Investigating EFL Instructors' Attitudes towards and Motivation for e-Learning tools in English Language Learning Programmes

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Abstract

Over the past few years, educational researchers have been investigating factors thought to be important in the cognitive processing of foreign language learning/teaching. Of these are the teachers' emotional factors, but these latter were not fully excogitated in well-established research addressing teacher adoption of technology. This study explores how EFL instructors in a Saudi university perceive their attitudes towards and motivation for e-learning with regard to their involvement in teaching online courses via Blackboard®. The study also sought to determine the two main affective factors that influence effective language instruction, namely attitudes and motivation. The theoretical background of this article as well as the methodological approach to gleaning findings from the present investigation determined the role of emotions (attitudes and motivation) in online instruction, and how these emotions may induce better enhanced EFL instruction. Statistical analyses indicated that faculty members have positive perceptions towards using e-teaching technology, mostly influenced by faculty demographics and experience. Results also showed that they were highly motivated, instrumentally and intrinsically, towards using e-learning tools in their teaching. It is concluded that in rich countries like Saudi Arabia, technology may be available for teachers and students alike, but the enthusiasm for and attitudes towards using it for learning needs to be set on. Based on these findings, pedagogical implications and suggestions for effective e-learning have been put forward.

Keywords: EFL instructors, e-learning, technology adoption, attitudes, motivation

استقصاء اتجاهات ودافعية معلمي اللغة الإنجليزية نحو أدوات التعلم الإلكتروني في برامج تعليم اللغة الإنجليزية

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● **مستخلص:**

خلال السنوات القليلة الماضية، كان الباحثون التربويون يدرسون العوامل التي يعتقد أنها مهمة في المعالجة المعرفية لتعلم / تعليم اللغة الأجنبية. ومن هذه العوامل ما يرتبط منها بالجانب الوجداني للمعلمين، ولكن هذه الأخيرة لم يتم بحثها بشكل كامل في البحوث الراسخة التي تتناول نماذج تبني المعلمين للتكنولوجيا. لهذا، تستقصي هذه الدراسة كيف يدرك معلمو اللغة الإنجليزية كلغة أجنبية في إحدى الجامعات السعودية اتجاهاتهم تجاه التعلم الإلكتروني ودوافعهم فيما يتعلق بمشاركتهم في تدريس المقررات عبر الإنترنت من خلال

منصـة الـتعلم الإلكترونـي بلاكبـورد؛ حيـث سـعت الدراسـة أيضـا إلى تحديـد العوامـل الرئيسـة المؤثرة الـتي تـؤثر علـى تعليـم اللغـة علـى نحـو فعـال، والـتي تشـمل الاتجاهـات والدافعيـة. حددت الخلفيـة النظريـة لهـذا البحـث وكذلـك المنهجيـة البحثيـة المستخدمة لاستخلاص النتائـج مـن هـذا البحـث دور الجانـب الوجدانـي لـدى المعلميـن (الاتجـاه والدافعيـة) فـي التـدريس والـتعلم عبـر الإنترنت، وكيف يمكن لهـذه العوامل الوجدانية أن تحفز تحسين تعليم اللغة الإنجليزية. أشارت التحليـلات الإحصائيـة إلى أن أعضـاء هيئـة التـدريس لـديهم تصـورات إيجابيـة تجـاه اسـتخدام تكنولوجيا التعليم الإلكترونـي، والتي تتأثـر في معظمهـا بالخصائـص الديموغرافية للمعلميـن ومـا لديهم من الخبرة. أظهرت النتائـج أيضًا أن عينة البحث كان لديهم دافعية داخلية مرتفعة نحـو اسـتخدام أدوات الـتعلم الإلكترونـي في تدريسـهم. وخلصـت النتائـج إلى أنـه في الـدول الغنيـة مثل المملكة العربيـة السعودية، قد تكون التكنولوجيا متاحة للمعلميـن والطلاب على حـد سـواء، ولكن يجـب أن يكون الحمـاس والاتجـاه نحـو اسـتخدامها للـتعلم بحاجـة إلى اسـتثارتها لـدى المتعلميـن. وبنـاءً علـى هذه النتائـج، تم تناول التضمينـات التربويـة والاقتراحـات الخاصـة بالـتعلم الإلكترونـي الفعـال.

