

A Case Study on the Effect of Motivation and ICT on EFL in Morocco

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How to cite:

SAKALE, S. & ALAOUI HICHAMI, T(2023). A Case Study on the Effect of Motivation and ICT on EFL in Morocco. *International Journal of Linguistics and Translation Studies* 4(2).54-70.

<https://doi.org/10.36892/ijlts.v4i2.317>

ARTICLE HISTORY

Received: 11/02/2023

Accepted: 10/04/2023

KEYWORDS

EFL;
ICT;
Morocco;
Motivation.

Abstract

This paper investigates the effect of motivation and Information and Communication Technology (ICT) on the teaching and learning process of English in Morocco. Extrinsic and intrinsic factors (Malone and Lepper, 1987) were identified to influence students' motivation for enhanced classroom engagement. Humanistic (Maslow, A. 1954, 1974), behavioral (Skinner, BF, 1938), and social (Kurt, L. 1951) approaches were used to arrive at these conclusions. We have used a quantitative method to collect data from students and teachers in Moroccan high schools by using questionnaires. The results showed that ICT not only helps to establish the student-centered model of learning, but also motivates instructors to create an atmosphere that stimulates student engagement, boosts their interest in English and develops classroom interaction.

1. INTRODUCTION

“Motivation has specific relevance for educators, because an area where the impact of motivation – or the lack of it – is particularly salient is student learning” (Dörnyei, 2020). Accordingly, it is safe to say that the process of motivating individuals requires making them internally direct their choices. In full words, pupils become more persistent to achieve the choices they have made as well as maintaining their behaviour themselves.

In the case of EFL learners, their choices of learning can largely affect their motivation towards what to learn and the way they want it to be learnt. In other words, if the students found it appropriate to learn English for instance using ICT, therefore this decision can make them easily assimilate the way the teachers implement ICT within the classroom. Consequently, it is important “to consider the EFL student-teachers’ imaginations and conceptions of English to make them more motivated to learn English and be effective English teachers in the future” (Soltanian and Ghapanchi, 2021). That is to say, when the learners are motivated for example, to make use of ICT to learn a language, their involvement and sense of acceptance of the

materials provided by the teachers is most of the time adequate. Still, the level of involvement in the tasks assigned depends largely on the duration of these activities.

More or less, to extend the amount of participation of the students in the activities, the teachers are asked to check the status of their learners to see whether they are still motivated or not. In this way, the teachers can be able to fulfil their tasks of keeping the attention of the students focused as a means of “protecting” their motivated status in the classroom.

1.1.Statement Of The Problem

The progress in technological devices, in the era of globalization, has made it a must to implement ICT in the classroom. Still, the integration of technology at the Moroccan schools requires motivating the students as well as the teachers to create a healthy atmosphere that can enable them to use ICT effectively. This study aims at answering two main questions:

- 1.How can Moroccan teachers motivate students in an EFL classroom?
- 2.How can ICT motivate learners to develop their learning skills?

1.2.Objectives of the study

This study seeks to check the way students perceive the integration of ICT in the classroom. More specifically, the purpose of this study is to investigate the role of teachers and ICT to motivate the learners.

1.3.Hypotheses of the study

The study investigates the following:

- The standpoint of the students towards the teachers who use ICT and those who don't use it.
- The way the students imagine their learning process with or without ICT.
- The amount to which the students are motivated to participate in the classroom.
 - The students' motivation concerning the teaching-learning process in an EFL classroom.

2. REVIEW OF THE LITERATURE

The concept of motivation has largely gained importance in the theoretical discussions of academia. In the field of language teaching, the idea of motivating the students as well as the teachers is of paramount significance since the task of the teacher is not only to spoon-feed the students, but to motivate them in order to assimilate the items being taught.

