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PUBLISHER'S DECLARATION

Research and innovation in teaching and learning are prime topics for the *Journal of Instructional Technology and Distance Learning* (ISSN 1550-6908). The Journal was initiated in January 2004 to facilitate communication and collaboration among researchers, innovators, practitioners, and administrators of education and training involving innovative technologies and/or distance learning.

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In its first decade, the Journal published more than 600 articles; 7500 pages of research and theory by over 1,000 authors. It logged over ten million page views and more than a million downloads of monthly journals and eBooks. Many authors benefited from refereed publication for retention, promotion, tenure and advancement in their profession.

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Editorial

Social Media

Donald G. Perrin

The three articles that follow show that social media are so ingrained in the lives of students that it becomes an informal channel for educational communications. It widens the generation gap with some older professors and narrows the communications gap with younger professors who are active in social media. Articles in this and recent issues of the journal show advantages of social media for learning vocabulary and grammar in foreign language classes and for group activities of various kinds. It is clear that, over time, we will devise ways to use these interactive mobile devices for higher levels of learning.

Smart-phones provide instant communications over interactive networks. They also have audiovisual capabilities for pictures and videos, and the ability to store communications at the source and at the destination. They also serve as computers for media production and editing, and have search engines to find almost anything that is on the internet including the vast resources of the Wikipedia, YouTube, and on a more limited scale, ted.com.

Even as I write, I delve into these tools. I wanted to show how limited Archimedes audience was as he ran through the streets shouting *Eureka!* Compare this to the number of people in the world that have instant access to the ideas of every student through Facebook or Twitter. I needed to illustrate this, and my phone pulled up this Ted-Ed Original lesson that I can share through this link: http://ed.ted.com/lessons/mark-salata-how-taking-a-bath-led-to-archimedes-principle

Mobile phones have apps, many of them free, that make the mobile simulate anything from a scientific instrument, such as this app for reading noise levels, to a video editor:

> ***Sound Meter* - Android *Apps* on Google Play**
>
> *https://play.google.com/store/**apps**/details?id=kr...**sound**...*
>
> Google Play Rating: 4.5 - 109,973 votes - Free
>
> *Sound* Level *Meter* is in the 4th set of the Smart Tools collection (*noise*, decibel *meter*). SPL(*sound* pressure level) *meter app* uses your built-in microphone to ...
>
> **Six of the best *video editing apps* for iPhone, iPad, Android ...**
>
> www.stuff.tv/six-best-**video-editing-apps**/feature Stuff
>
> by Tony Horgan - Apr 28, 2014 - Six of the best *video editing apps*. Turn your home movie clips into Cannes-worthy mini-epics with a few simple swipes....

You don't have to be a techno-type to use these tools. Just take time to go surfing on the web.

Maybe it is time for me to stop being a dinosaur and follow the example of my students. Maybe it is time to get a Facebook account. . How do I find that? Should I Google it?
Or just type: www.facebook.com into the command line of my browser

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Editor's Note: This paper reminds us how much the world has changed as a result of computers and social media. It also draws attention to some gaps in teacher training, educational planning and management, and in-service training, especially for older teachers.

Exploring Teachers' Attitude towards ICT integration into ESP and EFL Classroom

Hussain Ahmed Liton
Saudi Arabia

Abstract

Information and Communication Technology (ICT) has been a high-flying inter-connectivity to all spheres of human life and things across the globe. Accordingly, ICT has also become an integral component of teaching-learning issues and practices for the advancement of education and research. Therefore, regardless of teachers, researchers, learners and administrators, ICT as content has to be acquired, and is a skill to be mastered. Under the tutelage of such promising prospect, this study attempts to explore teachers' attitude towards ICT-Integration and adoption into ESP and EFL teaching-learning practices in real classroom situations at the tertiary level. To this end, this study examines teachers' attitude towards ICT-Integration into language classroom teaching-learning practices through survey questionnaires and observation. The data was collected through questionnaires from a total of 27 ESP/EFL teachers. The research results revealed that young teachers are enthusiastic but many don't know how to integrate technologies into classroom teaching-learning, while the older teachers (Age group: 46- above) showed their reservation to use technologies in the classroom. It, therefore, suggests that university authorities should arrange pedagogical training for EFL/ESP teachers on how to integrate ICT into their teaching practices rather than simply training them how to use ICT tools. The study also recommends that classrooms should be equipped with cutting-edge technologies that drive effective learning and students' success both in and out of the classroom. This will also enhance the ability of colleges and universities to better manage the business of education.

Keywords: ICT, attitude, netizen (net generation), learners' autonomy, integration, effective pedagogy, asynchronous/ synchronous, internet, instructional technology, digital natives, digital migrants

Introduction

Information and Communication Technology (ICT) has been an all-embracing connectivity tool, to all aspects of human affairs in today's world. Undoubtedly, prevalence of ICT in business, communication, transportation, media, medical science, developing construction, transactions, and the like, results in our lives being easier and more comfortable. Apart from this, it has far-reaching effects in the education sector if it is integrated effectively in classroom teaching-learning practices towards preparing and producing outstanding skilled professional cadres in different disciplines. Globally, language teachers and policy makers receive a strong and constant urge and call "to integrate new technologies into their teaching from the media, government, school administrators, colleagues, parents, and learners, and spite of these calls, the percentage of teachers who have effectively integrated new technologies into their curriculum is still relatively low" (Schmid, 2011, pp. 89-91). If teachers are trained and provided with the appropriate technology to apply in the classroom, it will have an impact on student learning. But, this is not enough. It is educational technology which has glaringly added effectiveness to teaching-learning. Even 'so' is not possible until teachers develop a positive attitude to the use and integrate ICT in their teaching. Under the tutelage of such a standpoint, this paper examines the teachers' attitude towards ICT-integration into ESP and EFL classroom in tertiary context especially in Bangladesh, Malaysia, Pakistan, Saudi Arab and Bahrain.

Figure 1: A Technology-enhanced world-view

Globally, technology is perceptively mushrooming in the seats of learning at a dizzying pace in all aspects of socio-academic activities, since the last few decades have changed the very nature of what, how and where we learn and teach. Considering the very pulse of the global academic and pedagogical trends, it is important to launch cutting-edge technology with a view of bringing ICT into classrooms of different disciplines for a golden mean in the academic sphere. New technologies and the growth of **digital** media, profoundly affect today's university students. Information technology is interwoven throughout their lives. They have never known life without the *Internet* and only think in terms of what activity technology enables. Students of the present world, grow up amidst technology as '**Digital natives'** since their primary school years. Technology is in their houses, in their cars and in their hands. Actually, today's students are hardwired for multimedia. According to many ICT experts, digital generation students have developed "*hyperlinked minds*." So, **today's university student**:

- is exposed to high levels of sensory stimulation in everyday life;
- learns best by application;
- learns best when subject is related to his/her world;
- performs well in an environment rich with visual & audio stimulation which captures attention;
- learns important content when he/she is physically engaged & emotionally connected to the learning process;
- prefers receiving information quickly from multimedia sources.
- operates at "twitch" speed due to constant exposure to hand-held devices, digital phones, hypertext, the Internet, etc. As a result, he/she has more experience processing data and high-speed information.