الكلمات الدالة: معلمـو اللغـة الإنجليزيـة بالجامعـات، الـتعلم الإلكترونـي، تبني التكنولوجيـا، الاتجاهات، الدافعية

• *Introduction*

Research findings from educational psychology and empirical pedagogy show that the acceptance and adoption of e-learning technology hinges upon the attitudes and behavioural intentions of both teachers and learners (Chih-Chien, Hsu & Fang, 2005; Fageeh, 2011). Research also indicates that people with more positive attitudes towards e-learning environments and online instruction tend to exhibit intentions to use such tools as an integral part of their learning and teaching (Aldosari & Mekheimer, 2013; Liaw, 2007; 2008). Effective applications of technology relies to a greater extent on EFL students' and teachers' entertaining positive attitudes towards technology use as well as having higher levels of self-efficacy in using computers for learning/teaching (Wu, Tennyson, & Hsia, 2010), adequate intrinsic motivation (Davis, Bagozzi, &Warshaw, 1992) and sufficient extrinsic motivation (Teo, Lim, & Lai, 1999; Roca & Gagné, 2008).

Prior research stressed the importance of affects in predicting and improving success in e-learning and e-teaching (See for example, Liaw, et al., 2007); therefore, new issues and considerations related to the adoption of e-learning technology for EFL teachers, particularly in terms of the function of attitudes and motivations, have recently yielded rigorous research stamina (Abdullah, Abidin, Luan, Majid & Atan, 2006; Lin, 2011; Lonn, et al., 2011; Sugar, Crawley, & Fine, 2004).

Accordingly, this study attempted to examine teachers' attitudes towards and motivation for the adoption of e-learning in tertiary education institutions in Saudi Arabia. The main research question of

this study is: How do Saudi university EFL instructors feel towards using e-learning tools in their teaching?

From this main research question, the following sub-questions were formulated:

– *What are the attitudes of EFL instructors towards integrating e-learning assistive tools into their teaching?*

– *What motivates EFL instructors to use learning tools in their teaching?*

In addition, this study sought to look at the problems that might affect EFL instructors' decision to adopt e-learning in their instructional delivery. Findings from this research can help increase the usability and accessibility of EFL online courses.

- ## *Literature review*

- ## *E-teaching, e-learning and e-education: Conceptualisations*

Campbell (2001) defines e-teachers as "the new generation of teachers who work in an Internet environment in both regular and virtual classroom situations." She furthers describes e-learning as "learning which takes place as a result of experiences and interaction in an Internet environment." While e-education "involves e-teaching and e-learning along with the various administrative and strategic measures needed to support teaching and learning in an Internet environment" (Assareh & Bidokht, 2011, p. 793).

- ## *Preconceptions about e-learning*

E-learning is the use of information and network technology (INT) to design, deliver, select, administer and extend learning (Chen, Luo, Hsieh & Lu, 2011). Nichols (2003) defines e-learning as only being accessible by using technological tools that are web-based, web-distributed, or web-capable. In this sense, e-learning is an integrated system of multiple content delivery media and formats, a manager of learning experience and a process evaluation centre for a networked community of learners whose purpose is to make learning faster at lower costs and grant access to learning experiences anytime, anywhere. Kohn (2013) further described e-learning as a human exploit that "proceeds from a sound understanding of the human nature of the needs, conditions and processes involved. Thus, online language learning can contribute to this human dimension by affording an overall social constructivist and communicative approach (Kohn, 2009). E-learning for delivering language programmes can, in the confines of this definition, include both content and language integrated learning

(Kohn, 2012) as well as intercultural communication (Kohn & Warth, 2011).

There is a plethora of research on technology and education, yet there are still unanswered questions about the incentives for students and teachers to adopt blended learning, let alone virtual learning environments (VLE). Prior research conducted at university institutions indicates that for many students and teachers, e-learning is still difficult to accept, despite the fact that information and network technology (INT) employed for e-learning purposes has become more user-friendly and easily accessible than ever before (Fageeh, 2011). The reasons for this reluctance to accept e-learning are associated with the faith and attitudes of teachers and learners (Manochehri& Sharif, 2009; Alshumaimeri, 2009; Juhdi, Abd Hamid & bin Siddiq, 2010), cultural values, technology affordance and achievement factors (Ali & Katz, 2010).

