



## HOW IS THE IMPACT OF USING ICT ON ELT STUDENTS' LEARNING MOTIVATION DURING THE LOCK DOWN?

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### INTRODUCTION

New coronavirus pandemic has changed the way the people live in almost all corners of the world in 2020 which affected on many fields and education is not apart from them. Many educational authorities have turned their system to distance learning to keep students studying during the pandemic. Thus, isolation can cause demotivation, stress and boredom. However, Information and Communication Technology(ICT) tools enable teachers and students to keep interaction and play an essential role to run the education system as well as it can influence on teachers' and students' feelings, motivation and perception towards their study. However, Language Learning is a communicative process and there might be some difficulties to obtain the language while studying from a distance, so, teachers' and students' level of motivation may change during the COVID-19 lock down. This research is conducted to show how ICT tools can affect English Language Teaching(ELT) students' motivation during the lock down. This topic is new and few work has been done on this so far but some related sources have been investigated and the opinions of experts have been offered.

### LITERATURE REVIEW

In recent years, usage of ICT tools in classes has been one main part of education. Additionally, because of the pandemic ICT tools are expanding rapidly. A number of scientists have examined the impact of ICT tools on students' learning process and being able to get motivation. Indeed, ICT tools allow teachers to create a different kind of activities to be performed in class, such as collaborative tasks and workshops which can help foster students' collaboration and motivation (Paliwoda-Pekosz&Stal, 2015). In addition, ICT tools assist teachers to make their lessons more interesting, motivating and interactive. The discoveries show that utilization of ICT in educating and learning have a huge positive effect on students' inspiration for example, expanding students' attitude, confidence, creativity



and autonomy to learn. Therefore, learners are given different materials that they need through the websites, e-mails and interactive media and more others. And it will be effective to boost their IT skills, technological competence and lifelong learning.

Nowadays, using internet and other technologies in teaching are being increased considerably more than before. Because it is effective and useful additionally, it does not take people's much time. Information and Communication Technologies (ICT) cover a wider range of technologies such as radio, television, computer, the Internet, social networks and many other variations of technology (Yunus et al., 2013). The Internet and media open unlimited alternatives for teachers to effectively coordinate innovation practically speaking. ICT, such as Internet, gives a good chance for language teachers. Interaction and communication with other cultures are important for language learning. Moreover, it has to do with accessibility and being engaged in international class projects, using video calls with for example, Skype and other software which are increasing extensively (Dudley & Hockly, 2014). Many researchers (eg. Mwalongo, 2011; Garrett, 2009) support the importance of integrating ICT into teaching claiming that it increases learner autonomy. Moreover, research also shows that learners Research also shows that learners can utilize ICT to alter their learning, for example, the various methods of offering guidance to their individual needs.

Teachers are come across with the challenge of education through technology. Keefe (2007) states that schools must produce "adaptable individuals" who will keep up with the rapidly moving development of society. Furthermore, he argues that one of the the most basic challenges of teaching is now to create, maintain and improve conditions for learning (2007). ICT in teaching influences both learners and teachers. It gives great chances for communicative language learning utilizing computers and online software. Additionally, it also influences learners' attitude towards language learning and motivation.

ICT and e- learning can improve the quality of higher education through innovative techniques by expanding the learners' motivation and interest by encouraging the acquisition of abilities and by enhancing teacher training.

Dondi (2005) states that information and communication technologies are changing the society and the economy, so it cannot be expected that education and training should not be affected. And also he makes a valid point when stating that through many applications of



information and communication technologies that can presently be observed do not substantially change the conventional teaching habits when technology use is integrated in a broader innovation effort its potential to stimulate, accompany and amplify change is enormous. All the new information and communication innovations are changing the learning process in higher education. ICT based learning turns out to be increasingly more boundless in higher education institutions and quality management system are of exceptionally significance. The various kind of ICT products available and having relevance to education such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROM's have been used in education for different purposes (Bhattacharya and Sharma, 2007).