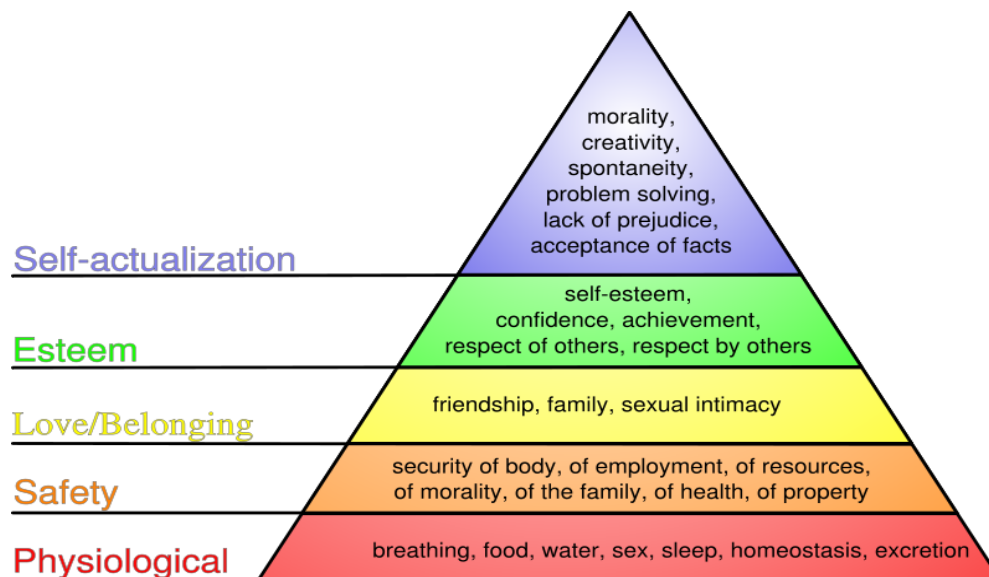
Therefore, the way each theory deals with motivation is different than the other because the various approaches that exist in language teaching provide multifarious readings of this concept. Here are the main approaches and their way of treating motivation.

- **The behavioural approach:**

This approach that was found by B.F. Skinner focuses on external reward and punishment. Inducement refers to the stimuli or the act that can motivate the students' behaviour in the classroom.

- **The humanistic approach:**

This approach is based on Abraham Maslow's hierarchy of needs (1954, 1971):



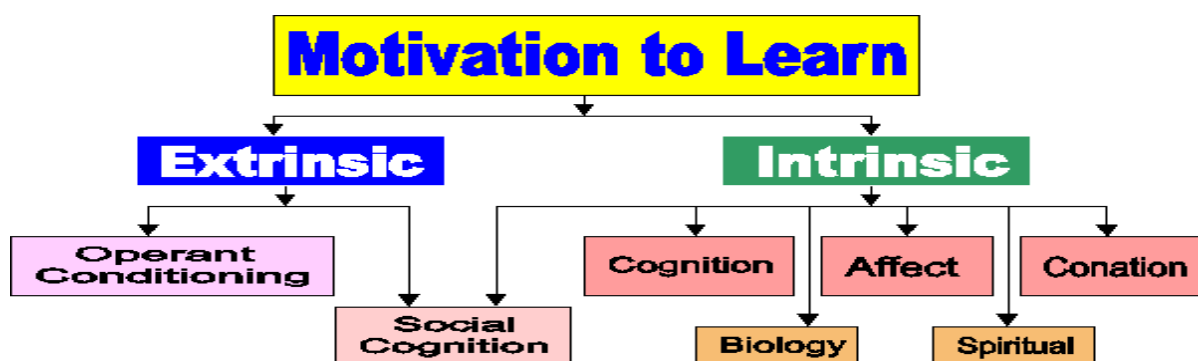
According to Maslow, the students cannot be motivated unless they satisfy their basic needs. Motivation is strongly related to self-esteem that cannot be realized without reaching the top of the pyramid. The psychological needs must be entirely satisfied in order that the students reach self-actualization where motivation is located.

- **The social approach:**

In this approach, the concept of motivation cannot be realized without social relationships. The family, the friends and the entire society have a crucial influence in motivating students. Thus, the main motive of the students is the fact of being related to one another and within a group.

2.1.Types and Sources of Motivation

The process of motivation is a psychological process that subsumes the actions and behaviours of the students and teachers. Motivation, then, can be identified in two aspects: the first one is that it is an intrinsic motivation while the second one is that it is an extrinsic motivation.



(From: <http://www.nadasisland.com/motivation/>)

2.1.1. Intrinsic motivation

According to Malone and Lepper (1987), intrinsic motivation is defined as "what people do without external inducement". Thus, it is a motivation that is internal par excellence.

In this type of motivation, students or teachers are motivated for no reward or external enticement other than their own interest and pleasure.