- ### *Impact and Challenges of e-Teaching*

The prevalence of information and network technology (INT) has expanded the opportunities for online teaching and learning. However, research over the past two decades suggested that the level of internal motivation to utilise ICT for teaching was found to be an essential factor in the adoption of this technology for learning and teaching in tertiary education settings (Goodwin, et al., 1993; Hirschbuhl, 1994; Wolcott, 1997; Campbell, 2001). Research also indicated that positive attitude toward the use of ICT was a strong indicator of whether a teacher might consider e-teaching (Campbell, 2001; Hirschbuhl, 1994; Rosenberg, 2001).

- ### *Teachers' Attitudes towards e-learning Technologies*

Previous research on attitudes (See reviews in Triandis, 1971; Blumefeld, 1992; Davis, et al., 1989; Ajzen, 1988) has elaborated on the concept of attitudes and their effects on e-learning, indicating that attitude comprises affective, cognitive and behavioural components. Liaw (2004) claims that constructs of user attitudes towards online learning technologies should be categorised into three main kinds of dimensions: affective, cognitive and behavioural. Respectively, Jones and Issroff (2005) emphasise the importance of considering both affective and social components when trying to understand learners' attitudes.

Attitudes towards e-learning are generated by the student's major beliefs about the outcomes of extended technology use and the assessment of these outcomes (Ajzen, 1988). Such beliefs about

usefulness and the outcomes of use provide strong internal incentives for the adoption of e-learning (Davis, et al., 1989).

Individuals' positive attitudes towards e-learning determine how effective the implementation of e-learning techniques and methods can be: e.g., if teachers entertain more positive attitudes towards networked computers for their learning, then they would have greater behavioural intentions to use them to learn (Liaw, et al., 2007).

Thus, instructors' behaviours to accept or reject e-learning is determined by their intentions to produce and exhibit such behaviours in learning institutions; these intentions are also influenced reciprocally by attitude (positive or negative), subjective norms (e.g., perceived institutional pressures imposed by college teacher evaluation procedures, educational reform endeavours, total quality management criteria, bandwagon effects, etc.) and beliefs about the usefulness and ease of use of INT. Hence, motivated teachers and students with positive attitudes towards e-learning are liable to engage more in e-learning (Abdullah, et al., 2006; Liaw, et al., 2007).

- ### *Teachers' Motivation for Using e-learning Technology*

Law, Lee & Yu (2010) defined motivation as the extent to which persistent effort is directed towards learning. Since learning is often concomitant to teaching, the definition of Law et al. (2010) can extend to teaching, too. Within the context of e-learning, Salmon's five-stage e-moderating model for online teaching and learning online (2000) frames motivation as the springboard for any online learning system. Some researchers suggest that achieving access motivation for an e-learning system requires meeting students' needs by identifying their learning goals and recognising their anxiety levels (Nehme, 2010; Schrum, Shelley, & Miller, 2008). In addition, both extrinsic and intrinsic motivation of teachers to use technology are influenced by perceived usefulness of the technology, perceived autonomy, perceived competence and perceived relatedness (Sørebø, Halvari, Gulli& Kristiansen, 2009)

- ### *Cognitive, emotive and social factors: an overarching perspective*

Teachers' motivation for using technology is influenced by several factors, specifically their access to and use of technology, learning about technology through training to use e-learning technology in their teaching, sharing common characteristics, such as self-confidence and positive attitudes towards technology, and the willingness to try new things, and finally inspiring students to engage in e-learning and become life-long learners (Schrum, et al., 2008). As such, motivation

and attitude towards using e-learning technology on the part of teachers are correlated positively with setting learning/teaching goals in an e-learning environment (Conole & Oliver, 2007). Therefore, as engaged learners are behaviourally, intellectually and emotionally involved in their learning tasks (Wang & Kang, 2006), so are teachers. Adapting the Cybergogy for Engaged Learning proposed by Wang and Kang (2006) to the case of teachers, one can assume that there are three overlapping domains interacting to initiate, facilitate and maintain active e-teaching: namely, the cognitive, emotive and social factors (Figure 1 proposed by the researcher).
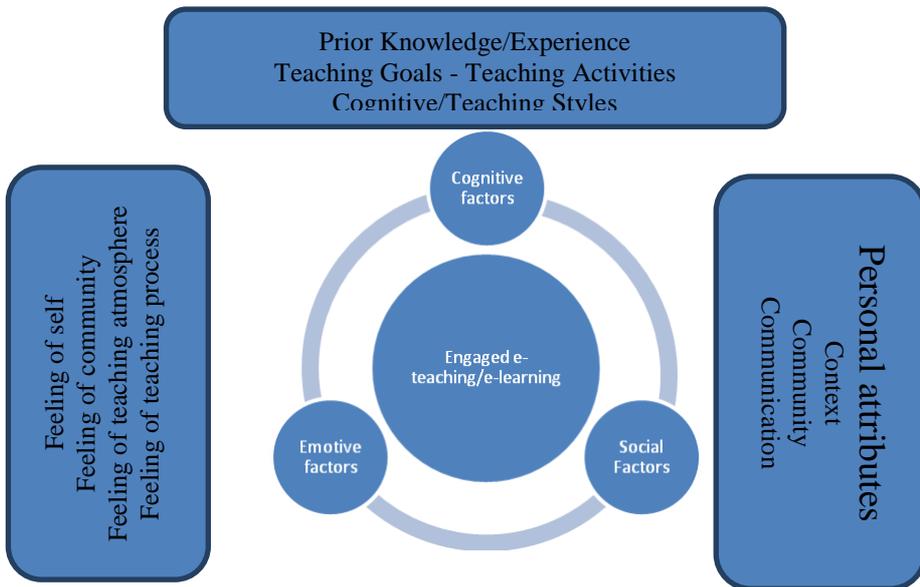

Figure 1: Online e-teaching/e-learning environment

This model assumes that teachers, in virtual learning environments (VLE) can perform better than they do in real-time classrooms when they utilise the facilitative and technologically-enabling learner-centred, autonomous and collaborative strategies as a result of being engaged emotively, cognitively and socially with their students in the learning process. As such, affective teaching/learning is as highly important as cognitive teaching/learning, and both are interwoven in the social context of the teaching/learning. According to this model, teachers must consider their e-learners while they study the whole English language curriculum and must recognize the learning outcomes that may be less predictable but highly worthwhile.

This model suggests that engagement in the teaching/learning process is correlated with motivation and attitudes towards e-learning technology, which can be prompted in different ways for both teachers and learners in different cultural settings. With respect to motivation, pedagogy evaluation studies further suggested other factors that interfere with the adoption of technology for e-teaching; of such are the following: (1) user satisfaction (e.g., Hsu, Yen, Chiu, & Chang, 2006; Liao, Chen, & Yen, 2007), (2) learners' and teachers' motivation and attitudes (e.g., Bhattacherjee& Sanford, 2006; McClen-sky, 2009; Ushida, 2005), (3) perceived usefulness (e.g., Roca, Chiu, & Martinez, 2006; Liao, et al., 2007; Gefen, 2003; Hsu and Lu, 2004; Ong, et al., 2004), (4) perceived ease of use and enjoyment (e.g., Roca, et al., 2006; Venkatesh, 2000), and (5) quality (e.g., Chiu, et al., 2005; Roca et al., 2006).

Previous studies showed that perceptions of the usefulness and ease of use of e-learning tools could affect EFL students' attitudes in terms of their behavioural intentions and actual use of these tools in EFL programmes (Fageeh, 2011). Prior research also showed that EFL curriculum teachers are also influenced by extrinsic motivation and confirmation of pre-acceptance expectations (Sørebø, et al., 2009). According to Sørebø, et al. (2009), perceived usefulness efficiently gears teachers' motivation for a CMS use, while intrinsic motivation is influenced by the teachers' perceived autonomy, perceived competence and perceived relatedness. Other researchers found that positively perceived usefulness as a function of extrinsic motivation of teachers can create positive attitudes regarding the use of CMSs (Davis, et al., 1989; Fageeh, 2011).

In summary, research indicated that learning is guided by attitudes and motivation (Ajzen, 2002; Leong, 2003). In addition, a qualitative shift in research paradigms with regard to technology implementation for e-learning has been recently noted, implying that the focus has moved from technology-related conditions to issues relevant to perceptions of personality factors involved in e-learning (e.g., attitudes and motivation).

- ***Methodology***
Two types of questionnaires were employed in data collection for this study: a quantitative data survey consisting of a 24-item questionnaire and a qualitative data survey administered online via oral interviews with 33 English language teachers of both genders. The Kruskal Wallis and Mann-Whitney U tests were used to analyse the data in this study.

- **_Sample_**

  Ninety-three (75 males and 18 females) purposefully selected English language teachers with varied teaching experience participated in this study. The participant EFL university teachers were drawn from a Saudi southern university where the researcher worked for a while.

- **_Findings_**

– *Instructors' attitudes*

   To tap into the attitudes of faculty towards e-learning in Saudi universities, means and standard deviations were calculated, as summarised in Table 1 below (See Appendix C, Table 1 for more detail).

- **_Perceived self-efficacy_**

   The mean responses of informants on this dimension indicate a positive attitude towards perceived self-efficacy (M = 3.39, SD = 1.24).This finding is commensurate with prior research indicating that positive attitudes towards technology implementation is correlated with higher levels of self-efficacy in teachers (e.g., Wu, Tennyson, & Hsia, 2010).

- **_Perceived enjoyment_**

   The mean responses of informants regarding perceived enjoyment indicate that most participants agree that the use of e-learning is an enjoyable teaching experience (M = 3.59, SD = 0.99). Generally, perceived enjoyment and perceived self-efficacy indicated positive attitudes towards e-teaching as well as heightened intrinsic motivation for using a CMS. This finding reverberates prior research on EFL teachers' perceptions about the facility of technology use and enjoyment that eventually lead to enhanced EFL teaching experiences in foreign language teaching settings (e.g., Roca, et al., 2006; Venkatesh, 2000).

- **_Perceived usefulness_**

   With respect to the third dimension of perceived usefulness, the mean responses of the informants indicate a more positive attitude towards the usefulness of using e-learning environments for teaching (M = 3.75, SD = 1.10), indicating a heightened level of extrinsic motivation. This finding is also congruent with established research findings that value the importance of motivation, both intrinsic and extrinsic in gearing e-learning technology use for pedagogical uses (Abdullah, et al., 2006; Davis, Bagozzi, &Warshaw, 1992; Lin, 2011; Lonn, et al., 2011; Roca &Gagné, 2008; Sugar, Crawley, & Fine, 2004; Teo, Lim, & Lai, 1999).

Table 1: Means & Standard Deviations of Instructors' Attitudes towards e-Teaching Technology

Survey Sections/Items	Mean	Std. Deviation
Perceived self-efficacy		
1. I feel confident making online instruction.	3.59	1.13
2. I can teach actively in the e-learning environment of Blackboard.	4.19	1.10
3. I feel confident using e-learning environments.	2.68	1.47
4. I intend to use e-learning to assist my teaching.	4.20	0.90
5. I intend to use online instruction to assist my teaching.	3.30	1.48
6. I intend to use the Internet to assist my teaching.	2.71	1.28
7. I have more opportunities to demonstrate my own teaching styles in the e-learning environment more ably.	3.06	1.35
Sum of Means	**3.39**	**1.24**
Perceived enjoyment		
8. I enjoy using computers as a teaching assisted tool.	3.32	1.24
9. I enjoy using e-learning environment for teaching purpose.	3.25	1.20
10. I enjoy using online instruction for teaching.	4.23	0.66
11. I like learning videos in online instruction.	4.19	0.77
12. I like colourful pictures in online instruction.	3.04	1.22
13. I like instant messaging, emailing, and discussion boards, and the virtual classroom of Blackboard, using Elluminate! Live Sessions.	4.23	0.95
14. I like the animated online instruction.	2.58	1.12
Sum of Means	**3.59**	**0.99**
Perceived usefulness		
15. I believe using e-learning environments is helpful for learning.	3.35	1.19
16. I believe using e-learning environments is helpful for teaching.	3.78	1.01
17. I believe using online instruction is useful for teaching.	2.81	1.20
18. The e-learning environment improves my thinking skills.	4.10	0.99
19. The e-learning environment provides various aspects to solve problems.	2.46	1.11
Sum of Means	**3.30**	**1.10**
Perceived system satisfaction		
20. I am satisfied with using e-learning environments.	3.75	1.10
21. I am satisfied with using MS-Word, MS-PowerPoint files as multimedia instruction.	4.54	0.50
22. I am satisfied with using online instruction.	4.57	0.71
23. I can discuss actively with my students in the e-learning environment.	4.65	0.48
24. I can post and exchange information actively in the e-learning environment.	2.66	1.10
Sum of Means	**4.03**	**0.78**

- *Perceived system satisfaction*

As for perceived system satisfaction, an overall positive attitude was detected ($M = 4.03$, $SD = 0.78$). Positive attitudes towards e-teaching technology has previously been associated with perceived system satisfaction which upholds this finding in the present study (e.g., Hsu, Yen, Chiu, & Chang, 2006; Liao, Chen, & Yen, 2007).

Furthermore, analysing participants' mean responses, the dimensions of the questionnaire were reordered, demonstrating that the participants had the most positive attitudes towards perceived system satisfaction ($M = 4.03$, $SD = 0.78$), then towards perceived enjoyment ($M = 3.59$, $SD = 0.99$), then towards perceived self-efficacy ($M = 3.39$, $SD = 1.24$) and finally towards perceived usefulness ($M = 3.75$, $SD = 1.10$).

Furthermore, a Kruskal Wallis test was run to determine if there were any significant differences among faculty attitudes attributable to their qualifications. The results are presented in Table 2 (See Appendix C). This table indicates that there are statistically significant differences between informants with respect to their qualifications ($p < 0.05$); the lower the academic degree is, the more positive the attitudes are towards perceived system satisfaction. With respect to perceived enjoyment, there are no significant differences attributable to teachers' academic degree. Moreover, there are no significant differences between attitudes regarding qualifications along the dimension of perceived efficacy. Yet, there are statistically significant differences ($p < 0.05$) ascribable to academic qualifications along the dimension of perceived usefulness only in MA informants.

As for the effect of the technology-assisted teaching experiences on using e-learning technologies by faculty, a Kruskal Wallis test was administered to ascertain if there were any significant differences in faculty attitudes that could be attributed to EFL teaching experiences using technology tools. The results are presented in Table 3 (Appendix C). The table shows that there are statistically significant differences ($\alpha = 05$) among informants regarding faculty attitudes as to their experience. For instance, significant differences were noted in the informants' perceptions of those with 10-15 years of experience with respect to perceived enjoyment.

For examining the effect of gender differences on faculty attitudes towards e-teaching technologies, a Mann-Whitney test was also conducted to determine differences in attitudes attributable to gender. The results are presented in Table 4 (Appendix C). This table shows no statistically significant differences between males and females in their

perceptions of attitudes towards e-teaching technologies. However, a significant difference is detected between males and females with respect to the first dimension of the survey, namely perceived self-efficacy, to the advantage of males. This difference signifies that male faculty members have been acquainted with these technologies much earlier on the male campus than females on the other campuses.

Regarding the differences in attitudes of teachers attributable to nationality, another Mann-Whitney test was conducted the results of which are presented in Table 5 (Appendix C). This table demonstrates that there are statistically significant differences between Saudis and non-Saudis (p < 0.05) to the good of non-Saudis. Moreover, similar significant differences were detected along the dimensions of perceived self-efficacy, perceived enjoyment and perceived system satisfaction, all to the good of non-Saudis. There are no statistically significant differences between Saudis and non-Saudis along the dimension of perceived usefulness. The cause for these differences may be ascribed to the fact that both Saudi and non-Saudi faculty believe in the importance of CMS technologies in terms of saving effort and time and making EFL learning experiences immediately available to their students. This observation is commensurate with the faculty's qualitative appraisals of the e-learning system in the online interviews.

- ### *Results with regard to instructors' motivation*
  A total of 33 teachers, of both genders (35% of the total sample) participated in a structured online to examine their motivation towards e-teaching tools. To explore their intrinsic motivation, interview questions examined four indicators of intrinsic motivation: self-worth and satisfaction, competence, interest and determination (Cameron & Pierce, 1994). To identify their extrinsic motivation, the participants were asked questions that probed the effects of using Blackboard on the recognition of accomplishment, available incentives and benefits, present and future career advancement and promotion, evaluation of the organisation and administration and the facilities and working conditions that are available to actively involve teachers in e-learning endeavours. These indicators of extrinsic motivation have been implied in prior research (Blumefeld, 1992; Dilworth, 1991; Sedebery & Clark, 1990).

Twenty-five of the interviewees (75.75%) indicated that they have a sense of self-worth and self-satisfaction using Blackboard for course delivery and other online instructional activities, whereas 96.9% stated that they were competent enough to use the system efficiently and can teach online dutifully. The same percentage of interviewees (96.9%) expressed strong interest in course delivery via Blackboard and online

teaching in virtual classes. All interviewees expressed a sense of self-determination to pursue online teaching via Blackboard and to pursue on-going training on the system, as well as to deliver their tests and assignments online using Blackboard facilities. These findings are commensurate with a lot of prior research in this area (Bhattacherjee& Sanford, 2006; Cameron & Pierce, 1994; Chiu, et al., 2005; McClensky, 2009; Roca et al., 2006; Ushida, 2005).

According to a female respondent (12 years of teaching experience), "Though the system of Blackboard is recently installed, I felt determined to get the necessary training and practice online teaching ..". A male informant (10 years of experience) wrote, "I believe e-learning is a great change in Saudi universities ... I have worked in three governmental higher education institutions in Saudi Arabia, all have e-learning facilities. I feel motivated because I can do a lot of things with video and audio presentations in virtual classes". Determination to use e-teaching systems was earlier identified as an important aspect of motivation to use such systems (Cameron & Pierce, 1994).

Approximately 87.88% of the interviewed participants indicate that they had started using Blackboard tools in the online delivery of their courses, motivated by financial and credit awards given by the Deanship of e-Learning. With the installation of the system, the Deanship of e-Learning allocated financial rewards and credit certificates to effective users of Blackboard. Technicians in the Deanship of e-Learning developed criteria to evaluate teachers' use of Blackboard, e.g., they created a console to track teachers' and their students' log-ins and activities on Blackboard. Prior research support this finding, too (See Lin, 2011; Lonn, et al., 2011; Roca & Gagné, 2008; Sugar, et al., 2004; Sørebø, et al., 2009)

Further interview data also indicate that English language teachers use assistive e-learning tools daily due to external circumstances such as the provision of laptops available for all faculties for use at home, desktop computers available in their offices and other various incentives, for instance, a 20 to 250% allowance further added to their salaries. In addition, most respondents (87.88%) felt that they had to abide by the rules of the university administration in using the assistive e-learning tools integrated into their teaching and at the same time hoped to motivate their students to learn English through the use of e-learning. This is also compatible with prior research findings that value the importance of extrinsic motivation for e-teaching (Teo, Lim, & Lai, 1999; Roca & Gagné, 2008).

However, old-aged faculty appeared to favour their established teaching methods; according to one, "Traditional teaching is much better ... I think we cannot replace the traditional class with the online features of Blackboard… Our students are in dire need to direct contact with native speakers to pick up the language." Another commented, "I cannot degrade eLearning. However, I think at the beginning four levels of study in our college, we need to be in face-to-face communication with our students". By the same token, all of the Saudi teachers that were interviewed indicated that they are frustrated by the low levels of performance exhibited by students not only in language proficiency but also in computer literacy and competency in using the LMS. One said, "I feel depressed by my students not replying to my emails or doing their assignments or even reading the lectures over Blackboard. Perhaps the system of Blackboard is complicated to use."

Notwithstanding these comments, it appears that most of the teachers interviewed were enthusiastic and motivated towards the use of e-learning tools in their teaching of English. They also saw the computers made available as motivation for students in the learning process and as tools with pedagogical potential through which lessons can be delivered, explained or illustrated in a more interesting and entertaining way.

- ### *Conclusions and Implications*
The rapid diffusion of digital media in education, supported by rapid developments in e-learning interactive multimedia software, has provided language educators with more opportunities to use powerful learning technology tools to enhance their teaching. In wealthy countries such as Saudi Arabia, technology may be available for teachers and students alike, but the enthusiasm to use it for learning must be there. Higher-education institutions require highly motivated and competent users to become the supporters for the creation of a new culture in education. Thus, all Saudi universities and teacher training institutions have taken positive steps in equipping pre-service teachers with knowledge and skills in information technology.

In addition, prior research has shown that both external factors, including social environment and learning management systems, and internal factors, including the individual characteristics of teachers and students, are crucial for the efficient adoption, implementation and diffusion of e-learning in the EFL curriculum. Thus, a hightened level of computer self-efficacy is positively correlated with a hightened level of EFL learning performance, which improves the use of e-learning tools in the EFL curriculum (Wu, Tennyson, & Hsia, 2010). The findings of this study have also showed that motivation, both intrinsic and extrinsic,

is strongly correlated with the active adoption of e-learning environments. In addition, these findings are in conformity with prior research findings on intrinsic motivations (Davis, Bagozzi, & Warshaw, 1992) and on extrinsic motivations (Teo, Lim, & Lai, 1999; Roca & Gagné, 2008), which are believed to be important factors for encouraging learners and instructors to use e-learning systems. Furthermore, the results of this study showed that the informants' perceptions about self-efficacy, system satisfaction, usefulness and enjoyment have immediate positive effects on the EFL students' intentions to use learning management systems efficiently. In addition, these perceptions about technology adoption factors also have direct positive effects on the EFL instructors' intentions and motivations to use e-learning tools in the EFL curriculum– findings commensurate with prior research (Lee, 2006; Roca and Gagné, 2008).

However, the challenges faced by teachers shaping their motivation and attitudes are vast and complex and affect teachers on a personal level. When applying an e-learning tool or system, it is necessary to investigate both teachers' and learners' attitudes towards that tool or system. Essentially, understanding their perceptions towards learning environments is a crucial issue that must be addressed to enhance teaching performance and learning effects, which is why teachers' emotional reactions to the use of technology in their teaching ought to be thoughtfully reconsidered. English language teachers must always use a variety of tools and CMS facilities to produce successful e-teaching experiences. Technology cannot be side-lined, and in this case, the computer and the Internet are resources that can enhance teaching and promote the successful performance of EFL students.

The results of this study confirm that EFL instructors are willing to use e-learning environments to aid their teaching activities. The results also provide evidence that instructors are highly motivated, both extrinsically and intrinsically, to apply e-learning technology in delivering their coursework online, believing that e-learning could be an assistive teaching tool. The recognition of EFL students' and teachers' attitudes in adopting e-learning technologies is commensurate with the rising awareness about the use of technology in higher-education learning in general and in the EFL curriculum in particular. The findings of this study imply that creating awareness, motivation and changing faculty and learners' behaviours and attitudes is required for the success of future e-learning adoption, implementation and diffusion. Because learners and teachers are accustomed to traditional teaching approaches especially in developing countries where ICT is still in its infancy of adoption (Miller et al., 2004), some EFL teachers' beliefs,

motivations and attitudes were observed to be negatively influenced by EFL students' reluctance to respond to e-learning activities made available through Blackboard, perhaps due to the intricacies of the system. These findings related to system design are commensurate with research findings reported by Lennon and Maurer (2003), who indicated that system design should be easy to use or else it will create confusion among users.

Furthermore, on-going training for users of LMSs is a necessity. In this way, it is important to provide computer and Internet training for EFL learners to become familiar with e-learning technology and enhance users' skills and attitude toward technology. This notion is consistent with the results reported by Lee (2008), who observed that the provision of computer support and training to learners by universities strongly influence learners' perceived ease of use and usefulness of learning systems.

Finally, Saudi universities should adopt the following strategies to enhance e-learning adoption, implementation and diffusion and thereby promote and increase e-learning technology use: (a) disseminate up-to-date and useful e-learning training workshops with the purpose of increasing technology awareness and providing training to all types of technology users, both learners and faculty; (b) expand e-learning services while promoting the usefulness and convenience of such services by providing Internet access in classrooms and other infrastructures that promote e-learning; (c) establish and redesign the user-friendly websites of e-learning systems and promote the ease of use of electronic learning services for both faculty and students alike; and (d) increase users' motivation towards e-learning use and improve their positive attitudes towards overall self-efficacy, enjoyment, usefulness and satisfaction with a given system.

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