People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of English

Attitudes towards the Use of Multimedia Technology in Motivating EFL Students

Case of 2nd Year English Learners at the University of Tlemcen

Dissertation Submitted to the Department of English as a Partial Fulfillment of the Requirements of the Master's Degree in Language Studies

Presented by: **Supervised by:**

Mr. Khalil NADJI   Dr. Omar AZZOUG

BOARD OF EXAMINERS

Prof. Amin BELMEKKI	Chairperson	University of Tlemcen
Dr. Omar AZZOUG	Supervisor	University of Tlemcen
Dr. Abdelkader BENSAFA	Examiner	University of Tlemcen

Academic Year: 2015-2016

DEDICATION

IN THE NAME OF ALLAH

First and foremost, most thanks to ALLAH for giving me the strength and health to realize this work.

To my mother and father, source of my happiness and success in life. To my sisters Assia, Amina, Hanane and Hadjer. For their unconditional support and encouragements to pursue my interests.

To my best friends whom I share my joy and sorrow Madjid, Ismat, Reda, Chakib,Ahmed,Manel, Soumia,Asmae,and to all my friends whom I did not mention their names.

NADJI Khalil

AKNOWLEDGEMENTS

First of all, our great thank and praise is for "ALLAH" who helped me to achieve this humble work.

I would like also to thank deeply my supervisor

Dr. AZZOUG Omar

For his assistance, guidance and precious time. I am deeply indebted to him for his support and constructive feedback throughout the course of this research study.

Thank you very much in deed, I totally appreciate your efforts.

Special thanks also go to board of examiners

Prof. BELMEKKI Amine and Dr. BENSAFA Abdelkader

I am also thankful to all teachers in the Department of English at the University of Tlemcen who did their best to provide us with their experience and the fundamental knowledge in the English language.

ABSTARCT

In an era of technological instruments for communication, a digital world has come into appearance. University as one of the contexts of knowledge production and skills performance, it sounds as an interesting area where teachers and students alike seem to be engaged in a number of activities where digital technologies form a powerful teaching and learning support. From this view point, one may advocate the idea that the implementation of multimedia technology has become of great necessity in the teaching and learning process since learners seem to be highly motivated and engaged. Teachers should think about effective new ways to create better foreign-language teaching or learning milieus that are supported by multimedia technologies. Learners are expected to be more motivated in a technology-based lesson where using technology seems to be a promising paradigm that enhances students' engagement, interest and motivation and that could be in harmony with the way this new generation acquire and perceive. This work tries to prove the efficiency of using multimedia technology in motivating EFL learners at the level of the department of English at the University of Tlemcen .Two research tools are used: interview for teachers and questionnaire for second year students to discover their attitudes towards the effectiveness of using different multimedia technologies for motivating EFL learners. The collected data are analyzed both qualitatively and quantitatively. The practical outcome of the study provides an analysis of data collected and discussion of the main results with some suggestions and recommendations that help in achieving a successful implementation of multimedia technologies in order to provide a motivating atmosphere for both teachers and learners.

Table of Contents

List of Tables

List of Figures

List of Pie Charts

Key to Abbreviations and Acronyms

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communications Technology

LMD: License Master Doctorate

IT: Information Technology

MT: Multimedia Technology

RF: Relative Frequency

TEFL: Teaching English as a Foreign Language

CD-ROMs: Compact Disc Read-Only Memory

PPT: PowerPoint

DVD: Digital Versatile Disk

General introduction

General introduction

The use of multimedia technology plays an important role in EFL Classroom .It provides several technological tools that can motivate EFL learners and make the teaching and learning process more effective such as: the Internet, Electronic Dictionary, Email, Blogs ,Broadcasting technologies (radio and television) ,Audio Cassettes, Power Point, Videos ......etc. Technology are nowadays part and parcel of everyday life, especially young people cannot imagine being deprived of them. Therefore, it is also widely exploited in education, including second language learning and teaching.   English language teachers attempt to involve technology in their teaching in order to make students' learning more effective and motivating.