- "swims in a sea of technology" while **out** of class, and then is "beached" while **in** class, if the professor only lectures and uses the white board.
- prefers random access to hyperlinked multimedia information. He/she enjoys "clicking around" electronic information.
- prefers to learn new information by networking simultaneously with other students by cell phones, texting, email, blogs, *Facebook*, and *Twitter* (are just a few examples). He/she needs and expects to be able to communicate with others using digital collaboration, and
- wants learning to be useful and relevant in connection to his/her real life, and wants learning to be enjoyable.

All these reflect the new-generation, which is the product of Net-generation, i.e., becoming global *netizen.* So, considering the prevalence of ICT in today's life and learning, it is essential to lead the instructional process with the integration of the instructional technology in order to develop professional careers and educational effectiveness. To implement this scheme successfully, it is imperative to know the '*attitude'* of teachers who are the real and prime implementers of effective ICT integration in their pedagogical approach. So, the focus of the purpose of this paper is to explore the EFL/ESP teachers' attitude towards using ICT effectively in the classroom teaching.

Globalization and ICT impact on education

Globally, the emergence of Third-generation learning technologies allows students to learn informally while being away from their computers and classrooms. This aspect brings a change to the traditional landscape of learning, and continues to challenge educators to keep up with innovative technologies, effective learning designs, new models of learning, and today's learners. "Today's generation of students have been coined *Millennial learners or the Net-Generation,* because they have been raised in a *media-rich* environment and live in an information-centric world. Many of these students have surfed the Internet since early adolescence, purchase clothing and concert tickets on the Internet, and communicate with peers via multiple Instant Messaging windows" (Windham, 2005).They are expert multi-taskers. Since they have been exposed to high amounts of technology during their lives, they expect educators to appreciate their enthrallment with technology and therefore provide innovative technological tools that parallel and echo their inherent technology skills and characteristics. Today's students demand the use of technology in the classroom in order to complete their learning and if educators do not provide it, they unfortunately are left behind in the archaic den. Innovative technology is changing students' and teachers' expectations of learning and workplace hub. Therefore, as a result of the implementation of technological applications in instructional design, EFL/ESP learners and educators would be benefited from multi-dimensional accessible sources that advance new instructional models and institutional transformation.

In addition, with the appearance of new technologies, web-based learning/e-learning facility opens up new horizon in teaching-learning scenario bridging teachers & learners into digital home. This type of teaching-learning discourse terms as *new millennium learners*, the digital nature of the *third millennium generation(s),generation Y* (abbreviated as *Gen Y*), *digital natives*, *screen generation*, etc. They are so described because they have grown up among digital technologies, computers, video games, and cell phones (as cited in Prensky, 2001; Cantoni, 2011).

Figure 2: *(ICT use*) Search for information

In fact, the Internet facilitates numerous forms of communication, pedagogy, learning style, and the exchange of information and ideas heightening the established resources for education. Here, both teachers and students can establish educational blogs, wikis and groups where they can publish classroom-related materials and initiate academic discussions. This new form of educational discourse, which abounds in such terms as "webogogy", "techno-pedagogy" and "digital pedagogy" reflect that this new mode of learning as distinct from the traditional concept of "pedagogy." Web-based learning also has its "webliography", "wiktionary" and "Wikipedia" which are contrasted to the traditional concepts of "bibliography", "dictionary" and "encyclopedia." In addition, what to say regarding educational institutions virtually in nature are referred to as "digital environments", "e-universities", etc. that has "e-classes", "e-libraries", and the likes. This revolutionary development in technology-enhanced web-based educational discourse reflects massive advances in webogogy. It's relevant to ask: how does this new *"techno-pedagogy"* contribute or support traditional pedagogy? Certainly, it does 'so' because the Internet employs a variety of interactive channels and networks where students and teachers from different corners of the globe can come together to exchange skills, knowledge and experiences. 'This global interaction can both be synchronous (*taking place at the same time, e.g. chatrooms, messengers, Skype, etc.*) and asynchronous (*taking place at different times, e.g. wikis, e-libraries, e-books, email, social networks, blogs, etc.*)' (As cited in Bonk, 2011; Borden, 2011). Teachers, through their official web-pages, can post all related course schedules and materials so that students can consult them whenever they need. Thus, ICT certainly can be a contributing educational tool if teachers have a positive *attitude* to employ and design it systematically.

Literature review

ICT–Integration and adoption into the teaching-learning situation

ICT, as a teaching and learning tool in educational systems, emerged as an innovation considerably in the early 1990s. According to Rogers (1995), an innovation can be defined as "an idea, a practice, or an object that is perceived as new by individual or other units of adoption" (p. 11), and diffusion as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (p. 10). Rogers, in his ***Theory of the Diffusion of Innovations*** (1995), indicated that an understanding of the culture and local environment in which a technology is introduced is a prerequisite to understanding how best to promote its adoption. The notion of ***attitudes*** is central to the concept of adoption, and culturally-related perceptions may have a strong influence on ***attitudes*** that ultimately lead to adoption decisions. According to Rogers' model, many factors contribute to whether an individual develops favorable or unfavorable attitudes toward an innovation, and consequently either adopts or rejects it. In the context of innovations designed for educational systems, 'teachers are assumed to be major stakeholders in making such adoption decisions' (Spiegel, 2001). In his model of the

diffusion of innovations, Rogers (1995) described five main attributes of an innovation that influence the ***attitudes*** of potential adopters. The first attribute is ***relative advantage***, i.e., the notion that an innovation is better than that which came before it. The second attribute is the ***compatibility*** of an innovation within the existing socio-cultural frame and context. The third, ***complexity*** attribute involves the degree to which an innovation is perceived to be difficult to use, while ***observe-ability*** relates to the degree to which the advantages of an innovation are observable. The last attribute, ***trial-ability***, refers to the degree to which an innovation may be experimented before reaching a decision to adopt or reject it (Rogers, 1995). In any EFL/ESL context like Bangladesh, Bahrain, Pakistan and Saudi Arabia, the first four of these attributes may impact the teacher's decision about how he or she actually would use ICT in instruction. The last consideration '**Trial-ability'** is not relevant to those universities where ICT was installed in classrooms without teachers' input.

Everything is going global, and we are not exception to that but a *part* of it. At this turn of the digital age, computers as technological media are playing a vital role in the education sector as a means of learning, exchanging information, research and training. It opens up new avenues of learning, enabling us to access ideas and information from diverse sources through processing, manipulating and analyzing material in different multimedia forms across local, national, and international arenas. To ensure greater benefit for the students, teachers as observers, designer, implementer, and evaluator, needs to know the new technology and teaching methodology accordingly. In this regard, three main apparatus in CALL (*Computer-Assisted Language Learning*) in the classroom are: *the learner*, *the teacher,* and *the computer* are complementary to each other. So, "For the effective use of CALL in the classroom, the teacher needs to have a leading role in the team work and encourage other players in the team to do their best" (Son, 2002).

Teachers' attitude is essentially important for educational innovation, effectiveness, implementation and action. In an educational survey report according to the U.S. Department of Education, only 10% of public school teachers reported feeling "very well prepared" for the use of ICT in the classroom, while the majority (53%) reported feeling "somewhat prepared," and 13 percent reported feeling "not at all prepared" (Education U. D., 2004, p. 66).

