q5: if yes, then how often?

a. **Always** ☐   b. **Usually** ☐   c. **Sometimes** ☐ d. **Rarely** ☐

Q6: do you wish to spend more time using ICT in your classroom?

a. **Yes** ☐   b. **No**. ☐

Q7: using technology in class is time consuming?

a .**Strongly agree** ☐ b. **agree** ☐ c. **disagree** ☐ d. **strongly disagree** ☐

Q8: compare to the other classes what do you think about the teaching method implemented in the English classroom?

A. **A traditional method (learning face to face alone)** ☐
B. **Modern method (enhanced with technology)** ☐
C. **Both** ☐

Q9: do you think that the English class is equipped with enough ICT devices?

a. **Yes** ☐   b. **No** ☐

Q10: to what extent do you agree with this statement: "the implementation of ICT brings reality to the classroom "

a. **Strongly agree** ☐ b. **Agree** ☐ c. **Disagree** ☐ d. **Strongly disagree** ☐

Q11: do you support the implementation of ICTs in your classroom?

a. **Yes** ☐   b. **Little bit** ☐   c. **Not really** ☐   d.**No** ☐

Whatever your answer, please say why?

....

....

....

Q12 : As an ICT tools , do you use your phone or internetin the classroom activities ?

  a.   Yes ☐   b.   No ☐

Q13:If yes, then how often?

  a.   Always ☐   b.   Usually ☐   c.   Sometimes ☐ d.   Rarely ☐

Q14: Electronic devices or internet are the most helpful ICT tools for students .

a .Strongly agree ☐ b. agree ☐ c. disagree ☐ d. strongly disagree ☐

Q15 :Do you enjoy using ICTs such as dictionaries or internet in your phone/tablet as a supporting strategy?

a. Yes ☐   b. No ☐

Section Three: The Effect of ICT usage on students' motivation

Q16. Do you consider yourself an active learner when your teachers use ICTs in the classroom?

a. Yes ☐   b. No ☐

Q17. If yes, how often do you participate in the classroom?

a. Frequently ☐   b. Sometime ☐   c. Rarely ☐   d. Seldom ☐

Q18. Do you wish that your teacher(s) provide(s) you with more engaging ICT-supportedlessons?

a. Yes ☐   b. No ☐

Q19 . To what extent do you agree with this statement: "Using ICT in EFL classes enhances learner's motivation" .

a. Strongly agree ☐   b. Agree ☐   c. Disagree ☐   d. Strongly Disagree ☐

Q20. When the lesson is up, do you feel exited for the next session to come ?

a. Yes ☐   **b. little bit** ☐   **c. Not really** ☐   **d. No** ☐

Section Four: Further Suggestions and Comments

21. If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

....
....
....
....
....
....
....
....
....
....

Thank you again for your cooperation.

Appendix2

Dear teachers ,

This is a questionnaire directed to our teachers in the English department of the university of Mohmad Essadik Ben Yahia – Jijel .It aims at investigating students' and teachers' attitudes towards the implementation of ICT tools in EFL classes and their role in enhancing learner's motivation in language learning. The answers that you will give us will let us continue our research.

Please tick (√) in the box (es) that best match (es) your opinion or give a full answer wherever needed. We will be so glad and so thankful with your shared experience and the time devoted to answer the questionnaire.

NB:

ICT: stands for information and communication technology or technologies, such as computers (software and hardware), tablets, audio devices, data projectors, etc

Questionnaire done and distributed by :

- ZETTAL ZINEDDINE and BENNINI MARWA

Section One: The Implementation of ICT tools in EFL Classrooms

Q1: Do you use ICTs in your classes ?

   a. **Yes** ☐   b. **No** ☐

Q2: If yes, then how often?

   a. **Always** ☐   b. **Usually** ☐   c. **Sometimes** ☐   d. **Rarely** ☐

Q3: Do you wish to spend more time and continue using the ICTs in your classes ?

   a. **Yes** ☐   b. No. ☐

Q4: Using technology in class is time consuming?

   a . **Strongly agree** ☐ b. **agree** ☐ c. **disagree** ☐ d. **strongly disagree** ☐

Q5: In your teaching journey, which method from the following you rely the most on?

A. **Traditional method (learning face to face alone)**   ☐
B. **Modern method (enhanced with technology)**   ☐
C. **Both**   ☐

Q6: Do you think that the English class is equipped with enough ICT devices?

a. **Yes** ☐   b. **No** ☐

Q7: To what extent do you agree with this statement: "the implementation of ICT brings reality to the classroom "

a. **Strongly agree** ☐   b. **Agree** ☐   c. **Disagree** ☐   d. **Strongly disagree** ☐

Q8: Do you support the implementation of ICTs in your classroom?

a. **Yes** ☐   b. **Little bit** ☐   c. **Not really** ☐   d.**No** ☐
Whatever your answer, please say why?
....
....
....