 Some studies have suggested that student satisfaction and motivation is higher in courses that use multimedia materials. Many students tire of this teacher-centered model of English-language learning and complain that the class is very boring and monotonous and that they want a new and different approach. The researcher attempt to solve this problem may be to develop an active teaching approach to stimulate students' interest in English-language learning.
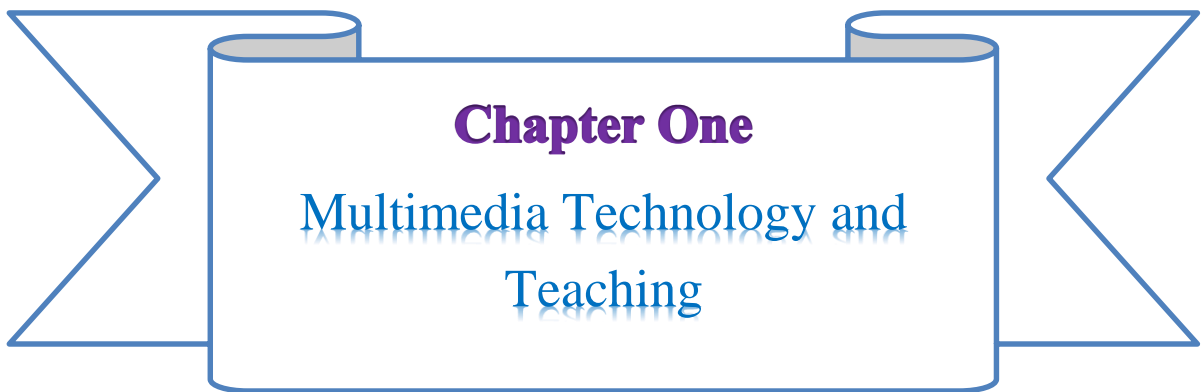
With the advent of new technology, multimedia is increasingly accepted as a means of Teaching English as a Foreign Language (TEFL). Of course, the technology has proved to be successful in replacing the traditional language teaching. Thus, the present research work is an attempt to describe and evaluate the motivational impact of multimedia technology in EFL classroom. Moreover, it aims at showing the teachers' and students' perceptions and attitudes towards the effective role of integrating multimedia technology as a part of the teaching learning process in motivating EFL students. In order to have a reliable answer to the problem statement, the researchers introduce the following research questions:

1. What might be the EFL teachers' views about both traditional and technology based teaching in terms of motivation?

2. What are the learners' attitudes towards using multimedia technology in classroom?

On the basis of the research questions, the following hypotheses were put forward:

1. Using technological tools within EFL classrooms is more dynamic and motivational rather than depending on traditional materials.

2. Most of new millennium learners support the use of multimedia technology in classroom to receive their lectures.

Studies have shown how useful and motivational technology equipment to the teacher and to the progress of the students in learning English as well. In order to multiply data sources, the researcher has opted for both an interview with the EFL teachers and questionnaire with EFL students. The current research is divided into two chapters. The first one is an overview about the concept of multimedia technology; it aims at describing the motivational aspect of technology use in EFL teaching. The second chapter encompasses the practical part, in which the research tools used for the current investigation were described. It also includes quantitative and qualitative analysis of the obtained data. As well as, some suggestions and recommendations which aim at enhancing the teaching and learning process in the English department at Tlemcen University.