The use of Internet search engines, i.e., Google, Yahoo, MSN among adult learners likewise-TESOL, TESL, TEFL, TESP along with other areas of research and training students is greater in number across the globe. In a survey among trainee teachers undergoing a 5-year Bachelor's Degree program at a teacher training institute in Malaysia, Lau Teck-Chai, et al., found **"...**TESL and PPISMP trainee teachers' use of the Internet search engines as a tool in information seeking when approaching research for their academic learning activities" (Chai, Hong, & Ching, 2010). It reflects pre-service teachers' attitude to use ICT in research and training as an instrument of learning effectiveness.

ICT as a tool for information seeking and adopting in the domain of pedagogy and learning is not a wistful habit, but a real and effective approach. This aspect comes into focus in a research conducted by "OCLC (Online Computer Library Center) in 2002 revealed that a majority of college students used search engines rather than library resources for seeking information" (Chai, Hong, & Ching, 2010).

Globally, technologies in education change teachers' teaching approaches and strategies as well as the role of teachers in helping learners to acquire needed qualifications in today's world. Teachers are not knowledge dominators anymore, but are the main element of the learning-teaching process, implement education programs, constantly interact with learners helping them acquire behaviors and evaluate education and learners" (as cited in KILIC, 2010). Developing good communication with learners, most of the time means creating a successful interactive

learning environment and performing effective teaching (Celep, 2001). According to Pelgrum (2001) ICT is *"not only the backbone of the Information Age, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers"* (p. 2). So, to "become successful members of the global marketplace, all countries must produce competent persons who are highly qualified in the realm of information and communication technology" (Gonzenbach & Davis, 1999). Now, teachers need to know exactly how ICT is used as a teaching and learning tool. Many researchers have pointed out that a school's ICT vision is essential to effective ICT integration (Anderson & Dexter, 2000).

Of course, there are some factors affecting teachers' attitudes towards adopting ICT as a tool for pedagogy, namely motivation, instructional techniques and abilities to use technology in education, computer competence, cultural perception of ICT & the Information Age as well as attribution of ICT to education. Fatemeh and Allameh, conducting a research on Iranian EFL teachers' attitude towards ICT and their perception of ICT, found that "the participants possessed a positive attitude towards ICT" (Alipanahi & Iran, 2013).

Seemingly, teachers' beliefs and attitudes to teaching and learning with ICT are central issues to integration. Teachers' lack of knowledge and skills is one of the main impediments to the integration of ICT in education. According to Pelgrum (2001), the success of educational innovations depends largely on the skills and knowledge of teachers. So, to be successful in ICT use and integration in teaching, teachers need *"to engage in conceptual change regarding their beliefs about the nature of learning, the role of the student, and their role as teachers"* (Niederhauser, Salem, & Fields, 1999, p. 157).To possess positive attitudes to the use of technology in classes, teachers should have technical ideas and skills. Referring to this, Khan et al., points out that *"Such attitudes are developed when teachers are sufficiently comfortable with technology and are knowledgeable about its use"* (Khan, Hasan, & Clement, 2012)**.**

Presumably, the diverse literature review related to EFL/ESP teachers' attitudes to ICT adoption in classroom teaching underpins urgency and necessity of implementation and integration of technology-supported pedagogic portfolio and heightens the significance of the current study at this turn of the digital era.

Methodology

Research context and participants

The study was conducted at several universities including, University Sains Malaysia, Malaysia, Bangladesh Islami University, Bangladesh, University of Bahrain, Bahrain, Allama Iqbal Open University, Islamabad, Pakistan, King Abdul Aziz University, Jeddah and Jazan University, Saudi Arabia. The participants of this study are EFL/ESP teachers. They were chosen on random basis. A total of 27 teachers took part in this study. The demographic information concerning the age-group of the participants was verified and found that people of diverse age group took part in this study.

Data collection procedure and questionnaire

Survey methodology was facilitated through the use of a one page written research questionnaire which was applied for this study **(See Appendix).** The researcher sent questionnaires to 34 ESP/EFL teachers via *email*, *Facebook* and *Skype* in between November and December of 2013, and data from the questionnaire was received from the respondents in the same way. There were multiple choice questions (MCQ) as well as questions asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix. They responded to the questionnaire pretty willingly, and most of them made some priceless suggestions. The questionnaire for this survey was designed to determine teachers' self-reported attitudes to ICT Integration into ESP & EFL classroom teaching. In field-based research

investigation, individual opinion reflects the ground reality as "*personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange"*(Marshall & Rossman, 2006, p. 100).

Out of **34**, a total of **27** questionnaires were returned representing a response rate of **77%.**

Results

Data analysis

The data analysis procedure maintains both a quantitative and qualitative approach. From the collected data of the questionnaire, the percentage of respondents offering the same answer was computed using MS Excel to produce research findings. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Typically, throughout the data analysis processes, there was an attempt by the author "*... to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes*" (Creswell, 2003, p. 203). Results were reported both quantitatively and qualitatively. Tables are drawn below to sum up the frequency of responses. (**See Tables below**)

The 2nd question was designed to gather the participants' view regarding introducing ICT as teaching-learning tools in the classroom. 67% of the respondents answered "Yes" while 22% of them the "Partially" option. 11% of the respondents answered in the negative. (See Table 1)

Q2. ***Would you like to introduce ICT as teaching-learning tool in your classroom?***

Table 1

Choices	*Answer*	*Percentage (%)*
a) Yes	18	67
b) Partially	06	22
c) Not at all	03	11

Table (1), overwhelmingly, **(67+22)%** indicates a significant result confirming the strong support from both old and young innovative teachers with reference to their ties and attitude to digital technology integration in the classroom. It underscores teachers' concern regarding academic innovation and effectiveness. Since the demographic information of the respondents' age informs us that 11% of them belong to both categories (young & old) feel negatively due to lack of ICT skill and ignorance of technology application in classrooms. In this respect, Harrison and Rainer (1992) point out those participants *with negative computer attitudes were less skilled in computer use and were therefore less likely to accept and adapt to technology than those with positive attitudes.* Under such circumstances, it suggests the empowerment of teachers' ICT skill and knowledge through teachers' training activities.

The 3rd question asked the teachers, "*What's your view about ICT-integration into English Language classrooms?"* Responses to this question are cited in the table below. (Table-2)

Q3. ***What's your view about ICT-integration into English Language classroom?***

Table 2

Choices	*Answer*	*Percentage (%)*
a) ICT-integration promotes students' learning autonomy and self-directed learning	**21**	**78**
b) ICT-integration strategies develop student-centered approaches	**20**	**74**
c) Web-based materials expand students' knowledge while they are confined to the yoke of textbooks	**22**	**81**
d) ICT-integration into EFL/ESP classes ensures higher degrees of interaction and promotes teachers' satisfaction and confidence	**24**	**89**
e) I'm not sure about how teaching-learning will affect me when I integrate ICT in my classes	**3**	**11**
f) ICT-integration is a troublesome and time consuming technique	**4**	**15**

Participating teachers (***average 80%)*** as ***digital migrants,*** avow that ICT assisted classroom teaching practices will certainly contribute in perceptively to the EFL/ESP learners and mould them ready to be fit for real-life careers. ICT integrated teaching accelerates learner-centered practices underlining: students' self-directed learning autonomy, promoting higher degrees of teacher-student interaction as well as Web-based materials, which expand students' knowledge rescuing from the yoke of merely textbooks. Apart from this, some teachers are not sure of the effect of ICT integrated classes, and they term it as a troublesome and time consuming technique which reflects teachers' poor skill and knowledge of ICT. To implement ICT adoption in classroom practices fully, this negative point should be taken care of and solved.

