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The influence of ICT in EFL Teaching/learning motivation:

**The Case of First year didactics master students of English Department at El Bachir El
Ibrahimi University – Bordj Bou Arreridj**

**A Dissertation submitted to the department of English Language and Literature in partial
fulfilment of the Requirements for the Degree of Master**

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Dedication

We dedicate this work to our beloved parents, without their prayers, encouragements; this work would have never been realized.

To all our families' members.

To all our best friends.

We Love you

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List of abbreviation

ICT: information and communication technology

EFL: English as a foreign language

INTRODUCTION

Introduction

The integration of new technologies in the EFL classes is an external motivator. Many didacticists affirm that ICT plays this role because, being considered as easy and simple tools to use, they give a new vision on learning and facilitate the tasks for the two poles (teacher-learner) in the didactic triangle and that the development of these technologies has also brought out new research perspectives on their integration in language teaching.

The choice of our subject was not made in a sheepish way. We did it because these new technologies have taken an increasingly important place in the field of EFL, with which we can improve skills and facilitate the acquisition of foreign languages in the context of teaching and learning process. Indeed, they can participate in the motivation of learners and making learning fun, especially by the fact that they correspond well to the pedagogical strategies, in order to exploit this positive attitude in the teaching/learning of a foreign language.

Motivation is at the center of interest in the process of acquiring a foreign language, particularly English. It is therefore an essential factor and a fundamental element for the success of learning and ICT will help to increase motivation and promote learners' creativity.

In addition, ICT represent dynamic tools and innovative means that promote learner autonomy and out-of-class work, as well as authentic communication. They can strengthen collaborative work in class, also for the teacher while being part of a competency-based approach derived directly from the communicative approach where the teacher is faced with a choice of means to give a lesson in EFL.

In the present research, we will be interested in the university public because the age and the level of the students are well compatible with the good handling of the technological tools. We found that these tools are used much more by this category, more than learners in lower categories. These means are preferred among adolescent learners and their learning in relation to the use of ICT.

The problem of our research work aims to assess the impact of the integration of ICT in EFL class on the motivation of learners. Thus, the following question arises: could the integration of ICT in the teaching/learning of English as a foreign language arouse motivation among students and subsequently improve their level?

From a pedagogical point of view, we can only verify the presence of ICT if they bring real added value to teaching and learning. Therefore, through this study, we will try to verify the following hypotheses:

- The use of ICT can be a factor in student motivation thanks to a transfer of interest from the tool to the object of learning.
- Thanks to ICT, the teacher could play the role of a guide, a tutor in front of more responsible students.
- Make English learners aware of the cultural aspect of the language and establish a new, younger and more dynamic image of the English language (access to various multimedia resources and authentic documents).

Our work mainly aims to show how to create motivation, using technological tools. It therefore becomes essential to adapt and integrate those into the teaching-learning of English, in order to achieve, on the one hand, active commitments in the acquisition and appropriation of knowledge and, on the other hand, to effectively achieve the predefined learning objectives. It is in no way a question of replacing the teacher but of considering the computer tool as an auxiliary, a connector.

This study is worth conducted. Initially, it has been conducted to investigate students' and teachers' perceptions of using technological devices and tools to increase motivation and improve students' skills in learning English as a foreign language, especially in our university context, because as we know, the motivational factor is of vital importance for them as EFL learners. Accordingly, this research is going to provide a better coverage about the importance of integrating ICT means in the teaching and learning process and its influence.

Our research study will focus on two very detailed parts; the first part contains two chapters, and the second contains only one. For what is had first, it is entitled "motivation in the academic context" through which we will define the concept of motivation, then its two types (intrinsic and extrinsic) to explain later the different factors that surround it.

Concerning the second chapter, entitled "the influence of ICT means in the motivational process of learning and teaching EFL", we will define in the latter, ICT. Then, we will discuss it link with motivation in the teaching-learning of a foreign language. Then, we will discuss the contributions and the impact of the use of new technologies in an English class and the new resources and practices provided by these tools.

As for the practical part, we relied on two experiments: a questionnaire and direct observation of the class. The two methods aim to verify our hypotheses and affirm the representations of the first and second chapters and the role-played by information and communication technologies in the teaching-learning of the language, in particular EFL.

Chapter one

Motivation in the academic context

Introduction

Learning a foreign language involves mobilizing knowledge and skills and is at the same time an act of personal commitment. Indeed, motivation has been the subject of much research in psychology and educational science, a concept that has received much attention in language learning. It is a set of regulatory mechanisms to which management, activation functions are granted, and it constitutes one of the major factors influencing the success of the learning process.

We will therefore focus in this first chapter, on the concept of "motivation" for learning in the EFL classroom by define it, then its two types (intrinsic and extrinsic) to explain later the different factors that surround it.

1. Literature review

Since the 1980s, the subject of motivation has always been one of the most unavoidable factors in the success of the teaching-learning process. This is the reason why the latter has been the center of study not only for psychologists, but also for several linguists given that it's one of the most determining factors of why, how and to what extent a learner learns.

1.1. Motivation and its different concepts

According to the oxford learner's dictionary, motivation is the reason why somebody does something or behaves in a particular way (Oxford, 2017). It is also defined in the oxford review encyclopedia of terms, as the psychological forces that determine the direction of a person's level of effort and a person's level of persistence in the face of obstacles (Kanfer, 1990). Therefore, motivation is the fuel of all the projects that we undertake, whatever they are, personal as well as professional. It represents the energy that allows us to overcome the inevitable obstacles that dot the path to success.

If we apply these explanations on the vision of motivation in the field of teaching and learning a given language, we can deduce that motivation is a fact that comes from oneself, that is to say the learner in a fraction of a second could be motivated from the first contact with the teacher as it may not be.

For Turner (1995), motivation represents a cognitive commitment, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”. (p, 283).

As for Gottfried (1996), he considers academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p, 103).

we can therefore conclude from the two definitions, whether for motivation in general or academic motivation, they both imply a group of aspects such as beliefs, values, centers of interest, commitments, and the actions, all linked in a complex way in order to emphasize it.

According to MASLOW and HERZBERG (1943), motivation means: “The forces that act on or within a person, causing him to behave in a specific, goal-oriented way” (p, 53)

It is the set of main internal forces, which are the source of the needs, that lead and push the learner to act and participate in his activities, as well as the objective of acquiring a know-how and know-how. In addition, it leads learners to make a significant effort to achieve their learning objectives and become all that they are capable of becoming. Finally, Motivation is also defined as “an internal state that arouses, directs, and maintains behavior” (Hoy, A, 2003, p 187) which means that the process of motivation consists in the learners' need to orient their choice internally.

In the case of EFL learners, their choice of learning largely influences their motivation for what to learn and how it will be learned. In other words, if the latter consider it appropriate to learn English by using ICT, this choice would allow them to easily assimilate the way in which the teacher will integrate it into the classroom.

It is thus obvious that motivation depends mainly on the degree of involvement of learners and their feelings during the task they are determined to achieve. (Graham and Weiner, 1996). that is to say that when they are motivated by way of example, to exploit ICT means in order to acquire a foreign language, their desire to use the material proposed by the teacher plays a primordial role in encouraging them to assimilate the lesson.

However, the level of involvement and participation of learners in the assigned tasks, also depends on the duration of these activities, it is therefore necessary for the teacher to check whether these learners are still motivated or not and change learning support if necessary in order to fulfill the task, maintain their attention to "preserve" their motivation.