Chapter One

Multimedia Technology and Teaching

Chapter One: **Multimedia Technology and Teaching**

1.1. Introduction

1.2. Multimedia Technology: *The Concept*

1.3. Multimedia Technology Types

1.3.1. Audio-Visual Aids (AVA

1.3.2. Video- Display

1.3.3. Computer- Assisted Language Learning (CALL

1.3.4. Songs

1.3.5. Interactive Games

1.3.6. Internet

1.4. Multimedia Technology in EFL Teaching

1.5. Multimedia Technology as a tool to Motivation

1.5.1. Motivational Theory

1.5.2. Multimedia Technology for Intrinsic Motivation

1.5.3. Multimedia Technology for Extrinsic Motivation

1.6. Multimedia Technology in Algerian Education

1.7. Multimedia Technology, Motivation and Attitudes

1.7.1. Computer Technology and Learner motivation

1.7.2. Motivating to Learn

1.7.3. Positive Attitudes towards Using Multimedia Technology

1.7.4. Negative Attitudes towards Using Multimedia Technology

1.8. Conclusion

1.1. Introduction

The present chapter attempts to define and describe the general objectives and framework in the light of multimedia technology and motivation. In fact, the focal aim is to shed light on how multimedia technology is related to different aspects of student engagement and motivation. It tries to examine how is it used as a teaching technique in the teaching and learning process as well as its use with beginners, the advantages of its use, when and how to use it and the challenges in implementing it within EFL teaching .

1.2. Multimedia Technology: *The Concept*

The use of multimedia technology goes back to the 20th century with the introduction of educational films. The concept of visual instruction was established by the beginning of 1920. Multimedia technology applied in English teaching may include four stages. The original stage can be dated back to the 1950s, when only few foreign language institutes started to employ phonographs, broadcasts, movies and tape recorders in foreign-language teaching. During that time, these materials were considered to be a significant revolution to foreign language teaching. Afterward, in the 1970s and 1980s, audio and video developed dramatically with the advancement of electronic technology .Electronic taping, slide projectors, videocassette players, language laboratories, and other electronic devices were included in this era. (Mudge, 1999: 12–4)

By the beginning of the 1990s', multimedia technology was becoming increasingly available in foreign-language instruction because of the development of computer technology and the coming of the digital revolution. In the early 2000s, the Internet became a powerful medium for the delivery of computer-aided learning materials. The Internet provides a worldwide means of obtaining information, lightening the work-load, and communicating with others at any time and at any place.

With the advent of technology and the Internet , computer usage in language teaching provides an authentic environment in which students can communicate with native speakers inexpensively .For instance, students can have rapid access to the background such as, grammatical or vocabulary explanations and pronunciation information ,while the main lesson is in the foreground. Moreover, students in this are usually encouraged to

engage in their own language development rather than learning in a passive way (Taylor, 1980: 112).

According to Gong and Zhou (2007), certain teachers who are aware of the applicability of multimedia teaching tend to focus on flowery and fancy courseware and neglect the teaching aim, object, and content, so the entire English classroom becomes a demonstrating hall of computer functions (Gong and Zhou, 2007: 37).Teaching has always been a "*multimedia enterprise*"; instructors have typically spoken aloud, drawn pictures, and attempted demonstrations for the benefit of their students. What has changed has been the evolving technology available for combining and delivering that information. The 1980s saw the introduction of overhead transparencies and videotapes, whereas the 1990s' yielded the first CD-ROMs, the World Wide Web, and digital projectors with the mixed blessings of Microsoft PowerPoint Technological innovation accelerated in the first decade of the new century, with digital projectors as standard features in most classrooms and CD-ROMs or DVDs accompanying many textbooks (Zhou, 2004: 71).

1.3. Multimedia Technology Types

Using multimedia technology for teaching and learning is conceived as vital condition for successful interaction between teachers and students as well as for their motivation. Multimedia represents a unique environment appropriate to motivate students learning activities. It gives learners opportunities to interact with more than one medium of communication. Hence, multimedia is characterized by its power of combining between materials in authentic way. The major useful tools in teaching and learning might include audio-visual aids, videos, computers, internet, songs, and games.

