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Teachers' Attitudes and Motivation towards E-Learning

The Case of the Department of English at Mouloud Mammeri

University of Tizi Ouzou

Presented by: Mr Nait Ramdane El Hacene

Supervised by: Mr FODIL Mohamed Sadek

Board of Examiners:

Dr. YASSINE Souryana, MCA, Mouloud Mammeri University of Tizi Ouzou; Chair.

Dr. FODIL Mohamed Sadek, MCA, Mouloud Mammeri University of Tizi Ouzou; Supervisor.

Ms. BENAISSA Amel, MAA, Mouloud Mammeri University of Tizi Ouzou; Examiner.

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To all the beloved ones:

To my father and mother

My two brothers and three sisters

To all my friends especially Mahmoud

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Abstract

The present study concerns teachers' attitudes and motivation towards e-learning in the department of English at Mouloud Mammeri University of tizi-ouzou. It is intended to determine the type of motivation and attitudes that teachers exhibit toward this modern technology. Furthermore, it aims to discover whether the teachers accept or reject e-learning as a tool for teaching. It uses Davis' Technology Acceptance Model and takes into account Self-determination Theory concerning motivation. In order to collect the relevant data for this research, two instruments were used which are the questionnaire and interview reinforced by some information obtained from the e-learning centre at Mouloud Mammeri University of Tizi-Ouzou. The study, in fact combines between qualitative and quantitative methods in order to accomplish this exploration. The 44 questionnaires collected from permanent teachers and the statistics obtained from e-learning centre were analysed through statistical analysis and the ten interviews were transcribed and analysed following content analysis. The results obtained demonstrate that although the majority of teachers do not use e-learning at the present time, they are self-determined and exhibit positive attitudes towards its use. Moreover, it was found that most of the teachers accept the integration of e-learning to the educational process since they have positive attitudes and perceive it as useful and easy to use. The conclusion drawn from these findings is that lack of training, lack of materials and inadequate infrastructure are the main barriers to the teachers' integration of e-learning. Therefore, the successful use of e-learning in the department of English depends mainly on teachers' external factors rather than internal ones.

Keywords: Electronic learning, Motivation, Attitudes, Technology Acceptance Model, Self-determination Theory.

List of abbreviations.

- A : Answer.
- CAB: Cognitive, Affective and Behavioural.
- E-Learning : Electronic Learning.
- Hp: Hypothesis.
- ICTs: Information and Communication Technologies.
- Q : Question.
- SDT : Self-determination Theory.
- SPSS: Statistical Package for Social Sciences.
- TAM : Technology Acceptance Model
- TRA: Theory of Reasoned Action.
- UMMTO : University Mouloud Mammeri of Tizi-Ouzou

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- **Statement of the Problem:**

University education has from the outset pursued the purpose of creating, transmitting and disseminating knowledge (Bernheim and Chaui, 2003). In addition, it occupies a central place in the development of individuals, communities, and nations. Therefore, it should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and the introduction of the new information and communication technologies. Nowadays, in education there is an increase value of thinking and learning abilities which requires turning information into knowledge. This needs an educational solution through the integration of the right educational approaches accompanied with the new technologies. As a result, Electronic learning (e-learning) is an appropriate tool since it combines education and technologies. Moreover, it is increasingly implemented in higher education to respond the changes and the needs of both teachers and learners. Apropos, teachers cannot refuse or resist the utilization of such technologies which extend their information and academic exchange. Then, they have to adopt and avail themselves of the great educational potential of the new technologies, especially e-learning which becomes an important tool in the educational environment. It offers flexible learning as well as the innovation and improvement of teaching and learning.

In Algeria, the implementation of ICTs at the level of the university is relatively recent. Its implementation and management policy has been mandated to the ministry of higher education as well as Mouloud Mammeri university of Tizi Ouzou is concerned, the introduction of ICTs goes back to past few years by the implementation of E-learning center which is composed of three sections, namely: network service, distance education and visual conference service, and information system service. It was launched in 2010 by giving teachers the ability to inform, teach and test their students online. Most importantly learners

can communicate, interact and exchange information and documents with both teachers and students.

Education institutions, educators, researchers and universities agree that information and communication technologies have the potential to stimulate international collaboration, to create flexible learning and to open the borders of the university. Technology such as e-learning offers many opportunities such as, the ability to access to education that learners need almost anytime and anywhere they are ready to. In other words, it makes teaching independent from time and space which is seen as one of its advantages over the traditional forms of teaching. Furthermore, e-learning leads to the shift from teacher-centered instruction where the teacher acts as a 'sage on the stage' to student- centered learning where students are actively involved with learning and the teacher acts as a 'guide on the side' (Su, 2009).

The review of previous studies revealed that investigating the use of e-learning by teachers for educational purpose is a concern of many researchers from different perspective around the world (Tuparova, D. et al 2006; Teo, T. 2008; and Cavas, B. et al 2009). It is found that teachers' attitudes are important factor in the success of e-learning integration. However, it is worth mentioning that even at the broader level the studies that have been devoted to investigate the successful adoption of e-learning is limited to one aspect which is attitude. In the Algerian context the study of e-learning implementation by teacher have received little and insufficient interest. In this respect, work was conducted by (Nedjah, H. 2010) reveals that teachers' perceptions and enthusiasm to use e-learning is gradually evolving but some barriers within educational environment constrain its integration. Despite this fact, conducting a similar investigation with other aspects (motivation and attitudes) in different context (UMMTO) is important and it may either confirm or contradict the results.

- **Aim and Significance of the Study:**

The present work is designed for the purpose of investigating attitudes and motivation of teachers towards e-learning at Mouloud Mammeri university of Tizi-Ouzou. In order to explore such an issue, our study will be conducted in the Department of English. The reason of this study is the role of teachers in the success of technologies integration and implementation in the educational process. Furthermore, it attempts to identify the reasons and the factors that impede the use of technologies by teachers.

The aim of this dissertation is to gain an understanding of teachers' perceptions about e-learning and whether it is accepted as a new tool for teaching. Specifically, within the context of Higher Education, the objectives of this research are: the first objective is to identify teachers' attitudes and the orientation of their motivation towards the use of e-learning. The second objective consists in determining whether the implementation of e-learning is related to teachers' psychological factors (motivation and attitudes) or to the educational and institutional factors (infrastructure and training). In other words, the objective consists in determining whether the use of e-learning is dependent on teachers' internal or external factors, then to identify what impede the use of technologies in general and the use of e-learning in particular at the level of the department of English.

It is worth conducting such a study at the level of the Algerian higher education because the field of e-learning has received little interest. The importance of this investigation lies in the fact that it is the first exploratory research in UMMTO context that addresses attitudes, motivation and the adoption of e-learning by teachers. The key findings may give administrators and teachers insights on the problem of technologies implementation. Thus, they can make changes and modifications to their visions and plans towards e-learning integration.

- **Research Questions and Hypotheses**

The present study aims at answering the following questions which are related to attitudes and motivation of teachers towards e-learning:

1) What are teachers' motivations towards e-learning?

2) Do teachers have positive or negative attitudes towards e-learning?

3) To what extent do teachers use e-learning?

And in attempt to answer these questions, we put forward the following working hypotheses:

Hp1: The motivations of teachers towards e-learning are high.

Hp2: The attitudes of teachers towards e-learning are positive and it is accepted as a tool for teaching.

Hp3: E-learning is used only by motivated teachers.

- **Research Techniques and Methodology:**

To conduct the investigation, we adopt a mixed method research. We combine between quantitative and qualitative methods for data collection and data analysis. The data is drawn from two main sources: the teachers from the department of English and the e-learning centre at UMMTO. To assess teachers' motivation and attitudes towards e-learning, two instruments are used in this study. Questionnaires are self-administered randomly to a sample of 48 teachers and interviews are conducted with some of them, in addition to some statistics obtained from the e-learning center at UMMTO. For the quantitative part, we use statistical package for social sciences (SPSS) as a statistical method of analysis. And for the qualitative part, we interpret and explain the results obtained by adopting content analysis.

As a theoretical framework for this study, we adopt Davis' *Technology Acceptance Model* (TAM). It explains and predicts the users' acceptance or rejection of technology. Therefore, we explain teachers' acceptance of e-learning through two main determinants, namely: perceived usefulness and perceived ease of use. Also we use Deci's *Self-determination Theory* (SDT). It distinguishes between two types of motivations which are intrinsic and extrinsic. It is used to determine the orientation of teachers' motivations.

- **Structure of the Dissertation:**

The overall structure of this dissertation follows the traditional-complex model. It consists of the general introduction, four chapters, and the general conclusion.

The general introduction presents the statement of the problem, aim and significance of the study, research questions and hypotheses, research techniques and structure of the dissertation. The first chapter is called *'attitudes, motivation and e-learning'*. It reviews the main theoretical concepts upon which this study is based. The second chapter is named *'research design'*. It presents and explains the procedures for data collection and analysis procedures. The third chapter is called *'presentation of the findings'*. It provides the results. Then, the fourth chapter is named *'discussion of the findings'*. It discusses the findings and answers the research questions. Lastly, the dissertation ends with a general conclusion. It provides a summary of the different findings; indicates the limitations of the study and makes suggestions for further researches.

Introduction

This chapter is a review of the literature relating to issues of motivation, attitudes and e-learning. It aims at exploring the role of motivation and attitudes and their effects on teachers' acceptance of e-learning. The theoretical concepts it reviews will help to analyse the factors that influence and contribute to the use of e-learning as a tool for teaching at Mouloud Mammeri University of Tizi Ouzou, and in the department of English.

This chapter will open with some definitions of motivation and attitude. Then, it introduces the use of ICTs in the Algerian education and provides some definitions of e-learning. After that, it identifies the different advantages and the main barriers to the integration and implementation of technologies at the level of Higher Education. In addition, it will account for the different theories used to explain motivation and the acceptance or rejection of technology.

1.1. The Notion of Attitude:

The term attitude comes from the Latin word 'aptus', meaning fitness or adaptedness. It is defined as a subjective or mental state planning or ready for action (Mostyn, 1978).

Although attitude has long been considered as the main concept of social psychology, it is studied by different specialists from different disciplines not just psychologists but also sociologists, anthropologists and political scientists...etc. Allport Gorden (1935), a famous figure in social psychology, said that '*the concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology*'. In fact, many writers (Bogardus; 1931, Thomas and Snanieski; 1918) define social psychology as the scientific study of attitudes (cited in Albarracin et al, 2005).

1.1.1. Definitions of Attitude:

Social psychology has shown interest in the study of attitude since its inception and it was defined in several ways. Originally the term attitude refers to a person's bodily position or posture. However, in social science the term means the posture of the mind rather that of the body (Nedjah, 2010). The initial definitions were broad and refer to some aspects of an individual's response like behaviour and feeling to an object or situation. It reflects the person's perception of the world around him or her.

Attitudes have often been considered in terms of three components which are: a cognitive component which refers to a person's belief, an affective component means the amount of positive or negative feeling that an individual has towards the object and a conative component which refers to a person's behaviour towards an object (Maio and Haddock, 2009). In other words, the three components include feelings, thoughts, and actions. Then, these components define how an individual acts and behaves toward a situation or an object. Allport a prominent figure in social psychology, claims that an attitude is *: "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related"* (Allport, 1935) . The definition, in fact, emphasizes the enduring nature of attitude and its relationship to behaviour.

However, with the development of researches in the study of attitudes, Eagly and Chaiken (2007) assert that the definition of Allport became too large and unclear. Then, Kartz (1960) defines attitudes as *'the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner'*. Thus, an individual will probably show a specified behaviour in a specified situation. Eagly and Chaiken provided a simple definition, according to them an attitude means: *'a psychological tendency that is*

expressed by evaluating a particular entity with some degree of favour or disfavour' (1993:1). Similarly, Icek Ajzen claims that *'An attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event'* (2005:3). Even though there is some divergence between the authors' definitions, one can observe the central role of the evaluative aspect in how scholars have operationalized the concept of attitude. Then concerning our study we take into consideration the definition of Eagly and Chaiken.

The implementation of ICTs and specifically e-learning requires positive attitudes. Woodrow (1992) claims that: *"positive attitude towards ICTs is widely recognized as a necessary condition for the effective implementation"*. Therefore, the success of any initiative to implement technologies such as e-learning in an educational institution depends upon the attitudes and motivation of the teachers involved. Its integration into an educational system begins with the teacher and how teachers teach (Olson, J et al 2011). However, attitudes are not accessible to direct observation since they are inside a person. Ajzen argues that attitude is a *'hypothetical construct, that being inaccessible to direct observation must be inferred from measurable responses'* (Ajzen, 2005:3). In other words, it will be inferred from the answers of the respondents which reflect either a positive or negative evaluations of the object.

1.1.2. The Components of Attitude:

According to some authors, attitude is composed of three interrelated components which are cognitive, affective, and behavioural (e.g., Katz and Stotland, 1959; Rosenberg and Hovland, 1960; Smith, 1947 cited in Fabrigar et al 2005: 79-124). Moreover, this multi-components (CAB components) model is considered by Maio and Haddock (2009) as the most influential one in attitude. According to the two authors, cognitive component refers to beliefs, thoughts and perceptions towards an object. Then, the affective component reflects the feelings and emotions towards an object. Finally, the behavioural component has to do

with intentions, actions and past experiences regarding the object. Therefore, Attitudes can be inferred from different types of measurable responses which are: cognitive, affective and conative responses. That is to say, these responses reflect evaluation of the attitude object (Maio and Haddock, 2009).

Although the tripartite theory held that attitude comprised three interrelated components, some researchers demonstrated that they are distinguishable from each other (Breckler, 1984; Kothandapani, 1971; Ostrom, 1969 cited in Fabrigar et al 2005). In addition, the contemporary views claim that an attitude is a distinguishable entity from the cognitive, affective and behavioural components (Fabrigar et al 2005). That is to say, they are empirically different and the best evidence according to Maio and Haddock (2009) is the experiment of Steven Breckler (1984) who found that the scores obtained by the tri-components were only moderately correlated with each other. Nonetheless, they constitute a whole in the determination of whether attitudes are positive or negative because there is a reciprocal impact between attitude and affects, beliefs and behaviours. Therefore, an attitude does not consist of the cognitive, affective and behavioural components, but it is instead a general evaluative summary of the information derived from these bases (Cacioppoetal, 1989; Crites, Fabrigar,And Petty, 1994; Zanna and Rempel, 1988 cited in Fabrigar, 2005:82).