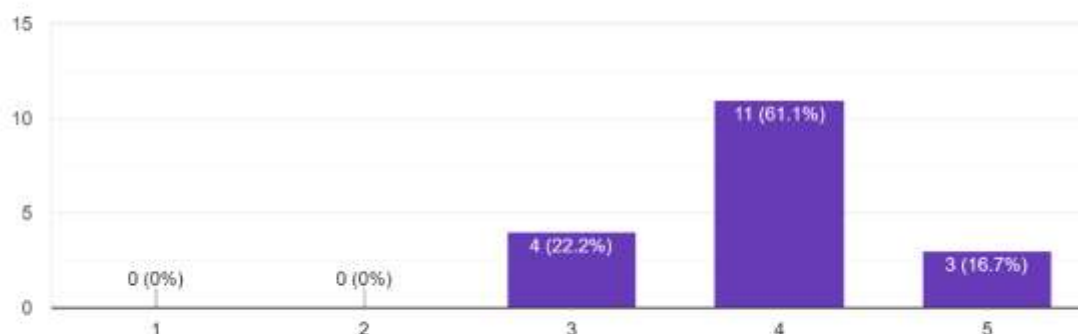
## **METHODOLOGY**

In order to find out inspiration of students to learn English Language during the lock down, ten qualitative and quantitative questions were asked from 18 students at English Language Teaching department of Hacettepe University in Ankara, Turkey. Generally, 16 female and 2 male students, who are mainly between 20 and 25 year-olds have participated by answering open-ended, close-ended and scale questions about the level of their motivation during the quarantine. The vast majority of the participants claimed that they have 5-10 years of learning experience, namely 72.2%, whereas another 16.7% learners have been engaged in English Language Learning process for 11-15 years, only 11.1% have more than 15 years of experience. Survey questions have been designed to measure the attitudes of students towards whether they would like to continue their study with the help of ICT tools during COVID-19 pandemic.



5. How important do you think is the role of ICT to learn a language during the lock down?

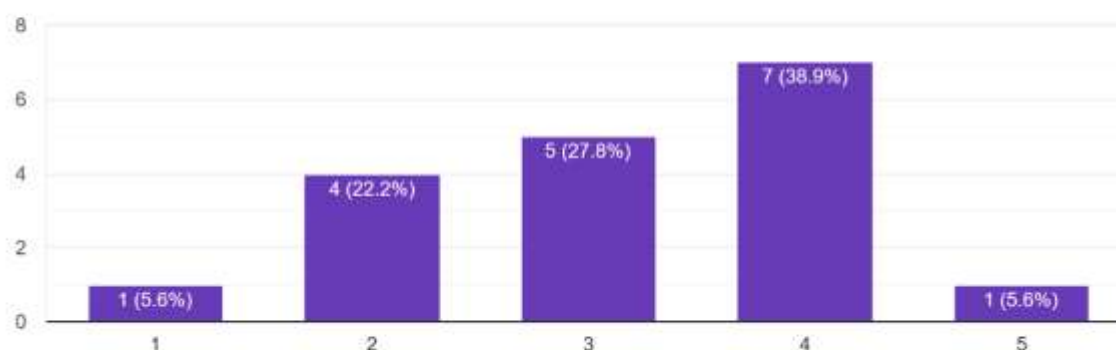
18 responses



In the first part of data collection, students were asked about the importance of ICT to carry out studies during COVID-19 lockdown. 61.1% of the participants found that the ICT tools are vital for the continuation of their study, while 3 (16.7%) responders consider the ICT as crucially important to learn a language from a distance. Only 4 students can not decide the importance of ICT. Interestingly, no one found out ICT unimportant.

6. How does the integration of ICT in language acquisition motivate students?

18 responses

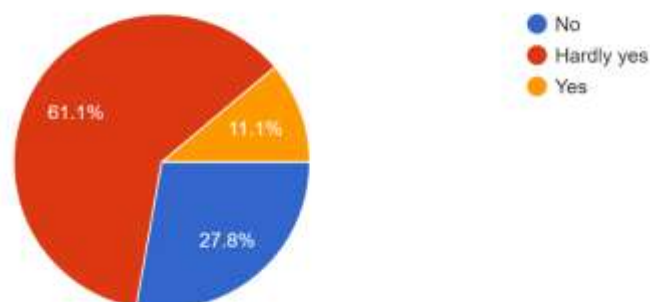


From the next part of gathering information it can be seen that the number of students who consider that the integration of ICT does not inspire them to study at all and the number of students who think it inspires highly are the same with the percentage of 5.6. Approximately 39% of the students believe that IT tools persuade them to acquire a language, while 4 students (22.2%) suppose that it can not drive them to study. 27.8% of the participants answered that they are undecided on the impact of ICT on their education.



7. Can the officials of the school/university or government afford to provide the necessary technological tools and instructional resources to study from a distance?