1.3.1. Audio-Visual Aids (AVA)

The past two decades have brought to language teaching and learning a wide range of Audio-visual technologies, which became accessible to both English language teachers and learners. Their potential as tools to enhance language skills became practical option especially for motivating learners .Woods (1996) argued that audio-visual aids have significant role and objective in classroom teaching and learning, and he considered them as ideal tools for explanation that help learners to understand the subject by adding concreteness and realism in the language input, they also support teachers' verbal explanation by personalization and visualization of things. Moreover, they facilitate

learning, add interest, motivate and promote curiosity Then, audio-visual aids break-up teachers' long explanation with something more touchable (stated in Chandra 2008).Concerning the advantages of using audio-visual aids in teaching Sampath, Panneerselvan and Santhanam (2007, pp. 80-82) summarized them into following aspects:

- Using AVA in the classroom may help teachers to solve all the communication problems they may face in the classroom (such as class size, time…etc.), and help them to select the available information according to their students' level.

- AVA are ideal for knowledge acquisition, they provide learners with meaningful sources of experiences that enable them to participate actively in learning.

- AVA can provide students with effective substitutes for direct contact with social and physical environment; the teacher may use some audio-visual materials that would be valuable and interesting for students.

- AVA are available to change students' attitudes, regulate behaviors, and add interest to the lesson   .

- Proper AVA materials may provide learners with a variety of experiences from abstract   to concrete.

- AVA help students to develop their communication skills by using a multi-sensory approach (more than one sense).

- AVA are useful to motivate students and simulate their interest to gain more knowledge.

- AVA took the role of teachers in the classroom, and they are concerned as "supplements" to illustrate, clarify and keep attention. Also they help students to learn independently using individualized instruction. This later makes them responsible and self-confident.

Moreover, Brown and Atkins (1988) claimed that audio-visual aids are very important to provide a clear explanation. They may sustain attention and raise students' interest among the presented topic. So, that they are useful in teaching and learning. Whenever visual aids used properly, they do not only contribute for effective communications but also they add more credibility to our efforts. Besides that, valuable visual aids save time and energy and raise students' motivation and comprehension of the spoken language. (Patrina 2007).

1.3.2. Video- Display

In nowadays teaching, the video display has become the most useful medium in the classroom, since it is characterized by its valuable services in enhancing the teaching and learning process .Chin (2004) emphasized the role of video display in helping students to deal with all subjects in different domains and give them a comprehensible input about the lesson in motivating way. Then, he summarized that in the following words:

> *It is possible to support students learning for just about all subject areas through the use of video. By its very nature, video has the ability to convey information in ways that other media can never hope to do. Through the dramatization of the literature, video can bring to life characters and cultures, as well as exploring surrounding issues, such as social and political influences. In science, inherently difficult concepts can be visualized more easily and complicated topics can be explained using a variety of animations and examples. Language teaching is another area to exploit the benefits of video through a multitude of ways. (p. 66).*

In addition, Cintas (2008) praised the role of video display in developing the language acquisition process, and its valuable qualities in teaching. It is considered as the most appropriate tool to make students interact with native speakers, their behavior, linguistic cues and their paralinguistic cues also, it allows students to see the language in use in different cultural contexts.

Moreover, Wilson (2008) asserted that using video and other audio-visual materials such as television and DVD is authentic and topical with real world information. These materials are characterized by their visualization aspect that enable students to see the speakers, the context in which the language is used, and the body language. This fact will motivate students to interact with natives in their natural habit and it will help them to acquire some cultural information. In addition, he described the video as a "*dramatic media*", since it is available to cope with students interest and those with short attention spans, as well as for those who cannot read or write well. Also, the video is appropriate to young learners because it combines color, action, characters and story lines. Another positive aspect of videos is that they can be controlled through the pause bottom, which allows the teacher to divide the recording into pieces in order to explain each part

individually and engage students to participate. As a result, the teacher may follow and control the progression of the teaching process.

