THE PECULIARITIES OF INCREASING STUDENTS' MOTIVATION FOR LEARNING ENGLISH BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Oleh Komar[1], Alina Dzhurylo,[2] Nataliia Honcharuk[3]

[1]*Sc.D. in Education, professor, English and Methodology Department, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, e-mail: oleh.komar@udpu.edu.ua, ORCID: https://orcid.org/0000-0001-8071-3905*

[2]*Ph.D. in Education, associate professor, Department of Foreign Languages and Methodology, Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine, e-mail: a.dzhurylo@kubg.edu.ua, ORCID: https://orcid.org/0000-0002-5129-6724*

[3]*Student, Foreign Languages Faculty, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, e-mail: n.honcharuk@udpu.edu.ua*

Citation:
Komar, O., Dzhurylo, A., & Honcharuk, N. (2024). THE PECULIARITIES OF INCREASING STUDENTS' MOTIVATION FOR LEARNING ENGLISH BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES. *Pedagogy and Education Management Review*, (1(15), 68–76. https://doi.org/10.36690/2733-2039-2024-1-68

Received: February 28, 2024
Approved: March 30, 2024
Published: March 30, 2024

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC 4.0) license

OPEN ACCESS

Abstract. *Motivating students for learning a foreign language can be challenging, but educators can help to foster students' motivation by employing a series of strategies, such as creating a positive and supportive learning environment, building a positive relationship with students, using a variety of teaching methods and technologies, providing regular feedback and recognition for their efforts, using authentic materials, setting achievable goals, and providing opportunities for students' choice and autonomy by encouraging learning outside the classroom, in particular with the help of information and communication technologies. The purpose of this research is to determine the ways how information and communication technologies can increase the level of students' motivation for learning English as a foreign language. Analysis, synthesis and modeling methods were used in order to carry out the research. The findings of the research were obtained with the help of empirical methods: pedagogical observation, questionnaires, interviews, and method of experimental evaluations. Employing technology in education is becoming a global trend and the majority of students use it in education in general and also in the process of language acquisition. Most scholars view the use of technology as being supportive for the learning environment and as a crucial element in providing a high-quality education, especially for the new generations of students who were born in the digital era and thus cannot function without technology. It offers students a quick access to relevant information, not to mention that it expands their scope of learning. Technology also allows students to get in touch with a variety of authentic resources, which can inspire language learners. The paper focuses on the importance of motivation in language acquisition, it presents the main reasons why motivation should be connected with technology, and finally it reviews some benefits of using information and communication technologies to enhance motivation for language learning.*

Keywords: *motivation, information and communication technologies, technological competence, language acquisition, high-quality education, technology, values, language learning.*

JEL Classification: I 23, I 29

Formulas: 0; fig.: 0; tabl.: 1; bibl.: 14

Introduction. Nowadays technology is advancing quickly, and this has had a tremendous impact on English language instruction that has undergone significant changes both in teaching as well as in learning a foreign language. One of the most important changes is the fact that it allows language learners to practice their language skills in a natural setting. A number of scholars agree that technology has a good influence on the process of teaching and learning English. However, the use of computers, the Internet, and information and communication technologies respectively in language learning has been much debated.

In the modern world information and communication technologies (ICT) develop incredibly quickly, consequently ordinary people have difficulty following them. In the recent years, for example, the number of mobile devices has changed drastically with the wide use of smartphones based on Android system and Apple products with iOS system such as iPad and iPhone, and the number of people that own these kinds of devices is increasing at a fast rate especially among young generation [1]. In Ukraine the situation with the use of smartphones and tablets is the same as elsewhere in the world.

Technology is something that allows teachers to be more creative in their classes and it helps the students to create and engage with the topics seen in class. The use of technology is something essential in people's life and has a huge impact when it comes to education, because it provides a lot of resources where teachers can take advantages to teach new languages, apply different types of practices, and search for enrichment information that professors can use on their classes. Information and communication technologies are very useful to increase intrinsic and extrinsic motivation that learners have when it comes to the speaking skill because teachers can use it to help students learn using videos, and practices where they can use repetition so, in this way, they can improve their pronunciation, and feel more comfortable when speaking in class. When it comes to teach a new language, technology plays an important role on the motivation of young students specially because they are more attach to technology that any other generation, due to the fact that most of them grew up with it, and this is not bad; on the contrary, if this is implemented correctly technology can be an excellent ally to the teachers when it comes to provide them with awesome teaching resources and creative ways to increase their students' motivation when learning.