Eagly and Chaiken (1993, 1998), more contemporary analysts of this literature, concluded that these components best represent the types of responses that allow researchers to diagnose attitudes (Cited in Albarracin, 2005:5). Therefore, regardless of the origins of attitudes, the term is reserved for evaluative tendencies which can be inferred from and have an influence on beliefs, affects and overt behaviour (Ibid).

1.2. Motivation

The word Motivation derives from the Latin word *'movere'* which means *'to move'* (Dorney and Ushioda, 2001:3). Researchers agree that motivation is concerned with the person's choice of a particular action, persistence with it and the effort expended on it (Ibid). That is to say, it deals with the reasons that underlie behaviour which is characterized by willingness and volition. To be motivated is simply defined as 'to be moved to do something' (Deci and Ryan, 2000:54). Or, motivation equates to get someone moving. Therefore, when we motivate ourselves or someone else, we set up conditions that start or stop behaviour. It is the desire and energy that moves an individual to complete a task or reach a goal (Kirby and McDonald, 2009:37). In other words, motivation explains why individuals think and act as they do in a particular way. Furthermore, it explains why some persons complete a task even if there are some difficulties, whereas others give up. Simply, motivation explains the reasons for human behaviour.

Teachers' motivation has not received much attention from researchers until recently. It can be understood without special treatment from the fact that teaching is part of human behaviour. As Zoltan and Ushioda reported: *'teaching is one type of human behaviour and therefore general models of motivation to act should be applicable to describing it'* (2011:160). Hence, motivation is among the reasons for the success or failure in the adoption and integration of e-learning in the process of teaching and learning. It means that, if teachers are motivated to use e-learning as a tool to enhance their way of teaching and to collaborate with students in the access and exchange of knowledge, the integration of technology or e-learning will be successful. In an attempt to understand how teachers develop their motivation, one ought to understand the factors that stimulate the desire to engage in behaviour.

1.2.1. Self-determination Theory:

Self determination Theory has been one of the most influential approaches in motivational psychology (Dorney, 2005). It is a theory which maintains that human motivation can be understood through the consideration of innate psychological needs for competence, autonomy and relatedness (Deci and Ryan, 2000). In addition, it aims at explaining the psychological factors that foster or advance well-being and development across different activities in life .Within Self-determination Theory, there are three essential psychological needs that, when satisfied, will facilitate an individual's constructive personal growth and social development. These needs are (1) the need for competence, (2) the need for autonomy, and (3) the need for relatedness (Ryan, 2009). Within Self-determination Theory, these needs are central concepts to understand the initiation and regulation of behaviours (Guay, Vallerand and Blanchard, 2000).

The need for competence involves the need for having an effect, for being effective in one's interactions with the environment (Guay, Vallerand and Blanchard, 2000). The need for autonomy means the sense of feeling free from pressure and to have the potentiality to make choices among several courses of action (Guay, Vallerand and Blanchard, 2000). Then, the need for relatedness involves developing secure and satisfying connections with others' social milieu (Deci et al 1991).

Unlike most other theories of motivation, Self-determination Theory makes an important distinction that falls within the class of behaviours that are intentional or motivational (Deci et al 1991). That is to say, it distinguishes between two classes of motivations which are intrinsic motivation and extrinsic motivation.

1.2.2. Intrinsic Motivation:

Teaching as a vocational goal has always been linked with the internal want and desire to educate and teach. Intrinsic motivation involves people doing a task or an activity because they find it interesting and enjoyable and provides them spontaneous satisfaction (Deci and Gagné, 2005). It is animated by personal enjoyment, interest, or pleasure. To put it differently, motivation comes from internal factors related to the individual. Then, an activity is intrinsically motivated when the performance itself is useful for its own sake. As Hodges (2004) states, intrinsic motivation is the person's internal desire to perform a task for no reward other than the personal satisfaction or enjoyment. Similarly, Deci et al (2000) define intrinsic motivation as the performance of an activity for its inherent satisfaction rather than for some separable consequence. This means to engage in an activity for the sake of the activity itself. When a person is intrinsically motivated, he/she is willing to devote efforts to act in a particular way for a pleasure and desire derived from the activity itself rather than for external rewards, pressure or prods (Deci and Ryan, 2000). This type is autonomous motivation which increases the satisfaction especially when participating in an interesting task or activity. Thus, intrinsic motivation exerts a more powerful influence on individual behaviour rather than external reward. In the words of Deci:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. The activities are ends in themselves rather than means to an end (1975:23).

In addition, Vallerand and his colleagues (1992) reveal the presence of three types of intrinsic motivation. These three types can be identified as intrinsic motivation: to know, to accomplish things, and to experience stimulation. First, Knowledge occurs when someone is engaged in doing an activity for the pleasure that he/she gets in learning, acquiring, and

understanding something new in the activity (Dorney, 1998). Then, accomplishment refers to engaging in an activity for the enjoyment and satisfaction that an individual gets from mastering various skills (Vallerand et al 1992). It is the pleasure of trying to surpass oneself (Vallerand, 2004). Finally, stimulation occurs when a person performs an activity to experience pleasant sensations such as aesthetic appreciation or fun and excitements (Dorney, 2005).

1.2.3. Extrinsic Motivation:

Extrinsic motivation means to engage in an activity as a means to an end rather than an end in itself (Csikszentmihalyi and abuhamdeh, 2009). It is the performance of an activity in order to attain some separable outcomes (Deci and Ryan, 2000). In this case, motivation arises from external factors where the individual wants to receive a reward for doing the task. Henceforth, extrinsic motivation requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards (Deci and Gagné 2005). When an individual is motivated by rewards external to his or her interest and satisfaction, these factors are termed extrinsic motivators. This type is instrumental in nature. Therefore, Satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Ibid). That is to say, individuals are extrinsically motivated to accomplish some external goals.

Within self-determination theory, Deci and Ryan (1985) introduced a sub theory named *organismic integration theory*. It was introduced to detail the different forms of extrinsic motivation as well as the detailed description of the internalization process. The four types of extrinsic motivation are: external regulation, introjected regulation, identified regulation; integrated regulation (Ryan and Deci, 2000). The first was labelled external regulation. It refers to the behaviours that are performed due to the external factors or to

obtain an externally imposed reward contingency (Ibid). This means that, a person's behaviour is dependent upon external influences or demands. The second type of extrinsic motivation is introjected regulation. Motivation is identified regulation. It occurs when a person accept a behaviour because he/she feels and believes that is useful rather than interesting. Thus, a person performs an activity for personal reasons rather than external pressure. He/she is willing to do it and feels a sense of choice. Finally, the most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when behaviour is completely assimilated with the individual's other values, needs and identity (Deci and Ryan, 2000:62). This type is the most developmentally advanced form of extrinsic motivation. It is the adoption of new behaviours to the previous ones. In this respect, Deci and Ryan (2000) say: *'The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined'*.

1.3. ICT in the Algerian Education:

The acronym ICT stands for '*Information and Communication Technologies'* (Blurton, 1999). It is defined as a '*diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information'* (Blurton, 1999). It represents the combination of computers with telecommunication technologies. The ICT term (Information and Communication Technology) encompasses all technical means that are used for transmitting information and facilitating communication, including computers, hardware, and all the necessary software (Celebic and Rendulic, 2011). It includes not only computer-based technologies but also Radio, TV, Telephone...etc.

In Algeria, even though there are some projects (Web Review, Virtual Library for Human and Social Sciences, Internet for All Initiative, Academic Research Network....etc) that were launched to enhance and develop ICTs and access to internet and online information

in all sectors and in particular the educational one, there are many problems encountered in the integration of ICTs .

Djoudi (2010) identified two major problems in the adoption of technology and e-learning to the universities. The first barrier is the lack of training of teachers and the second one is the readiness of the Algerian learners. Consequently, the use of ICTs at the level of universities in Algeria is in its infancy. This needs more efforts from all the concerned parts, namely: students, administrators and teachers. Undoubtedly, e-learning cannot be ignored by those who are responsible for the development of teaching and learning (Anderson and Garrison 2003). Olson et al (2011) from the University of Michigan conducted an experience in the Algerian schools about the use of ICTs and e-learning. They found that learners are more engaged in learning with the use of ICTs and teachers improved as well in other subjects. They drew a conclusion that *'the teacher is a key to success in e-learning'*. This means that the role of the teacher is preponderant in the integration of technology to education. Similarly, a study led by Aissat and Djafri (2010) from the University of Mostaganem revealed that the role of technology in teaching and learning is influential and momentous. Unfortunately, they reported that most of the teachers do not use internet for pedagogical support (Ibid).

1.3.1. The Definitions of E-Learning:

There is still a lack of consensus about what e-learning represents. It is a broad term which encompasses various teaching methods, type of technologies, applications and processes. Bowles (2004) says that: *'e-learning remains something of an enigma, and its boundaries are far from clear'*. Similarly, Dublin (2003) claims, one of the myths about e-learning is the fact that everyone knows its meaning but the term means different things to different people. In other words, there is no common definition of the term e-learning.

Nonetheless, the influence of globalization and the emergence of information society, set new requirements for all areas of social life including higher education .That is why, one should understand the meaning of e-learning and its requirement skills for preparing and teaching students .Thus, there is a plethora of definitions according to different authors and researchers. Some of them emphasize the technological support and some others base on the distance or the pedagogical dimension of e-learning.

Starting with the definition of Clark and Mayer (2008), e-learning is composed of the letter 'e' which is the 'how' (the means by which the content is delivered) and 'learning' which is 'what' (the content of the courses and the instructional methods). Therefore, the letter 'e' in technology means electronic and it represents the means by which we receive or access learning. They define e-learning as instruction delivered on a digital device such as a computer or mobile device that is intended to support learning (Ibid). In this respect, it is the convergence of learning and the use of technology. The broad definition of e-learning is *'learning facilitated and supported through the use of information and communication technology'* (Knight, 2004:10). To put it differently, the instruction and teaching of learners occur with the use of ICTs in general.

E-learning is composed of all forms of electronically supported learning and teaching. That is to say, it includes a wide range of applications and processes, such as web-based learning, computer-based learning ...etc. E-learning is essentially the computer and network – enabled transfer of skills and knowledge (Kenneth et al, 2012). For this reason that distance is eliminated since the content can be accessed from properly equipped computer or other means of internet accessible technology. Today it is mostly delivered through the internet even though in the past it was delivered using a blend of computer-based methods like CD-ROM...Etc.

1.3.2. Types of E-Learning:

It is important for the successful use of e-learning to understand its different formats and classification. Negash and Welcox (2008) argue that *'understanding the different e-learning classifications is a prerequisite to understanding the effectiveness of specific e-learning formats'*. That is to say, instruction can be provided through different delivery formats depending on the content. This is why it is important to identify the e-learning formats. Starting by the first classification that was proposed by Falsh (2004), he categorize e-learning into four types which are namely, e-learning without presence and without communication. The second one is: e-learning without presence but with communication. The third class is: e-learning combined with occasional presence, and the last category is e-learning used as a tool in classroom teaching (cited in Negash and Welcox 2008). However, Nagashi and Welcox (2008) expand the classification into six categories which are e-learning:

1- With Physical Presence and without e-communication (face-to-face)

2- Without Presence and without e-communication (self-learning)

3- Without Presence and with e-communication (asynchronous)

4- With virtual Presence and e-communication (synchronous)

5- With occasional Presence and e-communication (blended/hybrid asynchronous)

6- With Presence and e-communication (blended/hybrid-synchronous)

Through the development of technology, e-learning has reached an important place in the educational context with the fulfilment of teachers and students needs. It shifted education from the traditional training that is restricted in time and space to a new way that provide flexibility and break the constraint of time and distance.

1.3.3. The Benefits of E-Learning:

E-learning changes the teaching and learning methods. Anderson and Garrison claim that '*e-learning will inevitably transform all form of education and learning in the twenty-first century*' (2003:52). It helps the instruction of a large number of learners and enables the collaboration between them from different places and time. It is stated by Rosenberg that e-learning '*can reach an unlimited number of people virtually simultaneously*' (2001:30). In the presence of required resources, e-learning has the advantage of flexibility which means that the learners are free to choose the time and the place where they take the course. As a result, *''flexibility is a major benefits of e-learning''* (Berman; 2006:5). That is to say, e-learning is independent from the pressure of time and constraint of distance from the fact that 'People *can access e-learning anywhere and anytime*' (Rosenberg, 2001:30).

Furthermore, the advantage of e-learning is not only the rapid access of information, but also the capacity to establish two-way communication, negotiating meaning and constructing knowledge as well as the development of critical thinking (Bates, 2005). It is said that, ICTs in teaching can improve both the quality and quantity of educational provision, when it is appropriately used (Balasubramanian, 2009). Therefore, e-learning becomes a protagonist for change in higher education.

However, in order to successfully use ICT or especially e-learning it is important to recognise the major role of both teachers and students. In addition, to be aware of the opportunities that e-learning provides for communication, teaching and learning which were not previously experienced in education. Thus, institutions of higher education must be aware of how ICTs can be best integrated, implemented and adopted by teachers and students for instruction and communication (Surry, 2011).

1.3.4. Barriers to E-Learning Implementation:

Many reasons lead to the failure of the implementation and successful integration of ICT and e-learning in higher education. In this respect, all the conditions that do not support the implementation of technology to education can be considered as impediments. Ertmer (1999) classified barriers into two types which are: first and second order. On one hand, he defines first-order barriers as those obstacles that are extrinsic to teachers. They are described in term of resources such as: equipments, time, training and support which are either missing or inadequately provided for teacher. He assumes that '*if teachers do not have sufficient equipment, time, training and support, meaningful integration will be difficult, if not impossible, to achieve*' (1999:56). On the other hand, according to Ertmer (1999) second-order barriers refer to those obstacles that are intrinsic to teachers. They are related mainly to teachers' belief, attitudes, resistance and unwillingness to change. Then, he proposed some strategies for teachers to confront the barriers they may face during the integration process. Among them, looking for models integrated technology use, collaboration and reflexion. Therefore, there is a need to possess practical strategies to overcome the barriers.