However, Baltova (1994, cited in Flowerdew 2005) asserted that videos provide an obvious contextualization of language which makes it as the most popular medium in none English speaking countries. In addition, researchers have found a set of facets of using video to language learners. For example, it promotes learners' motivation to listen and focus on lesson, makes the authenticity of language use through a rich context, and it shows a set of paralinguistic features of the spoken language available to learners. Also, it helps them understand the cultural contexts in which language is used.

1.3.3. Computer- Assisted Language Learning (CALL)

Among the different useful materials for teaching and learning, no single tool has a greater impact than computer. It allows the interaction with a set of combined media in a perfect way such as text and graphic, combined with sound and images.

In the current teaching situation, the use of computer-assisted language learning (CALL) has become an urgent necessity and the most useful medium in the world with the advent of technology and web-based teaching. Stockwell (2012, p. 14) stated "*in many parts of the world, it is difficult to think of a foreign or second language (L2) program that does not make use of some form of computer-assisted language learning (CALL)*".

In attempt to define CALL, Levy (1997) has proposed a definition as follows "*Computer Assisted Language Learning may be defined as the search for and study of applications of the computer in language teaching and learning*". (p. 1). From another point of view, Fotos & Browne (2008) considered CALL as an integral part of language teaching and learning. Recently, it is used in different instructional Situations. Therefore, language teachers are highly required to have a CALL expertise and a wide knowledge concerning both practical skills and experience of information technology theory. In addition, for successful use of CALL in the classroom, teachers have to design, implement and evaluate the use of CALL in the classroom. So that, they may help their students to cope with them, and give them clear directions when they fail to use it appropriately. Thus, it becomes very necessary for teachers to be familiar with CALL options in the classroom.

1.3.4. Songs

Songs play an important role in the development of language teaching and learning. They are considered as valuable pedagogical tools that are used in most of English language classrooms all over the world. Murphy (1992) showed the importance of integrating music and songs in the classroom environment, and pointed out certain positive aspects of them. For example, he claimed that songs are helpful in the development of speech; hence it seems that language can be easier learned when it is singed rather than spoken, and they help the development of young children language. Songs are very important for adult since they satisfy their emotional needs, desires and feelings. Also, songs affect and activate children's repetition mechanism of the language acquisition device, so that they learn songs effortlessly. In general, songs use simple language with repetition which makes them effective in teaching. Added to that, songs are appropriate to different types of listeners' purposes, as well as good for relaxation, fun and for harmony.

Also, songs can help young learners to improve their listening skills and they can be useful tools in learning of vocabulary, sentence structure, and sentence patterns. Another greatest benefit of using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers. Songs can add interest in the classroom routine and potentially improve students' motivation (Murphy 1992).In addition Harmer (2001, p. 242) emphasized the role of music in changing the classroom atmosphere saying that:

> *Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning*

Furthermore, Argondizzo (2004, p. 97) said:

> *Songs have been considered a good source of input for students learning a second language. If wisely used, they can play a meaningful role in the language classroom since they can create a unique input and an enjoyable atmosphere that will easily attract students' attention and enhance their motivation in learning.*

1.3.5. Interactive Games

Using games is one of the most important ways to teach efficiently in a language classroom, they are conceived as perfect tools for teaching with enjoyment. Games were defined by Wright, Betteridge and Buckby (2006) as follows: "*…we have taken the word "game" to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others*" (p. 1)

In addition, they highlighted a set of positive aspects of using games for teaching. Firstly, since the nature of learning is difficult and it takes an effort to understand and intensive repetition accurately over a long period of time, games are considered as the most helpful tools to encourage learners, motivate them, and sustain their needs and interest. Secondly, games are affordable means that help students to experience the language rather than just study it. They facilitate the teachers' role in providing a comprehensible input by creating contexts in which the language is useful and meaningful. So that students may actively involve in the classroom and share their opinions. Thirdly, most of games are characterized by the repeated use of language items in form of drill exercises, so that students will focus more on the language form and the conveyed information. Fourthly, games can provide a powerful and meaningful use of language, thus they should be included by the teacher as central to language teaching rather than just a way of passing time. (Wright et al 2006).