Literature review. ICT are now a central means to be socially, economically, culturally and politically involved in 21st century society [2]. They are integral to the global flows of knowledge, people and services that characterize the knowledge economy. Teaching and learning are now as much to do with access and participation as they are to do with the acquisition of skills and knowing that. Internationally, governments have endorsed the need for students to be ICT and information literate [3]. The contention is that students will need to be able to access, integrate and evaluate information,

construct new knowledge and communicate with others if they are to take their place as active citizens in an increasingly complex and information rich world. Moreover, evident is the view that ICT can enhance student learning, especially English as a foreign language (EFL), through a positive impact on student motivation and engagement. Consequently, ICT has the potential to change both how and what students learn. For now, however, the impact of ICT technologies on education has lagged behind what had been expected.

ICT as a medium for teaching and learning is becoming more and more acknowledged. The possibility to use information and communication technologies at any time and in any place makes them a valuable asset in English language learning as they can be used by students either in the classroom or outside of it. Using them in the class of English can make the learning process easy and interesting, involving all the students into activities and provoking their motivation and effort. On the other hand, using it outside the classroom can still enhance students' motivation by means of autonomous self-conscious learning.

Aims. The aim of our research is to determine the ways how information and communication technologies can increase the level of students' motivation for learning English as a foreign language.

Methodology. Analysis, synthesis and modeling methods were used to study the state of research. The findings of the research were obtained with the help of empirical methods: pedagogical observation, questionnaires, interviews, and method of experimental evaluations.

There are many teachers who do not use technology widely when teaching English, this provokes that some students do not feel the motivation to keep learning the language. Many of them may get bored in classes because they are not engaged with the activities and due to this, they might get bad scores. So, how can the use of information and communication technologies, such as Ted Talks, YouTube, Voki, Kahoot! etc., help the students' motivation when learning a new language?

Results. Information and communications technology is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of them together with computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information

Wernet, Oligens, and Delicatch claim that technological integration in the classroom appears to be crucial for higher and professional education [4]. Since motivation generally appears to be a significant indicator of success in language acquisition, using technology in language learning has a great deal of motivational advantages among which we mention an increased individuality and autonomy, more options for communication, identity development, intercultural content, alternative methods of evaluation and the creation of

motivating tasks [5]. Additionally, employing technology enables content for instruction to be modified to fit the learners' requirements and needs. Furthermore, it can offer immediate feedback and even allow the combination of materials (audio, video, text, photos, etc.).

Through the use of technology, students have the chance to direct their own learning and have unrestricted access to knowledge that is outside of the authority of the educator. Technology-based English language education improves collaborative language learning and enables students to communicate effectively [6]. ICT facilitates the learning process and provides teachers with appropriate instructional resources, bringing language learning opportunities to the student's environment. It also helps students become autonomous learners and provides unquestionable benefits. Furthermore, students are fond of technology, and when they have the option to study via technology, their motivation rises, which improves information retention. Thus, these are the main reasons to connect technology with motivation.

Consequently, the relationship between ICT and motivation in the English language learning should be thoroughly examined and the following hypothesis to be proved "The use of information and communication technologies in the EFL classroom can lead to a greater level of students' motivation for learning English".

The development of the hypothesis definitely leads to finding answers to the following dichotomy: Do information and communication technologies influence students' motivation? Or does motivation to learn predetermine the use of ICT in the classroom? Or does the relationship work in both directions? One of the glimpses of the problem under research can be found in the relevant literature.

The answers to these questions are in particular based on the existing findings presented in the relevant literature. Paudel [7] claims that the advent of information and communication technologies and their easy accessibility globally and locally has become mainstream in present education system throughout the world. The Internet and its use through several devices like personal computers, smartphones and other devices have become commonplace both for teachers and students. Computer integrated ICT now are no more static, standalone but have become personal devices that play a decisive role on the way we get knowledge, the process we teach and learn, and the way we do. Information and communication technologies are currently being used in education to assist students to learn more effectively by providing teachers with access to a wide range of new pedagogy and their use in the field of language education has been a priority throughout the world during the last decade. ICT have made the process and style of language teaching and learning ever changing.