The 4th question seeks to know the range of efficacy and appropriateness of ICT-integration into classroom teaching for a better learning outcome. 81% of the participants selected the "Yes" option while 11% for "Partially" and 7% answered in the negative. (See Table-3)

Q4. ***Does ICT-integration into classroom teaching-learning motivate your students towards a new learning situation?***

Table 3

Choices	*Answer*	*Percentage (%)*
Yes	22	81
Partially	03	11
Not at all	02	07

Here, teachers' opinion (81%) with reference to ICT-integrated new learning situation exposes their real observation of the digital global village as well as their perception of ICT centered young generation as *'net generation'* or '*screen generation'*. The underlying result of this hypothesis infers ESP/EFL teachers' positive attitudes towards ICT integrated teaching practices

and assures that ICT integrated learning situation captivates and motivates students' immersion in learning more than traditional pedagogy.

The 5th question was designed to capture teachers' reflection about the fact that *"*ICT-integration changes the teachers' role from ***a dominator of knowledge to a facilitator of knowledge****"*. In terms of the three choices: (56% + 22%) =78% of the participants agreed on the issue and 22% were not aware of the fact (Table-4).

Q5. ***"ICT-integration changes the teachers' role from a dominator of knowledge to a facilitator of knowledge,"*** do you agree?

Table 4

Choices	***Answer***	***Percentage (%)***
Strongly agree	15	56
Partially agree	06	22
I don't know	06	22

The teacher participants (78%) agreed that technology-integration in EFL/ESP classes facilitates a higher degree of **teacher-student interactions**. Consequently, it develops learners' ample chances to work and reflect more than what they did in a traditional lesson. So, ICT integrated teaching practice enhances learners' autonomy of study and at the same time, reduces teacher-dominated lesson practices. Tellingly, ICT-integration changes the teachers' role from a dominator of knowledge to a facilitator of knowledge. On the other, presence of 22% of teachers' unintelligibility of ICT factor draws a subtle line of attention to the authority concerned indicating steps to be taken to improve this situation through ICT related workshop/ training.

The 6th question asked the teachers to articulate their *attitude* towards the relevance of Computer-based Materials (e.g., *audio, video tapes and satellite TV*) along with paper-based teaching materials in traditional EFL/ESP classes. (See Table-5)

Q6. ***What's your attitude towards the relevance of Computer-based Materials (e.g., audio, video tapes and satellite TV) along with paper-based teaching materials in traditional EFL/ESP classes?***

Table 5

Choices	***Answer***	***Percentage (%)***
a) Useful	21	78
b) Not practical	06	22

78% of teacher participants express stimulating attitude towards the usefulness *of Computer-based Materials, like audio, video tapes and satellite TV along with paper-based teaching materials in traditional EFL/ESP classes*. Practically, both computer-based and paper-based teaching materials will effectively complement students' real life learning to meet the challenges of the workplace. The presence of 22% negative response avers the lack of participants' awareness of the current digital world and students' workplace related needs and skills.

Finally, the 7th question offered the participants a free reign to spell-out their own favorable or unfavorable attitude or reflections regarding ICT integration in teaching. The responses reflect the real attitude of the teachers representing an average response rate of 77%. Most importantly, a contributing number of participants 85% suggested that EFL/ESP teacher training needs on "*ICT*

& Its application in classroom teaching" and 81% of them expressed ennui that all classrooms are not wired with internet and cutting-age technology. In addition, the author of this paper designed participants' self-reported reflections and suggestions into structured answers. These are represented in the Table 6 below.

Table 6
Teachers' suggestions and nuances from data analyses

Sl. No	Suggestions/Nuances	Respondents	Percentage (%)
1.	All classrooms are not wired with internet and cutting-age technology	**22**	**81**
2.	*'We need to witness some technologically- conducted lessons in actual computer laboratories to improve classroom management skills in virtual settings.'*	**17**	**63**
3.	Classroom needs to be facilitated with an ***interactive whiteboard*** for presenting and demonstrating lessons.	**19**	**70**
4.	"I know how to use a computer and the Internet. But, what I need to know is how to use ICT in teaching English to my students." *It reflects teachers' willingness to embrace new techniques in pedagogy.*	**16**	**59**
5.	Universities should develop a full-fledged ICT based lab with Internet facility.	**21**	**78**
6.	EFL/ESP teacher training needs on "*ICT & Its application in classroom teaching."*	**23**	**85**

Source: ***data analysis of questionnaires***

General picture of data analysis in graphical representation

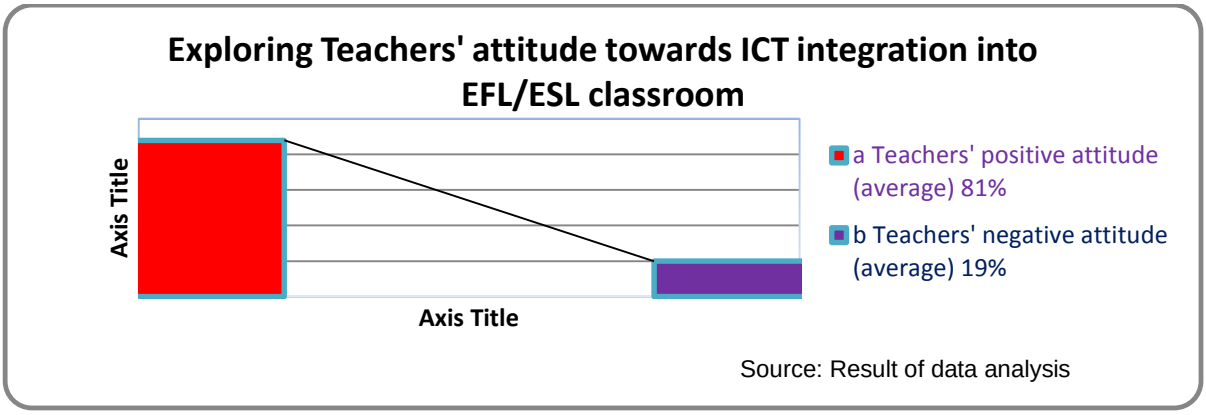

Figure 3: Research survey data analysis summation

Discussion and recommendations

The data analysis, in this study, attempted to sort out convergent and divergent issues related to teachers' attitude towards ICT integration into ESP & EFL classroom. Analytical investigations of variance demonstrated that age factor affects negatively teachers' attitude towards bringing ICT into classroom while the literature has a number of research studies supporting faculty perception of adopting technology in schooling. This research underlines a significant pointer that the key to successful integration of ICT into education is teaching contingent (staff) and so, their (teachers') attitude towards ICT is directly related to that.