Moreover, Lee (1979) asserted that teachers are supposed to bring enjoyment into their classroom environment in order to motivate their students to learn in an enjoyable and relaxed atmosphere reliable to language learning. Then games are favorable and important tools to include enjoyment in teaching and learning, as well as to banish boredom, raise students' willing and ambition for learning, encourage co-operative learning in which students work in teams to surpass the other groups. So that games create a sense of competition among learners and engage them to focus on the lesson.

1.3.6. Internet

The term "*internet*" is often abbreviated to the Net, and it is considered as the biggest communication revolution since the advent of the printed books, as well as the perfect and ideal medium for communication process that is used by language teachers, those who looked for the quality and authenticity of the selected materials. Now, their role becomes easier than before, also their preparation and selection of the teaching tools are done very quickly within a short amount of time. Moreover, internet based teaching provides teachers with infinite resources for language input in terms of texts, visual stimuli, vocabulary, video files, line TV radio, and listening materials. (Dudeney 2000).

Moreover, by using internet in teaching, both teachers and learners will benefit from its valuable services, since it facilitates the task for them. In one hand, it helps students to determine their needs and objectives. In the other hand, it helps teachers to gain access and introduce it to their students. Consequently, this enables students not only to access the world knowledge, but also to be in touch to other students of the same language around the world. (Dudeney 2000).

Furthermore, Dudeney and Hockly (2007) have emphasized the intrinsic role of the internet in the following statement: "*Internet based simulations bring real-life contexts to the classroom, helping our learners to deal with situations that they may come across during foreign travel or in countries with other speakers of English*". In addition, they claimed that whenever teachers integrate internet in their classrooms, their role will be easier than the traditional way of teaching, and students will be provided by authentic websites that will help them to simulate the important elements as well as to focus on content. Then, they have insisted on the idea that teachers are supposed to use the internet not as an occasional activity without specific objectives related to the curriculum, but they have to maintain its role in learning by giving their students an explanation, and reasons for choosing such material as a resource. Teachers can do that by involving students in discussion and looking for their attitudes towards the use of technology and computers in the classroom, and how much they consider the use of internet as collaborative tool in enhancing their level, vocabulary, and their listening skill such as the use of songs, visuals, and video materials (Dudeney & Hockly 2007).

1.4. Multimedia Technology in EFL Teaching

Why is so much attention paid to media and technology in education? First, with respect to media, there are many issues of concern to students, parents, educators, governments and society at large. For example, important questions are asked about the effects of different media on the cognitive and moral development of children. With respect to technology, people want to know whether various new technologies are more effective for teaching and learning than more traditional classroom approaches, whether some technologies are more motivating than others, or at the very least, whether technologies can be used to increase access or reduce costs within education. According to (Dudeney & Hockly 2007):

> *Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more […]. Teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology.*

This quotation reveals that the use of technology in the classroom context and the importance that it takes in teachers' and learners' lives is growing with time. It is considered to be one of the effective and needed ways for teaching and learning success. This infatuation (enthusiasm) for technology is due to many reasons:

- Internet access is progressively more accessible to learners either in their homes or Internet cafés.
- The use of technology can be the best way for integrating the real world into the classroom because the majority of learners grew up with technology and they integrated it automatically in their lives.
- English as an international language -lingua franca- is more used in technological mediated milieu.
- Technology provides us with authentic tasks especially ELT materials.
- Technology, mainly Internet, offers good chances for the learners -even if they are dispersed geographically– to communicate and exchange their thoughts and ideas.
- Technology supplies teachers with a plenty of published materials such as course books texts, articles, etc… that can be helpful in teaching.
- The practice of language and its performance assessment can be done with the

newest technological tools.

- The best characteristic of technology is its mobility. It cannot be used only in class, but also outside like at home, in the way to school, and in Internet cafés.
- The use of technology can help learners to practice their four skills; speaking, listening writing and reading. (Dudeney & Hockly 2007, pp. 7-8).