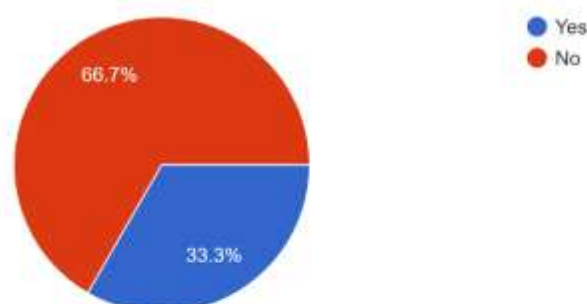
18 responses



To continue learning a language during the pandemic students were asked whether they could be provided with technological tools and instructional resources by the government or the university they study. Obviously, the majority of the students (61.1%) replied that they can be hardly provided by government or the university, whereas 27.8% of the participants mentioned that they can not be supplied with ICT tools at all. However, only 11.1% of the students are sure that they can get enough support by the authorities.

8. Have you ever thought about giving up learning a new language during the lock down?

18 responses

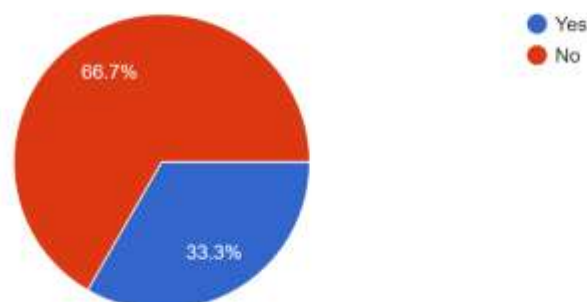


When the participants were asked about whether they had ever thought about giving up their study during the lock down, the majority of the students (66.7%) rejected to stop learning. Intriguingly, a third of the students had negative impact by the pandemic on their education and were thinking about giving up language learning.



10. As ICT creates opportunities to keep teacher-student interaction outside the classroom, do you think it enables students to learn the language faster?

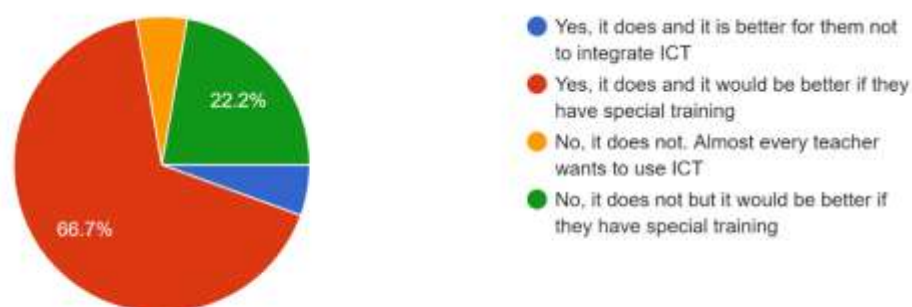
18 responses



In the next stage of collecting information the data provided by participants' replies showed that two thirds of survey responders consider that ICT tools can not speed up language acquisition even though it allows more after-class communication between the teacher and the students, while the remaining part claims that it can speed up the learning process.

11. As some teachers lack experience of using new technologies, does it stop teachers from integrating ICT in their lessons and what could be the solution?

18 responses



The last question was mainly designed to find out a solution to the problem mentioned in the question above. 66.7% of the responses were requiring from teachers to be specially trained in order not to halt integrating ICT tools in their classes. Another large group of people think that lack of experience of using ICT can not be barrier for the ELT teachers to utilize new technologies in their curriculum. However, all the participants would like teachers to be specially trained to take good advantage of ICT in their language teaching process.



Based on the students' responses, it is apparent that the influence of ICT tools on the continuation of their Language Learning process during the COVID-19 lock down came out positively, as a great many of them believe that the integration of ICT can motivate to study, because of technology tools they were not so demotivated to give up learning a language and it enables them to access information in one click away.

## **DISCUSSION AND CONCLUSION**

As Paliwoda-Pekosz&Stal (2015) concluded in their research ICT tools enable teachers to perform well and feel as a part of modern global world, the result of the current study suggests the same idea. Nearly all the participants felt independent and motivated to carry on their language learning process with the help of ICT tools during and after the lockdown which results in increased self-autonomy of education (Mwalongo, 2011; Garrett, 2009). Even though the vast majority of language learners are motivated and encouraged enough to continue their education from a distance, lack of ICT tools is the main issue that should be coped with by either students themselves or University authorities. Abovementioned statement approves Keefe's (2007) opinions about utilizing computers and online software. To sum up, the study indicates that the level of the ELT students' motivation is not influenced negatively since the ICT tools enable them to get sources of information easily even if libraries and information services are closed during the pandemic. However, due to lockdown nearly all types of communication and education switched to virtual ones and made the humanity too dependent on gadgets, as a result some of them were thinking about ceasing their Language Learning process because of virtual abundance. On the onset of lockdown, both students and teachers lost their temper and willingness since some of them lacked experience of utilizing Information and Communication Technologies as the total distance education was being experimented to keep the education.

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