Malone and Lepper (1987) have conducted a number of studies concerning intrinsic motivation. Those studies have led to a chart that shows the main factors that endorse intrinsic motivation:

The Factors That Promote Intrinsic Motivation.		
Factor	Description	Related Guidelines
Challenge	People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.	Set personally meaningful goals . Make attainment of goals probable but uncertain . Give enroute performance feedback . Relate goals to learners' self-esteem .
Curiosity	Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.	1. Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses. 2. Stimulate cognitive curiosity by making a person wonder about something (i.e., stimulate the learner's interest).
Control	People have a basic tendency to want to control what happens to them.	Make clear the cause-and-effect relationships between what students are doing and things that happen in real life. Enable the learners to believe that their work will lead to powerful effects . Allow learners to freely choose what they want to learn and how they will learn it.
Fantasy	Learners use mental images of things and situations that are not actually present to stimulate their behavior.	Make a game out of learning. Help learners imagine themselves using the learned information in real- life settings. Make the fantasies intrinsic rather than extrinsic .
Competition	Learners feel satisfaction by comparing their performance favorably to that of others.	Competition occurs naturally as well as artificially. Competition is more important for some people than for others. People who lose at competition often suffer more. Competition sometimes reduces the urge to be helpful to other learners.

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Cooperation	Learners feel satisfaction by helping others achieve their goals.	Cooperation occurs naturally as well as artificially. Cooperation is more important for some people than for others. Cooperation is a useful real-life skill . Cooperation requires and develops interpersonal skills .
Recognition	Learners feel satisfaction when others recognize and appreciate their accomplishments.	Recognition requires that the process or product or some other result of the learning activity be visible . Recognition differs from competition in that it does not involve a comparison with the performance of someone else.

(From: http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5_intrinsic.htm)

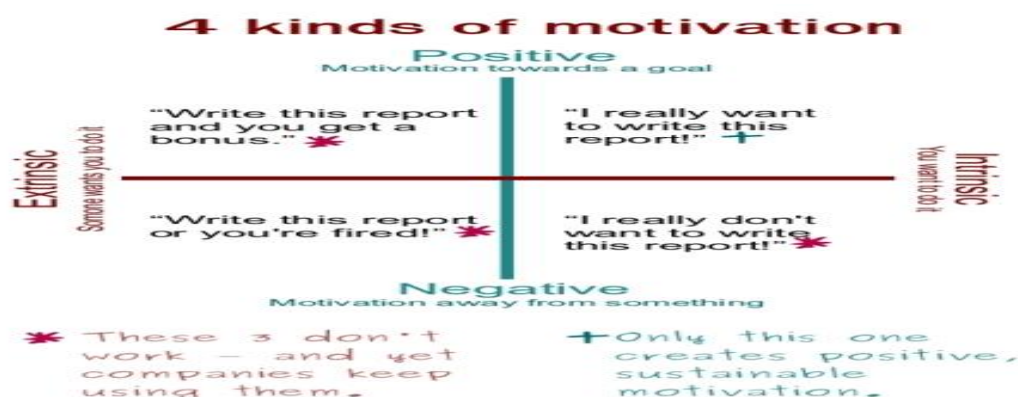
The chart above shows that intrinsic motivation is due to many factors which are mainly psychological. Consequently, we can say that educational psychology is a very important subject that the teacher must know and be aware of, for the simple reason that they should know how to motivate students by working on developing those factors.

2.1.2. Extrinsic motivation

On the other hand, extrinsic motivation is when the learner or the teacher is motivated by external factors. On the contrary of intrinsic motivation, extrinsic motivation can be reached through external temptations and rewards. The main motives for learning are the marks, the teachers and the competition between the students, etc.

The external factors of motivation can be either positive or negative. Positive means to motivate the individuals to reach a goal; for example, when the teacher tells the student to finish an assignment and get a reward, this reward motivates the students and gets their interest. Negative motivation means threatening the individuals to motivate them. In other words, the teacher can threaten the students from failure in the exams. This can motivate them to work harder because of the fear of failing.

The following picture is a map which explains the difference between intrinsic and extrinsic motivation. It explains also the main differences between positive and negative motivation:



(From: http://courseware.finntrack.eu/learners/contemporary_management.html)

2.2. What is ICT?

ICT stands for information and communication technologies. It is a varied set of technological devices, tools and resources used to communicate, broadcast, store and manage information. These technological devices include broadcasting technologies like TV sets and radio and new technologies like computers, interactive white boards, internet, etc.

Nowadays, ICT is used in different domains, especially in education. The implementation of ICT in education facilitates the teaching-learning process by simplifying the act of sharing and providing educational opportunities. Moreover, the combination of print, records, audio and video technologies motivates the learners. Hence, it makes learning smoother and easier. Technology can improve the efficiency and effectiveness of education at all levels in both formal and informal settings.

As far as the English language teaching is concerned, the creation of the new technological innovations have changed the traditional way of teaching the language only by using print materials to the use of ICT. Teachers use ICT in the classroom by making use of movies, songs, e-dictionaries to make the teaching process less boring and more motivating. Many learners of the language have begun to think about writing reports using word processor; they use emails as a means of communication in the virtual world, they read articles and e-books which are available in PDF format and they make presentations using PowerPoint.