Even if those potential benefits are offered by the new technology for best language learning, we do not have to forget the piece of evidence that the teacher, not technology, is the one responsible for managing the class and attaining a best quality of learning. (Richards & Renandya, 2002, p. 361).In fact, technology is only a helpful device that is used to assist learners in their discovery of language, practice and assimilation of the foreign language. However, this is just a small part of the learning process because they cannot go anole through learning stages unless they are assisted, instructed and guided by their teacher.

1.5. Multimedia Technology as a Tool to Motivation

Motivation is a fundamental concern among teachers (Linnenbrink and Pintrich, 2003). Motivating students is a continual problem throughout education and although there are no clear cut solutions, there are several strategies to help teachers with the dilemma (Linnenbrink and Pintrich). Motivation is generally defined as an internal condition that initiates behavior ("Motivation," 2009). Motivation gets humans going. Motivation arouses interests. Motivation creates the want to achieve a goal. Teachers are always looking to see what motivates their students. Motivation is the key to academic success as well as promoting lifelong learning (Sanacore, 2008). The reluctance to learn must be turned into the want to learn.

There are reluctant learners in every classroom. Reluctant learners are the individuals that do not finish their assignments and, sometimes, avoid tasks. Reluctant learners are content with just getting by. One common thread among reluctant learners is their perception of themselves, known as self-efficacy (Sanacore, 2008). If their self-efficacy is low, then their motivation to perform will be low. When students are constantly berated with negative comments, their self-esteem and self-efficacy become diminished. Student's reluctance to learn is also affected by the assignments teachers create. If an assignment is too easy or too difficult, reluctant learners are unmotivated to succeed. Students are motivated when they

feel excited about a task or feel that what they are doing is worthwhile (Linnenbrink and Pintrich, 2003). Teachers must adjust their teaching to match the motivations of their students.

Several studies have suggested that student satisfaction and motivation are higher in courses that use multimedia materials (Astleitner and Wiesner, 2004; Yarbrough, 2001).Creating activities that students enjoy and respond to is a challenging task for teachers of all subjects. Introducing technology infused lessons may prove to be a beneficial motivator for every grade level. Digital natives respond well to technology-infused activities because of their familiarity with technology (Prensky, 2001).Because students respond positively to technology and are motivated by technology, teachers should make conscious efforts to create activities that encompass some form of technological tool. Motivated students will be more likely to perform at their highest levels because of the opportunities that their teachers have made available.

1.5.1. Motivational Theory

To clarify a general misconception, motivation and ability are not equivalent. Motivation refers to what a person will attempt, yet ability is defined as what a person can do (Pintrich & Schunk 1996). Thus, the purpose of motivation theory is to explain student behavior and influence future behavior. Recent theories of motivation can be categorized as variations of expectancy-value model of motivation (Pintrich & Schunk 1996). This model focuses on three areas: value (students' beliefs about the importance or value of a task), expectancy (students' beliefs about their ability or skill to perform the task), and affective (emotional reactions to the task and self-worth evaluation).

First, task-value motivational theory addresses the question of why an individual completes a task. The value component of motivation focuses on the reasons why students become involved (or not involved) in an instructional activity (Pintrich &DeGroot, 1990; Wigfield & Eccles, 1992). It defines students' beliefs about the importance or value of a task and why students approach or avoid a task. Engagement in the task varies with the value that students place on the academic task and students' self confidence in their ability to accomplish the task successfully if appropriate effort was made (Brophy, 1983).

Whether or not a student attempts a task is dependent upon students' perceived success in completing the task (Atkinson, 1957; Stipek, 1997). Perceptions of success are shaped by

the nature of the task. The nature of the task, defined as the procedures, social organization and products that each task requires, regulates what and how students learn. (Doyle, 1983). If students perceive the task as boring or too difficult, they will avoid the task. Students will approach tasks they believe are fun, require a moderate amount of effort, and are reasonably challenging. Thus, the nature of the task and student perception of the importance of the task become key factors influencing student motivation for approaching or avoiding the task (Blumenfeld, Mergendoller& , Swarthout, 1987; Eccles et al., 1983).