Q9: Electronic devices or internet are the most helpful ICT tools for students .

a . **Strongly agree** ☐   b. **agree** ☐   c. **disagree** ☐   d. **strongly disagree** ☐

Section Two : The Effect of ICT usage on students' motivation

Q10. Do you consider your students active learners when you use ICTs in the classroom?

a. **Yes** ☐   b. **No** ☐

Q11. If yes, how often they participate in the classroom?

a. **Frequently** ☐   b. **Sometimes** ☐   c. **Rarely** ☐   d. **Seldom** ☐

Q12. To what extent do you agree with this statement: "Using ICT in EFL classes enhances learner's motivation".

a. Strongly agree ☐ **b. Agree** ☐ **c. Disagree** ☐ **d. Strongly Disagree** ☐

Q13. When the lesson is up, do you feel that your students are excited for the next session to come?

a. Yes ☐ **b. little bit** ☐ **c. Not really** ☐ **d. No** ☐

Section Four: Further Suggestions and Comments

If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

....
....
....
....
....
....
....
....
....
....

Thank you again for your cooperation.

Résumé

Ce travail de recherche vise à étudier les perceptions des étudiants et des enseignants à l'égard du rôle des technologies de l'information et de la communication (TIC) dans l'amélioration de la motivation des apprenants d'anglais comme une de langue étrangère. Pour répondre à notre question de recherche, deux questionnaires, un pour les étudiants et l'autre pour les enseignants, a été administré pour recueillir des données au département d'anglais de Mohamed Essadik Ben Yahia à l'université de Jijel pendant le deuxième cycle de l'année académique 2021/2022. Trente (59) étudiants de premier cycle en anglais, option des sciences du langage, étaient l'échantillon de notre population cible qui représentait (177) étudiants. Les résultats obtenus à partir des données recueillies ont présenté trois points principaux. Tout d'abord, les étudiants et les enseignant étaient conscients de l'importance d'utiliser les TIC comme outils de soutien dans le processus d'apprentissage. Deuxièmement, la plupart d'entre eux ont montré leur soutien à l'intégration de ces technologies dans les salles de classe. Troisièmement, les TIC ont une grande influence sur la motivation des élèves. Cette influence peut apparaître en termes d'autonomisation des apprenants, de niveau d'engagement, d'activité et de leurs réalisations. L'analyse des résultats du questionnaires a révélé que les attitudes des étudiants et des enseignant vis-à-vis du rôle des TIC dans l'amélioration de la motivation des apprenants de l'EFL étaient très positives, ce qui a permis de réaliser notre étude.

Mots clés

Technologies de l'information et de la communication (TIC),

Motivation des apprenants

الملخص

يهدف هذا العمل البحثي إلى استكشاف مواقف الطلاب والأستاذة اتجاه دور تكنولوجيا المعلومات والاتصالات في تعزيز حافز متعلمي الإنجليزية كلغة ثانية. للإجابة عن أسئلة البحث تم إجراء استبيان واحد للطلاب والآخر للأساتذة لجمع البيانات في قسم اللغة الإنجليزية خلال الفصل الثاني من الموسم الدراسي 2021/2022بجامعة محمد الصديق بن يحي بجيجل. تسعة وخمسون طالب لغة انجليزية تخصص تعليم اللغة الانجليزية في طور ماستر1 كانوا عينة من الأشخاص المرغوبين الذين يمثلون 177 طالب. قدمت النتائج التي تم الحصول عليها من البيانات المجمعة ثلاثة نقاط أساسية. الأول كان الطلاب والأساتذة على بينة من أهمية استخدام تكنولوجيا المعلومات والاتصالات كأدوات دعم في عملية التعلم. ثانيا، اظهر اغلب الطلبة والأساتذة دعمهم لدمج هذه التقنيات في الفصول الدراسية. ثالثا، تكنولوجيا المعلومات والاتصالات لها تأثير كبير على تحفيز الطالب. وقد يظهر هذا التأثير من حيت رفع درجة استقلالية الطالب ومدى استمتاعهم. تحليل معطيات الاستبيان كشف أن أراء الطلاب والأساتذة كانت جد إيجابية فيما يتعلق بدور تكنولوجيا المعلومات والاتصالات في تعزيز حافز طلبة اللغة الإنجليزية كلغة ثانية وهذا ما يعتبر غاية دراستنا.

الكلمات المفتاحية

تكنولوجيا المعلومات والاتصالات(اي سي تي)