Computers, internet and the other technological devices can play the role of the teacher outside the classroom. They provide great knowledge and learning materials, even at the absence of the teacher. Technologies are now equipped with multimedia functions, incorporating videos, sounds and reading texts. Thus, those facilities allow the learners to interact with the syllabus and with each other. ICT can provide a meaning-focused, communicative learning environment which serves the purposes of communicative language teaching.

Worldwide, the internet is an available tool with which students spend several hours a week, if not a day. This is a very important tool that can be of great usefulness for the learner because it gives access to billions of documents on billions of pages. Therefore, if the students are well-oriented, they will never be short of reading materials. Yet, they need to remain simple and focused. Concise and simple internet readings can keep their attention on the task of gaining regular comprehensible input and help them write and check their understanding through comprehension exercises and quizzes. Teachers must be trained to simplify and guide the students to use the internet and the other technological devices effectively for their own learning benefit.

2.2.1. ICT in different approaches

Chronologically speaking, the theories of teaching have been developed over the years along with many important technological developments. The parallel between the creation of the approaches of teaching and technological development have led to the use of ICT for educational purposes. Since theorists' main goal is to make their approaches and methods more developed and useful, they integrate the ICT in their works.

According to Warschaver (1996), the development of the use of ICT in education is identified in four phases; the beginning of a new phase does not mean the end of an old one. The first phase has got a relationship with the behavioural approach; the second is related to the humanistic approach, the third with the communicative approach and finally the cognitive approach.

- **The behavioural approach:**

The behavioural approach of learning is based on stimulus-response as well as on reinforcement. In other words, the focus is mainly on repetitive drills, especially the practice and drills concerned with type software. Hence, it can be stated that it's the computer that will become at that time the tutor, and not the teacher. The result then is that the students show immediate feedback because learning at this level concentrates on promoting language accuracy rather than fluency.

- **The humanistic approach:**

This approach focuses on the role of the students in developing their linguistic abilities. It considers learners as effective participants in the learning process because it is based on their intrinsic motivation. On the other hand, the teacher is seen as a facilitator rather than the one who gives information. The use of ICT in this approach has got an interactive role. Technological devices allow the students to develop their communicative competencies which realize the main goal of this approach.

- **The communicative approach:**

This approach focuses mainly on using the internet for communicative purposes that allows learners to download beneficial documents, graphics, sounds, videos and animations. The learners become then responsible, reflective and creative as they search and share different tasks with their peers. The classroom is no longer related to the school since there is a possibility of creating virtual classrooms.

- **The cognitive approach:**

In this approach, learning is a process of discovery, expression and self-development. Its emphasis is on language use rather than language usage. The use of ICT helps in creating activities from which the language is simplified, and which are well acquired as well as it focuses on computer-based activities.

2.2.2. Teaching and learning with ICT

Educators and practitioner teachers have increasingly begun to advocate the use of ICT in education throughout all grades, not only the secondary level, as a means of developing education in the country. The use of ICT in the English language teaching process is thought to be an effective strategy for the language learning for communicative purposes. Language is the medium of thought, feeling and communication which enables the individual to develop self-awareness, to interact with others and to learn in an inter-disciplinary fashion. Therefore, the internet and other technological devices play the role of the medium more effectively.

ICT's use in education has developed enormously with the beginning of the 21st century. The main obstacles that face the use of technology before were mainly slowness and expensiveness, but these two obstacles no longer exist. As a consequence, teachers use those technologies as a technique of teaching for the sake of motivating students, gaining time and getting information about various topics. It makes the teaching/learning process more developed and more motivating.

The integration of ICT in the classroom allows the smoothness of the educational process. This integration is of crucial importance, especially in Morocco. The new reform of

education talks about standards and competency-based approaches that give great importance to the learner and to the role of the learners in building the lesson (learner centered). Moreover, students enjoy using ICT, as they are considered digital natives, so they no longer accept the traditional way of teaching, and they no longer accept the high TTT because it is a real boredom. The implementation of the new technologies in the classroom needs to be worked on by teachers. The possibility of creating a virtual classroom using social bookmarking or Moodle, etc, through which they can communicate and learn outside the real classroom, hence the notion of time and place, is no longer an obstacle.

“Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years” (Dundeney, Hockly, 2007, p. 8)

According to the two writers, ICT is not yet used by language teachers as it should be because of many reasons, and the most common one is the lack of equipment. Yet, it has become one of the most important methodological tools in the language teaching process. Also, they expect that in the coming years, ICT will be part of the classroom content just like the black board. Therefore, the use of technology in language teaching becomes as normal as the use of the book and the chalk. “The use of technology in the classroom does not replace using traditional materials such as black/white board or a coursebook- rather, technology tools are used to complement and enhance regular classroom work” (Dundeney, Hockly, 2007, p. 10). The role of ICT is to complement and accomplish the traditional means and tools of teaching and not to replace them. For achieving perfect results, the teacher must make use of all the different materials that can help in the teaching and learning of the English language.

The 21st century students, or digital natives as they are referred to, have grown up dealing with ICT for the reason that it gives them the opportunities to practice their linguistic competencies and to search for new information that may help the learners develop their linguistic repertoire. Similarly, it is a way for them to bring the outside world into the classroom. Moreover, they are used to it and that makes them feel comfortable and confident while dealing with it.

3. METHODOLOGY

In this part, we make use of a questionnaire where we asked several questions. Those questions enable us to know how students perceive and think about the use of ICT in education. This study is followed by an analysis where the results are discussed.

3.1. Population of the study:

The participants in this study are 60 students at Moroccan high schools. Those students belong to different social status and to different regions of the city. This chart shows the gender of the students and their categories:

Students	Gender		Schooling status		
	Male	Female	New	Repeater	2 nd time repeater
	22	38	47	8	5

3.2. Data Analysis

2.1 The first hypothesis:

➤ **The attitude of students towards the teacher who use ICT and those who do not:**

	Like	Dislike
male	13	9
female	27	11

2.2 The second hypothesis:

➤ **The way students imagine their learning process with and without ICT:**

	Successful	Unsuccessful
Male	18	4
Female	36	2

2.3 The third hypothesis:

➤ **The amount to which the students are motivated to participate in the classroom by the teacher:**

	Motivated	Unmotivated
Male	20	2
Female	36	2

2.4 The fourth hypothesis:

➤ **The role of ICT in motivating students and teachers:**

	Motivated	Unmotivated
Male	20	2
Female	35	3

The charts are prepared by the team of the group after collecting the data from the questionnaires. Those results cannot be taken for granted as we cannot apply those results on the whole Moroccan educational system.

4. RESULTS AND DISCUSSION

4.1. The role of ICT in motivating learners:

The motivation of learners entails making them aware of the subject matter being studied and the means to benefit from it in real-life situations. Nowadays, the globalized world requires using technological devices in the educational system for a better learning process (Papert, 1993, p. 53). The use of ICT, then, has become a means to motivate students. It is a way to avoid the traditional use of textbooks and a way to bring a brand-new system of learning.

The use of ICT as a means to motivate learners depends on two major aspects: age and sex. The factor of age is a variable that can change the way students conceive of ICT; the more they grow in age, the more their motivation to use it will increase since it will help them feel at ease while acquiring the basic skills of the English language. When students are in the common core stage, the use of ICT would be limited to encouraging students to learn the basic of the English language such as identifying the correct pronunciations of the words and building their vocabulary to use it appropriately.

The second stage where ICT plays a significant role in the motivation of learners is when they reach their 1st year baccalaureate. This stage knows a condensing of knowledge to guarantee a smoother development, but a greater one, in the students' level of English. Thus, ICT can guarantee faster and more efficient progress in the students' standards. It is at this

stage as well that students show (dis) interest in the way the material is taught; that is to say, exposing students to a set of condensed items might be demotivating, still, the use of ICT can largely change the way learners view these items. This change is owing to the variety of ways that ICT provides to teach certain elements; hence, the traditional way of teaching grammar, for example, is overcome through the integration of skills (listening skills for instance).

The third stage where learners at high schools use ICT can be described as the last stage because learners have already developed an awareness of how to use ICT in their presentations and research. This awareness is backed to their transition from the period of adolescence to the period of adulthood. 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 as a means to keeping in touch with their classmates through internet. In this case, using ICT becomes a means for students to develop their interpersonal relationships and a way to coordinate and cooperate at the level of the homework assigned and the presentations they make in the classrooms.

Another important factor that makes of using ICT in classrooms a significant one is the factor of sex. Being a male or a female can largely affect the way the students use ICT at classrooms. It is an opportunity for both sexes to overcome the stereotypes each one has about another. Males are nowadays addicted to using technological devices, still females try to imitate them and be as proficient as males are. It is also a way for both of them to cooperate and collaborate as a way to achieve group dynamics, thus having healthy classrooms.

Apparently, it seems that ICT helps in developing the student-centered model of learning. Students depend more on their cultural backgrounds, their personal needs and interests. Their cultural backgrounds can enable them to use ICT appropriately in classrooms to achieve an increase of knowledge as far as it is part of their learning goals. Personal needs are an important factor in motivating the students to learn. In this regard, ICT nowadays is, to put it this way, one of the musts for EFL students. In other words, using ICT in the classrooms can make the students develop high self-esteem (Cox et al., 1999; Mumtaz, 2000) as far as it allows them to have a positive image about themselves (Salomon, 1993, Lim, 2002). Moreover, the students feel that by learning through ICT, they have more chances to believe and realize their own potential. Thus, the learners feel more at ease with the teachers than before because they develop a sense of autonomous learning where they no longer depend on the teachers.

4.2. The role of ICT in motivating teachers:

No one can deny the role teachers play in the learning/teaching process. Their role is not only subsumed in teaching students, but also in educating them. Therefore, and with the rapid change that technological progress has brought to the world, ICT has become a means through which the teachers can teach more effectively. For teachers, the use of ICT is beneficial because it can help them develop themselves first and change the traditional standpoint that the students have about their instructors. The use of ICT can make the teachers progress in the sense that their teaching becomes more student-centered, and not teacher-centered (Stevenson and Hassel, 1994, p. 210). For example, the teacher can expose the material on a data-show without bothering himself/herself to use the blackboard and get probably allergic. In this case, the teachers become motivated to expose students to a set of varied materials that were not possible to introduce to them before. Also, the teachers can have more chances to cover most, if not all, the classroom.

In addition to that, the teachers' use of ICT within the classrooms can save time and can help them overcome the problem of not finishing the syllabus provided by the government. Therefore, the teachers' satisfaction with their work will be greater and their motivation to

teach can play an important role in their teaching effectively. That is to say, the teachers would be able to teach creatively, giving more autonomy to learners while keeping an i+1 (Krashen, 1982) as way of controlling the progress of the students.

By this, the students would be able to trust their teachers because the latter are more flexible, lenient but more effective. For this very purpose, the students' confidence in teachers who use ICT can make the teachers trust their students as well (Elliot and Harackiewicz, 1996). When a student respects a teacher for being competent and creative enough as to use high technology in the teaching process, the teacher feels more relaxed as to teach the students, for example, the four skills through using educational entertainment: for instance, using cross words on the data-show or listening to songs. Such activities do not only educate the students, but they help them relax and enjoy their lessons.

Clearly, the exercises provided in the classroom will be integrated and not assigned because the use of ICT would make it easy to provide them simultaneously and while integrating the skills with each other. Hence, the teachers would not bother themselves when or where to assign the students these exercises, rather they become part and parcel of the lesson.

More or less, the use of ICT within the classrooms motivates the teachers in the sense that they are no longer regarded as possessing knowledge which they dispense daily for the students (Elliot and Thrash, 2001) since their job is to monitor the activities they provide through ICT and to modify and adjust any errors or mistakes done by the students as time goes by. Hence, their role becomes easier as far as they have a more secure position in the classroom.

One of the aspects that can encourage the teachers to use ICT in their classrooms is that the learners become autonomous. Then, this autonomy means that students are responsible for their behaviours and their abilities and potentials to make use of ICT in the classrooms, especially when they are given the chance to make a presentation. That is to say, this autonomy is to be understood as an understanding of the limits of freedom of learning when it is made available to them. Hence, it would be possible for the teachers to have a clearer idea about the students because the relationship with them is no longer that top-down relationship, but it is a bottom-up relationship.

4.3. The role of ICT in enhancing the learning process and raising the learners' interest in English as well as promoting classroom interaction, etc.

One of the affinities that the teachers and the students seek is to achieve certain goals as to make the learners able to talk English accurately and fluently and to make the teachers enjoy a possibility to have healthy classrooms (Preston, 2004). For that reason, the use of ICT in the classrooms can enhance the learning process through raising the students' interest in English and promote classroom interaction at the levels of teacher-student relationship and student-student relationship.

Among the things that can guarantee a progress in the learning process of English is ICT because it makes the students interested in learning an EFL language as well as it maintains a higher classroom interaction. As far as ICT promotes the student-centered model of teaching, the students can show an interest in studying the English language. In other terms, ICT can motivate the students to make better choices in terms of their studying materials. Hence, their research will be more credible and more up to date. Also, ICT can encourage the students to make more effort to learn more. Thus, the teachers wouldn't find difficulties concerning the low level of some of the students. A possible result is that teachers will save time while the students will achieve higher standards in a short time.