The related and diverse literature review revealed that the use of ICT has vitally altered education engineering and the way of knowledge transmission from teaching staff to students. Virtually, ICT integrated teaching-learning situation captivates and motivates students' immersion in learning more than traditional pedagogy (Table-3, 81%). As technology develops, we adopt tools where inadequate use limits usefulness for the learners. The findings of this study in particular point out that virtually both computer-based and paper-based teaching materials will effectively complement students' real life learning to meet the challenges of the workplace. Moreover, the data analysis showed the following vital points of hypotheses:

I. Issues of concern and challenges:

Teachers' Lack of ICT skills:

Some teachers belonging to both categories (young & old) show negative attitude towards ICT incorporation in teaching, due to lack of computer skills as well as general ignorance of technology application in classrooms.

Teachers' Attitudes and Beliefs about ICT:

89% (67% completely + 22% partially) teachers (both old and young innovative teachers) showed their moderate and positive attitude confirming the strong support to ICT integration in classroom teaching (Table-1). They believe ICT assisted teaching practices will certainly contribute perceptively to the EFL/ESP learners, getting them ready to be fit for real life careers (table-2). But 11% participants (*old-aged teachers greater in number*) with negative attitudes were less skilled in computer use and were therefore less likely to accept and adapt to technology enhanced pedagogy in the classroom.

Lack of Classroom technology equipment/materials:

81% of the participants expressed ennui that all language classrooms are not wired with internet and cutting-age technology (table-6). It also requires classrooms to be facilitated with ***interactive whiteboards*** for presenting and demonstrating lessons.

Cost expensive technology:

ICT-supported hardware, software, internet, audio visual aids, teaching aids and other accessories, are highly expensive and demand huge funds. It increases worrying and challenges to the administration and government so far as the financial affairs are concerned. Vis-a-visa, inadequate ICT- supported tools in the classroom can seriously limit the use of it by teachers and students. Limited resources definitely results adversely affect ICT integration schemes.

II. Issues of viable suggestion:

ICT training and workshop:

To empower EFL/ESP teachers' ICT skill and knowledge needs pedagogical training & workshop on "ICT & its application in classroom teaching" (**Table**- *1, 4 & 6*). Initial teacher training/professional development departments at this point have a key role in equipping and

preparing teachers for classrooms in the digital era. The teachers need opportunities to develop suitable instructional strategies and encounter circumstances where they can practice and reflect on the pedagogy of using ICT in the classroom.

Classroom mechanization:

Immediately, language classrooms are to be wired with internet and cutting-age technologies like computers, interactive whiteboards, audio-video tape, satellite TVs and the like. Moreover, university administrations should develop a full-fledged ICT based lab with Internet facility.

To change teachers' attitudes towards technology knowledge:

Participants with negative ICT attitudes were less skilled in ICT use. The successful use and integration of ICT into classrooms, largely depends on teachers' attitudes and beliefs. Changing individuals' negative attitudes into positive ones are an essential need to increase their ICT skills. Accordingly, "if teachers want to successfully use technology in their classes, they need to possess positive attitudes to the use of technology. Such attitudes are developed when teachers are sufficiently comfortable with technology and are knowledgeable about its use" (as cited in Khan, Hasan, & Clement, 2012).

Cost effective technology:

It is critically suggested, to manage cost effective technologies with a view of reducing the expenses. It will enhance the smooth process of ICT integration into education.

Variable:

Learner-centred and collaborative pedagogy:

One significant variable was found that ICT-integrated teaching strategies develop student-centered task-based classroom practices, and enhance collaborative effective learning situations.

Conclusion

This article contributes significantly to university administrations, researchers, language teachers and students by exploring teachers' attitude towards ICT integration into pedagogy based on data analysis and research investigation. The results showed that ESP/EFL teachers demonstrated positive attitude towards ICT adoption, into their teaching practices and reflected that ICT integrated learning situations captivate and motivates students' immersion in learning more than traditional pedagogy. But some teachers, predominantly old aged, have negative attitude towards ICT integration, due to their own deficiency of computer skills and knowledge of technology application in the classroom. In addition, 80% of the participants believe ICT integrated teaching accelerates task-based learner-centered teaching practices enhancing learners' self-directed autonomy for studying; facilitating a higher degree of teacher-student interaction and promoting teachers' satisfaction creating inclusive learning environments.

ICT-integrated pedagogy changes the teachers' role from a dominator of knowledge to a facilitator of knowledge. It reduces teacher-dominated lesson practices enhancing learners' ample chances to work and reflect more than what they did in traditional class lessons. The teachers identified computers as a valuable educational tool that could save time, motivate students, and enhance collaborative learning environments.

This study, on the contrary, for the effective use of cutting-age technologies in classrooms, cautiously draws some important points and issues that impede or facilitate ICT integration and affect teachers' attitudes. These are:

I). This paper suggests providing pedagogical training for EFL/ESP teachers on how to integrate ICT into their teaching practices rather than simply training them on how to use ICT tools. Consequently, less ICT skilled teachers with negative attitudes will find interest in incorporating new technologies into their daily teaching.

II). University should form **model lesson** *'Observer Team'* to witness some technologically-conducted lessons in actual Smart ICT Classroom/Computer laboratories to improve classroom management skills in virtual settings.

III). Inadequate classroom technologies affect teachers' attitude adversely. According to Hall and Elliott (2003) *"The rate at which most institutions are able to integrate new technology into the teaching process is primarily dependent on resources and willingness of faculty members to adopt new technology"* (Hall & Elliott, 2003). Hence, the infrastructure should be in sufficient numbers so that each student can use one computer at his/her class time. It is suggestive to set up full-fledged ICT labs with Internet facility.

IV). To enhance the smooth process of ICT integration in instruction, long-term cost effective technologies are to be setup with a view of reducing financial breakdown of the institution.

Finally, this **paper** casts a significant light on teachers' trajectory of attitudes and beliefs towards the use of ICT in teaching, a shift away from traditional teacher-centered lecturing to a technologically driven model of ICT integration to facilitate students to learn how to operate technology in an age of information and technology. By overcoming those barriers and following the recommendations aforementioned, the feasibility of successful technology adopters and ICT integration in EFL/ESP teaching-learning opportunities, will come into being. Since the incorporation of ICT in EFL/ESP classroom teaching is an inevitable issue, this paper proposes a forthcoming study on the ways and means of integration ICT into pedagogy and curriculum for academic effectiveness. It is, after all, assumed that the findings of the present paper will be a useful source of information to the professionals, students, researchers and other decision makers who are directly involved in introducing and incorporating ICT into education in any ESL/EFL contexts where ICT is not adequately used and not extensively accessible to teachers and students.

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Appendix-1

Dear Participant, ***this survey is designed to*** *"Explore Teachers' Attitude towards ICT (Information & Communication Technology) Integration into ESP & EFL Classrooms****." Teachers' perceptions and opinions are vital for academic innovations, additions and professional practices. Sincerity of your answers is highly important for accuracy of the research. I appreciate your cooperation with thanks.***

Hussain Ahmed Liton, Lecturer, *English Language Centre, Jazan University, Jazan, KSA*

Teachers' Questionnaire

1. Please specify your age group:

Age group	Put a tick (√) mark
25-29	
30-34	
35-39	
40-44	
45-+above	

Put a tick (√) mark against the options that reflect best your opinion.