Cakici [8] mentions that ICT are prerequisite for equipping language learners with necessary technological skills. The application of ICT requires

certain language skills and strategies. Introducing ICT into language classroom has great implications for curriculum reform, classroom teaching and student learning. It is believed that the increase of information and communication technologies has dramatically reinforced and created powerful learning atmosphere. The implementation of ICT into real language context is more critical today than ever before since its growing power and capabilities are triggering a change in language learning environment.

Hamidah and fellow researchers [9] state the significant role of motivation in learning. Two types of motivation can be distinguished: intrinsic and extrinsic. Learners are said to be intrinsically motivated in learning if they are learning for their own sake rather than because of external pressure or reward for learning. Intrinsic motivation is closely related to the perception of being able to choose and of being somehow in control of one's actions. Extrinsic motivation refers to learning situations where the reason for doing a task is something other than learners' own interest in the task itself.

Purmama with colleagues [10] use a different approach and distinguish two other types of motivation: integrative and instrumental. Integrative motivated is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

Ryan and Deci [11] define motivation as the perceived payoff for the student's investment of time, energy and effort. Intrinsic motivation is very powerful in triggering active deep learning while extrinsic motivation without intrinsic motivation is likely to lead to passive surface learning.

Moreover, the relationship between motivation and autonomy should be mentioned. Kosaki and Dickinson [12] conclude that "learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control". In short, their position is that motivation is a product of taking responsibility for learning outcomes and that intrinsic motivation has a stronger link with autonomy. While accepting a close link between intrinsic motivation and autonomy, Spratt, Humphreys and Chan [13] question the common assumption that autonomy leads to motivation, and suggest that motivation may lead to autonomy or to be a precondition for it.

Discussion.There has been great debates in the past few decades on the pedagogical worth of ICT in the classroom, and nowadays there is so much emphasis on on-line learning [14]. And information and communication technologies have become an immense helper in virtually all areas of teaching and learning. Expanding access to language programs and improving the quality of teaching and learning are other prospects of ICT in language. Providing

access to up-to-date materials and offering teachers and learners an avalanche of materials in different modes can be also included to the prospects of ICT. But the view that the Internet and other forms of information and communication technologies are of immense benefit to the education system is incontrovertible. In the field of language education, we have identified the following as major constraints to the use of ICT in language education in Ukraine under present conditions:

- electricity and Internet facilities are either inaccessible or unreliable;
- ICT are not available for everyone and often locked in storage closets because only few teachers know how to operate and incorporate them into their instructional programs;
- ICT trained teachers often quit teaching for more profitable jobs because teaching is not well-paid in Ukraine;
- poor maintenance of the existing ICT gadgets (where provided) is a debilitating factor against the use of ICT in language education. It is improper to duplicate the textual material simply to the screen so that the teacher's position is ignored in order to ensure the function of multimedia in practical teaching.

Motivation is one of the main fuels of the learning process, because it keeps the learner giving the extra mile and caring for its own knowledge. Learning problems or difficulties can be found in the development and realization of all communication skills and speaking is not an exception. The fear of being wrong when speaking could be what is holding most learners off from actually succeeding on mastering this skill. This fear is normal, but the lack of motivation might be what manages to keep this fear alive, and denying learners from their main goal which is mastering the language. Nonetheless, ICT is a new tool that may help young learners to increase their motivation and boost up their confidence and provide them with impulse that they need to give the extra mile when learning the new language.

Concerning the development of ICT, there is a hope that in the nearest future, the use of it in the English language teaching will be further developed. Emerging technologies make language teaching and learning process pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational practitioners, that's why the use of information and communication technology cannot be underestimated in language teaching and learning process. Moreover, it is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English with the help of ICT. They have revolutionized society globally, including how language instruction is delivered. ICT can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. A great deal of success however comes from preparing students to interact and learn in the Internet age. One of the main goals of multimedia language teaching is to

promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, so context creation of English language teaching should be based on the openness and accessibility of the teaching materials and information. Therefore, if ICT are integrated into the teaching and learning of the English language, it will go a long way in making ICT a more rewarding partner in the teaching-learning process.

Consequently, teachers should improve their technological competence so that to increase students' motivation in the learning process of the English language. Technology is very important in every aspect when it comes to the learning process; students are surrounded by technology every day in their daily routines, so it is important to implement it in the classes and especially when it comes to learning a foreign language. Some institutions do not count with the number of technological resources, so teachers need to learn how to use the ones that they have to teach students and help them feel motivated for their classes. There are a lot of information and communication tools that teachers can use to capture the student's attention and it is important to learn how to use them because now students demand more dynamic classes to learn in. Teachers need to innovate their teaching strategies, they need to open their minds and learn that they need to implement ICT in their classes when they have the possibilities to do it, because students need to learn with the best way possible. Some teachers do not know how to use technology so it is essential to teach them to do it and use the different kinds of ICT correctly in order to meet the students' needs and help them reach their educational goals.

Overall, the main points for discussion of the obtained results in terms of the use of ICT to increase students' motivation to learn English are given in Table 1.

Table 1. Main points for discussion of the issue of increasing students' motivation to learn English by means of information and communication technologies

The point for discussion		Description
Key findings	Effectiveness of ICT tools and learners' engagement	The study illustrates that the use of ICT can significantly enhance students' motivation to learn English. This is possible due to the interactive and engaging nature of digital tools which may include language learning apps, virtual classrooms, and multimedia resources. The findings align with existing literature that suggests that ICT can make learning more accessible and enjoyable, thereby increasing students' engagement in it.
	Communicative competence and language awareness	By integrating ICT tools into learning routine, students can significantly enhance their vocabulary, grammar, and communication skills. The combination of interactive, multimedia, and adaptive learning resources ensures a comprehensive and engaging language acquisition process.
	Learners' preferences	The research has uncovered specific preferences among students for certain types of ICT tools over others. For example, younger learners might prefer gamified learning platforms, while students of the older age might find video-based content or real-time interaction with peers

		via collaborative platforms more motivating. Understanding these preferences is crucial for tailoring English language instruction effectively, maximizing motivation and expected educational outcomes.
	Students' personal opinions and critical thinking	By integrating ICT tools into the classroom, teachers can create a dynamic and supportive environment that encourages students to form and express their opinions confidently. This approach not only enhances language skills but also promotes critical thinking and active participation in discussions.
Limitations of the study	Sample size and diversity	One potential limitation could be the sample size or the diversity of the sample. If the study was conducted within a single educational institution or among a specific age group, the results might not be generalizable to other settings or age groups. Discussing these limitations is important to contextualize the findings.
	Technology access and digital literacy	The varying levels of access to technology among students can influence the outcomes of using ICT for English language learning motivation increase. Students with limited access to reliable Internet or digital devices may not experience the same motivational boost. Similarly, the study might not have fully considered the role of digital literacy in utilizing these tools effectively.
Implications for practice	Curriculum design	Educators and curriculum developers can use these insights to integrate more ICT tools in language learning curriculums that cater to diverse learning preferences and needs. This could involve more blended learning environments where traditional teaching methods are supported by technological enhancement.
	Teachers' CPD	There is a clear implication for the need for ongoing teachers' CPD on the effective use of ICT in teaching English. Teachers should not only be equipped with the necessary digital tools but also with the pedagogical strategies to use these tools effectively to motivate students.
Prospects of further research	Prolongued studies	Future studies could explore the long-term effects of ICT on English language learning motivation. This could help in understanding how sustained use of technology impacts motivation and learning outcomes.
	Comparative studies	Research could also compare the effectiveness of different types of ICT tools and their impact on various demographic groups and cultural contexts. This would help in identifying the most effective tools for diverse groups and communities.
	Integration with traditional methods	Investigating how ICT can be integrated with traditional teaching methods to create a hybrid model of instruction could be beneficial in terms of holistic approach to language education. This might address some of the limitations associated with exclusive use of technology in English language learning.

Sources: developed by authors

Holistic discussion of the above-mentioned aspects provides a comprehensive view of the potential and challenges of using ICT with the aim of increasing motivation among English language learners.

Conclusions. The study has provided significant insights into the evolving role of ICT in education, specifically in enhancing motivation among learners of English as a foreign language. The integration of ICT tools – ranging from mobile applications to virtual classrooms – has demonstrated a profound impact on both the accessibility and engagement levels of students, supporting the argument that technology can indeed transform the educational experience.

The findings of this study indicate that utilizing ICT for English language learning can be advantageous in cultivating motivation, a critical element for the students' success. However, it's important to recognize that employing ICT tools alone doesn't solve all challenges in foreign language teaching and learning. What remains certain is that when ICT is used thoughtfully, it has the potential to boost learners' motivation, thereby supporting teachers in reducing stress and enhancing efficiency in their instructional practices.