From a general point of view, motivation is presented as an outcome that overcomes obstacles to achieve a well-targeted objective.

1.2. The Types of Motivation

The theory, initially presented by RICHARD DECI in 1975 and enriched by DECI and RYAN (1985, 2002), presents the originality compared to previous theories, to distinguish two types of motivation:

1.2.1. Intrinsic motivation

It allows learners an internal regulation of their behavior, in this case, the learner self-regulates, and he is guided by his need for competence and self-determination, which pushes him to improve, all without external intervention.

It is like practicing an activity for itself, mainly related to personal interest, the pleasure of the learner, that is to say when the learner does exercises and activities with pleasure, he uses his will because he likes to do what he is doing.

According to modern theories, DECI and RYAN on motivation, three needs constitute the foundations of intrinsic motivation; the need for competence, self-determination and curiosity.

1.2.1.1. The need of skill

It plays an important role in learning and it corresponds to a need to develop in the learner behaviors offering satisfaction linked to success and the feeling of progress (through their affective reactions and their participation in finding solutions).

1.2.1.2. Self-determination

The ability of the learner to choose rather than be determined by external circumstances is an important step that ensures the autonomy of the learner in his learning.

1.2.1.3. Curiosity

It is a psychological trait of character that manifests itself in particular circumstances, it becomes positive when it is in the name of science and its part of the spirit of a researcher, so it can be intellectual, which makes of it an engine of self-esteem for success, which triggers love at first sight between the learner and knowledge.

1.2.2. Intrinsic motivation

It is an external motivation that is located outside of the student, it depends on the needs of the learners whose behavior is carried out for an external purpose, the student participates in the course only to obtain a good grade. It allows him to act, to perceive the activity as a means of achieving a goal, an objective, that is to say it becomes through circumstances outside the individual.

It consists in arousing in the learner the desire to acquire, the desire to learn, to capture his attention by external factors that regulate his behavior.

1.2.2.1. Extrinsic motivation by external regulation

It is a hundred percent material motivation to obtain rewards or avoid punishment. Indeed, it is the least autonomous type of motivation. When he involves himself in his studies by being obliged to do so by his parents or when he expects a reward for his work.

1.2.2.2. Extrinsic motivation by identification

It is very important for the judgment of identity value. It concerns students who engage, for example, in the school soccer team knowing that their participation in school competitions can prepare them for the sports career of their dreams.

1.2.2.3 Extrinsic motivation by interjection

The learner is guided by the feeling of guilt. He engages in an activity because he feels an internal pressure of shame if he does not show extrinsic motivation by interjected regulation.

1.2.2.4. Extrinsic motivation by integration

It refers to the student's involvement in an activity when it corresponds to his values and is consistent with the student's self-concept.

We can say that the existence of these two types of motivation: intrinsic and extrinsic, are not two comparable concepts in terms of attentional means. Both encompass the various classes of events which stimulate a learner to move on to activity and with which the learner associates his specific goal with his studies, which are the first step towards reaching his goal. Thus with these two the learner becomes a strong motivated element. According to Dan Ariely (2012, p 206): «A good dose of motivation, whether intrinsic or extrinsic, is essential for any voluntary learning; however, an excess of motivation can cause anxiety and, consequently, a

decline in academic performance. Thus, for any school task, there would exist an optimal point of the motivation».

2. Academic motivation factors

All motivational factors play an essential role in the different acquisition situations. Rolland viau (2009), is one of the researchers who have specialized in the field of motivation in the school context; he shows that motivation is a dynamic phenomenon that is influenced by a number of different factors

2.1. Factors relating to the student

Student-related factors have a large role in academic motivation. They can be the family environment, the role of parents or others. Two elements influence the motivational dynamics of the student.

- The perception of value

The will to do something Viau also talks about social issues such as prestige, academic goals and exam marks.

- The perception of controllability

It is a kind of control evaluation to know the level of a student

2.2 Factors relating to the teacher

There are many, but specialists agree on the following points:

- Being meaningful in the eyes of the student:

An activity becomes interesting in the eyes of a learner when it meets his needs. The teacher must teach the students from a verbal interaction so that he draws their attention to his lesson.

- Being diversified and integrate with other activities

The teacher should not repeat the same analysis procedures that make the student passive. He must try to encourage the learner by integrating diversities into the activities.

- Presenting a challenge for the student

The student should not be presented with a problem that is too difficult or too easy to make an effort to overcome his obstacles is the real success for the student. He will realize this with his classmates through several activities provided to him.

- Being authentic

An activity must help the student to better fix his know-how, it must push the learner to provide more effort and to bet on himself (to be autonomous) to face school activities and the demands of active life. .

- Requiring a cognitive commitment from the student

A student is motivated when he manages to apply his knowledge, that is to say, who he is able to explain, inform and prescribe in various communication situations.

- Empowering the student by allowing him to choose

The learner must be responsible in the choice of an activity such as the theme of work, the choice of documents to read. The possibility of making choices and encouraging the student's perception of his ability to control his learning, an activity does not become motivating if it requires all students to do the same tasks.

- Allowing the student to interact and collaborate with others

A learning activity must take place in an atmosphere of collaboration, team spirit, joint work and pursuit of student motivation.

- Having an interdisciplinary character

It is to accustom the student to respect and take into consideration all the disciplines.

- Including clear instructions

Clear instructions help the students not to waste their time looking for and understanding what to do, clear instructions help reduce the anxiety and doubt that some students experience.

- Taking place over a sufficient period

The student must respect the duration planned for an activity, each activity must not be too long or too limited. Giving the student the time he needs helps him to accomplish what is required of him in a positive way.

Conclusion

According to the different conceptions that the specialists have evoked on motivation, it plays a very important role in the teaching/learning process of the EFL and especially when it comes to the integration of new teaching technologies and its impact, which we will present in the next chapter.

Chapter two

**The influence of ICT means in the
motivational process of teaching and
learning EFL**

Introduction

The objective of integrating technologies in the teaching-learning process is not new and the educational practices including ICT are uncountable, on the mental, intellectual, professional level, which ultimately determine the conditions of creation, construction, transmission of knowledge from all points of view. Didactics has always been interested in ICT and its influence on the success of learning, in particular its impact on the motivational level of learners, because they allow the outside world to enter the classroom. So can we use communication technologies to ensure the smooth running of EFL classes? This is what we will discover in this second chapter.

1. Information and communication technology (ICT) in education

Nowadays, ICT devices play an essential role in the daily life of the majority of people, citing the example of the internet, which some use to communicate, others for entertainment and others for study. It had therefore become fundamental to the functioning of the organization and society. In general, ICT represent all the devices, applications, systems and networks used to load data at phenomenal speeds. They are known as supports allowing the exchange, processing, and transfer of information on different fields, such as health, education, entertainment and transport in only a few seconds.

The acronym ICT stands for "information and communication technology". It consists of the set of various technological devices and tools used for purposes of communication, dissemination, storage and data management. It thus includes TV, radio, computers, interactive whiteboards, internet, etc. which are used, as we said before, in various sectors, especially in education.

It is certain that the integration of ICT in this area contributes greatly to the facilitation of the teaching-learning process and this by simplifying the sharing and accessibility of information as well as by motivating the learners thanks to the audiovisual assets, which makes these means, essential educational supports for the effectiveness of education on all levels.

The ICT revolution has completely changed the traditional teaching of foreign languages, including that of the English language. Indeed, nowadays, teachers of EFL classes are opting for more innovative means, such as films and songs, in order to make teaching more captivating and above all more motivating. As for the learners, they also make use of ICT devices, such as e-mail, search engines, electronic books in pdf form in order to improve skills

in very specific subjects. These assets can therefore play a very important role in the teaching-learning process, even outside the classroom, because even in the absence of the teacher, tics provide learners with quality learning materials that are often free and accessible at any time.

In this regard, the Internet, for instance, is a computer network with which learners spend most of their time surfing social media, so it can be a tool of extreme utility for them as long as it gives them the opportunity to have access to billions of reliable documents with a single click. They will therefore never be short of educational materials or sources of knowledge.

1.1. The allocation of ICT in the teaching-learning process

It seems obvious that from a pedagogical point of view, the presence of ICT can only be justified if they bring real value to teaching and learning. It therefore seemed relevant to us to draw up a non-exhaustive list of the different contributions of ICT in the teaching and learning of English as a foreign language:

1.1.1. For teachers

ICT are tools for creating activities that allow the teacher to focus on the creative side of his teaching, detect quickly the weaknesses of a learner and to remedy them by proposing a personalized pedagogical progression. They give it a new role in the classroom, insofar as the teacher is not the only holder of knowledge.

These devices equally encourage the teacher to question his pedagogy and to relieve himself of the most repetitive tasks usually carried in the class, but above all, ICT promote a varied and attractive presentation of information so that neither the teacher nor his learners risk getting bored during the acquisition of the lesson.

1.1.2. For learners

ICT are a factor that energizes learning (fun aspect, interactivity, and competition), they promote the individualization of rhythms and content in a heuristic approach by granting free access to information and knowledge. One of the greatest contributions of ICT in the field of foreign language teaching is that they reinforce learners' motivation by establishing new types of communication that require learning more activity and providing significant assistance in the development of autonomy.

ICT are devices that help stimulate reflection thanks to the speed of its reactions eliminating any break in an analysis process, better still; it is likely to initiate a research dynamic. They also offer the learner differentiated aids and allow him to develop his own learning strategies. Finally, it is important to understand that the contribution of new teaching technologies must be conceived on a more qualitative than quantitative level.

2. ICT and motivation

In his article "the impact of ICT in teaching" Harrison ((2001) emphasizes that it is not easy to identify the real effects of ICT in teaching and learning but including to the general observation, the new technologies participate in the motivation to learn, especially by the fact that they correspond well to the diversified pedagogical strategies centered on the learner.

According to the latter, «ICTE would increase motivation, individualize learning, respect cognitive profiles, make learning more fun, more attractive, more interactive. These statements carried with them the belief that the introduction of technologies into teaching practices would facilitate learning in an almost automatic way. » (Harrison, J, 2001, p 96).

Indeed, the use of ICT in the teaching-learning process, considerably promote the motivational increase of learners through a transfer of interest from the tool to the object of learning. In addition, the ICT therefore presents many possibilities for teachers wishing to experiment with activities to help EFL learners.

2.1. Promote the use of ICT in the teaching/learning of English as a foreign language

Learning is an improvement of knowledge and skills, which requires optimal conditions to achieve it, for this reason for most teachers, ICT could present the digital workspace that can promote pedagogical support and continuity. By creating more motivating and meaningful learning, a favorable atmosphere for better learning the foreign language.

Indeed, multimedia allows for more interesting and sometimes playful teaching thanks to the use of software. It can be considered as a motivating factor for learners; because thanks to multichannel, it places the act of learning in a more playful and lively context than that provided by more traditional teaching.

Moreover, multimedia can facilitate, in an authentic way, a multitude of possible exchanges and the plurality of communication situations in a foreign language. In this case, it is likely to enlighten a learner on discursive and cultural practices in the target language.

According to Robley (1988, p 137): “the Internet is an inexhaustible source of varied authentic documents, accessible worldwide and therefore serves the practices of a class which appears the need to collect new documents each time according to the themes chosen by the learners”.

2.2. Improving the level of learners through ICT

Language teaching has always been interested in ICT media, because they potentially offer several advantages for learning foreign languages and promote in the learner a new way of acquiring knowledge.

In addition, these tools make it possible to carry out collaborative and cooperative work. In this case, the interactions between the learners generating an important source of motivation therefore the learning will be subsequently oriented from the start of a skill towards skills, according to H. Gardner « the motivation to develop other types of intelligence, to solve problems or produce goods that have value in a cultural or collective context » (1992, p 74).

The development of technologies in the field of training leaves no learner indifferent; in addition, learners learn more in courses that offer a good pedagogical and didactic application of ICT than in more traditional ones. In this case, ICT can participate in the evolution or deterioration of the learners' results.

There are many online educational resources, for English as well as for other major languages. There are many sites that allow students of different ages or levels to test their oral comprehension skills in English as a foreign language through the tests offered online (quite substantial sets of resources, learning activities, and advice).

Overall, there is a correlation between the use of ICT and the improvement of language skills, moreover, it has stimulated, motivated and activated the practice of the target language.

3. The influence of ICT in the motivation of learners

The motivation of the learner is mainly centered on the degree of awareness of the latter on the importance of the knowledge to be acquired within the class and their relationship with

real situations of their experience. Nowadays, the world requires the use of technological devices in the field of education for an effective teaching-learning process. (Paper, 1993). So in order to avoid the use of traditional textbooks, ICT have become a new learning system aimed at increasing the motivation of learners. The two major aspects, on which the use of ICT as a means of motivation is based on, are age and gender:

The first factor is a variable that can change the perception of ICT for learners, because the older they get, the more their motivation to use these devices increases. Indeed, For example, learners at the university have already developed an awareness of how to use ICT in their transition from the period of adolescence to the period of adulthood, by doing presentations and research in their previous course. Students in this period are also more willing to use all what can be available to them in their studies as a means not only for developing their skills but also to keep in touch with their classmates through internet. In this case, using ICT becomes a tools for students to develop their interpersonal relationships, a way to coordinate and cooperate at the level of the homework assigned, and the presentations they make in the classrooms.

The second significant factor in the use of ICT within the class is that of gender. Indeed, being a woman or a man can influence the way in which these ICT will be exploited. Generally, men are more motivated to use technological assets and therefore, women try to reach them in order to be as competent as them. Which will create a group dynamic and competition spirit between the two genders, inducing to increase their interest in the lesson to be studied.

As a result, we notice that ICT contributes to the development and improvement of the student-centered learning model. The latter depend on his cultural context, which allows him to make good use of these means in the classes in order to achieve his learning objectives. It also depends on personal needs, which are a fundamental element to motivate him to master a given knowledge. In this sense, we can say that ICT are one of the essential factors for increasing motivation in learning EFL. That said, the use of these advances in EFL classes provides high self-esteem (Mumtaz, 2000), it allows the learners to have a positive image of themselves because they believe that by learning through ICT, they have more opportunity to develop their own skills without depending on their teacher, which creates in them an awareness of autonomous learning.

4. The impact of ICT in enhancing the learning process

With the fast evolution that technological progress has brought to the world, the role of the teacher is not only to teach but also to educate. The ICT intervene at this point in order to provide the latter with all the elements necessary to get their message across as effectively as possible.