Besides, the use of ICT in the classrooms can develop the teacher-student and the student-student interactions because the learners are already interested in studying the English language. This interest, then, makes it possible for the teachers to draw the attention of the students and to keep them working in the way they feel suitable since ICT guarantees them more freedom and more possibilities to develop themselves. More than that, if the use of ICT gives more freedom to the learners, their motivation to read, listen, write and speak in English will always be higher.

For the teachers, the use of ICT is an intrinsic motivation for them to enhance their work and to make the material more enjoyable for the students. It helps them improve their teaching skills and become more creative because ICT becomes part and parcel of their personal interests. That is to say, the more teachers feel the need to open up to the use of new technologies, the more their awareness of the possible ways to use ICT in the classrooms, not to mention their ability to teach the learners effectively and appropriately. Besides, when the teachers find fruitful effects of the four skills, for instance, in the learners' level, their intrinsic motivation gets higher because they notice that their efforts have been invested in the right way by the students.

Consequently, when both the learners and the teachers are motivated, they can be able to interact and to collaborate to have healthy classrooms. In other words, if the teachers provide workshops for the students on how to use ICT in the classrooms, the learners will not only develop their knowledge and skills in using ICT, but they will also discover new teaching potentialities within their teachers. Similarly, the teachers will be able to change their views about some of the lazy students because they will find that they have new potential to benefit from. In this way, the students will be able to conceive of the teachers as facilitators and not as the source of knowledge (Sylvia and Hutchinson, 1985). Thus, it will be possible to enjoy classroom interaction at high levels because the students develop closer relationships between themselves as well as respectful, but friendly relationships with the teachers.

4.4.Limitations:

Nobody can disagree that the use of ICT in Moroccan schools is critical. It is because of it that pupils' skills and capacities have greatly increased. This is, in particular, what has been discussed thus far. However, this reality is surrounded by several constraints that impede the teaching-learning process in some manner. These constraints are, in reality, highly substantial and have a long-term detrimental impact on students' future jobs. In this regard, Peter RUD states in one of his publications entitled *School Improvement through ICT: Limitations and Possibilities*, that:

there are a number of possible negative aspect to the use of ICT in schools. In particular the student-teacher role has changed and may have become depersonalised. To an extent this relationship has become less direct, less personal and less straightforward because it is now mediated by innovative forms of dissemination and new technology. There are new difficulties of classroom organisation and management and the teacher has had to take on an additional role as change agent or manager of change. (Rudd, 2000)

To put it another way, Peter attempts to illustrate how the usage of ICT might cause a schism in the teacher-student relationship. In other words, due of the abuse of electronic gadgets, the student becomes inextricably linked to them, and the position of the instructor is substantially diminished. Indeed, according to modern educational techniques employed in Morocco, the student needs to be more autonomous, but this should not come at the price of

his entire reliance on these devices. When ICT is utilized often in the classroom, the student instinctively accepts it as an integral part of his learning process. As a result, he is unable to function without it. Then it becomes a two-edged sword; on the one hand, while it aids in his skill development, it also destroys his sense of independence.

4.5.DISCUSSION

The ignorance of some teachers of the basic techniques of using ICT makes it very difficult for students to benefit from this pedagogical device since the one who is supposed to introduce it is not familiar with it. This situation creates a very crucial problem in the sense that some students benefit from the use of ICT in their classrooms whereas some others, whose teachers do not have access to it, are excluded. Therefore, the right of all students to have equal opportunities is missed in the absence of enough qualified teachers in the field of technology. In addition to these limitations of using ICT, there are many others which hinder its effective impact on the teaching-learning process. Shazia MUMTAZ, for instance, states in an article entitled *Factors Affecting Teachers' use of Information and Communications Technology: a review of literature*, that:

A number of early studies investigated why teachers do not use computers in their teaching (Rosen & Weil, 1995; Winnans & Brown, 1992; Dupagne & Krendl, 1992; Hadley & Sheingold, 1993). Not surprisingly they found a list of inhibitors:

- lack of teaching experience with ICT.
- lack of on-site support for teachers using technology.
- lack of help supervising children when using computers.
- lack of ICT specialist teachers to teach students computer skills.
- lack of computer availability.
- lack of time required to successfully integrate technology into the curriculum.
- lack of financial support (Mumtaz, 2000)

The list of inhibitors that is mentioned above explains the very fact of problematizing the use of technology. In some schools, though the teachers do not have teaching experience with ICT, they are not provided with on-site support that can help them to overcome this chaotic situation. Then, year after year, this problem increases, and it affects, as necessary, students' learning process in one way or another. Moreover, even though there are some teachers familiar with using technology, most of them are unable to teach students computer skills, simply because they are not specialists. Thus, these students do not truly take advantage of its various benefits. In addition, in some cases, there are some schools that still, unfortunately, suffer from a lack of financial support. As a result, they find difficulties in providing the students with the technological devices that can facilitate their learning. Here, the unequal opportunities among students concerning the use of ICT are clearly stated.

The level of the time required to successfully integrate technology into the curriculum is still debatable, simply because most teachers find many difficulties while dealing with technology inside the classroom. They are supposed to manage their time to meet the objectives of the curriculum, but sometimes the unexpected problems that occur while using technology can be time-consuming. Then, this fact, of course, creates confusion in the time management of the teacher. Thus, it is difficult to integrate technology into the curriculum without rethinking the time given to such activities. As a result, many teachers avoid using it in their classrooms.

The problems that have been mentioned so far are usually the reason behind avoiding using ICT by some teachers. But sometimes it is the teacher himself who prefers freely this policy of avoidance. Some teachers have a traditional way of thinking in the sense that they believe that their way of teaching is the best one. Then, they refuse any attempt for change though it can help students to achieve different skills. To this very fact, Shazia, in the article mentioned above, states that:

On a personal level, there are many factors teachers face that influence their take-up of ICT. Veen (1993) showed that teacher factors far outweighed the institutional or school factors. Despite essential technical support provided by the school and a positive attitude to IT from the school principal, the teacher factors that involved beliefs about the way the subject should be taught and skills associated with competence in managing classroom activities and computer-handling technical skills were the most influential in teachers' use of computers (Mumtaz, 2000)

To put it clearly, it can be said that sometimes even if teachers are highly provided with all the technological devices that they can need in the teaching-learning process, they also need to be trained on how to handle the computers within the classrooms to realize immediate results concerning the students' profit.

5. CONCLUSION

To overcome the different problems that are due to the use of ICT in the classrooms, the teamwork of this paper presents some suggestions that can help in the implementation of the technological devices in motivated classrooms. In other words, the use of ICT at schools requires not only motivated students, but also motivated teachers. This can help greatly in facilitating the task of the students to assimilate and understand the items being taught by the teacher. Likewise, the teachers will find it possible to assign as many tasks as they can to their students, bearing in mind that this latter will enjoy the teaching-learning process. For doing so, here are some suggestions that may prove to be applicable in the classrooms:

The teacher should first and foremost be well trained, especially that some students nowadays are more up-to-date than their teachers concerning the use of ICT. There should be some specialists in this field in the training centres. The training should not focus only on the pedagogical level, but on the technological level as well. The problem that almost most teachers may face concerning ICT usage is closely related to their very limited knowledge about it. To this very fact, the government should provide the training centres with the financial support that can allow them to bring experts in the field to help the teacher trainees to get familiarised with the various kinds of the technological devices and the different types of programmes that can be used to facilitate his job as a future teacher. Clearly enough, the use of ICT is totally impossible in the classroom if the teachers are not well trained. For this very purpose, the government of education in Morocco should stress the capital importance of training the teachers in this field.

At level of schools, the spirit of coordination and coordination should exist between the administration and its staff of teachers in order to make the students enjoy a sense of relaxation at schools to change their views about the inhibited atmosphere they are used to at schools. In other terms, if the administration urged its teachers to use ICT in their classrooms, it would be easier for them to use it because the administration itself will be held responsible for providing the technological devices needed and make them at the hands of the teachers. Consequently, this collaboration and cooperation between the administration and the teachers won't leave

room for the students to identify any problems such as an administration that does not help its teachers or instructors who lack the materials needed to teach them. Then, the role of the students then will feel intrinsically and extrinsically motivated to study and to benefit from the opportunities provided to them.

Finally, in order to alter students' perceptions of the inhibited environment they are used to in schools, there should be an attitude of coordination and coordination between the management and its teaching staff at the school level. In other words, it would be simpler for teachers to use ICT if the administration encouraged them to do so because the administration will be held accountable for supplying the necessary technical equipment and placing it in the teachers' hands. As a result, the administration and the teachers' teamwork and cooperation will prevent the students from being able to recognize any issues, such as an administration that fails to support its teachers or teachers who don't have the necessary resources to educate them. Students' motivation to learn and take advantage of the chances offered to them will then come from both internal and external sources.

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