2. ***Would you like to introduce ICT as teaching-learning tool in your classroom?***

a) Yes b) Partially c) Not at all

3. *What's your view about ICT-integration into English Language classrooms?* ***Choose as many answers which apply.***

a) ICT-integration promotes students' learning autonomy and self-directed learning

b) ICT-integration strategies develop a student-centered approach

c) Web-based materials expand students' knowledge while they are confined to the yoke of textbooks

d) ICT-integration into EFL/ESP classes ensures a higher degree of interaction and promotes teachers' satisfaction and confidence

e) I'm not sure about how teaching-learning will affect me when I integrate ICT in my class

f) ICT-integration is a troublesome and time consuming technique

4. ***Does ICT-integration into classroom teaching-learning motivate your students towards a new learning situation?***

a) Yes **b)** Partially **c)** Not at all

5. ***"ICT-integration changes the teachers' role from a dominator of knowledge to a facilitator of knowledge"*** do you agree?

a) Strongly agree) b) Partially agree c) I don't know

6. ***What's your attitude towards the relevance of Computer-based Materials (e.g., audio, video tapes and satellite TV) along with paper-based teaching materials in traditional EFL/ESP classes?***

a) Useful b) Not Practical

7. **Please write down here additional suggestion(s) and reflections if you have any.**

About the author

Hussain Ahmed Liton is a Lecturer at the English Language Center, Jazan University, KSA. He has published over a dozen articles in local and international arenas like Bangladesh, Turkey, Russia and India. He is an Editorial Board member of the *International Journal of Instruction*, *Eskişehir Osmangazi University,* **TURKEY** and **ESP World Journal, Russia**. He presented his research paper at the 5th (ILLC 2013) International Language Learning Conference at the University of Sains Malaysia, Malaysia. His research interests are ELT, ESP, professional development, and Post-Colonial Literature, Diaspora Asian English Literature, and Cultural studies. Both his B.A (Hon's) and M.A, are in English Language and Literature from the Islamic University, Kushtia, Bangladesh, with distinction.

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Editor's Note: Apparently students identify more closely with teachers who share social media communications through Facebook. A more surprising finding is that such identification stimulates students to be intrinsically motivated rather than extrinsically motivated toward the course.

The effects of instructor's self-disclosure through Facebook on students' intrinsic motivation retention in a language course: a case study

James Aubry
USA

Abstract

This study explores the effects of instructor's self-disclosure using Facebook's social networking online platform on students' motivation types, in a French language course. The participants were comprised of 85 students enrolled in an intermediate level French course. The participants were divided into a Facebook group, where they could access the instructor's Facebook profile throughout the semester, and a control group. The Academic Motivation Scale (Noels, Pelletier, Clement, & Vallerand, 2003) was used for determining whether the participants were intrinsically or extrinsically motivated, anchoring this research within the Self-Determination Theory model (Deci & Ryan, 1985). Post-treatment results indicated that participants assigned to the Facebook group were intrinsically motivated, whereas pre-test takers remained intrinsically motivated, post-test takers were intrinsically motivated in the control group during the pre-test, switched to an extrinsically motivation type post-test, that is less conducive to successful language learning (Gardner, 1985) This study presents evidence of the benefits of instructor's self-disclosure through Facebook on students motivation.

Keywords: computer-mediated communication, computer assisted language learning, motivation, e-learning, instructional technologies, second language acquisition, self-determination theory, self-disclosure, social networking, virtual learning environment

Introduction

Social networking sites play a dominant role in our interconnected world. Their preponderance is a sign that web surfers are demanding and using such sites and their diversities address several niches, which are not incompatible with one another (to name a few, Instagram allows to post and comment on pictures, Vine does the same with short videos, Twitter users can post 140 characters messages that can be commented on). Despite the competition, the most successful social networking site remains Facebook with 1.23 billion active users at the end of 2013. Facebook use is so prevalent that every day, 556 million people in the world access the site if not from a computer, then from their smartphone. This means almost three quarters of Facebook daily users (757 million people use Facebook daily) connect to the site on the go (Guardian, 2013). This use of Facebook is particularly prominent on college campuses where students seem to consistently check and update their newsfeed from their phones at any time of the day, in and out of class, for a total time of 10 to 30 minutes daily (Ellison, Steinfield, & Lampe, 2007). Since Facebook is structured to facilitate communications and sharing (Coenen, 2005) it did not take long for educators to unravel its potential in a classroom setting to promote interactions with students. The use of Facebook, as a complement to Learning Management systems such as Blackboard or WebCT, is of particular interest when it comes to motivate millennials, who grew up in a technological, interconnected world; "they like to parallel process and multi-task. They prefer their graphics *before* their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work" (Prensky, 2001, p.1). Using Facebook in the classroom could therefore help attach learning to the students' immediate reality, just as YouTube

videos, wikis, or blogs are being used to deliver authentic content to the students as a complement to traditional printed text materials (Castañeda, 2011).

Enhanced motivation and Facebook use

Research in Second Language Acquisition is looking at Facebook as a tool that could be used to enhance instructor's self-disclosure, which leads to enhanced motivation among students. In the 1980s, researchers claimed that motivation is one of the most important variables affecting language learning. Social context (defined in Clément's (1980) and Gardner's (1985) studies as a social environment conducive to creating a feeling of solidarity among its members) was shown as the main element fostering the development of language motivation (Clément, 1980; Gardner, 1985). Sustaining effective language learning through students' identification with a social context is a task instructors in the foreign language classroom often find themselves undertaking in the absence of any other direct contact with the target language group. Therefore, they often adopt the role of ambassador of the target language group (Clément, Dörnyei, & Noels, 1994). In a foreign language classroom environment, instructors often describe, deliberately or spontaneously, their own experiences learning the target language or living in the target culture. During these exchanges, they disclose personal information that may have a positive impact on students' attitudes towards their teacher (Nussbaum, Comadena & Holladay, 1987). A number of studies have suggested that instructors who self-disclose are often perceived more effective in explaining course content (Andersen, Norton, & Nussbaum, 1981; Bryant, Comiskey, Crane & Zillman, 1980; Civikly, 1986).

As Facebook use is becoming more commonplace on college campuses among students and faculty (Hewitt & Forte, 2006) and it is currently the most popular social-networking platform among students (Cheung, Chiu, & Lee, 2010), researchers have focused their attention on the perception of appropriateness of its use in an academic setting. Research concluded that students were evenly divided when asked whether they thought friending faculty on Facebook was appropriate (Mazer, Murphy, & Simonds, 2007). Another study posited that a gender gap exists when it comes to the subject. Hewitt and Forte (2006) conducted a survey to evaluate how contact on Facebook influences student perceptions of faculty. 136 students enrolled in two large courses at a mid-sized research university participated, 106 of whom already had a Facebook account. The students were randomly assigned to one of two groups: having the instructor as a "friend" on Facebook and not having the instructor as a "friend" on Facebook. On a scale from 1 to 5 (1 being the lowest grade, 5 being the highest) rating the overall perception of the instructor, the average rating in both group was 4.7, therefore there was no variation is ratings between the two groups. The researchers also investigated whether the participants found acceptable the presence of their instructor on Facebook. 66% of the students surveyed thought it was acceptable, but a gender gap exists, 65% of women thinking it is not acceptable as opposed to 35% of men.

Currently, in times when many colleges and universities are multiplying their online course offerings, researchers have started conducting studies to determine the impact of teacher online self-disclosure on students. A 2004 study concluded that increased contact with an instructor in the form of online self-disclosure positively affected students' motivation (O'Sullivan, Hunt, & Lippert, 2004). Another study used Facebook as an online intermediary between the teacher and the students and concluded that the instructor's online self-disclosure positively affected the students' motivation, affective learning and classroom climate (Mazer, Murphy, & Simonds, 2007). Mazer, Murphy, and Simonds' study examined the effects of teacher's self-disclosure via Facebook on anticipated college student motivation, affective learning, and classroom climate. In their study, participants were not enrolled in a course with the instructor whose Facebook page they were exposed to. Instead, the respondents were randomly assigned to one of three experimental conditions: 1) no exposure to Facebook, 2) exposure to the instructor's Facebook

page with limited disclosure, 3) exposure to the instructor's Facebook page with full self-disclosure. In the second condition, the disclosure variable was defined as information pertaining only to the academic field, such as education, office hours, and contact number. In the third condition, the self-disclosure included information pertaining to the instructor's private life such as pictures of the instructor in social situations, a list of his favorite movies, and his marital status. The study revealed that the participants who accessed the instructor's Facebook page containing the most information (third experimental condition) exhibited higher levels of positive attitude toward the course and the instructor and motivation than participants in the other two conditions. Both these studies, however, were conducted in communication courses and not in language courses. Aubry (2013) examined whether students experienced a motivation shift induced by teacher's self-disclosure through Facebook in an online course. The study concluded that students enrolled in the Facebook group were positively affected by the instructor's self-disclosure as a significant number of them switched their motivation type from extrinsic to intrinsic during the semester, as opposed to students enrolled in the control group whose motivation type remained the same.

Self-determination theory

Mazer, Murphy, and Simonds' (2007) as well as Aubry's (2013) studies were rooted in a self-determination theory (SDT) framework. Gardner and Lambert were pioneers in this domain and are the architects of the socio-psychological theory in motivational research in Second Language Acquisition (SLA). The main tenet of their theory is that success in language learning depends on the learner's attitudes towards the linguistic cultural community of the target language (Gardner & Lambert, 1972).

Deci and Ryan (1985) formulated a concept compatible with Gardner and Lambert's theory; the self-determination theory (SDT). The dichotomy this theory makes between intrinsic motivation (IM) and extrinsic motivation (EM) has been researched in a language-learning context and empirical evidence demonstrated that students intrinsically motivated towards language learning tend to be more successful at it than students extrinsically motivated. (Ramage (1990), Tachibana, Matsukawa, & Zhong, 1996). Ramage (1990) found that among level-2 French and Spanish high school students, continuing students are those who demonstrate interest in learning the language and the culture thoroughly, thus exhibiting intrinsic motivational characteristics. Students whose only interest was to fulfill a college entrance requirement, thus exhibiting extrinsic motivational characteristics, ended up discontinuing their language studies. Tachibana, Matsukawa, and Zhong (1996) investigated 801 Chinese and Japanese students of English. They discovered that students' interests in learning the language were only related to their final high school examination (an extrinsic reason); furthermore, the students' interest dramatically declined once the students had taken the examination. The traditional classroom setting reinforces extrinsic motivation as it makes students focus on material or post-course professional gains rather than "instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration" (Brown, 1994, p. 40). Self-determination theory constitutes the framework that will be used for this study.

During the 1990s, extensive empirical research in psychology was conducted to determine the validity of the SDT model and the role of extrinsic and intrinsic motivation types in second language (L2) learning. A seminal study was carried out by Noels (2003) and was inspired by a previous study in the field of SLA conducted by Noels, Pelletier, Clément, and Vallerand (2000). Noels devised a construct describing motivation that was divided into three distinct categories: (1) intrinsic reasons – Are the activities the learner is engaged in fun, challenging, and competence-enhancing (2) extrinsic reasons – does the learner experience internal and externalized pressures, and (3) integrative reasons – does the learner have a positive image of the

L2 group. Noels, Pelletier, Clément, and Vallerand (2000) also created an instrument that measures constituents of self-determination theory in L2: the Language Learning Orientations Scale. This instrument is widely recognized as being valid and reliable (Dörnyei, 2005) and it is the instruments that will be used in this study.

Purpose of the study

In the aforementioned Aubry's (2013) study, students exposed to higher levels of instructor self-disclosure through Facebook, demonstrated an intrinsic type of motivation that is more conducive to effective second language learning (Gardner, 1985) than students who had been exposed to low self-disclosure or no self-disclosure. A statistically significant number of students in the high exposure group who were extrinsically motivated at the beginning of the course became intrinsically motivated at the end of the course. These students switched their motivation types from one that is not conducive to language learning (extrinsic motivation) to one that is determined by Gardner (1985) as beneficial to language learning (intrinsic motivation). According to Gardner's socio-educational model of second language acquisition (1985), language learners are at the center of a dynamic process, which is constantly influenced by a set of affective variables such as attitude, orientations, anxiety and motivation. The present study will examine whether these findings hold true in a traditional face-to-face classroom environment as opposed to an online environment in Aubry's (2013) study. In this study, instructor self-disclosure is defined as exposure to the instructor's biographical information, photo albums and comments made by the instructor's friends about the pictures, and the instructor's wall comprising public messages sent by the instructor's friends. For the purpose of this study, comments made on the instructor's wall fall under the umbrella of self-disclosure as they may potentially reveal information to the participants about the instructor's activities on and outside campus, as well as the type of relations the instructor entertains with his Facebook friends.

Methods

The subjects in this study were enrolled in a French 201 or 202 course at a college during one academic semester. French 1 covers the first half of the textbook content, whereas French 2 covers the second half of the textbook content.

The sample size was 85 participants. Stratified random sampling was used to assign the participants to one of two experimental groups: 1) no exposure to the instructor's Facebook page; 2) exposure to the instructor's Facebook page. Emphasis was put on obtaining an equal proportion of students enrolled in French 201 and French 202 in both groups. Participants were therefore randomly assigned to one of the two groups; their level of French (French 1 or 2) was not taken into consideration for the study. Stratified random assignment compensates for French level that might otherwise be viewed as an extraneous variable. The data from participants who had the same instructor in a previous class were discarded, as they were already exposed to self-disclosure from the instructor prior to taking this course.

Facebook Profile

The instructor's Facebook profile is composed of a profile picture, a link to three photo albums chronicling the instructor's life in the United States as well as his life in France. The photos show the instructor in social situations with family and friends. The profile page also includes the instructor's birth date, hometown, and marital status, as well as a list of his Facebook friends, and the universities he attended. A public "wall" is also on display. It is the electronic bulletin board where the instructor's friends publically post messages destined to him. The instructor can answer these messages and thus instigate online conversations in either English or French. All the information presented on the instructor's profile is typical for a Facebook user.

The instructor replied to any posts on his wall, from students or friends alike, everyday to establish that he actively updated his page. The profile was authentic in that it was created prior to the study and already contained posts from family and friends before the students started befriending their instructor. Students assigned to the Facebook group could befriend their instructor on the third week of the semester.