Indeed, achieving certain previously worked out objectives is one of the goals that the teacher and the learner seek to achieve, such as for an English teacher, making his student able to speak fluently in English or ensuring that the class is motivated to learn a foreign language, is one of his top priority. This is why the installation of ICT as a device in language classes is fundamental because it can not only improve the learning process but also arouse the interest of the students and promote interaction within the class at the level of the teacher- learner relationship and the student-student one.

The use of ICT is an intrinsic motivation for teachers, the aim of which is to make the material used for teaching more fun. This helps them to develop their pedagogical skills and to become more innovative and creative because ICT will be an integral part of their personal motivation. In other words, the more they are open to new technological strategies, the more they will find other possible ways to exploit these assets in the classroom, and improve their ability to teach effectively and appropriately. Moreover, when they find positive feedback from their learners, their intrinsic motivation will be higher than ever because they notice that their efforts have paid off.

Therefore, when both learners and teachers are motivated, they can both collaborate, thanks to the influence of ICT on their determination, in order to ensure that they succeed effectively and adequately in the teaching-learning process. That is to say, if the teacher provides his learners with workshops on how ICT should be used, he will not only install new technological skills in them but also they will, thanks to him, discover new learning materials in order to break the routine and be more motivated.

Above all, teachers will give an opportunity to the weak elements of the class to discover new learning potentials, which can be beneficial for them, the latter will see him as a facilitator who wants to share his experience with them and provide them by simple ways to learn the English as a foreign language (Sylvia and Hutchinson, 1985). Thus, these new learning devices will make the class a source of fun interaction.

Conclusion

The contributions of integrating ICT in the teaching/learning of English as a foreign language are considerable, precisely on the motivation of learners and the improvement of their level in EFL. This is what we try to see in the following chapter devoted to the use of new technologies at the university level. We are also trying to measure the impact of ICT in the English department.

Chapter three
Experimentation and analysis of the
obtained findings

Introduction

The third chapter is reserved for the two experiments, the analysis and interpretation of the results obtained to deepen our research work and in our objective to know the degree of motivation through the exploitation of information and communication technologies in education, subsequently to develop their language and communication skills.

1. The questionnaire

1.1. The objectives and the description of the questionnaire

The survey instrument used is a questionnaire, aims to determine the current state of the use of ICT in the teaching-learning of English in the EFL class. It also seeks to determine the learning habits and expectations of students, so that ICT can be better integrated into the teaching-learning of English as a foreign language in universities.

The questionnaire contains 10 questions, 8 closed and 2 open, in order to know concrete opinions on the ground and the experiences of students on the integration of ICT in EFL class.

1.2. Presentation of the sample (age, gender, location)

This survey was presented to 30 English students in the English department at the University of Mohamed Bachir El Ibrahimi - Bordj Bou Arreridj. They represent the first year master level. As for the division by sex, they are distributed as follows: 20 female students and 10 male students, aged 21 to 24 years old.

1.3. Analysis of the questionnaire:

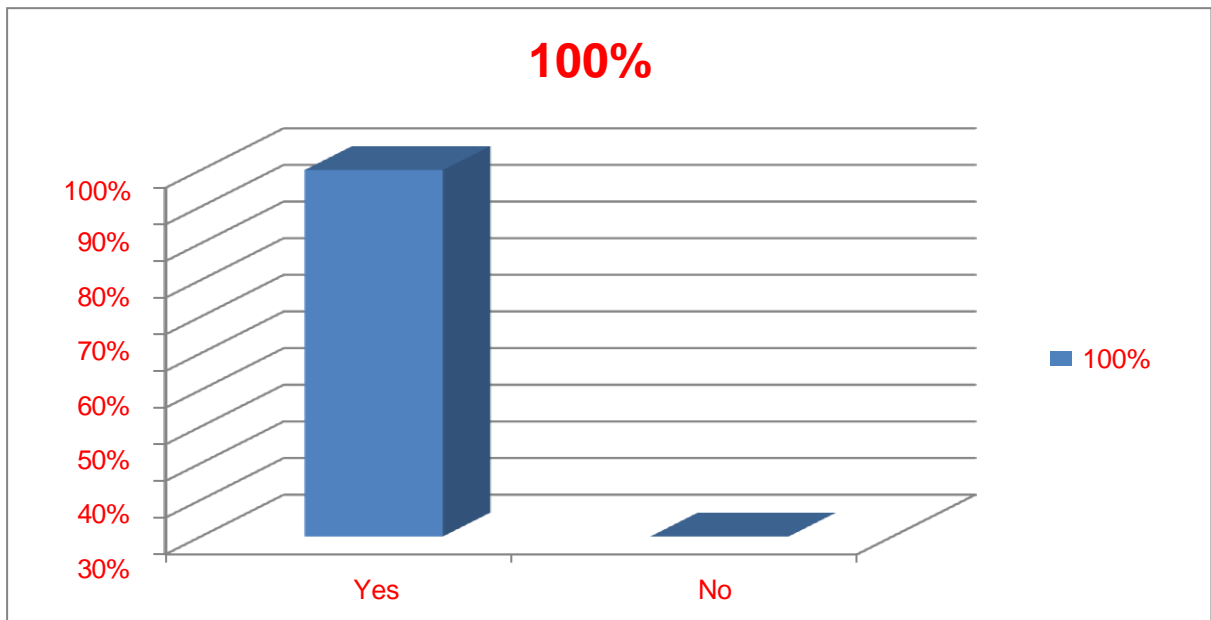
Question 1:

- Do you appreciate the use of ICT in your studies?

Through studies and field responses, we have found the following results:

Yes	No
30	0

Thirty students work daily on the computer tool and the answers correspond to the following graphic:



From the answers of the students, we found that the absolute majority of students like to work and use TIC media in their studies and research, for this, we can say that new technologies are part of their daily life.

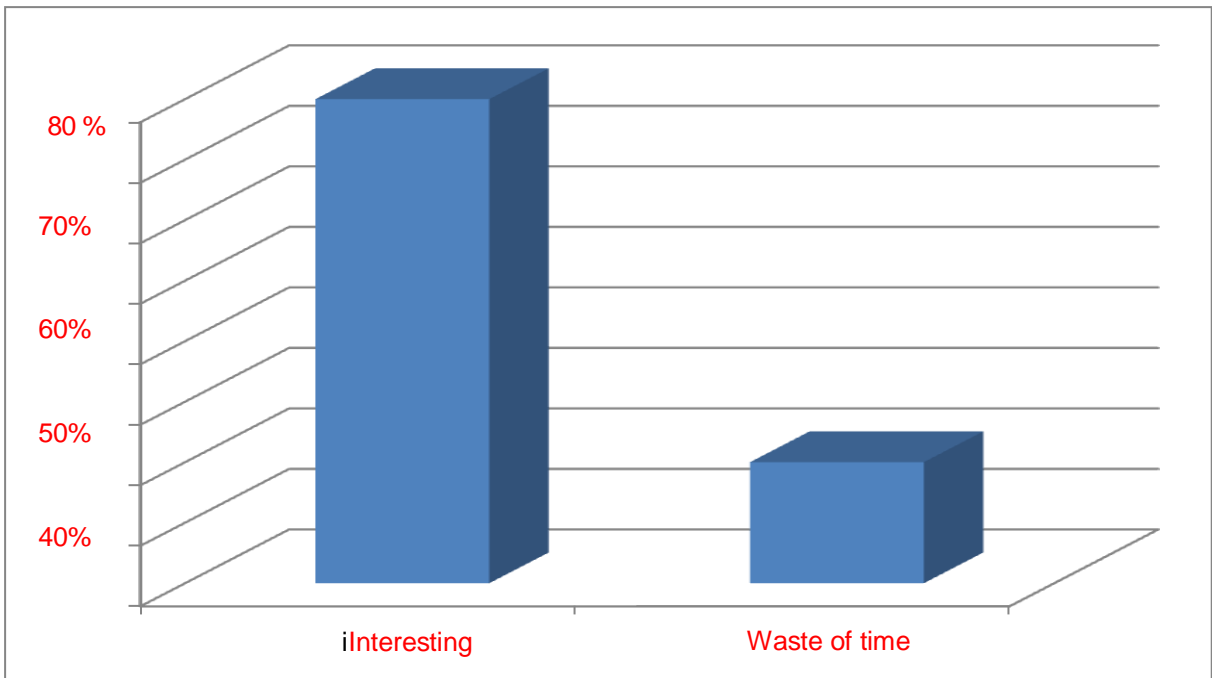
Question 2:

- How did you find this experience?

The results were as follows:

Interesting	Waste of time
24	06

Graphic Representation:



Through the data in the table above, we have noticed that the experience of students who use technologies in their studies is more "interesting". On the other hand, another category sees this experience as "waste of time". With these tools, they get out of the daily routine of learning, moreover, they use new ways to search for information and capture their interests.

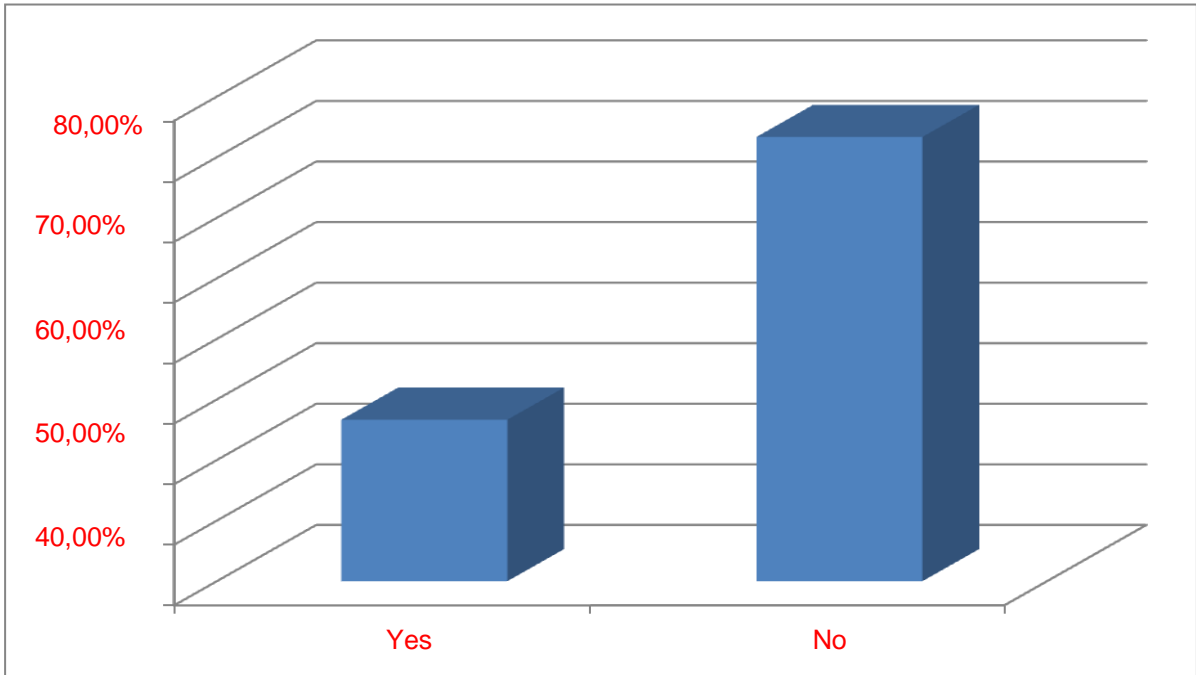
Question 3:

- Does your teacher use new technologies in class?

Responses from our informants:

Yes	No
08	22

Graphic representation:



This means that most students have never seen the computer equipment used in the classroom by the teacher to give a course in EFL. Since the material is "hardly accessible" or "absent" in the establishment.

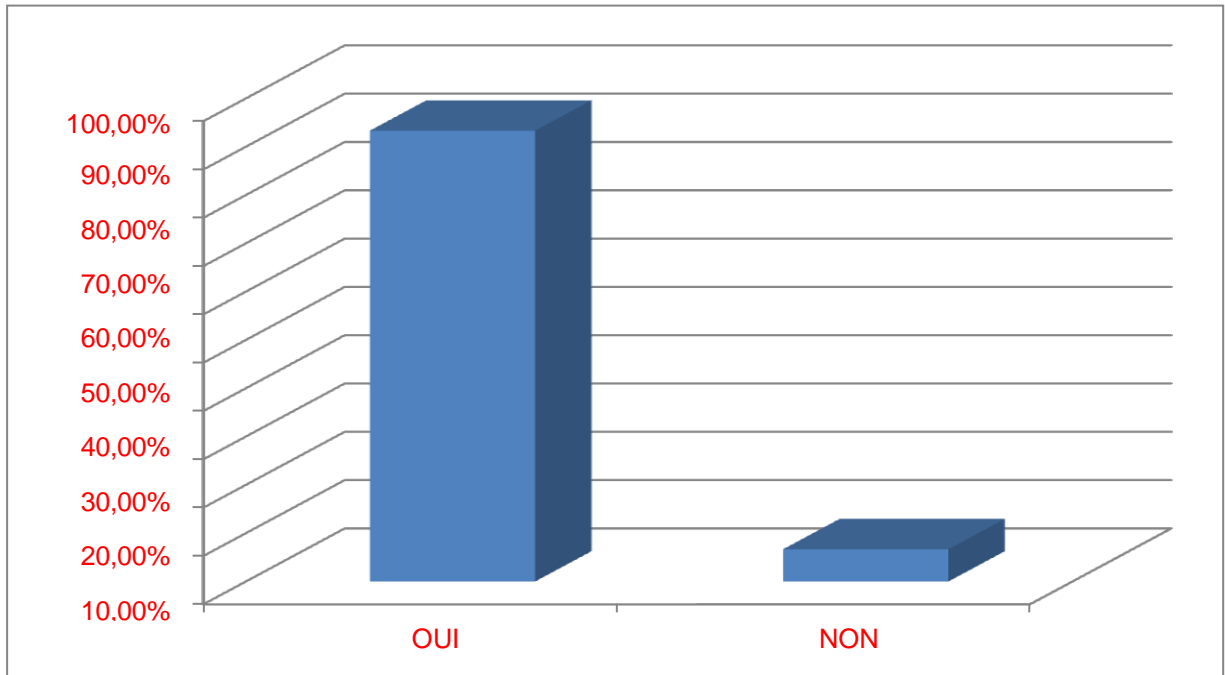
Question 4:

- If not, have your teachers offered to use the tools in your learning?

Answers:

Oui	Non
28	02

The results obtained are interpreted in the following graphic:



From the results, the majority of students (28 of them) say that their teachers offered them to use new technologies, and only two said no.

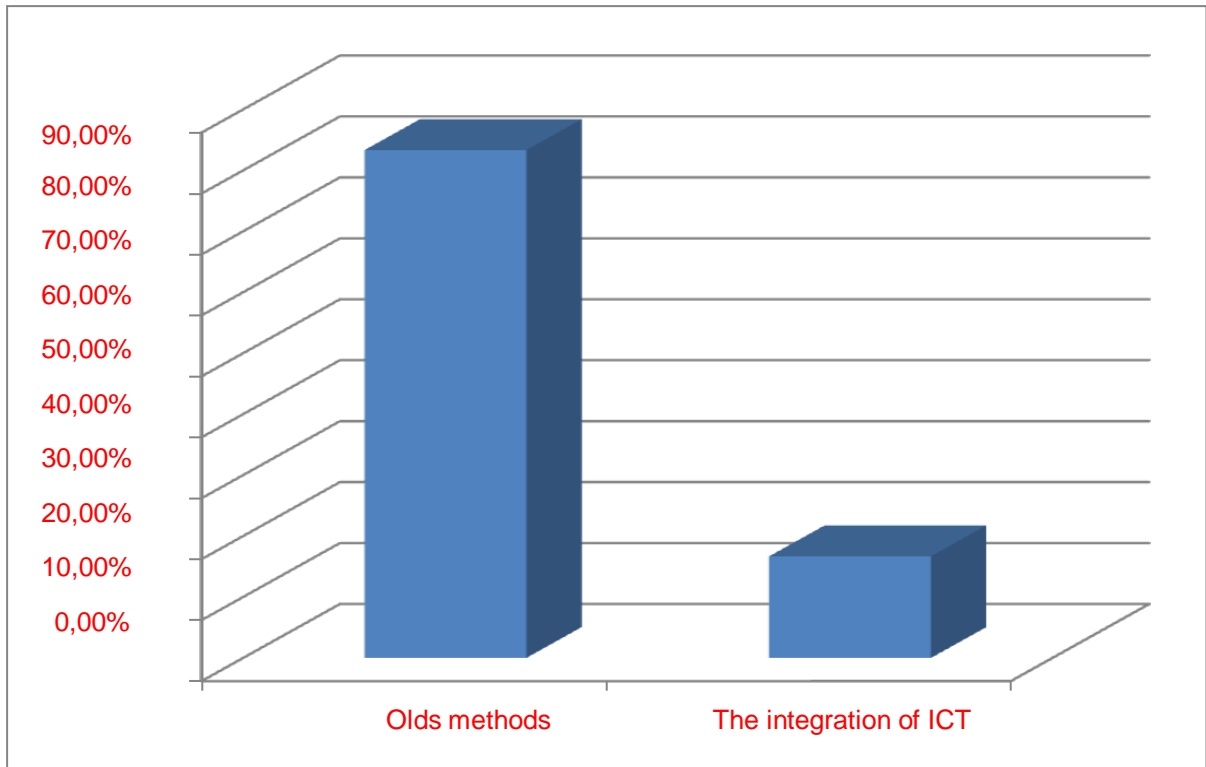
This can be interpreted as a good result, because the teachers have proposed and provided effective educational sites in English as a foreign language in order to prepare their lessons. In addition, they also advise students to use these means in their learning of any foreign language.

Question 5:

- What do you think is the most appropriate method?

The traditional methods	the new reforms and the integration of ICT
05	25

Graphic representation:



The majority of students agree to learn English by the modern method and the integration of TIC supports because it is more effective. This method allows access to learning and information outside and in the classroom. The others find difficulties in using these means, either because they have become accustomed to old methods, are not familiar with the teaching environment integrating ICT or because ICT media are often not used for those types of courses.

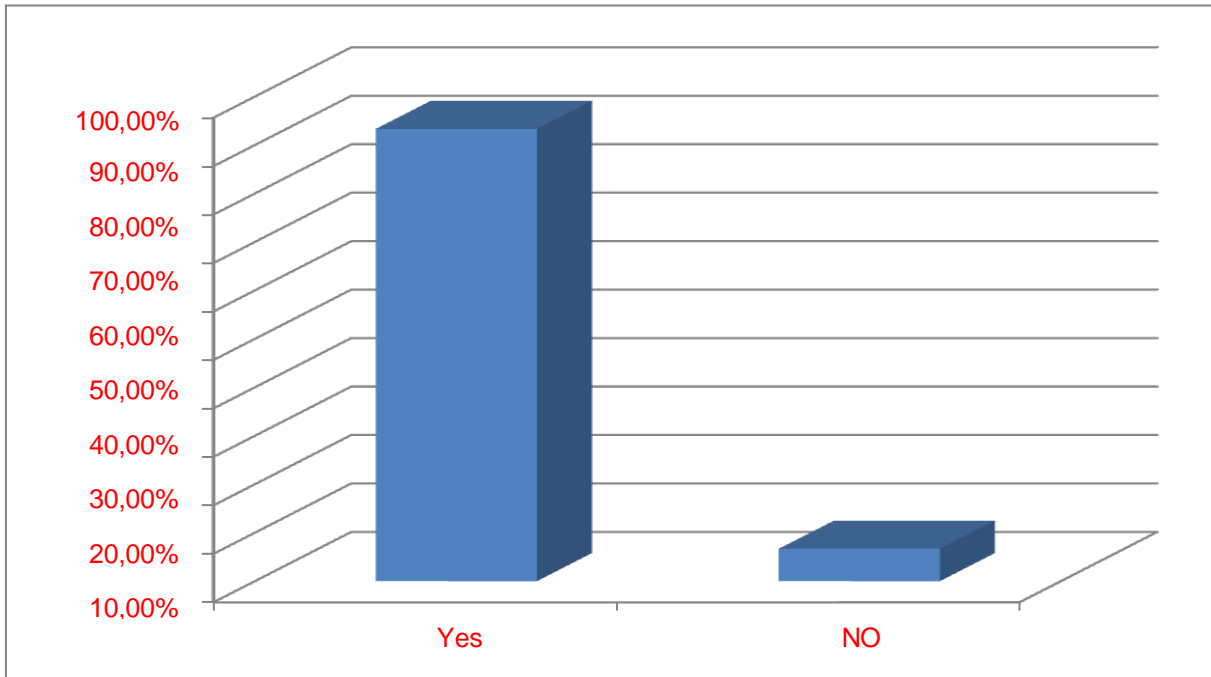
Question 6:

- Do you think that ICT tools could develop your skills in English as a foreign language?

The results were:

Yes	No
28	2

Graphic representation:



According to the answers of the students, we noticed that the majority of them are confident with the effectiveness and the advantages of the TIC tools for their learning in EFL. Some of them say that the TIC supports can contribute to develop their oral skills and written in English, they believe that they can play a complementary role to the textbook, by offering authentic supports and unlimited resources for the culture and the real situation in English.