From the authors' experience, ICT has proved to be a good tool for English language teaching and learning as it can be easily implemented to support the traditional classroom instruction and be used parallel to it by the teacher on a daily basis; complement what has been learned in the classroom when it comes to using ICT in extracurricular activities; include exercises on texts / grammar covered in the classroom, etc. Through this perspective we can conclude that the main goals of using ICT in the English classroom are to support:

- acquiring new vocabulary, grammar, and communication patterns in English;
- forming English language learners' personal opinions and critical thinking;
- maintaining an enhanced learning engagement;
- providing students' diverse preferences;
- integrating with traditional teaching methods;
- developing students' motivation to learn English;
- enhancing learning process and learning environment in general.

It's observable in the above list that motivation to learn English stands as one of the crucial aspects in terms of the use of ICT in the English classroom. However, we are convinced that high level of motivation development in students can be achieved only in combination with carrying out other learning goals and objectives.

As for prospects of further research beside the ones, mentioned in Table 1, it's worth for educators and researchers while undertaking a more sufficient and extended study of the issue. This would allow the examination of how students progressively assume responsibility for their own learning with the help of ICT across different activities, materials and techniques over time. Furthermore, such a study could explore how their motivation levels fluctuate based on varying ICT, students' responsibilities and abilities. Finally, further research could study the probable existence of a relation between designing and implementing tasks in a digital context.

Authors' contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

References:

1. Kusmaryani, W., Musthafa, B., Purnawarman, P. (2019). The influence of mobile applications on students' speaking skill and critical thinking in English language learning. *Journal of Physics: Conference Series, 1193 012008.*

2. Yunus, M., Hashim, H., Embi, M.A., Aqsha Lubis, M. (2010). The utilization of ICT in the teaching and learning of English: 'Tell Me More', *Procedia – Social and Behavioral Sciences, Vol. 9, 685–691.*
3. Cowie, B., Jones, A. (2009) Teaching and Learning in the ICT Environment. In: Saha, L.J., Dworkin, A.G. (eds) International Handbook of Research on Teachers and Teaching. *Springer International Handbooks of Education*, Vol. 21. Springer, Boston, MA.
4. Wernet S., Olliges R. & Delicath T. (2000). Post course evaluation of WebCT (Web Course Tools) classes by social work students. *Research on Social Work Practice, 10(4), 487-504.*
5. Wei Y. (2022). Toward Technology-Based Education and English as a Foreign Language Motivation: A Review of Literature. *Frontiers in Psychology, 13, 870540.*
6. Aysu S. (2020). The use of technology and its effects on language learning motivation. *Journal of Language Research (JLR),* 4(1), 86-100.
7. Paudel, P. (2021). Information and communication technology in foreign language classes in English: Roles and practices. *International Journal of Technology in Education and Science (IJTES), 5 (1), 37–55.*
8. Cakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research (PER). Special Issue, Vol. IV, 73–77.*
9. Hamidah, A. R., Azizah, R., Shah, R. A. W., Faizah, M. N., Wan, Z. W. Z., & Mohd, A. B. (2017). Factors affecting motivation in language learning. *International Journal of Information and Education Technology, Vol. 7, 543–547.*
10. Purmama, N.A., Rahayu, N. S., Yugafiati, R. (2019). Students' motivation in learning English. *PROJECT (Professional Journal of English Education), Vol. 2, No. 4, 539–544.*
11. Ryan, R. M. & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In: K. R. Wentzel & A. Wigfield (Eds.), Handbook of motivation at school. New York: Routledge. 171–196.
12. Kosaki, Y., Dickinson, A. (2010). Choice and contingency in the development of behavioral autonomy during instrumental conditioning. *Journal of Experimental Psychology: Animal Behavior Processes, 36 (3), 334.*
13. Spratt, M., Humphreys, G. and Chan, V. (2002). Autonomy and motivation: Which comes first? *Language Teaching Research, 6(3), 245–266.*
14. Honcharuk Vit., Honcharuk Val. (2021). Digital competence as a component of a teacher's professional culture. *Current issues of humanitarian sciences: interuniversity collection of scientific works of young scientists of the Ivan Franko Drohobych State Pedagogical University, Issue 41, Vol. 1, 202–210.*