Similarly, Bates (2004) identified the lack of appropriate training and inadequate technological infrastructure as the major barriers to the adoption of e-learning. In other words, the effective use of technologies in the education process requires training of both students and teachers as well as the adequate materials. Furthermore, according to Haddad and Jurish (2009) the access to ICTs depends on three major conditions, namely: infrastructure, costs and financing mechanism. In this respect, the study of Al-alak and Alnawas (2011) found that the failure of e-learning adoption is related to: lack of infrastructure, lack of specific training and the absence of the necessary condition. This means that there is a need to develop the right

policies and strategies by the institutions for the effective implementation of technologies and to overcome teachers' external barriers.

1.4. Technology Acceptance Model:

Technology Acceptance Model has been developed by Davis (1989) based on principles adopted from Fishbein and Aizen (1975) *Theory of Reasoned Action*. It originates in the study of psychology and it is used in the study of information systems. Davis, Bagozzi and Warshaw (1989) claim that TAM is less general than TRA and designed specifically to examine and predict the adoption and acceptance of technology. It has been widely used since its introduction by Davis, to explain the determinants of computer. TAM posits that two particular determinants, namely: perceived usefulness and perceived ease of use are the two relevant variables to predict user' acceptance of technology (Davi, Bagozzi and Warshaw 1989). As claimed by Chuttur (2009) that this model has been the only one that captured the attention of the information systems community. In addition, Van Der Heijden described the TAM as *"a parsimonious, theoretically and empirically justified model intended to explain the acceptance of information systems"* (cited in Siegel, 2008).

TAM suggests that attitudes and intention to accept technology is determined directly by perceived usefulness and perceived ease of use. Davis (1989) puts it clear that:

> users are driven to adopt an application primarily because of the functions it performs for them, and secondarily for how easy or hard it is to get the system to perform those function. (Davis, 1989:333)

The first variable to predict user' acceptance of technology which is perceived usefulness is defined as '*the degree to which a person believes that using a particular system would enhance his or her job performance'* (Davis, 1989:319). In other words, people believe that the use of a specific application will help to develop and enhance their work through the ability to use it advantageously. The second variable consists in Perceived ease of use and

refs to *'the degree to which a person believes that using a particular system would be free of effort'* (Davis, 1989:319). This means that more the individual perceive that a specific application or system is easier to use it, more it is accepted by the user. The user acceptance of technology is a pivotal factor in determining the success of any information system project (Davis, 1993:475). Therefore, teachers' acceptance of e-learning as a tool for teaching is a key success of its implementation.

The TAM constructs has been tested across different range of fields and has been shown to be a powerful model in predicting the acceptance of computer use (Davis, 1989; taylor and todd, 1995; Shen, et al 2006). Therefore, through the application of TAM, it is possible to predict the success of the implementation of e-learning and its significance at the level of education prior to its adoption.

Conclusion:

The review of the literature shows that attitude is widely studied by social psychologist and the concept changes through the development of researches and studies. Even though there is a variety of definitions and a difficulty to reach a satisfied one, someone can notice across the field's history the evaluative aspects in the concept of attitude. It is recognized to be an important aspect in determining the successful implementation and use of e-leaning. Moreover, the use of ICTs in general and e-learning in particular, as teaching and learning tool, is among the requirements of the influence of globalization and the twenty-century education. However, its implementation and adoption at the level of universities in Algeria is recent. That is why making a significant effort is required from students, administrators and teachers. Endowment also is needed to overcome the financial and technical barriers to the effective use of e-learning and to benefit from the educational opportunities that it provides. The efficiency of its use needs the presence of good conditions.

And teachers should be motivated for the use of e-learning from the fact that they play a predominant role in the implementation of technology to education successfully.

The adoption of SDT and TAM are the most relevant to our study. Self-Determination Theory help to explain the orientation and type of teachers' motivation and Technology Acceptance Model is the most popular and powerful model that can predict and examine the user's acceptance of technology.

Introduction:

This chapter is methodological. It concerns the research design of the study. The section describes the research techniques used to investigate teachers' attitudes and motivation towards e-learning in order to answer the research questions stated in the general introduction. First, it describes the procedures for data collection which are: questionnaire, interview and reinforcement with valuable statistics obtained from the e-learning centre at UMMTO. Then, it explains the data analysis methods which are used for both qualitative and quantitative information. This chapter is divided into two parts which comprise procedures for data collection and techniques for data analysis.

2.1. Data Collection Procedures:

In our research we have opted for a mixed method research in order to collect the appropriate data for our study. It is a combination of both quantitative and qualitative methods using two main tools to gather the necessary amount of data. The first research tool is a questionnaire, and the second instrument consists in an interview and reinforcement through statistics collected from the e-learning centre at UMMTO.

2.1.1. Questionnaire:

A questionnaire is a set of structured items used by the researcher to gather information needed from the answers of the respondents. It is defined by Brown as:

> ...Any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers. Questionnaires are particularly efficient for gathering information on a large scale (Brown, 2001:6).

According to Dorney (2003), questionnaire is one of the most popular instruments applied to social sciences. It is easy to construct, extremely versatile and uniquely capable of gathering a large amount of information in short time and in a form readily process-able.

Setting and participant:

The inquiry was conducted in the department of English at Mouloud Mammeri University of Tizi Ouzou during the two first weeks of June 2015. The target population of the study consists of a representative sample of the permanent English teachers who work in the department of English. All the teachers are entitled to subscribe their students in the e-learning centre and to use it as a technological support in their teaching. Their teaching experience range from 1 year to more than 30 years and they teach different levels and different modules.

Sampling method

The sample design is probability sample. It is based on the random sampling which is also called chance sampling. Therefore, each permanent teacher has the same probability of being selected. The total numbers of teachers that work permanently are 50 and a sample of 44 teachers was selected randomly. This number was calculated using *sample size calculator* with a confidence level of 99%.

'Sample size calculator' is presented as a free and public service of Creative Research Systems survey software. It is used to determine how many people are needed to be interviewed or distribute to them questionnaires in the way that the result will be reliable and reflect the target population. In order to use this software one should be familiar with two major concepts which are the confidence interval and the confidence level:

The **confidence interval** (also called margin of error) is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you

use a confidence interval of 4 and 47% percent of your sample picks an answer you can be "sure" that if you had asked the question to the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer.

The **confidence level** tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level. (Systems. 2012)

Procedure:

A questionnaire of 21 elements, which includes open-ended and close-ended questions, was designed and self-administered for permanent university teachers in the department of English at UMMTO. It was used to collect data on the teachers' attitudes and motivation towards e-learning. 48 questionnaires were distributed and 44 were collected .The questionnaire has five parts. The first part is called teachers' profile and contains two questions about gender and teaching experience. The second section is labelled general information. It concerns the use of ICTs and consists of six questions. In addition, the third part entitled teachers' motivation and comprises three questions. The fourth part, called teachers' attitudes and consists in five questions. Finally, the last section which is named the usefulness of e-learning contains five questions.

The questionnaire is used to measure teachers' attitudes and motivation towards e-learning and its usefulness for them in doing their works. To ensure the reliability of the survey, the questionnaire was piloted on a sample of 5 teachers. Consequently, some strand was refined and changed according to the answers and remarks.

2.1.2. Interview:

The interview took place at Mouloud Mammeri University of Tizi-Ouzou, more exactly with teachers from the department of English. It was carried out with (10) ten teachers between June 21th and June 30th 2015. We conducted the interview to obtain in-depth

information about teachers' use, attitudes and motivation towards e-learning. The interview follows a set of systematic questions to gain a detailed insight. It comprises (06) six ordered questions which were asked face-to-face with the teachers.

Procedure:

During the interview an audio-recorder was used to record the conversation. The teachers have accepted to let us record the interviews. This took place during a period of two weeks in June 2015.

Setting and participants:

The interview took place at the UMMTO more exactly at the department of English. The participants were ten permanent teachers of English. They were selected randomly and all of them have answered the question of the interview and they were recorded and transcribed.

2.1.3. Data Collected from the E-Learning Centre:

The information was collected from the e-learning centre at UMMTO in May 2015. It represents different data about the use of e-learning by teachers as a new technological support in their teaching. The data describes the number of teachers at UMMTO who subscribed at the e-leaning platform as well as the number of teachers from the department of English. In addition, it shows the number of teachers who subscribe their students and who deliver courses through e-learning.

2.2. Procedures of Data Analysis:

The collected data are analyzed using a mixed method which includes a combination of both quantitative and qualitative tools of analysis. The statistical package for the social

sciences was used for the quantitative part. As concerns the qualitative part, Content Analysis was adopted.

2.2.1. Quantitative Analysis:

For the analysis of the information gathered through the questionnaires, mainly the numerical data provided by studying a sample of English teachers and the data obtained from the e-learning centre, the statistical package for the social sciences was used. SPSS is defined as a: *'general statistical software tailored to the needs of social scientists and the general public'* (Blumenthal, 2010). It is used especially to analyse and organize information. Furthermore, it permits to rearrange information, calculate data and conduct a variety of statistical analyses (Ibid).

2.2.2. Qualitative Analysis:

After the analysis of the numerical data, the content analysis was adopted for the analysis of qualitative information that was mainly gathered through the interviews that were conducted with English teachers. The interviews were transcribed and transformed into written material. In this respect, content analysis is defined by Weber (1990:9) as *'a research method that uses a set of procedures to make valid inferences from text'*. In the work done by Neuendorf (2002:1), he refers to content analysis as *'the systematic, objective, quantitative analysis of message characteristics'*. Therefore, Content Analysis gives more understanding of a particular phenomenon and provides new insights and information. It is a scientific tool for data analysis (Krippendorff, 2004).

Conclusion:

This chapter has presented the research design and procedures of data collection and data analysis. It has first presented the data collection procedures, explaining when, where and

how the information and data used in the study was collected. Then, for the analysis of the corpus two main scientific tools that are frequently used in social sciences have been adopted. For the quantitative information the SPSS was used. Concerning the qualitative part Content Analysis has been adopted to gain new insights and understanding of the attitudes and motivation of teachers towards e-learning.

Introduction:

The section presents the empirical scope of our study. It shows the results reached through the 44 questionnaires which are composed of five sections and 10 interviews that contain six questions conducted with teachers from the department of English. In addition, the chapter illustrates the data obtained from the e-learning centre at UMMTO. It aims at sorting out the different answers related to teachers' attitudes, motivation, and use of e-learning. Thus, for the sake of organization and clarity, the outcomes are represented in percentages and displayed in tables, diagrams and chart pies. The chapter is organized into three sections. It starts by presenting the results of the questionnaire. It also presents the results obtained from the analysis of the interview. Then, it presents the statistics obtained from the e-learning centre at UMMTO.

3.1. Results of the Questionnaire:

The statistical package for social sciences (SPSS) method presented in chapter two was used to analyse the quantitative data of the questionnaire that results in:

3.1.1: Teachers' Profile

1-Gender:

Gender	Male	Female
N	20	24
%	45.5	54.5

Table 1: Gender of the Participants

Table 1 shows that females participated in responding the questionnaire more than males. From 44 questionnaires collected, 54, 5 % of the participants represent females and 45, 5 % of them are males.

2-Teaching experience:

   A- 1-5 years.   B- 5-10 years.

   C- 10-20 years   D- 20-30 years.

   E- More than 30 years.
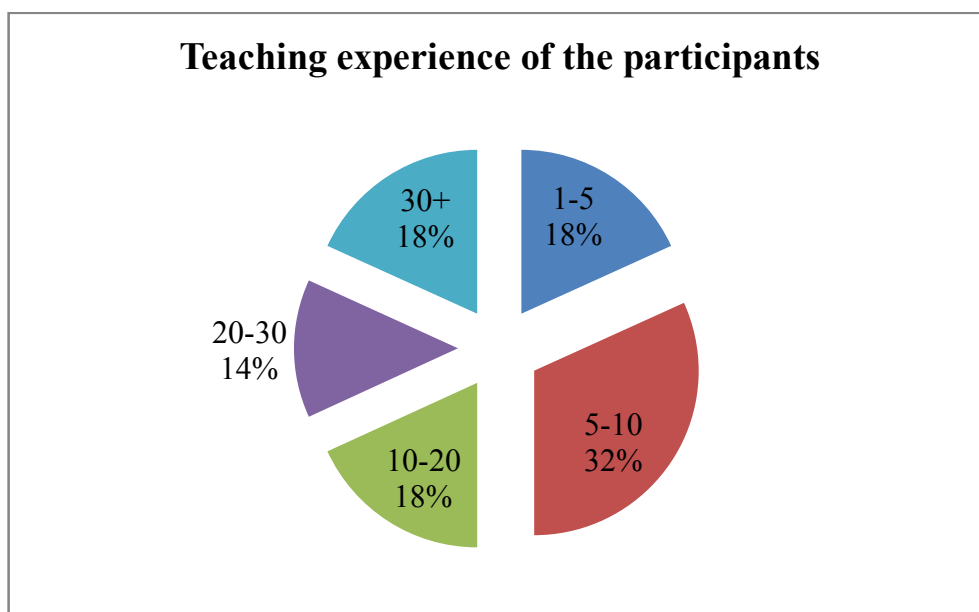
Figure 1: Teaching Experience of the Participants.

The results show that 32 % of the participants' teaching experience ranges from five to ten years. 18% is the same percentage for the three teaching experience categories (A), (C) and (E). 14 % of the participants have an experience in teaching that range from twenty to thirty years.