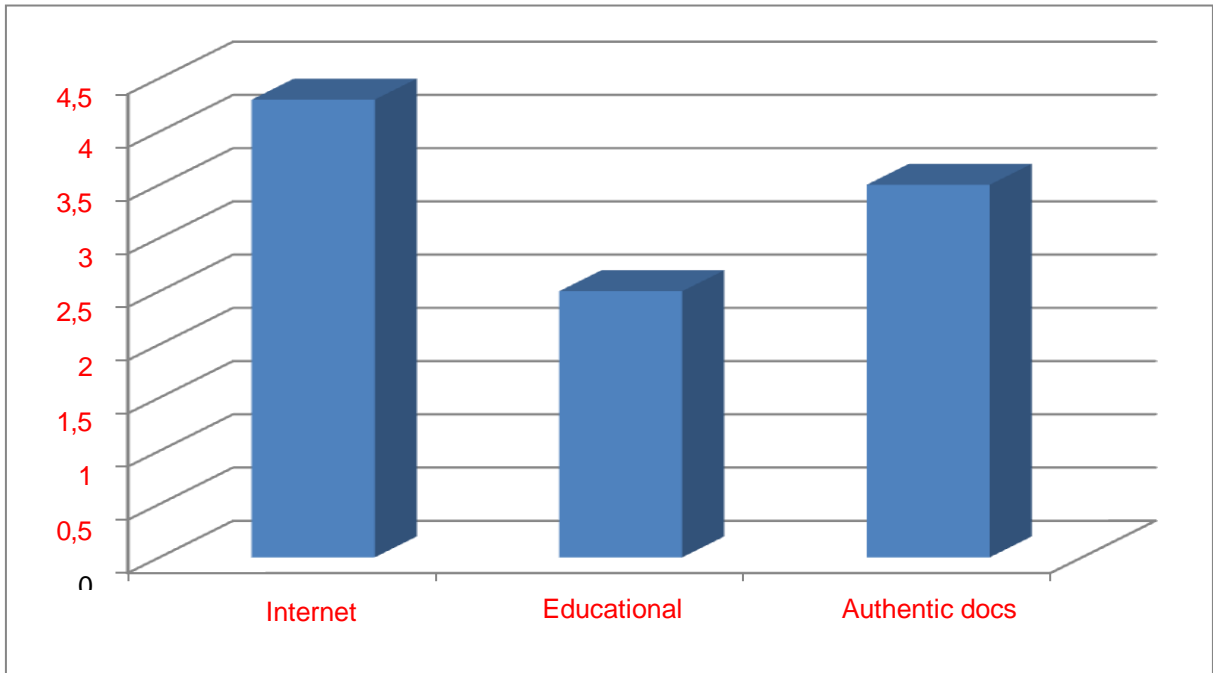
Question 7:

- Among these means, which are the most used in your learning of English?

The results were as follows:

Educational CDs	Internet	Authentic documents
03	22	05

The graph below shows the rate of results obtained for each answer:



According to the answers and the analysis of this question, we found that the Internet is the most used application by twenty students of those who answered the questionnaire, five others use the authentic documents, as for the last 3 learners, they use educational CD-ROMs. In general, these tools have potentialities that can facilitate the task. Thanks to the internet, students can easily exchange or share resources and experiences with their teachers and fellow students.

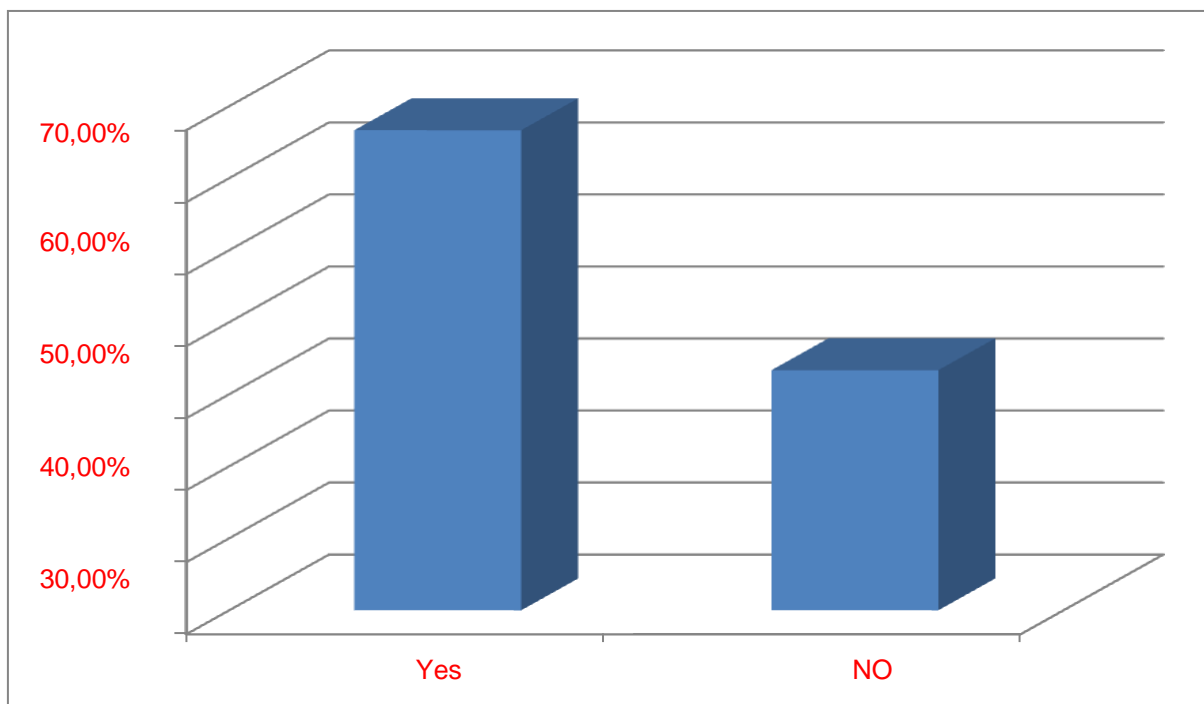
Question 8 :

- Do your teachers have training in using these means?

The results obtained are:

Yes	No
23	10

The results are interpreted in the graphic bellow:



The students said that more than half of the teachers have very good computer skills, 23 teachers know how to use ICT tools properly, and the others necessarily need more information and guidance.

Question 9:

- What is the contribution of ICT for students in EFL classes?

The students are unanimous that ICT is an effective tool to be encouraged to develop knowledge, to present research work, the availability of educational documents, authentic resources for the English classes.

ICT helps students in the search for information and communication between them and their teachers. It is also a means of motivation.

Question 10:

- Are you with or against the integration of ICT in your learning? Why?

Most students agree to learn English through the use of new technologies, moreover, it is a good idea, these means are beneficial and can facilitate their learning. They also think that the integration of ICT is “indispensable” and “useful” for all kind of learning.

1.4. The interpretation of the obtained results

From the results obtained with the students, we found that most teachers in the English department do not use new technologies in the classroom.

That is why we attended two oral sessions, one without the use of computer tools, and the other by integrating these technological means, in order to show the effectiveness of the use of ICT in the teaching/learning of English as a foreign language.

1.5. Comparative study of two sessions with and without ICT

Thanks to the direct observation technique, we observed and took note of:

- Before the exploitation of these means, the class was like a closed framework, which has laws, very limited rules, where the student did not feel the freedom to express his ideas, to give his point of view. The teacher takes all the responsibility in the class, he is considered the only source of information, because he monopolizes the word, explains and the students listen to him, so they are passive actors in their learning and there was almost total absence of verbal exchanges between teacher-learner, learner-learner. In addition, the session was tedious, very long for the ability of old acquisitions: reading, writing, commenting, understanding by traditional means on the part of the teacher.

- This situation of acquisition has little advantage, because it applies to the whole class as a homogeneous whole, as there were no differences between the students. As well as the student is not put in real situations and learning is considered a synonym of memorization.

- In the second session where computer tools are well exploited, the media coverage of the class gave a new vision of knowledge and attracted students to these new practices.

- The mediatized device makes it possible to modify the usual tasks of the teacher; he played the role of a tutor in class.

- ICT are a factor that energizes learning that will take the student out of this usual framework and his confinement, he will actively participate and analyse. He is not a passive learner; he is the master of his own learning since he thinks and counts on himself and seeks to use the tools himself to create and develop content, i.e. produce his own knowledge (they allow work in autonomy, motivate learners and value their work).

- ICT plays a role more particularly in the development of interaction and exchange in EFL class. Because without interaction we cannot speak of a language class.

- This situation of integrating ICT respects the heterogeneity that exists in the EFL class through creative tools, different activities.

From the results of this comparison, we can say that the introduction of ICT in the teaching/learning of English represents a positive factor, to arouse and strengthen motivation among students and to improve their level.

2. Class Observation

2.1. Observation grid

Animation of the session by the teacher	Student conduct and aptitude	Equipment		
		voice	image	External Intervenant

2.2. The conduct of the experiment

As usual, we attended our classes. However, today there is a change and a difference in the module “Educational psychology” with the teacher. Bachir SAHED, we did the course in a tidy and very wide room. The session devoted to a specific activity with computer equipment that changes the daily routine of the class.

After turning on the computer and plugging it in with the data-show, the learners have taken their places, and the teacher says now we are watching two videos that present two parts of a film. Then I asked about the movie that we are going to see.

The students were attentive and fixed their eyes directly on the projection, which presents part of a film. There is a passage from the teacher to do and give the content of the course, and to facilitate the task and the understanding of the lesson. In addition, there was a

remarkable concentration to listen to the film and answer the teacher's questions, so everyone was calm. When the video is over, the teacher asks questions and the students answer and participate to build a lively debate with the teachers or among themselves.

After the teacher turns on the second video, like the first time the students have paid their attention to understand what the video presents, and the teacher helps them to understand the lesson.



2.3. Analysis of findings

We found that the possibility of using computer media in class seems to have triggered a desire to attend the course and in addition to follow attentively throughout the session. This allows important work on the language, since the students create a space for conversation, all thanks to the effort of the teacher to help the students and the creation of databases.

As part of this active activity, the computer has proven to be an instrument that facilitates the understanding of students and their interests in ordinary times that are not focused on the course.

In addition, the playful appeal of computer support and the change of location broke the often-inevitable monotony in language lessons.

This situation allows a direct and more abundant exchange with the teacher through the participation of the students and the interaction between them, higher than the atmosphere of habit. She also had the opportunity to arouse attention and give the floor to the whole class to express themselves.

In addition, the exchange and the debate nourished during the course between the learners and the teacher, which contributed to a good dynamic of class and very rewarding to be able to acquire new knowledge, to promote a more in-depth reflection.

We can also see that the computer tool will make it possible to develop new ways of working in collaboration, interaction and co-construction of knowledge.

Through this observation, we can therefore say that the introduction of new technologies in the field of education really motivates learners. Thus learning English can become a source of pleasure.

Conclusion

New technologies are a very effective means and tools in the teaching-learning path of EFL. Indeed, it is the most important way to arouse motivation and improve the level of students.

Conclusion

Conclusion

To conclude our research work, we started from the main working hypothesis, that the integration of ICT could arouse and strengthen the motivation of learners in language class, in our case in EFL class. These new technologies are becoming an interesting educational support for teaching and learning English as a foreign language. They are understood more as habitual and regular use by learners and teachers engaged in an active and real learning context to support, improve and make more meaningful teachings and learning activities.

The ICT represent by the variety of the supports, which they propose, their modernizing and amusing character, an advance in the field of the learning of the EFL, moreover they lead the learners to support their oral and written skills. It is a new place of learning that allows learners to acquire competences and knowledge and to progress at their own pace and to carry out the tasks requested with pleasure, which gives them the opportunity to put their different skills at the service of the class. In other words, it serves to place the learner at the center of his learning, as an actor in his studies.

Our experimentation has confirmed that the measures that we have proposed can give favorable results for the objective that we have set on the use of TIC supports and how they make a favorable learning atmosphere than the so-called "traditional" one. That is what has proven a remarkable motivation on the part of the learners in class through their interventions, interactions and their participation in the course during the session. Several studies have shown that learning a foreign language is intimately linked to the pleasure it provides, to the playful means that stimulate attention, concentration, curiosity, emotion and discovery.

As well as, the introduction of new technologies in the learning of English as a foreign language has and will change the habits of students, but also the role of the teacher. This change must be seen in a positive light because it will allow an evolution of teaching and learning, by offering new possibilities to each of the actors. We can therefore deduce that technologies must have a place in the classroom. They are great teaching and learning tools that allow interactions, connection with the world around us in real time and the creation of more effective teaching and learning activities.

For this, we have noticed that continuous efforts are made by education actors (researchers, teachers, ministry ...) to achieve integration of ICT in education, and to take advantage of all the possibilities of ICT to improve the teaching and learning of English as a foreign language.

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Appendixes

Learner's questionnaire

Question 1:

Did you enjoy using ICT in your studies?

- Yes
- No

Question 2:

How did you find this experience?

- Interesting
- Waste of time

Question 3:

Your teacher uses new technologies in the classroom or not?

- Yes
- No

Question 4:

- If not, have your teachers offered to use the tools in your learning?

- Yes
- No

Question 5:

What do you think is the most appropriate method?

- Classic learning
- Modern learning (the use of ICT)

QUESTION 6:

Do you think that ICT tools could develop your skills in English as a foreign language?

- YES
- NO

QUESTION 7:

Among these means, which are the most used in your learning of English?

- Educational CD's
- Internet
- Authentic documents (film ...)

Question 8:

Do your teachers have training in using these means?

- Yes
- No

Question 9:

- What is the contribution of ICT for students in EFL class?

Question 10:

- Are you with or against the integration of ICT in your learning? Why?

Abstract

Abstract

1. English

This research aims to examine, from different points of view, the impact of the integration of new technologies on the motivation of students of English as a foreign language (EFL). It is based on two experiments carried out with classes of EFL, in order to uncover the motivation from the perceptions of the students and the direct observation of the class. The aim of these studies is to report on the impact of the use of ICT on the one hand on the motivation of students and on the other hand to develop their level.

1. French

La réalisation de notre recherche a eu pour objectif d'analyser, sous différents plans, l'influence de l'exploitation des nouvelles technologies (TICE) sur le processus motivationnel des apprenants de la langue Anglaise (EFL) au sein de notre l'université Bachir El-ibrahimi - Bordj Bou Arreridj. En effet, afin de répondre a notre problématique, nous avons élaboré deux expérimentations réalisées auprès des classes de 1ere année master, afin pour découvrir la motivation selon la perception des apprenants et de l'observation directe de la classe. Le but à travers notre travail est de mettre en valeur l'impact de l'utilisation des TICES sur la motivation des apprenants mais surtout sur le développement de leurs compétences langagières.