For the purpose of this study, students who did not wish to share their personal Facebook page with the instructor had the option of creating an alternate Facebook page for the sole purpose of accessing the instructor's page. Students were also shown by their instructor how to safeguard their account and therefore limit what their instructor could see. The number of participants who created an alternate profile or put safeguards on their account is not known, as students' Facebook pages were never consulted since the focus of the study was on instructor's self-disclosure and not on students' self-disclosure.

Pre-test and Post-test

The pretest and post-test were used to determine whether participants were intrinsically motivated, extrinsically motivated, or a motivated before and after the treatment (i.e., exposure to the instructor's Facebook page for one group and non-exposure to Facebook page for the other group). This instrument is adapted from Vallerand, Blais, Brière, and Pelletier's Academic Motivation Scale (1989).The latest version of the AMS was described by Noels et al. (2003) as a model for "Self-Determination for motivation framework in a Second Language Acquisition context". Noels designed a valid and reliable instrument assessing orientations for learning a second language (adapted from Clément and Kruidenier, 1983), determining the type of motivation (adapted from Vallerand et al., 1989, 1992, 1993), the antecedents and consequences of self-determination (adapted from Harter, 1982; and from Ryan and Connell, 1989), and the perceptions of competence (adapted from Ryan and Connell, 1989). Noels devised a construct describing motivation that was divided into three distinct categories: intrinsic reasons – is the learner engaged in fun, challenging, and competence enhancing activities; extrinsic reasons – is the learner experiencing internal and externalized pressures; and integrative reasons – does the learner have a positive image of the L2 group. Noels, Pelletier, Clément, and Vallerand (1993) also created an instrument measuring constituents of self-determination theory in L2: the Language Learning Orientations Scale. Its subscales are: a motivation, external regulation, interjected regulation, identified regulation, intrinsic motivation: knowledge, intrinsic motivation: accomplishment, intrinsic motivation: stimulation. These subscales are based on the self-determination continuum described by Deci & Ryan (2000). This instrument is widely recognized as being valid and reliable (Dörnyei, 2005).

The AMS has been shown to have satisfactory levels of internal consistency (mean alpha value= .81) and a temporal stability over a one-month period (mean test-retest correlation= .79) (Vallerand, 1992). The instrument is composed of 28 statements. Participants have to decide whether the statements apply to them or not by using a scale provided for them. The scale is composed of seven subscales ranging from "does not correspond at all" to "corresponds exactly" with the statement. The instrument assesses three types of extrinsic motivation (external, interjected, and identified regulation), three types of intrinsic motivation (intrinsic motivation to know, to accomplish, and to experience stimulation), and motivation.

Data Analysis

The data collected using the Academic Motivation Scale was computed using the following chart. Each letter represents the number of participants displaying a certain type of motivation in one of two points in time: pre-test and post-test. By adding the numbers, total numbers of participants displaying each type of motivation is calculated.

Table 1
Motivation Types Distribution

	Pretest	Posttest	Total
Amotivation	*a*	*b*	*a+b*
Intrinsic Motivation	*c*	*d*	*c+d*
Extrinsic Motivation	*e*	*f*	*e+f*
Total	*a+c+e*	*b+d+f*	*a+b+c+d+e+f*

A McNemar Chi-Square test was used to assess change in motivation types between the pre-test and the post-test. This test assesses whether there was a significant change in motivation types between the pre-test and the post-test as it evaluates the significance of the difference between two dependent samples when the variable of interest is a dichotomy. In this study, the test evaluated if changes of motivation types (intrinsic or extrinsic) in students is significant between the pre-test and the post-test. No student exhibited amotivation in this study.

Findings

The AMS determined that, in the control group on the pre-test, 28 students were extrinsically motivated and 22 students were intrinsically motivated. In the post-test, after an entire semester of being exposed to the instructor's Facebook page, 33 students were extrinsically motivated and 17 students were intrinsically motivated. In the Facebook group, 13 students were extrinsically motivated and 22 students were intrinsically motivated during the pre-test. These figures did not change during the posttest for the Facebook group.

Table 2
Cross Tabulation of the Results of the Academic Motivation Scale for the Facebook Group

		Post-test		
		Extrinsic	**Intrinsic**	**Total**
Pre-test	**Extrinsic**	13	0	13
	Intrinsic	0	22	22
	Total	13	22	35

Table 3
Cross tabulation of the results of the Academic Motivation Scale for the control group

		Post-test		
		Extrinsic	**Intrinsic**	**Total**
Pre-test	**Extrinsic**	28	0	28
	Intrinsic	5	17	22
	Total	33	17	50

A McNemar Chi-Square test was used to analyze the results of the AMS. The result for this test in the control group is 7.2, and at the .05 level of significance, and the critical value is 3.84. The null hypothesis: "there is no significant change in motivation type between the Facebook group and the control group before and after the Facebook exposure" is therefore rejected. In the Facebook group, no participants saw their motivation types switch from one category to another between the pre-test and the post-test whereas, in the control group, a statistically significant number of participants saw their motivation type switching from intrinsic to extrinsic motivation. This research therefore demonstrates that participants in the Facebook group who displayed a motivation type that has been shown by researches as more conducive to learning (Gardner, 1985), retained this motivation type between the pre-test and the post-test. It should also be noted that no participants in the Facebook group saw their motivation type switch from intrinsic to extrinsic motivation thanks to instructor's self-disclosure using Facebook. In comparison, in the control group where no participants were exposed to instructor's self-disclosure using Facebook, a significant number of participants saw their motivation type switch from the most conducive to the least conducive for effective learning.

Discussion

This study can be compared to the aforementioned previous one (Aubry, 2013) where the researcher used the same method in an online language course environment as opposed to a face-to-face course environment in the present study. The results of the previous study showed that a significant number of participants enrolled in the Facebook group experienced a motivation type switch from being extrinsically to intrinsically motivated, when exposed to instructor's self-disclosure using Facebook, whereas such a change did not occur in the control group. In the present study, taking place in a traditional face-to-face environment, the results were different but still demonstrate that instructor's self-disclosure through Facebook can positively affect students' motivation type. Participants in the Facebook group, who were intrinsically motivated, had pre-tests that retained this motivation type, whereas post-tests saw a significant number of participants in the control group, not remaining intrinsically motivated and became extrinsically motivated from lack of treatment. The retention of an intrinsic motivation type in participants is essential in the language learning process as it has been associated with the most positive results since it is the most self-determined type of motivation (Deci & Ryan, 1985; Deci & Ryan, 2000; Vallerand, 1989).

This study suggests that the use of online instructor self-disclosure through Facebook promotes retention of an intrinsic motivation type in students enrolled in a face-to-face language course. Participants enrolled in the course were evidently all exposed to instructor's self-disclosure as it happened naturally during class, however only participants exposed to electronic self-disclosure benefited from positive effects on their motivation type over the course of the semester. Future studies should explore the variables that make exposure to instructor's self-disclosure through Facebook a way to stimulate students' intrinsic motivation as opposed to traditional instructor's self-disclosure that happens naturally in a face-to-face course environment. Future studies could also explore whether the intrinsic motivation type retention lasts by administering a posttest after a second and third semester.

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