3.1.2. General Information on the Use of ICTs.
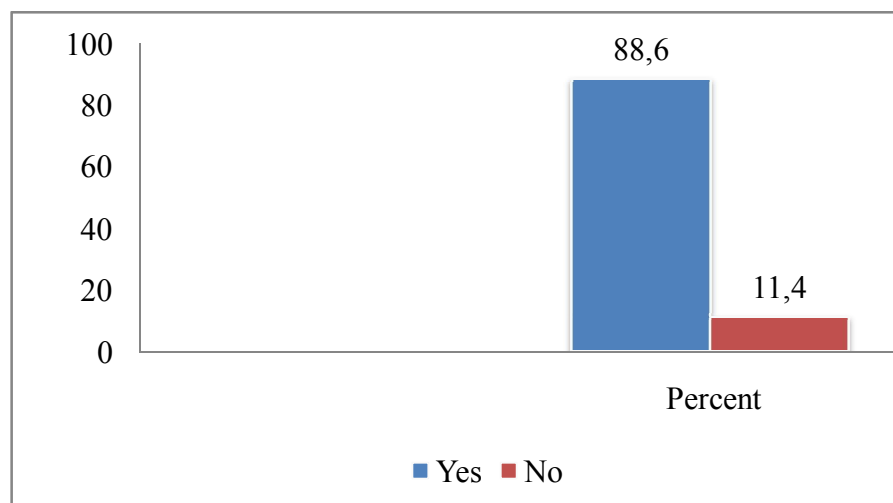
- **Q 3**: do you have internet access at home?

From diagram two, we notice that the majority of the teachers (88, 6 %) have internet access at home. Only 11, 4 % of them are not equipped with internet in their homes.

- **Q 4**: Do you have internet access in your work?
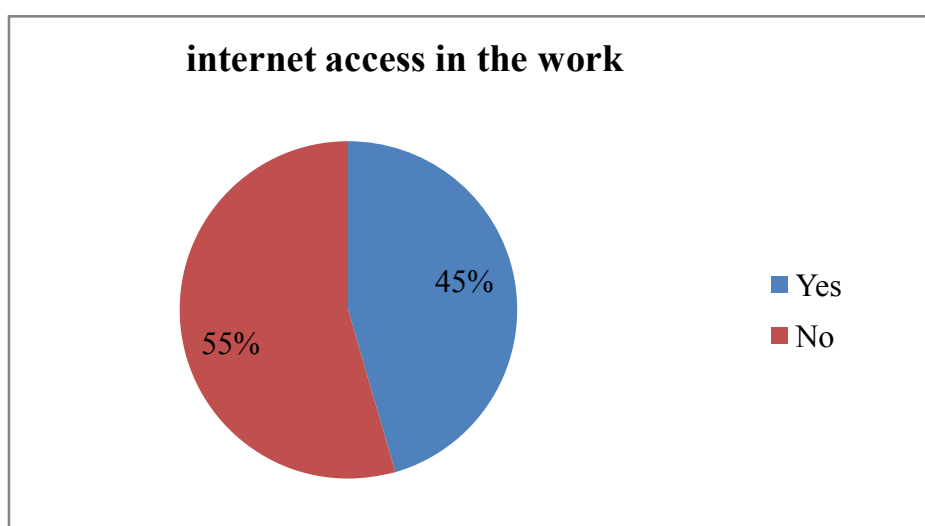
Results from the questionnaire analyses reveal that internet access in the department of English is not available for all the teachers.

- **Q 5**: How often do you use internet?
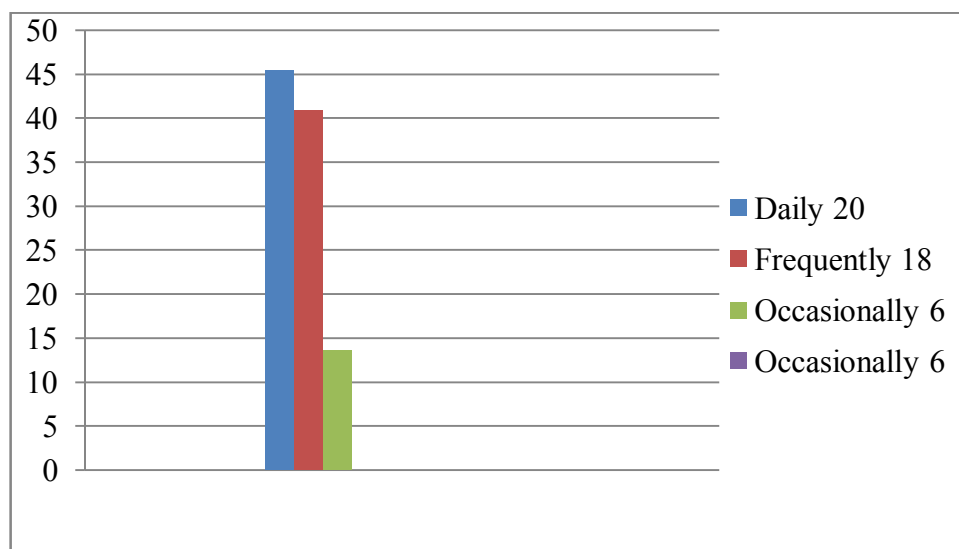
Figure 4: Internet Use.

The above diagram indicates that 45, 5 % of the teachers in the department of English use internet daily, 40, 9 % use it frequently and 13, 6 % use internet occasionally.

- item 6: **-**The quality of the internet that you use is:
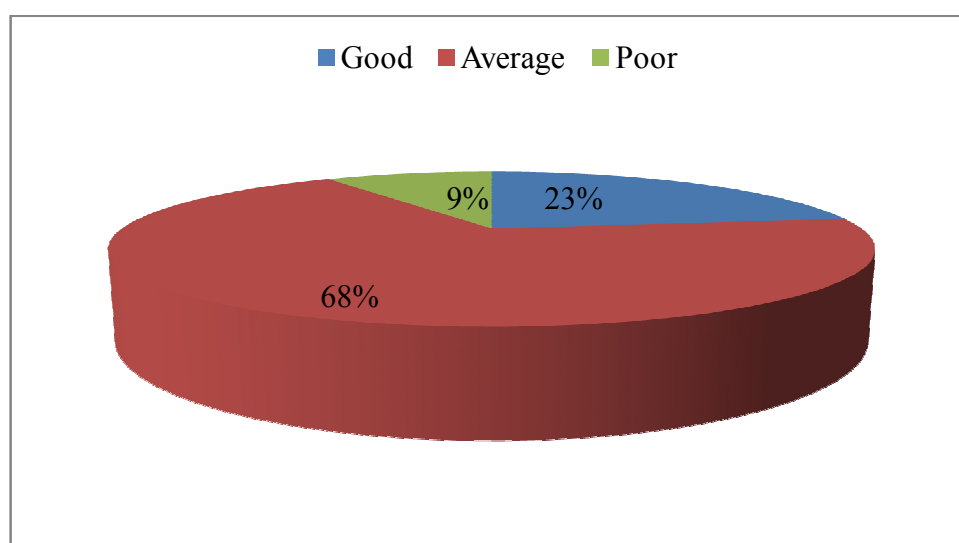
Figure 5: Internet Quality.

Diagram 5 reveals that 68 % of the participants are equipped with an average internet quality, 23 % of them have a good internet quality and 9 % of the participants access internet with a poor quality.

- **Q 7**: The available ICTs infrastructure at university is:

No Answer
2%
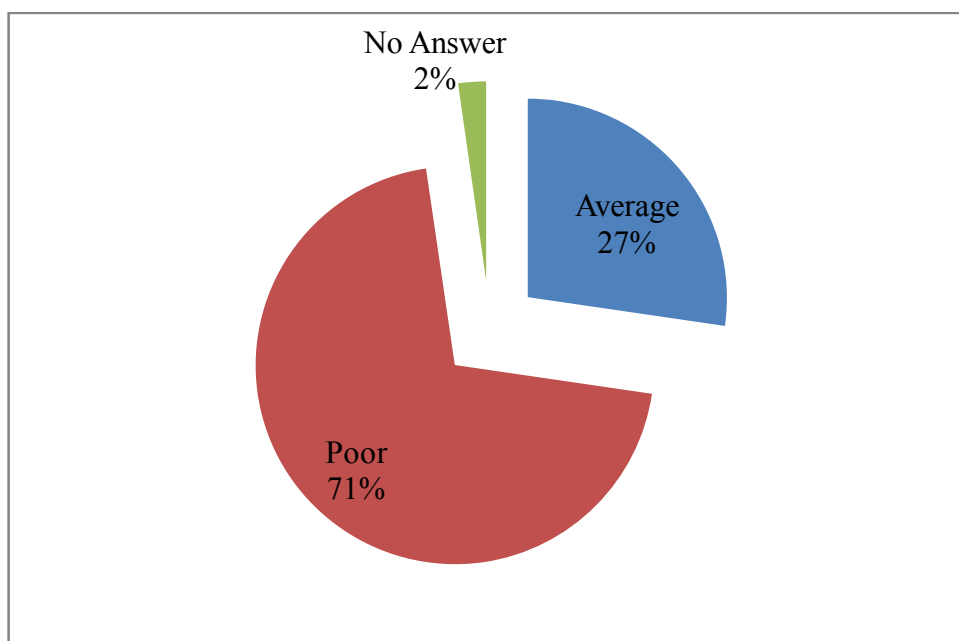
Average
27%

Poor
71%

Figure 6: ICTs Infrastructure at the University.

The results obtained in diagram 6 indicate that 71 % of the teachers evaluate ICTs infrastructure at the university as poor. 27 % of them perceive it as average. And 2 % of the participants did not give any answer to this question.

- **Q 8**: Do you attend the training sessions organized by e-learning centre at MMUTO?
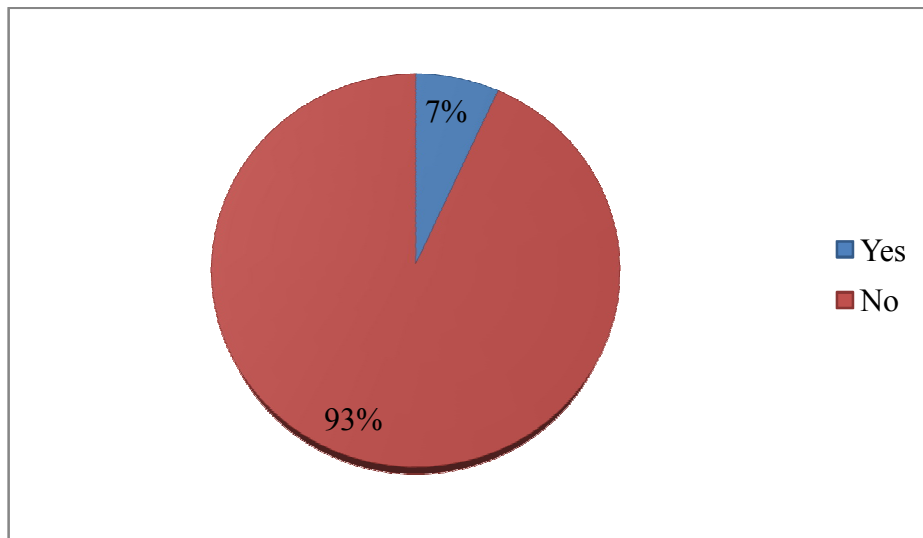
Figure 7: Teachers' Attendance to the Training Sessions Organized at UMMTO.

As shown in the above diagram, the quasi-totality of the teachers in the department of English had never attended the training sessions organized at UMMTO. When we asked them to justify, most of teachers said that they were not informed and some others mentioned the bad organization.

3.1.3. Teachers' Motivation towards E-Learning:

- **Q 9** -It would be interesting to provide courses that use e-learning

A- Strongly agree   B- Agree   C- Neither agree nor disagree

F- Disagree   E- Strongly disagree
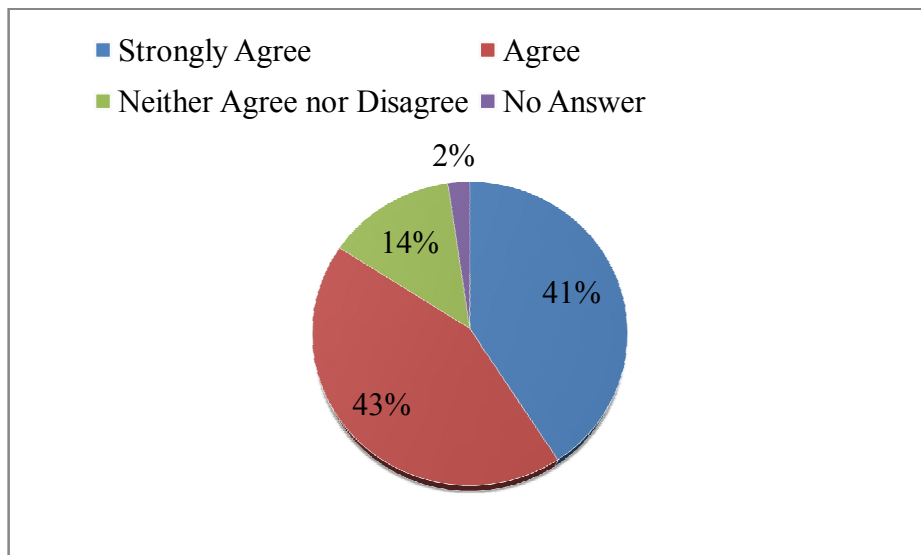
Figure 8: Teachers' Interest to Provide E-learning.

Figure 8 shows that the majority of the participants are in agreement with the idea of providing e-learning. Among them 41% responded that they strongly agree and 43 % of the participants responded with 'agree'. And 14 % of the participants answered as being neutral. Only 2 % of the teachers did not answer the question.

- **Q 10**-Do you think that you should be rewarded when using e-learning?
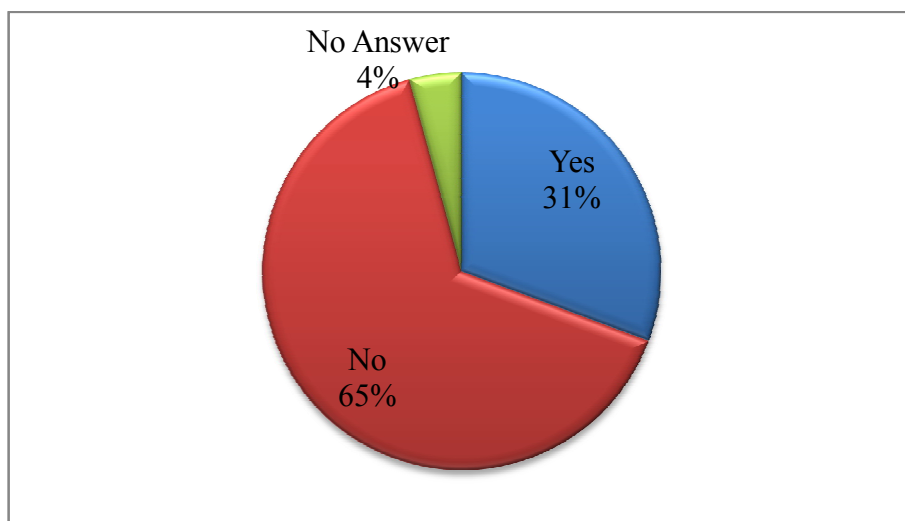
Figure 9: The Reward When Using E-learning.

Diagram 9 illustrates that 65, 1 % of the teachers were favourable to use e-learning without reward, whereas, 30, 7 % of tem said that they should be rewarded. Only 4, 2 % of the participants did not answer the question.

- **Q 11**-To what extents are you motivated to use e-learning for teaching?

This question is an open-ended question where the opportunity was given to the participants to express themselves about the degree of their motivation to use e-learning. Almost all the teachers answered the question except three (03) of them. Thirteen (13) teachers said that they were greatly or highly motivated. Eleven (11) teachers were simply motivated. Twelve (12) participants answered that they were quite motivated. And five (05) teachers said that they were not at all motivated.

3.1.4. Teachers' Attitudes:

- **Q 12** -Is it useful to use e-learning for teaching?
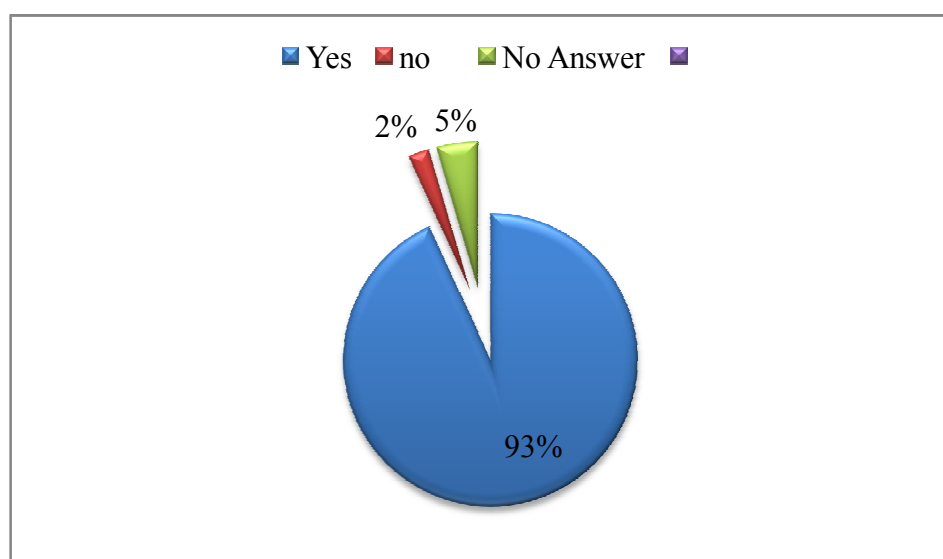
Figure 10: The Usefulness of E-learning for Teaching.

The results presented in Figure 10 show that the quasi- totality of the teachers in the department of English believe in the usefulness of e-learning for teaching.

- **Q 13-**What kind of feeling does the use of ICT for teaching arouse in you?

A- Confidence   B- Enjoyment   C- Pleasure

D- Concerned   E- Indifferent
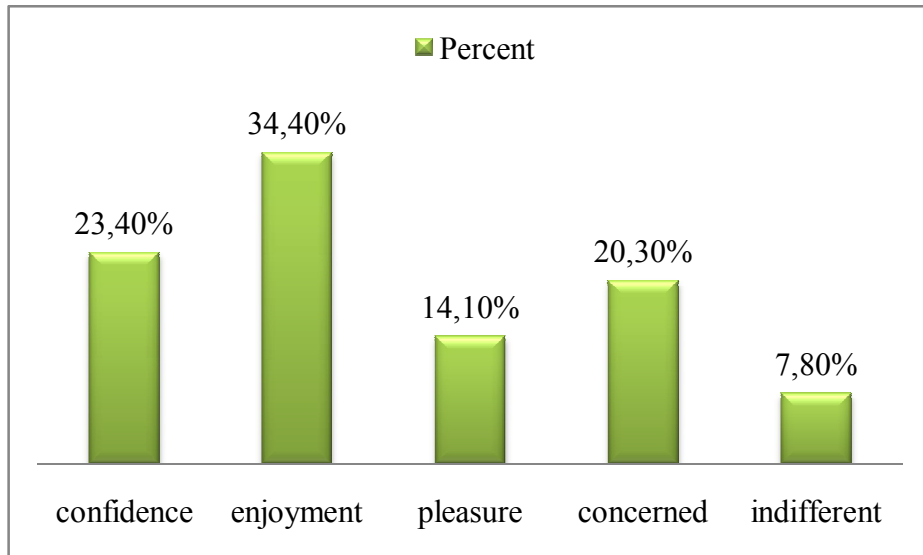
Figure 11: The Feeling that the Use of ICTs Arouse in Teachers.

The figure above indicates that the largest percentage of teachers enjoyed the use of ICTs for teaching. 23, 4 % of them feel confident and 20, 3 % feel concerned. Then 14.1 % of the teachers opted for the answer 'pleasure'. And a minority answered that they feel indifferent about the use of e-learning.

- **Q 14-**Do you think that, in the future, teaching must resort to/integrate e-learning?

Yes	No
88 %	12 %

Table 2: The Integration of E-Learning in Teaching in the Future.

As highlighted in table 2, in term of attitude toward the future university reliance on e-learning, the majority (88 %) of the teachers responded positively, while 12% responded negatively.

Q 15-Using e-learning for teaching would be beneficial and positive?
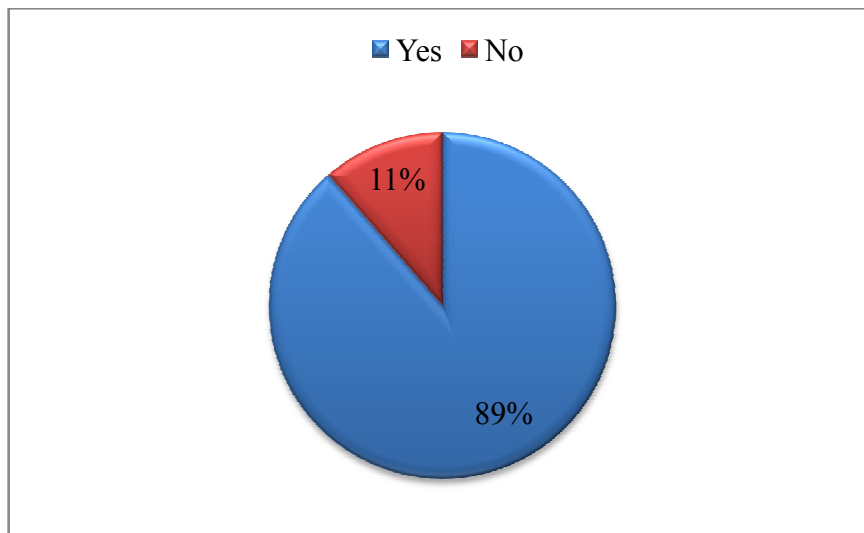
From the analysis of the data, we notice that the majority of the teachers perceived e-learning as beneficial and positive for teaching, whereas the minority did not.

- **Q 16-**Do you believe that e-learning will:

A-Help to acquire new knowledge   B-Enhance teaching scope and range

C-Increase teaching quality   D- Other (please specify
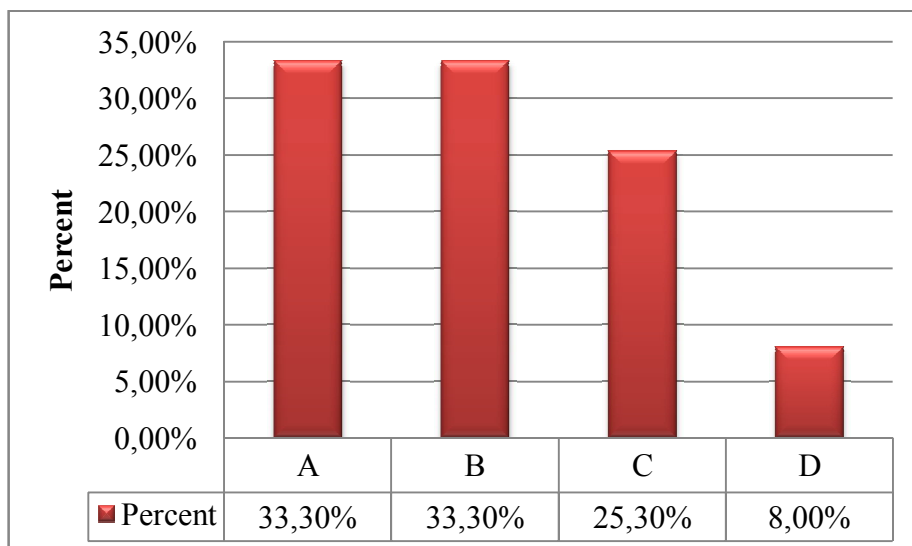
Figure 13: Teachers' Beliefs on E-Learning

The diagram shows that 33, 30 % of the participants opted for the answer (A), that e-learning will help to acquire new knowledge. The same percentage of the participants answered that e-learning will enhance teaching scope and range. Then 25, 30 % of them opted for (C) which means that e-learning will increase teaching quality. And 8 % responded with their own words.

3.1.5. The Usefulness of E-Learning:

- **Q 17**-Does the use of e-learning give you greater control over your work?

Yes	No
63 %	37 %

Table 3: Controlling the Work Using E-Learning.

The table above shows that the majority (63 %) of the participants answered that e-learning gives greater control over their work whereas 37 % of them opted for the answer 'No'.

- **Q 18**-Does e-learning enable you to accomplish tasks more quickly?
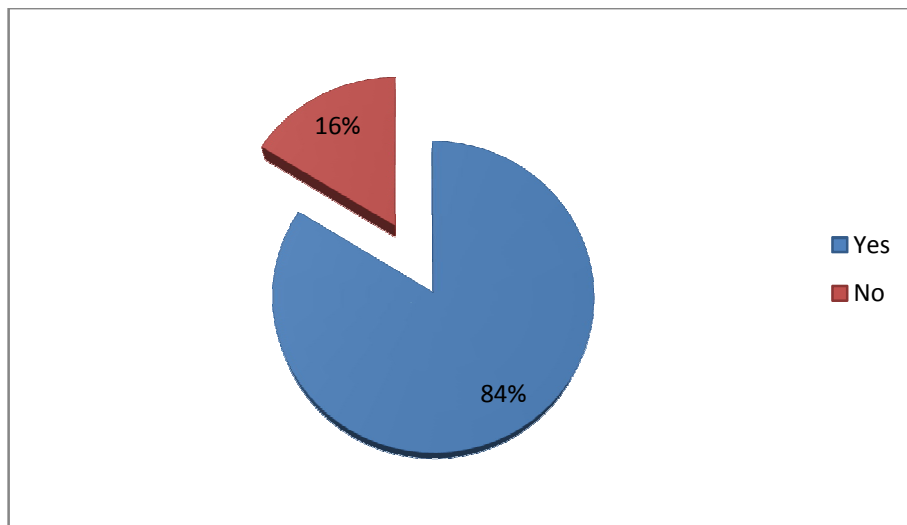
Figure 14: Accomplishing Tasks More Quickly Using E-Learning.

It is clearly shown in diagram 14 that e-learning enables the majority of the teachers to accomplish tasks more quickly.

- **Q 19**-Does the use of e-learning increase your productivity?

Yes	No
75,7 %	24,3 %

Table 4: The Increase of Teachers' Productivity when Using E-Learning.

As highlighted in table 4, the majority (75, 7 %) of the teachers answered that e-learning increases their productivity. This means, e-learning have an impact on their output.

- **Q 20-** Is the use e-learning easy for you?

Yes	No
60 %	40 %

Table 5: The Easiness of Using E-Learning.

From table 5, we notice that 60 % of the participants use e-learning easily while 40 % of them said that its use is not easy. In other words, they encounter some difficulties.

- **Q 21**-Does the use of e-learning require a lot of efforts?

Yes	No
43,7 %	56,3 %

Table 6: Efforts Requirements when Using E-Learning.

The results presented in table 6 show that more than 56 % of the teachers use e-learning without hard work. The other proportion of the teachers needs effort and energy to perform tasks using e-learning.

3.2. Results of the Interviews:

The second data collection tool that we have used in our research is an interview which was conducted with 10 permanent teachers from the department of English. The interview helps to gain more insights and to bring more details to be able to answer the research questions and the hypotheses. The following are the results of the interviews:

Question one: Do you use e-learning in the department of English for teaching your module and as a technological aid?

The teachers who were interviewed answered that they did not use e-learning for teaching and as a technological aid at the department of English except two of them who have already used it. Then, when we had asked them to explain why, the majority justified by the lack of the necessary materials and equipped rooms.

Question two: Have you received any special training about e-learning?

Among the ten teachers for whom the question was asked only two teachers answered that they had received training about e-learning and another one said that s/he has received informal training. However, seven others teachers answered that they had never received any training about e-learning.

Question three: Do you think that university authorities promote e-learning at the university?

Nine teachers who participated in the interview said that university authorities did not promote enough e-learning at the level of MMUTO. They answered that there were some efforts made by different responsible but still there was scarcity, lack in the needed equipments and adequate infrastructure for the successful implementation of e-learning.

Question four: What advantages do you think e-learning will have for both students and teachers?

Most of the teachers responded that there are many advantages and they mentioned some of them which are: save time, shorten the distances, access important amounts of information and facilitates the communication between teachers and students.

Question five: What hinders the use of e-learning in the department?

The ten participants agreed on the lack of training and lack of infrastructure. Some of them added more details such as the lack of communication between the teachers and the lack of confidence.

Question six: What do you think about e-learning as a new tool of teaching?

From the analysis of the ten answers to the sixth question in the interview, we infer that most of the teachers were in favour of using e-learning as new technological tool for their teaching. Almost all the teachers have mentioned some of its benefits in instruction and the need of its integration at the level of the university.

3.3. Interpretation of the Statistics collected from the E-Learning Centre at UMMTO:

The table presents the statistics obtained from the e-learning centre at UMMTO related to different information concerning teachers and their use of e-learning at the level of the university.

The number of permanent teachers in the department of English at UMMTO	**50**
The number of teachers who are subscribed on the e-learning platform	**05**
The number of teachers who provide courses using e-learning	**02**
The number of teachers who subscribed their students in the e-learning platform	**02**
The number of training sessions organized by the e-learning centre at UMMTO	**02**/month From December to may

Table 07: The information related the teachers' use of e-learning.

The table shows that the number of teachers who used e-learning is insignificant in comparison to the total number of teachers in the department of English. Furthermore, some of the teachers subscribed in the e-learning platform did not use it for teaching and they have not subscribed their students. Although the number of training sessions is significant, the majority of teachers did not attend.

Conclusion:

This chapter has presented the results obtained from the two research tools which are the questionnaire and the interview that were conducted with permanent teachers from the department of English at Mouloud Mammeri University of Tizi Ouzou. It is possible to infer from the results that the teachers did not use e-learning. As regards motivation they showed that they were motivated and had positive attitudes toward e-learning. These results will be discussed in the following chapter by providing interpretation and explanation.

:

Introduction:

This chapter is devoted to discuss the results of the study which were obtained through questionnaires administered to teachers, interviews conducted with them and the statistics obtained from the e-learning centre at UMMTO. From the results it is apparent that most of the teachers do not use e-learning. The teachers are unfamiliar with the use of e-learning even if they exhibit positive attitudes and affirm that they are motivated to use it because it is a helpful technology. In order to further the discussion of these results, we opt for Self-determination Theory and Technology Acceptance Model to explain and interpret the findings. The chapter consists of five main sections. It opens by discussing teachers' profile. Then, it discusses teachers' use of e-learning and the barriers to its integration. It also discusses the motivation and attitudes of teachers towards e-learning. Finally it discusses teachers' acceptance of e-learning.

4.1. Teachers' Profile:

The participants in the study were males and females belonging to different teaching experience categories. Accordingly, the results revealed no significant difference between teachers' gender and their answers to the questionnaires. In other words, teachers' gender has no influence on the use or motivation towards e-learning. In fact, almost all teachers either males or females express themselves in the same way without remarkable divergence or specific influence on the results. The analysis of the teachers' profile (see table 1) revealed that males and females participation in the study is fairly equal. In fact, the results confirm the previous studies (Koszalka, 2001. and Teo, 2006). Moreover, there are no noticeable differences in the teachers' perception of e-learning according to their teaching experience. The latter has no significant impact on teachers use, attitudes or motivation towards e-learning. It is possible to infer that the use and the integration of e-learning as a technological

support for teaching are independent with regard to gender and teaching experience. The two variables are neither a barrier nor an advantage in the use of e-learning. Therefore, all the teachers have the capacities and the possibilities to integrate e-learning in their teaching, on condition that, they are willing, confident and motivated. In our view there are others potential factors that contribute to the successful integration of technologies in teaching other than gender and teaching experience.

4.2. Teachers' Use of E-Learning and the Barriers to its Integration:

The two data collection tools used in this study which are a questionnaire and an interview with a reinforcement through statistics obtained from the e-learning centre at UMMTO provide a rich corpus on teachers' motivations, attitudes and use of e-learning in the department of English. The results reported (see diagram 6) that the majority of the teachers had never received any special training concerning e-learning. Nonetheless, in the twenty-first century literacy does not mean only to read and write but also at the level of higher education there is a need to have electronic literacy. It is due to technologies integration which becomes indispensible and constantly increasing. This involves the capacity to identify, evaluate, create, use and communicate information successfully, which means the effective participation in the information society and lifelong learning. Consequently, electronic literacy permits the creation of meaningful content and facilitates the learners' involvement and instruction. This is why the training on how to use the new technologies and the technical know-how is required from teachers and also students. However, the quasi-totality of the teachers that participated in the study had never attended the training sessions organized at the level of UMMTO. We also noticed that they have not received training outside the university. It is clearly reported from the analysis of the results that most of the teachers lack ICT-related skills which are needed in order to provide instruction using

technology. In this respect, many instances were found in the teachers' answers to the second question in the interview concerning their training about e-learning. For example **one of the teachers** said, '*Honestly, I have never received any training about e-learning*'. Another **one** declared, '*No, I did not have this opportunity*'. And **another teacher** affirmed '*I have not received special training about e-learning*'. However, s/he argues that it is apt to the teacher to develop his or her competency in the field through self-training. Additionally, the others interviewees answered simply by 'No' to the question. Nevertheless, training from specialists in the domain is needed so as to progress from novice to expert in managing ICTs. Thus, they will be armed with the required skills and knowledge to leverage technology effectively in teaching. These arguments confirm the previous authors' findings that training occupies a central place in the environmental barrier (Sloman, 2001, Nedjah 2010, Al-alak and Alnawas 2011).

Indeed, the discussion of the statistics obtained from the e-learning centre revealed that out of fifty teachers, only two of them used e-learning to provide instruction for their students. Furthermore, among the teachers subscribed in the e-learning platform only two of them took the initiative to subscribe their students and offer them university accounts. Then, they give their learners the opportunity to benefits from courses, access documents and communicate with both teachers and students. From these facts, we infer that the use of e-learning is restricted in the department of English. Undoubtedly, teachers' interviews give evidence that they do not use e-learning as a technological support in their teaching. This is clear and apparent from their answers to the first question which is pertinent and precise. It is designed to check whether they use e-learning for teaching or not. From the entire number of the participants, only two of them responded 'Yes'. For example **one of the teachers** answered 'No', and when we asked him or her to explain why, s/he affirmed '*I do not use e-learning.....Because my modules are not related to e-learning .The second thing is that we do*

not have enough equipment and enough fund'. This means that, the participant related the first reason to the module itself and the second to the lack of materials. Then, **another teacher** claimed: '*I have never used e-learning....Because most of the time I teach theoretical modules'*. Then, s/he argues also that s/he teaches at the amphitheatre and neither the amphitheatre nor the rooms '*are equipped with computer to deliver the content through the internet'*. The second teacher also associates the first reason to the module that s/he teaches while the second reason is the lack of software, hardware and internet. And **another teacher** declared: '*Not for my module. I teach literature and civilization so I do not need e-learning'*. So, here the teacher thinks that everything in the module is based on text. However, s/he said that s/he always advises his/her students to use internet and to look for books even if there is a lack of computer classrooms and a necessary conditions. In other words, almost all the teachers lack the means to access e-learning due to the infrastructural and technological limitations. Consequently, even though the teachers require the possibility of combining the learning technologies with pedagogy, equipment unavailability and inadequate infrastructure are the main reasons why they did not use e-learning. As these results make clear, the poor infrastructure at the level of universities is considered as one of the barriers to the successful implementation of e-learning. The obstacles may be in a hardware, software or bandwidth capacity in addition to the lack of equipped rooms. Therefore, the recurring concerns expressed by the teachers need to be taken seriously by the university authorities. These findings confirm the studies of (Al-alak and Alnawas, 2011; Al-adwan and Smedley; 2012).

The study, in fact, revealed that more than half of the teachers have no internet access in their work. This means that, there are not enough opportunities to use internet for education while it is the primary source of knowledge and learning instead of books. Therefore, the lack of internet access is one of the factors that impede the integration of e-learning. This confirms the idea of Rosenberg (2001) that no e-learning strategy will be viable if people cannot get

access to the web. As a matter of fact, our findings demonstrated that university infrastructure is poor. The ICTs have not reached all the parts in Algeria and many regions are not yet connected. Consequently, in order to better leverage ICTs for the development of learning outcomes, a higher level of preparedness and better infrastructure and access are needed. This requires from the university authorities to invest in the right ICTs infrastructure to easily access the technical support. These results confirm the general assumption that in order people participate in the e-learning environment, they must have access to the necessary technologies such as a solid internet infrastructure (Berman, 2006). In fact, the analysis of the interviews reported that almost all the teachers identified many barriers to the use of e-learning in the department of English. Among the biggest are: the lack of training, inadequate equipments and materials as well as the lack of communication between the teachers. Here some examples from the interviews**: one of the teachers** said, '*Probably it is matters of means .We do not have means, it is not the know-how I can use e-learning at the department but we don't have rooms'*. **Another one** affirmed, '*In the department I guess the infrastructure'*. In other words, the teacher said that they do not have enough means to use e-learning because they do not have equipped classes with computers and Wi-Fi or internet access. Therefore, a successful implementation of e-learning needs a careful consideration of the necessary physical resources. That is to say, there is a need to resolve the problem of technological infrastructure and human resources in order to adopt e-learning in teaching and learning. Ertmer (1999) claims that once adequate resources were obtained integration would follow.

Besides, the results of the study reported that the internet access is a limiting factor. A large percentage of the participants in the study still have no internet access in their homes which means that it is not generalized. This is due to the fact that there are many regions where internet access remains scarce, unaffordable or too slow. Figure 6 illustrated clearly

that the majority of the participants access internet with an average quality. Then, they did not access internet on a regular basis at a time where it has become an everyday tool. Consequently, it is apparent that the teachers cannot adopt e-learning in their teaching since they are facing many technical problems related to software, hardware or internet access. It is not possible to use successfully ICTs in general or particularly e-learning in such conditions. Again, one of the biggest impediments for the use of technology at the level UMMTO is the lack of physical resources and it certainly confirms the previous authors' findings (Ertmer, 1999. Berman, 2006 and Nedjah, 2010).

In short, most of the barriers identified through the analysis and the interpretations of the results tend to be external to the teachers or what Ertmer (1999) called 'First-Order Barriers'. They are mainly related to training, internet access and inadequate infrastructure. He argues that with the presence of these barriers, successful implementation of technology is difficult, if not impossible to achieve (Ibid). Therefore, the removal of the institutional barriers becomes a necessary condition for the successful implementation of e-learning.

4.3. Teachers' Motivation towards E-Learning:

Teachers' motivation is considered as an important factor in the implementation and the use of e-learning for teaching. Before deciding whether teachers are motivated to use e-learning, it is important to know what is meant by a person who is motivated or unmotivated. Deci (2000, 54) defines a motivated person as *'A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated'*. Furthermore, the measurement of this motivation depends on how a person faces the task, which means either by fostering more or less motivation in comparison to those around him or her.

In our study, when we asked the teachers the extent to which they were motivated to use e-learning, the majority of them answered that they were highly motivated and some of them were simply motivated. That is to say, the responses inferred from this question are positive. This category of teachers showed more energy and desire to use e-learning in comparison with the teachers who said that they were not motivated at all. Even though there is a portion of participants who feel no impetus or inspiration to use e-learning, yet, there are a large percentage (79 %) of teachers demonstrated a high level of motivation. As a matter of fact, motivation varies not only at the level, which means how much a person is motivated, but also in the orientation of that motivation. As stated previously, self-determination theory differentiates between two broad classes of motivation to perform an activity which are intrinsic and extrinsic motivation. This will help to identify what types or orientations are the teachers' motivation.

4.3.1. Intrinsic Motivation:

Intrinsic motivation is one type of motivation that means '*doing something because it is inherently interesting or enjoyable*' (Deci, 2000:55). The results (see figure 8) reported that the majority of the participants are interested and in agreement with the idea of providing instruction using e-learning. 41 % of the teachers strongly agree and 43 % answered that they agree with the use of e-learning. To put it another way, the teachers exhibit a high level of intrinsic motivation. Therefore, they do not have to be forced or make pressure on them to use e-learning. Thus, these results goes hand in hand with what has been claimed by Deci and Ryan (2000), that intrinsic motivation concerns active engagement with tasks that people find interesting . That is, teachers feel free to follow their inner interest. Moreover, the results of the study revealed that different kinds of feelings are aroused in teachers when using ICTs. 34, 4 % of the participants feel enjoyed, 23, 4 % feel confident and 20, 3 % feel pleasure

while using technologies for teaching. As Deci et al (1991) suggest, intrinsically motivated behaviours represent the prototype of self-determination. In this case, the teachers who engage in the use of e-learning for teaching by enjoyment and interest are self-determined. However, the results are not as clarified by Deci and Ryan (2000), that intrinsic motivation is catalyzed when individuals are in conditions that conduce toward its expression. The necessary means and materials to express teachers' intrinsic motivation in using e-learning are found to be not yet available in an adequate way.

4.3.2. Extrinsic motivation:

Extrinsic motivation which is another type of motivation refers to '*doing something because it leads to a separable outcome*' (Deci, 2000: 55).This means that satisfaction comes from the extrinsic rewards to which the activity leads rather than from the activity itself. The results reported that 59 % against 22, 9 % of the participants answered that they should not be rewarded for using e-learning .So, the fact that the majority of the teachers are ready to integrate technologies for teaching without extrinsic rewards reveals that they are not extrinsically motivated. As stated previously, most of the teachers showed interest and enjoyment for using e-learning, which means that they are intrinsically motivated. As argued by Deci and Ryan (2000) that when extrinsic rewards are introduced to an interesting activity people tend to feel controlled by the rewards. Nonetheless, the teachers display more intrinsic motivation, feel free and do the task for its own sake rather than for monetary or other rewards. Consequently, satisfaction comes from the activity itself rather than from extrinsic rewards. Motivational strategies such as rewards undermine autonomy and thus lead to the decrease of intrinsic motivation, less creativity, and poorer problem solving (Ibid). The teachers showed that they are willing to be autonomous and have no controlled motivation. Consequently, they are self-determined.

In short, the results revealed that the teachers are motivated to use e-learning. The orientation of their motivation tends to be intrinsic rather than extrinsic. In other words, they are motivated to use e-learning for their teaching because it is interesting rather than for external rewards and this means that they are self-determined.

4.4. Teachers' Attitudes towards E-Learning:

Measuring attitude has an important role in determining teachers' acceptance of a new technology in teaching and this occurs by measuring the magnitude of their attitude. Thus, attitudes can be positive if the technology which is proposed fits the teachers' needs and satisfaction, or negative if they cannot tailor to the use of this technology because it is not adequate and have not the required features (Bertea, 2009). In other words, having the tendency in favour or against the use of e-learning depends strongly on the teachers. As stated in the review of the literature, the cognitive component of attitudes refers to the beliefs and thoughts about an object whereas the affective component refers to feelings and emotions linked to an object. Through these components, attitude can be inferred.