Second, the concept of expectancy represents the key idea that students will not choose to do a task or continue to engage in a task that they believe exceeds their capabilities, but students will take on tasks and activities that they believe they can handle (Schunk, 1991).If students expect failure, they will avoid the task; conversely, if students anticipate success, they will approach the task.

Expectancy relates to students' self-efficacy, students' confidence in their cognitive skills Bandura & Schunk, 1981). Student self-efficacy is influenced by past experiences and familiarity with the task (Bandura, 1993; Schunk, 2000). Students' perceptions of competence about personal skills and abilities are influenced by the learning environment. Positive learning environments provide nurturing experiences for students to build their self-confidence in their skills. Students are able to develop their skills comfortably without the fear of failure. Students develop a familiarity with the skills necessary to complete the tasks. It is this familiarity with the tasks that builds students self-efficacy (Eccles & Wigfield, 1993). Expectancy motivational theory addresses the question of "*Can I do what is being asked?" or "Am I capable of accomplishing this task*"?

The final area of motivational theory relates to the affective domain and identifies students' emotional reactions to the task and self-worth evaluation. A central part of all classroom achievement is the need for students to protect their sense of worth or personal value (Covington, 1984). Self-worth theory focuses attention on the pervasive need implied within the conflicting interests of desire to approach success that invokes social recognition and a feeling of competence and to avoid failure that causes a sense of worthlessness and social disapproval (Covington, 1984; Pintrich & Schunk, 1996). Students' perceptions of the causes of their successes and failures influence the quality of their future achievement. According to self-worth theory, high ability signifies worthiness. Because ability is tied to worthiness and it is related to accomplishments then self-

perceptions of ability are significant to the way students interpret their personal success (Midgley, Arunkumar, & Urban, 1996). Self-worth theory rests upon the perception that students are motivated to establish, maintain, and promote a positive self-image (Covington, 2000).
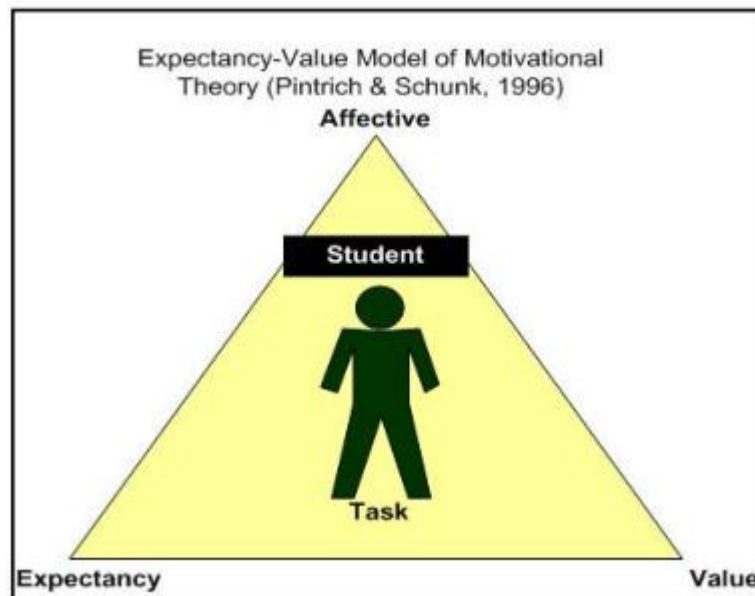

Figure 1.1. Expectancy-Value Model (Pintrich &Schunk, 1996)

1.5.2. Multimedia Technology for Intrinsic Motivation

According to Harmer (2001), intrinsic motivation refers to the internal factors that come within the individual. