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Abderahmane Mira University of Bejaia

Faculty of Arts and Languages

Department of English

The Impact of Using Information and Communication Technology (ICT) on EFL Learners 'Motivation:

The Case of Second Year Pupils in Ouddak Arab Secondary School

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Applied Linguistics and English Language Teaching (ELT)at Bejaia University.

Submitted by:
Miss. Naima Zarouri

Members of the Jury:

Chair: Dr. Nadia Ahouari-Idri

Supervisor: Mr. Belkacem Outemzabet

Examiner1: Mr. Sofiane Mammeri

Examiner2: Mrs.Sonia Imerzoukene

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Dedication

I dedicate this modest work firstly to:

- *My boyfriend Bellache Naoures*

- *All my classmates and all my best friends*

A special dedication to my family members:

- *My darling father and mother who help me a lot and for their wellbeing*

with me all the time

- *My grandmother to whom I wish long life*

- *My brothers: Fatah and khalef*

- *My lovely sister Assia and her sons: Rayane ,Yanis and her husband Omar*

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I would like to grant a special thank to Mr. Naoures Bellache who accompanied me a long this work

I would like also to thank Ouddak Arab secondary school stuff who accepted me among them to conduct this research .In addition to participant teachers who were very kind in providing me with rich and necessary data for the study.

Abstract

The present study investigates information and communication technology (ICT) use in secondary school English as Foreign Language (EFL) classes and its impact on EFL learners' motivation. This study intends to determine the different forms of ICT tools integrated by secondary school teachers of English in teaching English lesson as well as to explore the relationship that exists between the two research variables: ICT use and EFL learners motivation. It is a descriptive design. The study describes the present situation of ICT use in secondary school EFL classes through the use of case study method so as to gather as much as possible of information concerning the present investigation. For a sake of collecting more information about the issue addressed to this study ,we opt to observe two classes of second year in Ouddak Arab secondary school, in addition to the interview with five(5) teachers of English working in that school. The findings reveal that secondary school teachers integrate different types of ICTs such as: computer, digital projectors in addition to audio and video devices. The teachers use these devices because they found them very useful in attracting their learners to learn. In addition the results obtained showed that the use of Information Communication technology has a positive impact on enhancing second year EFL learners motivation in Ouddak Arab secondary school, as well as the teachers'   positive perception towards integration of ICT.

Table of Content   Pages

General Introduction

Chapter I

Theoretical Background

Section I:

Information Communication Technology in education

Chapter II

Literature Review

Chapter Three:

Methodological Design and Presentation of the Findings

Section One:

Description of the study

Section Two:

data analysis

Chapter Four:

Disscussion, Conclusions, and suggestion for Further Research

List of Tables

List of Figures

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage.

ICT: **I**nformation and **C**ommunication **T**echnology

TEFL: **T**eaching **E**nglish as a **F**oreign **L**anguage

Glossary of Terms

To carry out this study, it is essential to define all the key concepts related to this study:

EFL learners: learners who learn English as a Foreign Language

Foreign Language:

"*a language which is not the NATIVE LANGUAGE of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc.Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.*" (Richards and Schmidt 2002:206).

ICT: according to Anderson (2010)*The term ICT, short for Information and Communication Technologies, embraces the many technologies that enable us to receive information and communicate or exchange information with others* (Andersdon,2010:4).

Motivation: can be defined as an internal state that guide, direct and maintain humain behavior.

General Introduction

1.Background of the study:

Teaching and learning English has undergone many changes in methodologies ,approaches and techniques as well. Beside ,with the advances of technology, It is not necessary to rely only on blackboard and textbook in presenting the lesson .

It is important that teachers use different types of ICT because language education is an area where open-access resources, online courses, social networks based on the different forms of ICT are being more and more used to give learners access to a wide range of information, and enhance their learning . Ledesma, (2005)argue that:

" *learning and teaching for a new generation of young people who are growing up in a digital world, are comfortable with technology, and need their schools to reflect these realities ... It envisions a journey that takes us through learning about ICT, learning with ICT, and learning through ICT* (Ledesma, 2005,cited in Anderson2010

The rapid development of the integration of ICT in education presents both opportunities and challenges for both learners and teachers.

Accordingly ,it is important for Algerian secondary EFL teachers to handle with these challenges and opportunities of technological and pedagogical shifts taking place in teaching English as a Foreign Language(TEFL),in addition , to be aware of how and why ICT can be integrated in teaching and learning English lesson ,as well as its impact on EFL learners' motivation.

2. Statement of the problem and research questions

It is noteworthy that in any language classroom context, teachers tackle many problems. Among these obstacles, the lack of motivation that learners encounter while learning a second or a foreign language. Hence, every teacher of English as a foreign

language (EFL) looks all the time for different ways and strategies of how to increase their learners' motivation to learn.

Therefore, the present study focuses on the learning English lesson in secondary school and the role of ICT in the learning process with respect to learners' motivation. Thus , we are interested in investigating ICT use in secondary school EFL classes and its impact on learners' motivation, In other words, we attempt to find out how can ICT use affect secondary EFL learners' motivation.

This leads us to accomplish our study through asking these three basic questions:

1. What ICT devices do secondary school EFL teachers use in their classes?

2. Why do secondary school EFL teachers use/avoid using ICT devices?

3. What is the relation between ICTs use and learners motivation in secondary

school EFL classes?

3. Purpose of the study

The aims of the present study are: first ,to determine the different kinds of technology integrated by English language teachers in teaching EFL learners. Second, to investigate the reasons behind the use/ avoidance of ICTs by secondary school teachers **.** Finally, to explore the relationship   that exists between the two research variables ;ICTs use and EFL learners 'motivation.

4. Hypothesis

After highlighting our central problem, the researcher hypothesizes that there is a strong impact of ICTs use on secondary EFL learners' motivation.

5. Research Design and Methodology

1. Research design and method:

The nature of the study being investigated determines which method to use. Thus, the present research adopts a descriptive design .It describes the present situation of ICT use in secondary

school , learners' motivation and the relation that exists between the two research variables: ICT use and learners' motivation through the use of case study method .

2. Procedure for Collecting and Treating Data

In order to test our hypothesis and to fit the aims of our study, we opt to use classroom observation and teachers interview as tools in order to gather data. We consider observation as a method to explore and examine what happens in English lesson in secondary school. In addition , we have had interviews with secondary school teachers of English at Ouddak Arab secondary school.

3. Population and study sample

The population of the present study is second year learners at Ouddak Arab secondary school**.** We selected a sample for both students and teachers. For the students 65 of them participate in this research.As far as the teachers are concerned, 5 teachers of English working in that school are selected.

6. Significance of the Study:

This study investigates the impact of using ICT on secondary school EFL learners motivation .it has been the focus of many studies due to its important impact on learners. Hence, its main significance is to describe the present situation of ICT use in secondary school and ICT in teaching English lesson and to provide and to give information about the level of motivation of the learners through the availability or non- availability of ICT tools in education.Moreover, to give the teacher some ideas for how to deal with students who lack of motivation in EFL classroom and to raise secondary EFL teachers ' awareness about the importance of integrating

.

7. The structure of the dissertation:

Our research is divided into four chapters:It starts with a general introduction that deals with the background and the aim of the study. It includes also the hypothesis, statement of the problem and research questions

The first chapter is entitled **theoretical background**. It deals with theoretical framework of our variables. It is divided into two sections: the first section is under the title Information Communication Technology in education .It is devoted to define what is meant by Information Communication Technology(ICT).Then the forms of ICT used in language education . Moreover, the rationale of using it in education. In addition ,it provides with benefits of using it in teaching and learning. While in the second section , attempts to provide with a brief overview about motivation and underline many issues, definition ,the different theories and the importance of motivation in foreign language learning

The second chapter is under the title **literature review** it is a collection of previous studies related to the current issue.

The third chapter is **methodological design and presentation of the findings** describes the methodology used to conduct this research, data collection instruments, and procedure of analysis. It also elaborates research findings of the results obtained.

The last chapter is **discussion, conclusion and suggestions** for further research presents it will be devoted to discuss the results obtained from the research instruments(teachers' interview and classroom observation).After discussing the results, some conclusion will be drawn. Finally ,some suggestions for further research will be provided. Lastly, the general conclusion, it is devoted summarize the major conclusions from this research and their possible implications. It also presents the limitation of the study

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Chapter One:

Theoretical Background

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Introduction

This chapter presents a theoretical background related to the two research variables: ICT use and EFL learners' motivation. It is divided into two (2) sections.

The first section is under the title Information Communication Technology in education .It is devoted to define what is meant by Information Communication Technology (ICT).Then the forms of ICT used in language education. Moreover, the rationale of using it in education. In addition ,it provides with benefits of using it in teaching and learning. While in the second section ,we attempt to provide with a brief overview about motivation and underline many issues, definition ,the different theories and the importance of motivation in foreign language learning .

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Section I:

Information Communication Technology in education

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1. Definition of Information Communication Technologies (ICTs)

ICT is a an acronym that stand for Information and Communication Technology. It can be defined as the use of technology (computer, scanners, printer, projectors, cameras …..etc)in managing, processing ,storing and retrieving information.Anderson2010 provide us with definition of Information Communication Technologies : as:

" *a plural term which is defined as the use of all the technologies that facilitate communication. ICT's are basically information handling tools and a varied set of goods, applications and services that are used to produce, store, process, record, distribute and exchange information"* (Anderson,2010: p13).

2. Forms of ICT used in language education:

Information and Communication technology is an umbrella term that includes any communication device that facilitates communication such as: television, radio, computer. Nowadays information is plentiful because it comes through different sources and this is due to the emergence of ICTs.

The term ICT, short for Information and Communication Technologies, embraces the many technologies that enable us to receive information and communicate or exchange information with others (Andersdon,2010 , p.4). Some of these technologies are:

Computer. Is an electronic machine that processes ,stores and retrieves information quickly and automatically. It consists of two parts: hardware and software. **Hardware** is any electronic part of the computer system that you can see or touch. **Software** is a set of instructions, called a program.

Using a computer in teaching and learning becomes more important because it has many advantages for both teacher and learner, moreover it makes every day activities. quicker. Computer become a ordinary in our daily and professional life. Alsied& Pathan proved that the use of computer in teaching and leaning English language has a fruitful positive results.

Scanner . is a peripheral that reads images and converts them into electronic codes which can be understood by a computer .It helps the teacher to scan the document needed in order to give them to his /her learners.

Audio devices: Web and audiocassette recorders, CDs .They are widely used by modern language teachers,especially in teaching listening skill

Video devices .Videos can be defined as an event or occasion ,that is recorded on video types.

Digital projector. Is an equipment for showing lessons, pictures and watching videos. Teachers generally use a digital projector, in conjunction with a laptop or desktop computer, to project the computer screen image on to a screen or wall. Digital projectors are extremely useful and effective teaching tools that facilitate a range of learning opportunities

Internet. a worldwide network of computer networks through which people can exchange data and communication. Another definition ,August (1995) defined Internet as:" *a worldwide collection of computer networks that serves as a means for communication and global exchange of information*"(August.1995 cited in Kuo.M.M.).The most popular use of the internet.

Google: is one of numerous web tools for searching for information on the internet by entering keywords and getting the information needed.. (Anderson,2010: 8)

. **Wikipedia**: *is an internet-based encyclopedia that is written collaboratively by contributors around the world. It comes in many languages and is free to access.* Anderson ,2010:8)

Skype: *is:" a Voice over Internet Protocol (VoIP) computer application that allows users to make free telephone calls to other Skype users over the internet. If a digital camera or webcam is attached to each computer, individuals can see one another"*.

(Anderson,2010:8)

Facebook :is :"*a free social networking service on the internet that enables users to post personal profiles of themselves, add names of friends, send them messages about themselves and exchange photos*. "(Anderson,2010:8)

The figure below shows different types of Information and Communication technologies:
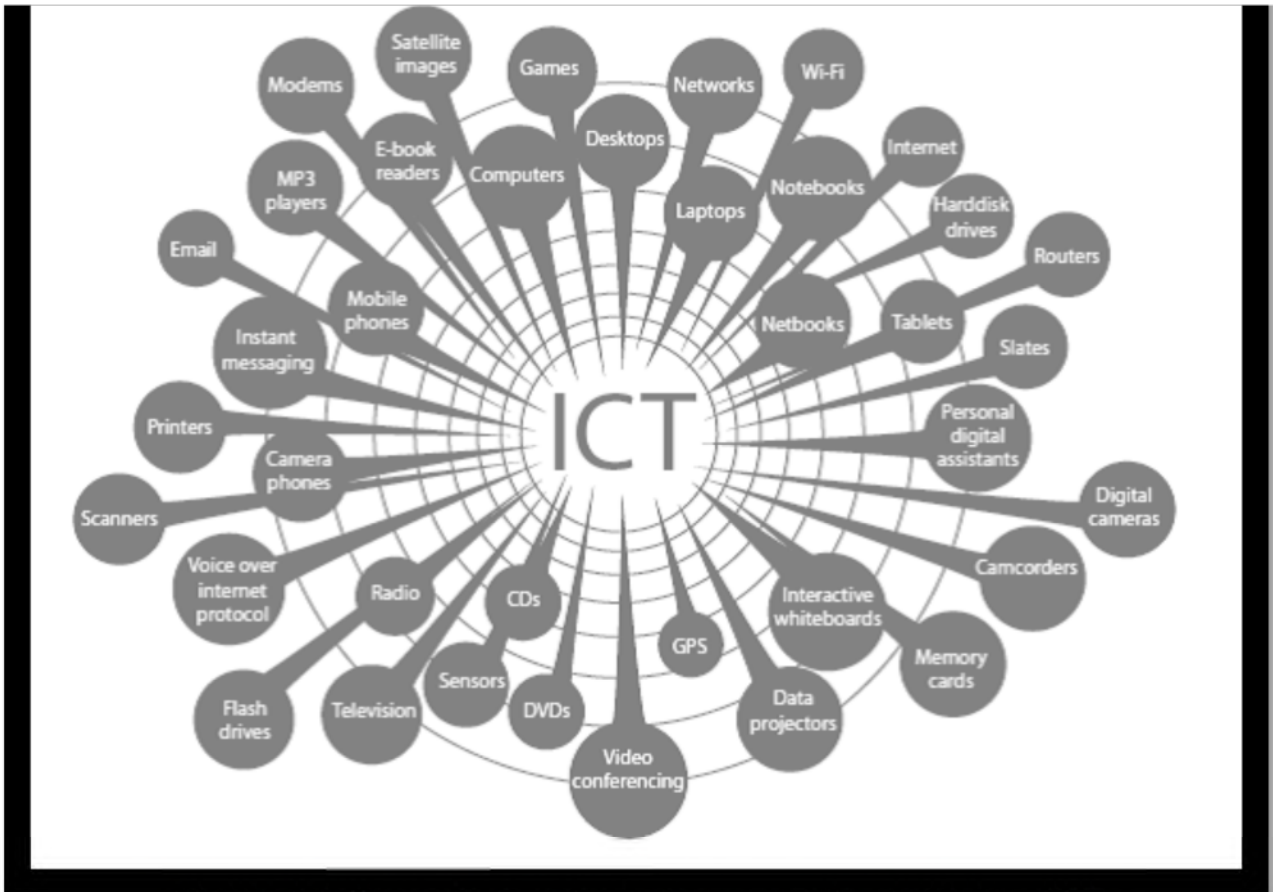
Figure 1.1: Types of information and communication technology (ICT)

3.Rationale of ICT integration in education:

There are many reasons for using Information Communication Technology with foreign language learners .To start with, ICT helps them access to a wide range of information and provide them with all what they need for their learning .Then,it gives them opportunities to communicate with other people outside the world through the use of. After that, it makes the learning more interesting and enjoyable. Finally, it allows learners to discover things through research and relying on themselves and become autonomous learners,since it is learner centered approach.

Hence,The new views of the learning process and the change to student-centred learning together with numerous theories that have educated our understanding of the the nature and the context of learning. Some of the most prominent theoretical approaches include: behaviorist, constructivist and cognitive approach:

The Behaviorist approach. Behaviorism is a traditional approach of learning in which mainly focused on behavior modification with the use of drill and practice" reward and punishment. And it relies only on observable behavior

The Cognitive approach: is a theory that view learning as a process of understanding and internalizing facts and concepts about the world around us, each individual has a unique concept of things based on personal experience. Learning happens when the experiences grow. Cognitive theories attempts to answer how and why people learn by attributing the process to cognitive activity and take the perspective that students actively process information and learning takes place through the efforts of the students as they organize, store and find relationships between information, linking new to old knowledge, schema and scripts

The Constructivist approach: is a theory holding that learners actively acquire or "construct" new knowledge by relating new information to prior experience. It based on students' active participation in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained .As **Jean Piaget** posited that the existing cognitive structures of each learner determine how new information is perceived and processed. Either through **Assimilation** (incorporating into the structure) if the new information makes sense to the learner's existing mental structure, or through **Accommodation** (rejected or transformed to fit into the structure) if the information is very different from the existing mental structure. (. Resta, P & Alexey S 2002: 26).

4. Benefits of using ICT in Foreign language learning and teaching

The benefits of using ICT in foreign language teaching can be grouped as the following cited in (Isisag,K.U.)

1. Capacity to control presentation: This help to make the difference between computers and books .Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures

2. **Novelty and creativity:** Teaching with ICT is not like teaching with textbooks where all classes presenting a certain topic are the same. whereas, in teaching with ICT, a teacher can use different equipment for presenting a lesson and topic are different.

3. **Feedback**: Computers give responses to students` answers through error correction. It Only spots the mistakes and corrects it.

4. Adaptability: a computer can be adapted by teachers to suit their students` needs and level of language comprehension.

There are other benefits in using Information Communication Technology in Foreign Language Teaching and learning can be summarized as the followings:

●The use of ICTs enable students to learn anywhere and anytime.

●It can make EFL learning easy and interesting.

● The use of ICT gives many opportunities for language learners to learn the language individually through using different ICT devices such as computer, internet.

● ICT makes language learning learner-centered.

● The adoption of ICT in EFL classroom can help students to understand more easily the complex issue

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Section II:

Brief Overview about Motivation

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1. Definition of motivation

The complexity of the concept lead many researchers mainly psychologists to define and view it in different ways. In general motivation can be defined as an internal state that

guides and maintains human behavior ,other words the eagerness to know or to do something that pushes people to reach their goal.

According to Gardner (1985) motivation can be the combination of four aspects :a goal plus effort plus a wish for achieving the goal of the language plus a favorable attitude toward the activity. When we hear the term of motivation many concepts come in the mind: goal, interest, desire, satisfaction, enjoinment, drive ,motives, incentive and impetus

Harmer (2001) defines motivation as an internal process that pushes someone to act in order to reach the goal .

Brown (2000) proposed in his book Principles of Language learning and teaching three definitions of motivation according to schools of thought: Behavioristic , Cognitivism, Constructivist since they have seen motivation with different views. The three definitions are summarized in the table below:

The Behaviorist School	The cognitive School	The constructivist School
Motivation is the anticipation of reward or the desire to receive a positive reinforcement.The more we have positive reinforcement; the more motivation is increased.	Motivation has the emphasis on the individual decision in order to achieve a goal	Motivation focuses on social context so as to satisfy physical necessities and to fulfill humain needs, security, identity and self-esteem.

Table1.1: Brown's Three Definitions of Motivation (2000:160,161)

2. Theories of motivation

As far as language education is concerned, many approaches and theories of language motivation exist and full understanding of this complex concept is conditioned by a full understanding of these theories. It includes humanistic theory , self determination theory, socio-educational theory, attribution theory.

2.1. Humanistic theory:

The hierarchy of needs is one of the best-known theories of motivation. Created by the psychologist Abraham Maslow, the hierarchy is often displayed as a pyramid, with the most basic needs at the bottom and more complex needs at the top. Maslow classified the needs into two categories. the first category is deficiency need. It consists of four level: First, **psychological needs**: biological, survival such as food,water Second *safety needs*: security and protection where to leave to avoid danger. Third ***love and belonging:*** need to love and be loved. The last one **self esteem needs**..The second category is growth need .it consists of three levels: first, **cognitive needs** need to know explore and understand ,second, **aesiatics needs** and the last one is **self actualization** need is after achieving the basic needs. Maslow 1954 defined self actualization as:"the desire to become everything that one is capable of becoming." Cited in.(Slavin, R. E. 2003:p309). the figure below :
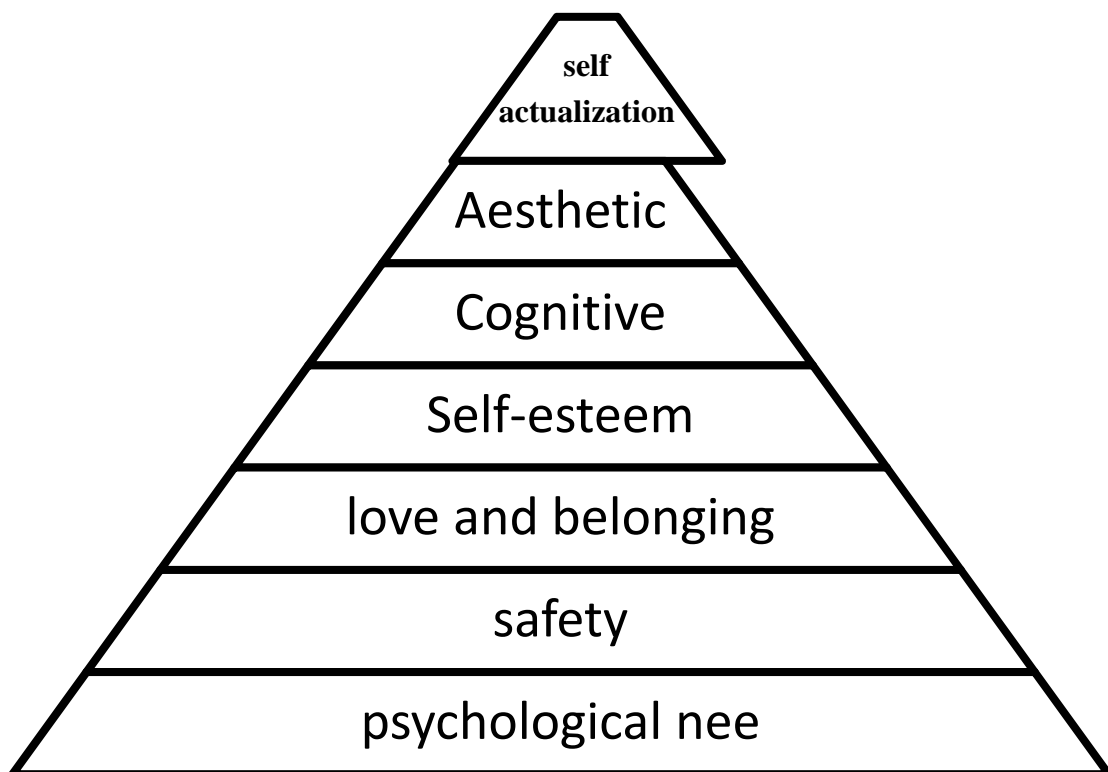
Figure1.2: Abraham Maslow Hierarchy of needs

2.2. Self determination theory

Psychologists Edward Deci and Richard Ryan (2000) developed a theory of motivation which suggests that people tend to be driven by a need to grow and gain fulfillment. The first assumption of self-determination theory is that people are activity directed toward growth.

Three needs are important in educational context: competence, relatedness and autonomy. First **competence:** People need to gain mastery of tasks and learn different skills. Second **relatedness:** People need to experience a sense of belonging and attachment to other people. Third is **autonomy:** People need to feel in control of their own behaviors and goals. Deci and Ryan suggest that when people experience these three things, they become self-determined and able to be intrinsically motivated to pursue the things that interest them

Self-determination theory distinguishes two types of motivation: intrinsic and extrinsic. Hence, the choices of doing something in a certain way lead researchers to distinguish between two types of motivation which are intrinsic and extrinsic motivation. Brown (2000: 162) explains the difference between the two types:

'*Motivation is also typically examined in terms of **intrinsic** and **extrinsic** motives of the learner. Those who learn for their own self- perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.*

(Brown2000:162).

It means that intrinsic motivation comes from internal factors of the learners whereas extrinsic motivation comes from external factors such as reward and punishment.

Intrinsic motivation

Intrinsic motivation: is the first type of motivation. It is based within the individual. It is related to internal factors. It always contrasted with extrinsic motivation. In this type of motivation teachers do not need to motivate the learners to do activities because they have the desire and interest in doing it . As stated by Brown (2000: p164):

'*Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self- determination."*

(Edward Deci1975 cited in Brown2001: p76).

This means that people who do activities because they want to do them this kind of people are intrinsically motivated as opposed to people who want to complete a task in order to obtain external reward as being extrinsically motivated

Another definition given by(Deci,Rayan2000) is that :*"When intrinsically motivated, a person is motivated to act for the fun or challenge entailed rather than because of external prods, pressure, or rewards "(Deci& Rayan,2000).* That is, people do something not to gain external rewards but for pleasure and excitement.

Extrinsic Motivation

Extrinsic motivation: is the second type of motivation. It is created by external factors which refer to the elements that are not related to the learner himself. Brown (2000:164) mentions that "*typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback*" 2000 :164 .It always contrasted with intrinsic motivation. Rayan & Deci (2000) defined motivation as*:"external incentives or force that lead an individual to engage in an activity*.".(Deci&Rayan2000 cited in Chettout, 2013:11). In this type of motivation we usually refer to external incentive which can be defined as objects or events that encourage or discourage behaviors.

Deci and Rayan(2000) proposed four types of extrinsic motivation: The first type is called **external regulation** which comes from external factors such as rewards and punishment. It can be as those activities that are selected to the students by external resources. The second level is called **introjections regulation** ,the source of motivation is internal to the person. it is the reason that pushes people to do activity . The third types is

identification regulation :learners do activities because they identify that it is vital for them. The fourth and last types is **integrated regulation**.Deci and Ryan (2000) differentiated all categories of intrinsic and extrinsic motivation with what they coined "Amotivation". They defined **amotivation** as "*a state of lacking an intention to act*" Deci and Ryan (2000:61). In other words,it is a situation in which people see no relation between their actions and the results of those actions. In situations ,learnerss have no extrinsic or extrinsic reasons behind doing a given activity.

Rayan& Deci(2000,61) propose a diagram entitled Taxonomy of Humain motivation in order to make a clear distinction between the types of motivation:Intrinsic & Extrinsic motivation and amotivation. These differences are shown in the next Figure.

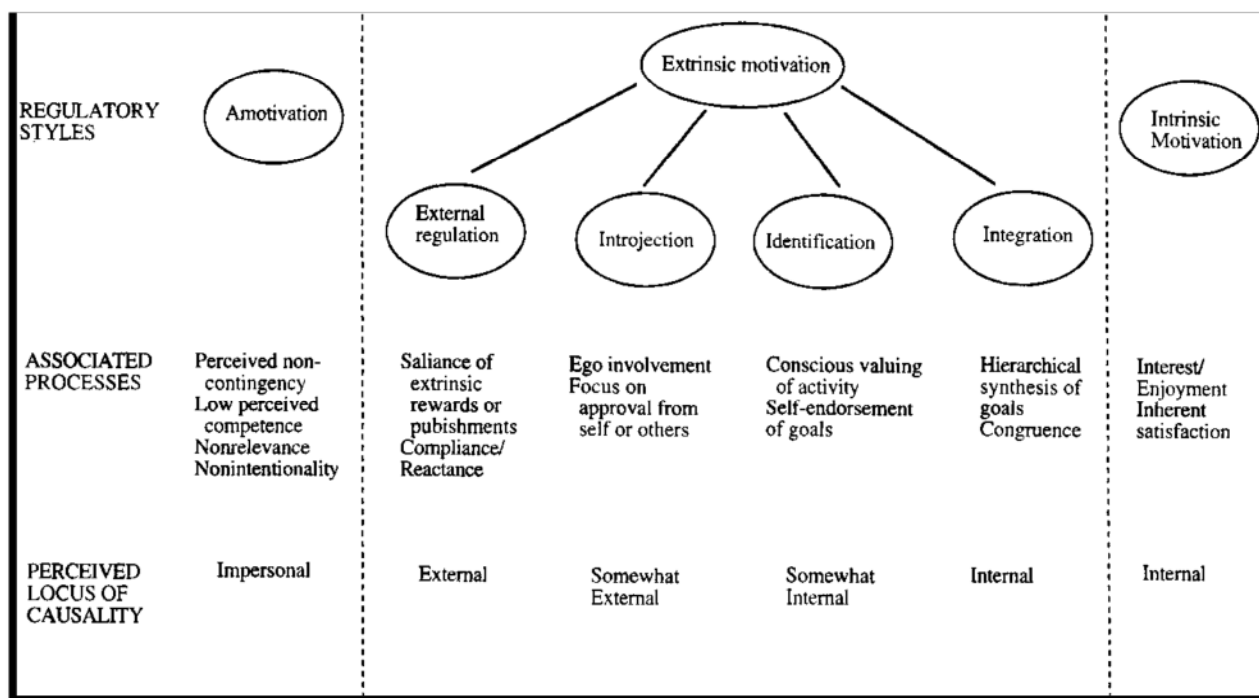| REGULATORY STYLES	Amotivation	Extrinsic motivation				Intrinsic Motivation
		External regulation	Introjection	Identification	Integration	
ASSOCIATED PROCESSES	Perceived non-contingency Low perceived competence Nonrelevance Nonintentionality	Saliance of extrinsic rewards or pubishments Compliance/ Reactance	Ego involvement Focus on approval from self or others	Conscious valuing of activity Self-endorsement of goals	Hierarchical synthesis of goals Congruence	Interest/ Enjoyment Inherent satisfaction
PERCEIVED LOCUS OF CAUSALITY	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

Figure.1. 3: taxonomy of human motivation.(Deci and Rayan,2000p 61).

2.3. Socio-educational theory:

Gardner (1985) establishes a model of motivation in second language learning called socio educational modal. It is concerned with the reason behind the learners learning a language, not all of the students have the same reason for learning, it deals with individual

differences. Hence, the reason for which the learner learn a second or foreign language lead us to another distinction between two other types of motivation : integrative and instrumental motivation.

This distinction is usually made in second language learning. Accordingly, many researchers investigate the effect of motivation in second language learning. The most important and known research in this field is the one that made by Gardner and Lambert(1972).They carried out a research in second language learning about learners motivation and identify two kinds of motivation instrumental and integrative which rather called it "orientation "Brown shed a light to this identification. "*Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of what Gardner and Lambert at that time identified as "instrumental" and "integrative" motivation.*(Brown,2000,162). And he also made a difference between the two orientations:

"*The **instrumental** side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. The **integrative** side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group.*"

(Brown ,2000:162) .

It means that learners who want to learn a language just to achieve a career goal as being instrumentally motivated. Whereas, the learners who want to study a language so as to integrate themselves into the culture of that language

Instrumental motivation

As we have seen before, motivation to learn a language can be integrative or instrumental. Instrumental motivation can be defined as the use of language as an instrument to reach a particular goal. For instance, many people choose to learn English at the university,

but not all of them have the same reason. One may study English because he/she needs it in his/her future career. Another learner chooses to study English because it helps him or her to get a job.

Integrative motivation:

As opposed to instrumental motivation which is the use of language as a means to accomplish a goal. Integrative motivation might be defined as a desire to learn a foreign language in all its aspects especially the culture of that language in order to integrate in the society and to settle in a community. As we have seen before the example of choosing to study English at the university and in this case for other reasons, some students want to study English in order to go in foreign country because they are influenced by that culture while other people want to study English so as to meet and converse with varied people and to feel more at ease with English speakers and may be also to study or understand the British and American literature.

2.4.Attribution theory

Bernard Weiner was the founder of this theory. Attribution theory can be defined as how individual explain success and failure in their lives. According to Weiner, all cause for success or failure can be characterized in terms of three dimensions: the first dimension is **locus of control**: it deals with whether the location of the cause is external or internal. People may succeed or fail because they believe that is cause is derived within individual, or because of external factors. The second is **stability** it concerns if the cause is stable or unstable, if the cause is performed in another occasion or situation it stable, whereas if the cause is likely to be different it is unstable. The last dimension is **controllability** deals with whether the cause can be controlled or not.(Slavin, R. E. 2003:310).

3. The Importance of Motivation in Foreign Language Learning:

Motivation is among the causes of the success or the failure in learning, if the learner is motivated to learn he will succeed whereas if he is unmotivated he we will fail.

Therefore, motivation is considered as One of the most important factors in the learning process. Motivating student to learn is not an easy task because of learners differences so the teacher should think wisely about the ways and the strategies that best suit the learners' need in order to be motivated.

In language teaching researchers focus on the importance of motivation in EFL classroom Thus (Bown,2000:p160) shed the light to this importance :'*Motivation is probably the most frequently used catch-all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation"*. (Brown2000:160).Moreover, motivation either in language learning situation or in second language acquisition context, learners' motivation play the most important role. (Madrid et al:1992)

Conclusion

It has been possible, in this theoretical chapter, to provide with a theoretical background of our research variables .The two variables have been separated into two sections. So in the first section we have seen the different forms of Information Communication Technologies (ICTs) and the rationale of integrating them in language education. Furthermore, we have discussed the benefits of using it in teaching and learning. Hence we have got an understanding about what is meant by ICT .In the second section , we have defined motivation, and hinted at the different theories of motivation. Finally, we have discussed the importance of motivation in foreign language learning.

Chapter Two:

Literature Review

Introduction

To better understand the impact of using Information Communication Technologies (ICTs)on secondary school EFL learners motivation, it is helpful to review the literature of the studies that have been dealt with before by many researchers who conducted their studies focusing on this topic. Thus, the previous chapter exposed the theoretical aspects related to the main research variables : ICT use and learners' motivation and the present chapter which is entitled literature review attempts to review the different pertinent works conducted on the topic

ILTER,B.G (2009)explores how technology be used to increase students motivation in EFL classroom. The aim of this study is to help learner's with low level of motivation and introduce the effect of technology for a fruitful foreign language classroom. The researcher uses a questionnaires as a tool for collecting data. The population is selected among Akdeniz University Preparatory Classes in the academic year 2007-2008. 350 students involved in this research:198 from natural sciences departments and 152 from social sciences departments.186 of them were male and164 of them were female students.The study shows that technology was a dynamic and challenging motivating factor in EFL classrooms. Then, female student use technology in the classroom more than male students, after that ,most of the students using technology increase their motivation. Finally, we can say that students can be more motivated with ICTin EFL classroom.

Ziden et al (2011)who examine the effects of ICT use in Teaching and Learning on students' achievement in science subject in a primary school in Malaysia. The objective of this study is to identify the relationship between the Information and Communication Technology (ICT) use in teaching and learning towards the achievement of primary school

students in Science subject. A researchers select 100 respondents s Year 4 students at primary school in Butterworth, Penang, Malaysia. Quantitative approach has been used in this study. Students were classified into two groups namely the experimental group (teaching using ICT) and the control group(teaching without using ICT). The t-test showed higher value for the Treatment Group as compared to the Control Group. The result reveal that ICT use in teaching and learning increased Science subject in the primary school. This study also attempted to determine the differences of achievement between the female and male students in Science subject. Both male and female students showed improvementin their learning outcomes. However, the male students revealed higher level of achievement compared to the female students. The findings indicate the positive relationship between ICT use in Science lessons and the students' achievements

Moustari (2012):examines the effect of using ICTs on teaching" EFL" learners. The objective of the study is to examine the effectiveness of ICT in teaching EFL learners.
Three research tools(questionnaire for teachers, interview for pupils and an experiment) used in this study to gather data.The population of this study is first year AMIROUCH middle school pupils of Batna.The result shows that using ICTs in EFL classroom is very successful

Das & Banerjee (2014) investigate the impact of ICT on science learning to enhance motivation of secondary level students. The study is conducted on one hundred (100) secondary school students of West Bengal government aided secondary school. The sample is from eight secondary schools situated in different places of two districts viz Burdwan and Bankura. The aim of this study is to construct a Likert type scale for assessment of motivation in science learning with the impact of ICT and to interpret the extracted principle components factors of science learning motivation with the impact of ICT. It is a descriptive study Likert type scale for assessment of motivation in science learning with the impact of ICT for this study. The data was organized and analyzed by factor analysis technique in SPSS Statistical

Software. It has been found that five principal component factors with highest loading clearly indicated the role of ICT in science learning

Haslinda H.H, et al conduct a research on the Utilizing ICT to Promote Motivation towards Language Learning among Engineering Students. The study aims at investigating the potentials of ICT tools as motivational factors in language classes as implemented at KUKTEM. the sample of the study is 110 second year students from different faculties 80 male and 30female.the questionnaire is administrated to the participant in order to collect data and the focus on three effect of motivation1 self confident 2creativity 3 involvements.The results reveal that ICT can help students in many ways and this increase their motivation to study.

The current study investigates ICT use in secondary school EFL classes and its impact on EFL learner's motivation. As in the previous studies, this study tries to determine the different Types of ICT integrated by English language teachers in teaching EFL learners in secondary school, to investigate the reasons behind the use/ avoidance of ICTs by secondary school teachers **.** Finally, to explore the relationship that exists between the two research variables ;ICTs use and EFL learners 'motivation. However, this study is different from the works that have been dealt before in that previous studies are conducted in setting different from our setting (Algeria)and different population and may be different variables and different techniques in collecting data. Therefore, this study intends to investigate ICT use on EFL learner's motivation among second year learner's at Ouddak Arab secondary school

Chapter Three:

Methodological Design and Presentation of the Findings

Introduction

After highlighting the theoretical background of our variables , we will move to something that is more practical Thus, the present chapter attempts to present the data collected from the two research instruments: classroom observation and teachers' interview followed by a detailed analysis and interpretation of the results. This study aims at investigating the impact of using ICT on secondary EFL learners motivation. More exactly, this study attempts to find out the relationship that exists between the two research variables: Information communication technology use and secondary EFL learner's motivation.

This chapter is divided into two sections .The first section is entitled description of the study, we will present our methodology, the instruments adopted for data collection. Then, we will explain the procedure for data collection. The section entitled data analysis , it deals with findings and the interpretation of the results

1.Research design

The choice of the method has determined by the nature of the study. This work adopts the descriptive design and case study method, because it describes the present situation of ICT useThus, , learners' motivation and the relation that exists between the two research variables: ICT use and learners' motivation through the use of

2. Research Variables

This study is based on two research variables: The first variable is the independent variable (IV) which is information communication technology use. The second is the dependent variable (DV) which is learner's motivation. The aim of this investigation is to explore the relationship that exists between the two variables. In other words, we attempt to

examine whether Information Communication technology (ICT) contributes in enhancing secondary EFL learners 'motivation.

3 .population and study Sample

The population of the present study was second year students at Ouddak Arab secondary school. Because of the short period of time and the difficulty of covering all second year EFL learners, we selected one group to participate in this research. In addition to five teacher of English working in that school.

1. Research Instruments and Data Collection Procedures

The present chapter aims to collect data about the impact of using ICT on EFL learner's motivation in secondary school. To achieve that, we have tried to observe how students of second year at secondary school. We have also investigated how teacher judge the use of Information communication technology device as a particular means to enhance their learners' motivation .In order to reach the aim of this study , answer the research questions, and confirm our hypothesis, we collected data from, classroom observation and teacher's interview. The figure below summarizes the data collection procedure:

Purpose of the study

1. to determine the difffrent kind of ICT integrated by english language teachers in teaching secondary EFL learners

2. To investigate the reasons behind the use/ avoidance of ICTs by secondary school teachers .

3. to explore the relationships that exists between two research variable:ICT use and secondary EFL learnersmotivation

researrch question

1. what ICT devices do secondary school EFL teachers use in their teaching

2. why do secondary schoolEFL teachers use/avoid using these devices

3. What is the relation between ICTs use and learners motivation in secondary

school EFL classes?

data collection procedure

classroom observation

teachers interview

to record about learners behaviours as well as teaching materials

to gather data about the present situation of ICT use in secondary school
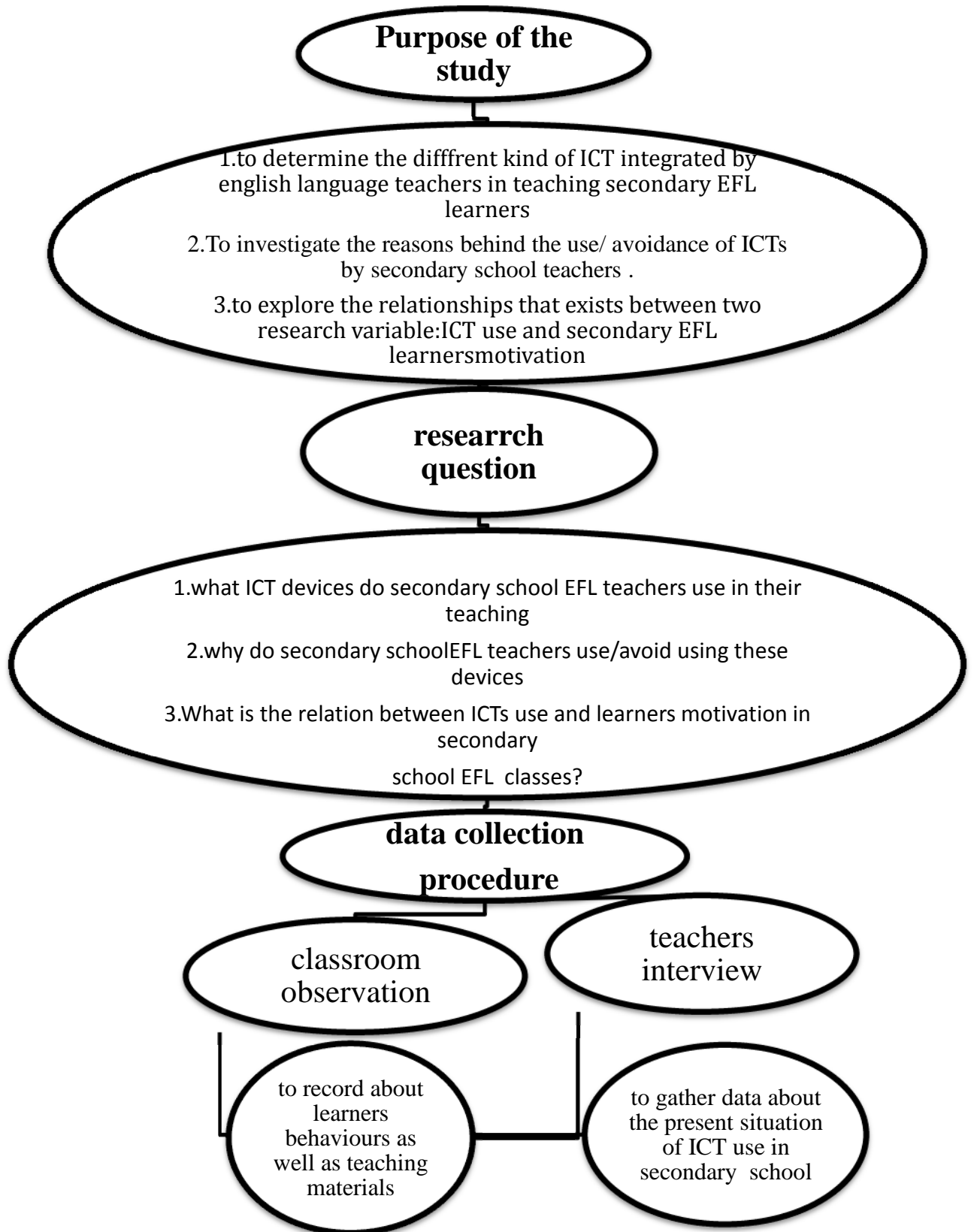
Figure 3.1.data collection procedure

4.1. Aim of the Classroom Observation

The first instrument of research to be applied in this study was classroom observation , it has always been considered as one of the most important data collection tool in qualitative research.It is also the most useful and practical means to study classroom phenomena. In this case, Seliger and Shohamy (2000) argue that: *"Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers" and students" behaviour "(Seliger & Shohamy, 2000:162)*

Accordingly, the purpose of the class observation is to help the investigators to qualify the observed behavior and phenomenon, as it allows the observer to record information about learners' behavior ,the lessons' content, the teaching materials involved in such lesson because it seems necessary for the investigator to take account of a number considerations in planning the observational session. As far as this study is concerned, the observation is adopted to observe EFL secondary learners and to examine their motivation through the use of ICT as well as to witness the helpfulness of ICT in enhancing EFL learner's motivation.

4.2. Description of the Classroom Observation

The classroom observation was used to collect data .The observer was setting at the end of the classroom observing the learners using observation checklist see(appendix B)in order to observe the different behaviors of learners in the classroom as well as to examine their motivation. The observation checklist was prepared by the researcher. It includes eight items mainly related to ICT use in EFL classroom, some criteria related to learner's motivation.The different items are scored by using yes or no.

4.3. Aim o f the Interview

The second instrument of research to be applied in this study was classroom observation teachers' interview. For more accurate information on the impact of ICT on learners motivation, a semi structured interview was conducted with five (5) teachers of English at Ouddak Arab secondary school. This interview permits to gather in data about the

present situation of ICT use in secondary school EFL classes Seliger and Shohamy (2000) argue that: "*Interviews are personalized and therefore permit to a level of an-in depth information gathering, free response and flexibility that can't be obtained by other procedure.*" Seliger and Shohamy (2000:166)

4.4. Description of the Interview

The interview was conducted with five teachers of English at Ouddak Arab secondary school. We arranged a meeting with the teachers and note taking technique was used during the interviews which were conducted individually. (see appendix A) .The semi- structured interview questions were put under the following topic:Topic1**:** information about the interviewee, topic 2 information communication technology use ,topic3evaluation of present situation of ICT use, topic four is achievement and motivation the last is additional Comments

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Section Two:

Data analysis

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In this section, we interpret the data obtained through the two research instruments classroom observation and teachers' interview .The classroom observation is analyzed by interpreting item by item. The teachers' interview is analyzed by organizing the answers according to the topics that were raised:

1. Analysis of classroom observation:

Item 1: the teacher uses different type ICTs

Item one deals with whether the teacher use different types of ICTs .the findings reveal that **"yes"** the teacher uses different types of ICTs in the EFL classroom.

Item 2: The learners prefer English lesson with ICT devices

From the observation we can say that" **yes**" EFL learners prefer English lesson with ICT devices.

Item 3: The English lesson with ICT tools is interesting

This item deals with whether English lesson with ICT tools is interesting. The results showed that yes it is very interesting because it attract the learners to learn English lessons.

Item4: the learners are curious and want to take part in the activities

Item four attempts to examine whether the learners are curious and want to take part in the activities. The results revealed that the majority of the learners are curious and wanted to take part in the task

Item 5: The learners are actively engaged in the activities when ICTs are used

Item 6: Interaction is successful and learners share knowledge

This item deals with whether interaction is successful and learners share knowledge. It has been observed there is more interaction when the teacher uses different ICT devices and this lead the learners to share their knowledge.

Item7: It is easy for the learners to follow and understand when ICTs are present

Item seven concerns if it is easy for the learners to follow and understand when ICTs are present. from the observation we can say that **yes** it is more easy to follow and understand mainly when teacher uses visual material and data show.

Item8: the learners enjoy the tasks

Item eight deals with whether the learners enjoy more task. The results showed that learners enjoy more doing task when ICT devices are used

To sum up, this section is devoted to the analysis of data gathered during classroom observation, which was meant to provide a picture of what really happens inside the foreign language learning classroom. The results obtained from the classroom observation revealed the positive attitude towards integrating information communication technology in secondary school EFL classes and its positive impact on learners' motivation.

2. Analysis of teachers' interview:

The interview was conducted with five teachers of English at Ouddak Arab secondary school. The analysis of the teachers' answers are analyzed on the basis of theme categories. Four topics are taken into consideration in this study: information about the interviewees, Information and communication technology use, and evaluation of the situation of ICT use in secondary school and motivation and achievements when ICT are uses in addition to additional comments.

Theme 1: information about the interviewees

Question1: How long have you been teaching English in secondary school?

   Teacher 1:" *I have been working since 4 years*"

   Teacher 2:" *Fourteen years teaching English in secondary school*"

   Teacher 3:"*I have just started teaching English in secondary school only one (1)year of teaching*"

    Teacher 4:" *teaching English six (6)years*"

   Teacher 5: "*teaching English six (3)years*"

It has been observed that the interviewees have different experience in teaching English in secondary school**.** teacher 02 was only one who has been teaching English in secondary school for (14) fourteen years, this means our respondents have different experience in doing so, it is positive in the sense that will have different view point and perspective towards the subject under investigation.

Question 2. **Are you***: a. full time teacher*

                          b. part time teacher

All the respondents are full time teachers of English at Ouddak Arab secondary school

Topic 2: Information communication technology use:

Question 3: *Do you ever use ICTs in your EFL classroom?*

Teacher *1:* "*yes, of course I use ICT device in my EFL classroom, It is really needed*"

Teacher 2*: "Of course yes, I do"*

Teacher 3*: "yes, of course I use ICT device in my EFL classroom"*

Teacher 4*: "yes, I use ICT device in my EFL classroom. We really need these devices"*

Teacher 5*: "yes, of course I use ICT device in my EFL classroom"*

All the five teachers stated that they use technological devices in their EFL classroom They agree that these devices are really needed to be used.

Question5: What technological devices do you use?

Teacher 1"*: I use videos, audio scripts, data show, computer"*

Teacher 2*: "generally I use computer with digital projector and videos"*

Teacher 3*: "I use audio and video devices, computer ,data show and Microsoft power point presentation"*

Teacher 4: *"I use power point presentation with computer in conjunction with data show and videos"*

Teacher 5: *"I use video and audio materials, computer always with data show because generally lesson are shown on the wall to the learners and it is generally in power point presentation"*

According to the teachers' answers, we find that they use different ICT devices such us: computer in conjunction with digital projectors in addition to audio and video devices and also they use mainly Microsoft power point presentation.

Question 6: Why do you use these devices?:

Teacher 1"*: I use these materials because they are more useful, fractical and current this next generation of pupils"*

Teacher 2*: the use of these material attract more the intention of my pupils, so they are so motivated to discover through computer because they are more acquainted to these means*

Teacher 3:" *I use these technological devices because it facilitates the transmission of knowledge for the learners. Showing videos for the learners make them see the situation really and understand things that they can't understand by only listening to the teacher"*

Teacher 4:" *the use of these materials to attract more interest of the learner and it can be used as a mean for increasing their motivation. "*

Teacher 5:" *I use these materials because it help to capture learners interest and imagination, facilitate the knowledge to the learners and it enriches the language of the classroom."*

The interviewees shared the ideas that they use ICT devices mentioned above because they are useful for this generation and each interviewee has its explanation to this question, among the teachers answers the following statements

Question7: Why don't you use other devices?

Teacher 1*:" I don't use other devices because I think that these devices are more appropriate in teaching English lesson"*

Teacher 2:"*I don't use other devices because I think that these devices suit my aim of the lesson and learners need."*

Teacher 3*: "I don't use other devices because I think that are more familiar with These technological mean"*

Teacher 4*: "I don't use other devices because the only devices available to be used ."*

Teacher 5*: "I don't use other devices because I think that these devices are more suitable in teaching English lesson and the level of secondary learners "*

The interviewed teachers don't use other devices because some think that the materials suit their objective and appropriate for the learners and the only materials available in the school ,in addition that the learners are more familiar with these technological means.

Theme 3: evaluation of the situation of ICT use in secondary school

Question8: Are you satisfied with the technological means available in your school? Why?/why not?

The following statement are among the interviewees answers:

   Teacher 1*: "I am satisfied with technological mean available in our school because I use computer and data show and they are available in our school."*

   Teacher 2*: "I am not satisfied with technological mean available in our school because the materials available in our school are not enough for all the teachers when they decide to use these materials at the same time"*

   Teacher 3*: "I am not really satisfied with technological mean available in our school because there is a need for other materials such as the availability of the internet to facilitate getting information rapidly"*

   Teacher 4*: "I am satisfied with technological mean available in our school because I use computer in conjunction data show they are available in our school"*

   Teacher 5"*: I am not really satisfied with technological mean available in our school because we need other material"*

Two teachers are satisfied with the technological means available in their school.three others are not satisfied. There is a need for making enough of the material available ,in addition to the need for other ICT devices.

Question9: What technological means do you wish your school would make available? Why?/why not?

   Teacher 1: "*I wish our school make the internet available because it is really needed to get access to wide range of information"*

   Teacher 2: "*I wish our school will make all the material needed available. I want to our school get access to the internet because there not enough available materials in our school*

   Teacher 3: "*I wish to find all the means that I can use in teaching and learning mainly internet It is essential to have internet because you can get information at anytime and anywhere"*

   Teacher 4: " *I wish to have enough computer to do listening session in a lab in order to develop learners listening skill, in addition to the internet to download easily the videos and information"*

   Teacher 5:" *I wish our school make the internet available ,in addition to make enough of the material that are available now."*

All the respondents insisted on making internet available, in addition to make enough of the material available

Topic 4: motivation and achievement when ICT are used

Question10: How do you evaluate students' achievements and motivation when ICTs are used?

      Teacher 1*: "I can say our learners achieve better when ICTs are used and I can say that generally the learners' motivation is medium."*

     Teacher 2*: "learners' learner more when the ICT are used and my evaluation to the learners motivation is a mixture of high and medium "*

    Teacher 3 *: "the use of ICT lead the learner to achieve better and interest more in learning English lesson and learners motivation high "*

    Teacher 4*: the learners achieve better and have more interest in learning English when ICT are used in the classroom and their motivation is a mixture*

   Teacher 5:*"ICT help the learner to achieve better learning an d learners motivation is a mixture between high and medium"*

The interviewees believed that learners achieve better when ICTs are used and their motivation is a mixture between medium and high level. The following statements are among interviewees 'answers

Question 11: With which situation are you more satisfied, traditional teaching or ICT-based teaching?

  Teacher 1: "*I am more satisfied with ICT- based teaching"*

   Teacher 2*" I am satisfied with ICT- based teaching "*

   Teacher 3 *: "I am satisfied with ICT- based teaching"*

   Teacher 4:*" I am more satisfied with ICT- based teaching*

    Teacher 5*:I am more satisfied with ICT- based teaching"*

     All the interviewed teachers are more satisfied with the ICT- based teaching rather than traditional teaching

Question12: How do you find students' feedback?

 Teacher 1*:"our learners feedback is positive with I can say 100%.they like to learn English lesson through the use of ICT"*

 Teacher 2: *our learners like learning English lesson through the use of ICT.They have a positive attitude toward the use of these devices.*

 Teacher 3*: "our learners really like and enjoy to learn English lesson through the use of ICT"*

 Teacher 4: "*our learners are more interested to learn English lesson when ICT are used"*

 Teacher 5 :"*feedback of our learners is positive with I can say 100%.they like really to learn English lesson through the use of ICT in comparison to the traditional way of learning."*

All the respondents share the idea of the positive feedback of the learners, they like learning English through the use of technological devices.

Additional Comments

Question 13: *Do you have any further comments?*

All the teachers added the same comments. They said that the topic dealt with were very interesting.

From the interviewees' responses, we noticed that all the teachers responded positively to the integration of ICT in teaching EFL learners in addition they are more satisfied with ICT- based teaching comparing the traditional way of teaching. They use different types of ICTs They also recognized that ICT has a positive impact on enhancing their learners' achievement and motivation

Conclusion

The results obtained from the classroom observation and teachers' interview showed the positive impact of Information and Communication Technology use on EFL learners'

motivation. Hence, these results will be discussed in details in the next Chapter. They will be compared to the previous finding and to the theoretical background

Chapter four

Discussion, Conclusion, and suggestion for further research

Introduction

The detailed analysis of the data obtained from classroom observation and

Teachers' interview revealed that Information and Communication technology has a positive

impact on enhancing EFL second year learners in Ouddak Arab secondary school.

The findings obtained from each research instrument show that when ICT used in secondary

school EFL classes, the learners' motivation   is increased. What follows is the discussion of

the results obtained from each research tool:

1. Discussion of the results

The detailed analysis of the data obtained from classroom observation and teachers'

interview revealed that Information and Communication technology has a positive impact on

enhancing EFL second year learners in Ouddak Arab secondary school. The findings obtained

from each research instrument show that when ICT used in secondary school EFL classes, the

learners' motivation is increased. In this section, we discuss the findings shown in the

previous chapter and the discussion is in relation with previous research findings.

The analysis of data obtained from the classroom observation shows that secondary

teachers of English integrate different type of ICT in their EFL classroom such as computer,

digital projectors, audio and audio files similarly to the findings in teachers interview which

reveal that secondary EFL teachers use these devices in their EFL classroom and as we

mentioned in the theoretical background the different forms of ICT used in EFL classroom

and Anderson (2010) provided us with the figure of different types of ICT **(Figure1.1.**Types

of information and communication technology ICT) In addition, the observation reveals that

learners enjoy, want and make efforts in doing activities when different types of ICTs are used ,this means that the learners are motivated ,in this sense Gardner (1985)define motivation as a combination of four elements a goal plus effort plus a wish for achieving the goal of the language plus a favorable attitude toward the activity. Thus the result of classroom observation is confirmed by the teachers interview .

The interviewees reported that they use different ICT devices such as: computer with digital projector video and audio devices and they wish that other ICT devices will be available in their school, for instance internet. From this we can say that there is a lack of material in secondary school

They also reported that ICT can be used as a mean for enhancing their learner's motivation as well as teachers argued that student achieve better when the ICT are used in the classroom the result is confirmed by classroom observation as (Ziden .A.A 2011.) proved in his study

 Hence, the teachers' responses show that they have positive attitude on the integration of ICT and its importance in EFL classroom. similar to what researchers proved by Krishnan; D.S& Ebraiek Deen Hamed Emhamed (2011).the results show that also recognized the that ICT has a positive impact on EFL learners motivation. In other words, the use of different ICT devices can contribute in enhancing secondary school EFL learner's motivation this is is an accordance with the findings of Moustari(2012);Ilter, B.G;Bullok, J and Haslinda H ,H,).we can say that there is a positive relation between ICT use in secondary school and learners motivation in accordance to the work of

In our research, we aim to determine the different kinds of technology integrated by English language teachers in teaching EFL learners. Second, is to investigate the impact of using ICTs on learners' motivation. Finally, to explore the relation that exists between the

two variables ;ICTs use and EFL learners 'motivation. However, our observation and the analysis of teachers' interview reveal that when teachers use ICT in secondary school EFL classes ,the learners' motivation is increased ; moreover, the findings

Throughout this section we have discussed the finding of the present study in accordance with previous findings. The analysis and discussion of the results allowed us to reach the purpose of the study, answer our research questions and to confirm our hypothesis

2.Conclusion:

All in all, the data and the results obtained from the two research tools show that motivation of second year EFL learners in Ouddak Arab secondary school is increased When the use of different types of ICT. Teachers have positive attitude towards the integration of ICT in teaching and learning of English lesson in secondary school and ICT can contribute in enhancing EFL learners 'motivation. Hence, these results confirm our hypothesis

3.Suggestions for Further Research

Based on the review of the literature and the results of the present study, the researcher suggests the following suggestion for further research. To start with , future researchers can reproduce this research by investigating the Information Communication Technology on our population' motivation over a long period of time and by using experimental design. Then, we suggest investigating the effect Information communication technology on secondary EFL learners' achievement. Moreover, we suggest for future researcher to investigate secondary EFL learners' attitude to learn English through the use of information communication technology. Furthermore, we put forward for further research the impact of using Information and communication Technology (ICT)on secondary EFL feedback.. Finally, we suggest the relationship between EFL teachers and information communication technology availability in secondary schools as a topic to be investigated in the future .

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General Conclusion

The present study investigates Information Communication Technology use in secondary school EFL classes and its impact on EFL learners' motivation. It is based on the hypothesis claiming that: If the teacher uses ICTs in secondary schools, the EFL learners will be motivated

This research paper aims first ,to determine the different kinds of technology integrated by English language teachers in teaching EFL students. Second, is to investigate the impact of using ICTs on learners motivation. Finally, to explore the relation between ICTs and motivation

Data gather form this study needs from us to use classroom observation and teachers interview in order to answer our research question ,achieve our aim and confirm our hypothesis. Classroom observation was used to observe leaner's behavior ,ICT use in EFL classes While the teachers interview intends to obtain information about teachers'perception about the current use of ICT device in secondary school EFL classes

Our study is divided into four chapters: It starts with a general introduction that deals with the background and the aim of the study. It includes also the hypothesis, statement of the problem and research questions

The first chapter is under the title **Theoretical Background** which we deal with theoretical framework of our variables. It is divided into two sections the first section is under the title Information Communication Technology in education .It is devoted to define what is meant by Information Communication Technology(ICT).Then the forms of ICT used in language education . Moreover, the rational of using it in education. In addition ,it provides with benefits of using it in teaching and learning .While in the second section, we attempt to provide with a brief overview about motivation and underline many issues, definition ,the different theories and the importance of motivation in foreign language learning

The second chapter is entitled **Literature Review,** in which the present researcher provides different   studies related to the present investigation.

The third chapter,   **methodological design and presentation of the findings** describes the methodology used to conduct this research, the method of data collection, and procedure of analysis. It also elaborates research findings and discussions of the results obtained. This chapter is divided into two sections .The first section is under the title description of the study, we will present our methodology, the instruments adopted for data collection. Then, we will explain the procedure for data collection. In the section entitled finding and discussion in which we will deals with finding and the interpretation of the result

The last chapter is **discussion, conclusion and suggestions** for further research presents the discussion of the   findings ,draw conclusion and to provide some suggestions for future researchers.

Appendices

Appandix A

The Impact of Using Information and Communication

Technology(ICT) on EFL Learners Motivation

Date: **Session number:**

Time: **Number of the student**

<div style="border:1px solid black; text-align:center">

Observation checklist

</div>

Statement	Yes	No
1. The teacher uses different types of ICTs		
2. The learners prefer English lesson with ICT devices		
3. The English lesson with ICT tools is interesting		
4 The learners are curious and want to take part in the activities		
5. The learners are actively engaged in the activities when ICTs are used		
6. Interaction is successful and learners share knowledge		
7.It is easy for the learners to follow and understand when ICTs are present.		
8. The learners enjoy the tasks when different ICT devices are used		

Appendix B:

Secondary school teacher's interview

I am going to ask you some questions about the use of ICT in EFL classroom and its effect on learner's motivation. We are interested in the way you precede dealing with use of ICT in secondary school .We would be very delighted to receive your sincere collaboration . You are therefore kindly requested to feel free to say what do you suppose sincerely to our answer these questions:

1. How long have you been teaching English in secondary school?

2. Are you: a. full time teacher

            b. part time teacher

3. Do you ever use ICT in your EFL classroom

4. What technological devices do you use?

5. Why do you use these devices?

6. Why don't you use other devices?

7. Are you satisfied with the technological means available in your school? Why?/why not?

8. What technological means do you wish your school would make available? Why?/why not?

9. How do you evaluate students' achievements and motivation when ICTs are used?

10. With which situation are you more satisfied, traditional teaching or ICT-based teaching?

11. How do you find students' feedback?

12. Do you have any further comments?

Résumé

La présente étude examine la technologie de l'information et de la communication (TIC) à l'école secondaire on utilisant l'anglais comme langue étrangère classes et son impact sur la motivation des apprenants. Cette étude vise à déterminer les différentes formes de TIC intégré par l'enseignant de l'école secondaire de l'anglais dans l'enseignement de cours d'anglais ainsi que d'explorer la relation qui existe entre les deux variables de recherche: l'utilisation des TIC et la motivation des apprenants de l'anglais comme langue étrangère. La méthode de cette recherche est descriptive. L'étude décrit la situation actuelle de l'utilisation des TIC dans les classes de l'anglais comme langue étrangère du secondaire grâce à l'utilisation de la méthode d'étude de cas afin de recueillir autant que possible des informations concernant la présente enquête. Pour collecter des données pour cette étude, nous optons pour observer deux classes de deuxième année à l'école secondaire Ouddak Arab, en plus an entretien avec cinq (5) enseignants d'anglais qui travaillent dans cette école. Les résultats révèlent que les enseignants du secondaire intègrent différents types de TIC telles que: ordinateur, projecteurs numériques, en plus des périphériques audio et vidéo. Les enseignants utilisent ces appareils parce qu'ils ont trouvé très utile pour attirer leurs apprenants à apprendre. En outre, les résultats obtenus ont montré que l'utilisation des technologies de l'information communication a un impact positif sur l'amélioration la motivation de deuxième année apprenants de lycée Ouddak Arab .Aussi que les enseignants ont une perception positive sur l'intégration des TIC

Mots clés: technologie de l'information et de la communication (TIC), les apprenants, de l'anglais comme langue étrangère, la motivation, l'enseignement secondaire, les classes de l'anglais comme langue étrangère