In an attempt to determine the cognitive component of attitude, we asked teachers if the use of e-learning is useful for teaching. The results in the study (see figure 10) revealed that the majority of the teachers in the department of English (93 %) think that e-learning is useful for teaching. From this, it appears their favourable perceptions or thoughts about the use of this new technology for teaching and delivering contents. Furthermore, the affective component of attitude is expressed through their answers to the eleventh item in the questionnaire, where most of the teachers said that enjoyment and confidence are the major feelings that the use of ICTs arouse in them. The results reached from the study (Q 14) revealed that in term of attitude towards the future of university reliance on e-learning, most (88 %) of the teachers respond positively. This is due mainly to the recognized advantages

that e-learning offers for teachers and students as well as the potential change that bring to the teaching and learning processes. Moreover, the analysis of the interviews affirmed the favourable attitudes of the teachers toward the integration of e-learning at the level of the university. The following examples are provided from different interviews: **one of the teachers** overtly professed: '*I think it is really a wonderful thing and we need to implement it as soon as we can*'. He explains that e-learning is important to be used in our university because *in* other universities is a really good and efficient way of scheduling the work and it is time saving. It is apparent that the teacher is ready to use e-learning and to benefit from its advantages. **Another teacher** declared that it will be the future in a way or another where everyone has to resort on e-learning because it is not possible to continue in this way especially when taken into account the number of students who are coming to the university. The teacher thinks that e-learning '*is one of the million of the safes solutions to keep in teaching and for students to keep on learning*'. Here the use of e-learning is regarded as decisive and indispensible, it is among the relevant solution to improve teaching.

Another important result uncovers the attitudes of teachers toward e-learning. Figure 11 showed that almost all the teachers said that the use of e-learning would be beneficial and positive for teaching. This supports the findings that teachers exhibit positive attitudes toward this modern process of teaching and learning. Thus, the teachers perceived more advantages in e-learning than disadvantages. The interviews that were conducted with them elicited in-depth and detailed views concerning the use of e-learning. From their analysis, it was found that; most of the teachers answered that e-learning has many advantages such as flexibility, access an important amounts of information and facilitating the communication between students-students and teachers-students. For example**: teacher one** said '*I guess the best way of communicating and exchanging information and when they create forum they can really discuss questions that they cannot discuss in the classroom because of time and other many*

restriction . He justifies that for teachers, it is a way for providing the learners with extra materials that are not directly related to their work but relevant to reading. E-learning is a better way for organizing and keep permanent contact between teachers and students'. **Teacher two** mentions many advantages of e-learning among them*: 'to save time, to have access to different information and data in different fields, and to be in contact with different universities, with different researchers professors and so on'*. In addition, it facilitates communication with people from different fields.

The results (see figure 14) revealed that the majority of the teachers are convinced that e-learning will help to acquire new knowledge as well as to enhance teaching scope and range. Some of the teachers mentioned the increase of teaching quality through the use of e-learning. Furthermore, the other teachers who opted to answer with their own words are also optimist about the use of this new technology in teaching. Some instances are: save time, bring teachers and students together and enhance teaching effectiveness. It is apparent from this analysis of the data, using both results of the questionnaire and excerpts from the interviews, that the teachers approved the use of e-learning in teaching and they exhibit through their expressions positive attitudes. These favourable results reflect earlier findings showing that foreign language teachers generally have a favourable attitude towards computer technology (Sofranova, 1993; Leh, 1995; Moore et al, 1998; Levy, 1999; cited in Nedjah, 2010).

4.5. Teachers' Acceptance of E-Learning:

Teachers' acceptance to use ICTs in general and e-learning in particular for their teaching is decisive in determining the success or failure of the implementation of these technologies. In this study, it was found that the majority of the participants showed positive attitudes towards the use of e-learning. Then, we will account for two other influential

variables that are suggested in Davis' Technology Acceptance Model and also which are relevant to ascertain the users' acceptance. As stated in the review of the literature, the first variable is: perceived usefulness which refers to an individual' belief that using a specific technology will enhance his or her job. The second one is: perceived ease of use which refers to the belief that using a particular technology will be free of efforts. In the words of Davis, Bagozzi and warshaw (1989) '*TAM posits that two particular beliefs: perceived usefulness and perceived ease of use are the primary relevance for computer acceptance behaviors*'.

From the analysis of the last section in the questionnaire, the results of our study revealed that most of the answers are positive. The majority of the participants answered that they control their work when using e-learning. In other words, most of the teachers were convinced that using such a technology in their work enhances their performance. Similarly, more than 70% of the respondents said that the use of e-learning will increases their productivity. It is clear that almost all the teachers trusted the use of technology in their work. Therefore, the first determinant of users' acceptance of technology, namely perceived usefulness is confirmed through the above results.

Other interesting findings are revealed from the analysis of the data. We have found that the majority of the teachers (84 %) answered that the use of e-learning helps to accomplish tasks more quickly. That is to say, the use of this modern tool for teaching and learning has the benefits of saving time since flexibility is among its strength. Another key point is demonstrated in figure 18 is that, although some of the respondents claimed that using e-learning is not an easy task, a large percentage of the teachers declared that its integration is easy for them. This means that some knowledge and skills are necessary to manage this technology easily but the respondents feel that they have the capacity and the competence to perform the tasks successfully. This result is reinforced by question 19 that aimed to ascertain if efforts are required to use e-learning. Although some of the teachers claimed that the use of

e-learning requires energy and exertion, most of them answered that its use is effortless. It means that a hard work is not required to provide instruction using this technological tool. The answers revealed that the participants believe in the usability and the easiness of using e-learning, then the successful integration. Therefore, the teachers widely perceive the usability of e-learning in the educational process.

In fact, the majority of the teachers in the department of English exhibit favourable perceptions and beliefs, thus, they have the intention to the use e-learning. Then, perceived usefulness is demonstrated through the findings analysis of the last section in the questionnaire, where most of the teachers perceived more advantages in the integration of this technological support to the currently teaching method. This means that what Davis (1989) called perceived usefulness is confirmed through the findings. Then, it is noticeable that the majority of the teachers claimed that the integration of e-learning into teaching and learning process does not require a lot of efforts to be successfully used. This is supported through the teachers' contention that its use is easy. Therefore Davis (1989) claim that perceived ease of use is the second determinant of user' acceptance, is confirmed in the participant of our investigation. In fact, relying on Davis' technology acceptance model to our study, we find that most of the teachers in the department of English are in favour of the integration of e-learning and it is accepted as a technological tool in the teaching and learning process.

Conclusion:

This chapter provides clear answers for the research questions of the study. In addition, some hypotheses stated in the general introduction are confirmed whereas others are refuted. The findings demonstrated generally positive attitudes towards the use and integration of e-learning. Moreover, the results proved that the majority of the teachers are motivated and self-determined. In other words, they are ready and willing to use e-learning

for teaching, because it is interesting and satisfaction comes from doing the activity itself rather than from external rewards. However, at the present time, the findings reveal that the majority of the teachers do not use e-learning. And through the investigation we have identified the main barriers that inhibit its use. The impediments are mainly related to: lack of training, unavailability of internet access and inadequate infrastructure. These barriers are found to be external rather internal to teachers. Thus, an investment from the university authorities is required for the successful implementation of e-learning.

Although the implementation of e-learning faces many technical and infrastructural problems, the majority of the teacher remains motivated and have favourable perceptions. Furthermore, they perceive the use of e-learning as useful, easy and it is accepted as a tool for teaching.

General Conclusion:

This dissertation has investigated teachers' attitudes and motivation towards e-learning in the department of English at Mouloud Mammeri Uiversity of Tizi-Ouzou. It has intended to determine the type of motivation and the degree of teachers' attitudes. It has also sought out to determine whether they accept the integration of e-learning as a new tool for teaching or whether they reject it. As well as it has researched the factors that impede or contribute to its successful implementation.

Due to the complexity of our investigation which tackles different aspects, namely: psychological and technological as well as the novelty of this type of research in the UMMTO context; an integrated approach has been adopted. It has been conducted on the basis of Davis' TAM and Deci's SDT. The results which confirm some points of the hypotheses as well as the findings of the previous researches also refute some of our hypotheses.

The study has focused on two main objectives. The first objective has been an attempt to assess teachers' attitudes and motivation with regard to whether they accept the adoption of e-learning in the educational process or whether they reject it. The second objective has been to discover why teachers do not use ICTs in general and e-learning in particular as new technology, and also to identify the main barriers to its successful implementation.

To carry out the enquiry, a mixed method approach has been adopted. The data have been collected through a combination of qualitative and quantitative method. The corpus has consisted in 44 questionnaires self-administered and collected from the permanent teachers in the department of English and ten interviews have been conducted with them. The data have been reinforced by statistics obtained from the e-learning centre at UMMTO. For the analysis of these data, a statistical analysis has been used for quantitative data through the use of SPSS

and as far as the qualitative data is concerned content analysis has been adopted to interpret and explain the results.

On the basis of this rich corpus concerning teachers' use, attitudes and motivation towards e-learning, the results are found generally to be positive rather than negative. On the one hand, the majority of the teachers (71 %) consider that ICTs infrastructure at the level of the university is poor. Furthermore, a considerable percentage of the participants do not have access to the internet in their workplace and the majority of the teachers have never received training about the use of e-learning. On the other hand, the results revealed that the majority (79 %) of the teachers are motivated to use e-learning. In addition to this, the findings indicate that the majority of the participants are interested to use e-learning and without need for external rewards. As far as the items that have been designed to identify teachers' attitudes are concerned, the majority of the teachers (88 %) positively expect from university authorities to cater for e-learning in the near future attitudes toward future university reliance on e-learning. Similarly, the greatest numbers of teachers (88, 6 %) have showed favourable perceptions about the advantages and the benefits that e-learning will bring for both teachers and students. Other interesting results reveal that the majority (84 %) of the participants believe that e-learning will help to accomplish tasks faster and without efforts. Additionally, the interviews give more details and information on the above data and the statistics clearly show teachers' willingness to use e-learning.

The discussion of the results has revealed that teachers in the department of English do not use e-learning to support and provide instruction to their students. According to the analysis of the findings, this is due to teachers' external factors, since many technical and infrastructural barriers impede the successful integration of technologies to the educational process. Among the obstacles that have been indentified in this investigation are: lack of training, unavailability of internet access, as well as inadequate infrastructure. Although most

of the teachers do not use e-learning, the internal factors are demonstrated to be positive and favourable toward e-learning. The majority of the teachers are found to be motivated to integrate technologies in teaching. The orientation of their motivation tends to be intrinsic rather than extrinsic. As far as teachers' attitudes are concerned, they are highly positive given that most of the participants believe in the positive aspects and advantages of e-learning in the educational context. They have showed that they have positive thoughts and views toward the use of e-learning. Then, it has been found that the teachers accept the integration of e-learning relying on the two determinants defined by Davis (1989) in Technology Acceptance Model which are: perceived usefulness and perceived ease of use.

Indeed, application of Davis' TAM has revealed that most of the teachers perceive e-learning as a useful tool that can help them to enhance and develop their performance. Moreover, they are convinced that the use of e-learning is easy, thus they feel free of hard work. Therefore, they accept to adopt e-learning.

To conclude, the study has revealed that the teachers are self-determined and have positive attitudes towards the use of e-learning. Furthermore, they have the intention to use it as a technological aid for providing instruction and they accept its integration. However, the use of e-learning at the present time by the teachers in the department of English is very restricted. This is mainly due to the lack of training and inadequate infrastructure which requires a support and investment from the university authorities to overcome the barriers.

It is a hope that the findings of this modest study as a first exploratory investigation at the level of UMMTO will shed some light on the issues related to teachers' attitudes and motivation towards e-learning. Furthermore, it has provided insights for teachers about the barriers which hinder a successful implementation of e-learning to education. However, it must be recognized that the investigation is confined to only one department at UMMTO and

only to teachers. Further researches could also investigate teachers' attitudes and motivation towards e-learning at a wider university level, and also examine students' attitudes and motivation towards e-learning.

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Appendix 1: Questionnaire Addressed to Teachers

Dear teacher,

This questionnaire is meant to collect data, on the attitudes and motivations of teachers towards e-learning at UMMTO and more precisely in the department of English. It is conducted in order to prepare a master dissertation. The full confidentiality and anonymity of your answers are ensured. Therefore, your contribution will be of great help to make the research complete. Thank you in advance.

Section 1: Teachers' Profile:

1 - Are you: male ☐ female ☐

2-Teaching experience: A. 1-5 Years ☐ B. 5-10 Years ☐. 10-20 Years ☐

D. 20-30 Years ☐ E. 30   years ☐

Section2: General information on the use of ICTs:

3-Do you have internet access at home?

Yes ☐   No   ☐

4-Do you have internet access in your work?

Yes ☐   No   ☐

5-How often do you use internet?

Daily   ☐ frequently ☐ occasionally   ☐

5-The quality of the internet that you use is:

Good ☐   Average ☐   Poor   ☐

7-The available ICTs infrastructure at university is:

Good ☐   Average ☐   Poor   ☐

8 -Do you attend the training sessions organized by e-learning centre at UMMTO?

Yes ☐   No   ☐

If No, Why?

....,....................

....

Section3: Teachers' Motivation:

9-It would be interesting to provide courses that use e-learning

Strongly Agree ☐   Agree ☐   Neither Agree/nor Disagree ☐   Disagree ☐

Strongly Disagree ☐

10-Do you think that you should be rewarded when using e-learning?

Yes ☐   No ☐

11-To what extent are you motivated to use e-learning for teaching?

....

....

....

Section4: Teachers' Attitude:

12 -Is it useful to use e-learning for teaching?

Yes ☐   No ☐

If no, why?

....

....

....

13-What kind of feeling does the use of ICT for teaching arouse in you?

Confidence ☐   Enjoyment ☐   Pleasure ☐

Concerned ☐   Indifferent ☐

14-Do you think that, in the future, teaching must resort to/integrate e-learning?

Yes ☐ No ☐

Please, explain;

....
....
....

15-Using e-learning for teaching would be beneficial and positive?

Yes ☐ No ☐

16-Do you believe that e-learning will:

A-Help to acquire new knowledge ☐

B-enhance teaching scope and range ☐

C-increase teaching quality ☐

D- Other (please specify) ☐

Section5: The Usefulness of E-Learning:

17-Does the use of e-learning give you greater control over your work?

Yes ☐ No ☐

18-Does e-learning enable you to accomplish tasks more quickly?

Yes ☐ No ☐

19-Does the use of e-learning increase your productivity?

Yes ☐ No ☐

20- Is the use e-learning easy for you?

Yes ☐ No ☐

21-Does the use of e-learning require a lot of efforts?

Yes ☐ No ☐

Thank you for completing this questionnaire!

Appendix 2: interview's questions

Thank you for accepting this interview,

   This interview forms part of our dissertation research on attitudes and motivation toward e-learning .The purpose of this interview is to obtain your views on a number of aspects related to e-learning.

Question 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

-if no, so, please could you say why?

Question 2-Have you received any special training about e-learning?

Question 3-Do you think that university authorities promote e-learning at the university?

Question 4-What advantages do you think e-learning will have for both students and teachers?

Question 5-What hinders the use of e-learning in the department?

Question 6-What do you think about e-learning as a new tool of teaching?

  Thank you.

Appendix 3: interviews' transcription.

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: yes; I use e-learning to teach e-learning and I also use the forum that exists at the university platform as a technological tool to help teaching semiotics

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: Yes.

Q 3-Do you think that university authorities promote e-learning at the university?

A: Somehow, not really but somehow. There are *'centre de calcul'*. There are training sessions every year but there is lack of communication about e-learning. I insist that every time that there is meeting, there are not many teachers who came to attend, there is a lack of communication

Question 4-What advantages do you think e-learning will have for both students and teachers?

A: well, for students, it is a sort of second teacher and second guide because if you have means to use e-learning it means you have access to a number of documents which may have got otherwise. This gives the opportunity to stay at home in your bed and study while it is something fantastic. It is something that could not be imagined some years ago.

It is the same thing for teachers. They use documents with their students while being distant from each other. I mean you are at home, you send one or two documents for the students everyone in his/her place and all read the documents and when they come, they are supposed to have read the documents, if they have read or not it is another question... I mean if everybody plays a game it helps to double the amount of time which is devoted to teaching and learning.

Q 5-What hinders the use of e-learning in the department?

A: Lack of information, lack of training and also a lack of confidence because teachers are not sure that they are all able to use e-learning. They think that e-learning is special and can be done only by a category of teachers. This is totally wrong because every teacher can use e-learning. So, I think there is a lack of communication

Q 6-What do you think about e-learning as a new tool of teaching?

A: It is the future in a way or another. Everyone have to resort on e-learning. It is not possible to continue in this way especially when taken into account the number of students who are coming to the university. I think it is one of the million of the safes solutions to keep on teaching and for students to keep on learning.

Thank you

Teacher two

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: Well, I didn't have the opportunity to teach with e-learning. But I have read a little about e-learning and it is really important in the improvement of learning process and teaching.

-please could you say why?

A: I did not have the opportunity.

Q 2-Have you received any special training about e-learning?

A: No, no I did not have this opportunity

Q 3-Do you think that university authorities promote e-learning at the university?

A: Well, they make some efforts but the means provided are very limited. They cannot reach the goals that they want to reach since the means are limited and they cannot go further.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: I said, for students, it improves the learning process and develops their cognitive abilities. It enables to have access to documents and it is an opportunity for them to have different cultures in contact. Perhaps there are other benefits.

For teachers, it also helps them to improve their teaching.

Q 5-What hinders the use of e-learning in the department?

A: The means afforded for teachers and students are very limited. Even if we have plans, we cannot go further.

Q 6-What do you think about e-learning as a new tool of teaching?

A: I think it goes hand in hand with modernity. We should be open, open to modernity. E-learning is very helpful in education.

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: well, Honestly, I do not use e-learning as a teaching tool for my module.

-if no, so, please could you say why?

A: Because, the first thing, my modules are not related to e-learning .The second thing is that we do not have enough equipments and enough fund in order to teach with e-learning.

Q 2-Have you received any special training about e-learning?

A: Honestly, I have never received any training about e-learning. I was invited last year to attend training session about e-learning; but unfortunately a problem of organization at the level of the university, the training session did not take place.

Q 3-Do you think that university authorities promote e-learning at the university?

A: Well, I cannot really answer this question because I don't have enough information about the efforts made by different university authorities to promote e-learning. But I think concretely speaking, it lacks enough because in order to promote e-learning, all teachers should be informed at least. Different sessions should be organized and the training sessions would be beneficial.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: For the advantages, I think we can speak about different advantages .what I think actually, let say as the most important in the use of e-learning is for supervisor and their students, while supervising the students in order to correct their dissertation and to organize their studies. I think it would be beneficial to use e-learning to get easy in touch with students for different things for them. For teaching, there will be many advantages, mainly if the module is related to process not to content. Process is when you teach writing, grammar, speaking and listening. When we need some practice and there is a kind of process e-learning will be beneficial. However, when we teach modules related to content such as civilization and literature we can use some handouts and suggest some references to our students.

Q 5-What hinders the use of e-learning in the department?

A: I think that there are many factors that hinder the use of e-learning in the department. The infrastructure is not organized in such a way that helps teachers to use e-learning. Sometimes we cannot get access to internet at the level of the department. So, how we can use e-learning?

Q 6-What do you think about e-learning as a new tool of teaching?

A: As a new way of teaching, it is interesting to use it but at the same time it is very challenging for both students and teachers. I mean, I wonder if you are really ready to use e-learning in the department of English. Then, we should clarify things concerning the role of both teachers and students.

Thank you.

Teacher four

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: so, I do e-learning as a module. I do not really use it with other modules like listening, speaking...etc. I teach master 2 students how to use it for research but they cannot really incorporate it in other modules

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: Yes; I have received training twice last year

Q 3-Do you think that university authorities promote e-learning at the university?

A: I don't think. They do promote it but they do not enough, because when it comes to the materials we don't have enough computers, we don't have enough rooms. I don't think it is enough.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: I think e-learning have a big advantage for student to develop autonomy and to be able to be in contact with new researches and new articles and to progress.

Q 5-What hinders the use of e-learning in the department?

A: As I said, what hinders the use of e-learning is: a lack of materials and we have only one computer room. It is not only related to the materials but also students don't have internet at home. The environment at home doesn't help the use of e-learning, not only at the university.

Q 6-What do you think about e-learning as a new tool of teaching?

A: I think, it is very interesting and very innovative way of teaching if it is used properly.

Thank you.

Teacher five

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: Of course, I use e-learning to teach English in the department, however, with not all classes. I use it especially with master students, they send me for example their researches and I correct them through internet.

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: I have not received special training about e-learning; however, it is apt to the teacher to develop. That is to say, the means to develop his/her competency in the field

Q 3-Do you think that university authorities promote e-learning at the university?

A: It depends, for example some universities promote the use of e-learning; however, at the level of our university I noticed that there is a noticeable lack of materials. For example, in order to facilitate the use of e-learning; it is up to the authorities to offer for both teachers and students the necessary materials to use this technology.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: On the advantages, we can mention for example: to save time, to have access to different information and data in different fields, to be in contact with different universities and with different researchers, professors and so on. The second thing is that, it facilitates communication with people from different fields.

Q 5-What hinders the use of e-learning in the department?

A: Many things hinder the use of e-learning at the department, we can mention for example: lack of materials in addition to large classes, lack of experience and so on.

Q 6-What do you think about e-learning as a new tool of teaching?

A: I think that e-learning have so many advantages. At least we can mention two. It facilitates the access to different data, to different information in different languages; in addition, it facilitates communication between teachers and students.

Thank you.

Teacher six

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: No, I think I have never used e-learning at the level of our department.

-if no, so, please could you say why?

A: First, most of the time I teach theoretical module at the amphitheatre, and neither the amphitheatre nor the rooms are equipped with computer to deliver the content through the internet.

Q 2-Have you received any special training about e-learning?

A: No

Q 3-Do you think that university authorities promote e-learning at the university?

A: Yes, but for the moment, the efforts are not enough or really important. It stills lot of efforts to make. For the moment there is no internet, sometimes there is no electricity, there is always problems in fact.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: E-learning can be beneficial for both learners and teachers. We start with the learners; it can be beneficial by delivering an important amount of information in a very short time. Teacher too, if they have a lecture of one hour and half they may deliver an important content in comparison to lectures in classes. Most of the time one hour and half it is not enough to deliver a lot of content, if it is equipped with internet you can access an interesting content in very short period of time.

Q 5-What hinders the use of e-learning in the department?

A: There are many hindrances, because there is no internet connection and there are no rooms which are special for using e-learning for both students and teachers. There are no necessary conditions to use e-learning.

Q 6-What do you think about e-learning as a new tool of teaching?

A: E-learning as a new teaching tool is very interesting and becomes a necessity. It helps to deliver content in a short period of time. It also saves much energy for both learners and teachers. It is a necessity nowadays.

Thank you.

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: Well, I wish I could. I started by thinking for presenting things by e-learning but unfortunately I could not do it, because I am teaching many modules, four module for master students and it was not easy to tackle everything. For this reason I cannot say that I am ready to use e-learning but I have an account and I try to upload some lessons.

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: Well it could be so. I received a kind of informal training because there are sessions that are organized at the university but there are some conditions so that we should be a group of teachers and then we need to go there in specific time, it is not easy to gather everyone. So what I did, I go there and I see the person in charge of e-learning and I try to have informal training with her.

Q 3-Do you think that university authorities promote e-learning at the university?

A: Not enough, unfortunately. So, at the level of the institution there are some persons do everything to promote e-learning and to use moodle but unfortunately and concretely we cannot speak about true involvement. So, most of the students have not accounts, university e-mail I mean. So, they cannot have access to e-learning. As far as the department of English is concerned, e-learning is used only with master students who have the module of e-learning and who create accounts. So it is not widespread.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: I guess, it is the best way of communicating and exchanging information and when students create forum they can really discuss questions that they cannot discuss in the classroom, because of time and other restrictions. For teachers, it is also a way for providing the learners with extra materials that are not perhaps directly related to their work, but they are relevant to reading. I think, it is a good way for organizing and saving time. For instance, when you give assignments to students they can do that online, they do not need to be on campus and they do not need to go to classes. They can do their assignments and send them. There is a kind of permanent contact between teachers and learners.

Q 5-What hinders the use of e-learning in the department?

A: In the department I guess, the infrastructure. We do not have enough means to implement e-learning. We do not have equipped classes with computers and Wi-Fi or internet access.

These are the main problems I guess. Others are related to a matter of organization and willingness from the part of both teachers and learners

Q 6-What do you think about e-learning as a new tool of teaching?

A: I think it is really a wonderful thing that we need to implement it as soon as we can. In other universities e-learning is really good and an efficient way of scheduling the work and also time. It is time saving. So, it is really important to use e-learning.

Thank you.

Teacher eight

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: Not for my module. I teach literature and civilization so I do not need e-learning. Everything is based on text but always I advised my students to use internet and to look for books.

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: No. The only thing is my personal experience

Q 3-Do you think that university authorities promote e-learning at the university?

A: I don't think. We have not projection rooms and computer connection; I think there is no promotion.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: advantages, it mainly related to the range of information that students and teachers could have but also we have for instance those who use YouTube as a tool there is many things to learn.

Q 5-What hinders the use of e-learning in the department?

A: Probably, it is a matter of means. We don't have means, it is not the knowhow. I can use e-learning at the department but we don't have rooms and ICTs infrastructure

Q 6-What do you think about e-learning as a new tool of teaching?

A: It is interesting but it cannot stand alone I mean it can accompany teaching program but we should adapted it. So we should use it with the traditional teaching.

Thank you.

Teacher nine

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: I would like to use it but unfortunately the necessary materials are not available. There is no good conditions to do this.

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: No.

Q 3-Do you think that university authorities promote e-learning at the university?

A: I think that there is efforts at the level of Higher Education, probably with the Ministry of Higher Education and at the level of the university of Tizi Ouzou but they are not enough, for example at the level of web site of the university training is not enough conducted in a good way . It should be conducted by people who are ready for this initiative

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: well, I think, there are many advantages. I just mention some of them, for example: the time to interaction between students and teachers can be extended other than the regular time at the university. Without having them in the present space...extending the duration of the interaction between students and teachers other than the regular time they spend together at the university. E-learning also is a form of one to one interaction between teacher and students which cannot be possible in large classes to connect students with teachers while they are distant each from other.

Q 5-What hinders the use of e-learning in the department?

A: I think that for hindrance of the use of e-learning at the department is the lack of training because both students and teachers are interested on the use of e-learning. Lack of training on the one hand and lack of material to implement e-learning on the other hand are the main barriers.

Q 6-What do you think about e-learning as a new tool of teaching?

A: I am advocator of e-learning. I do not use it for teaching but if I will have the opportunity I will use it.

Thank you.

Teacher ten

Thank you for accepting this interview.

Q 1-Do you use e-learning in the department of English for teaching your module and as a technological aid?

A: Ok, so I will be precise and honest. I do not use e-learning for teaching my module but I have an experience last year

-if no, so, please could you say why?

Q 2-Have you received any special training about e-learning?

A: No

Q 3-Do you think that university authorities promote e-learning at the university?

A 3: Well, here also I will speak honestly. If we talk about administration there is not a lot of or even a little promotion for the e-learning in the department of English. as long as I know. There is one teacher last year who initiated to collaborate teachers with administration. It stills few teachers who are active.

Q 4-What advantages do you think e-learning will have for both students and teachers?

A: well, there are a lot of advantages. We can speak about save time, share things and you can connect with someone even h/she is not in front of you.

Q 5-What hinders the use of e-learning in the department?

A: In my opinion, what hinders the use of e-learning is: Lack of information, lack of training for both teachers and students. The administration is not involved, the infrastructure and internet are not available sufficiently to use e-learning.

Q 6-What do you think about e-learning as a new tool of teaching?

A: What I think about e-learning is that an unknown tool of teaching for students and teachers. It is not well exploited.

Thank you.

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Chapter 2: Research Design

Chapter 3: Presentation of the Findings

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General Conclusion

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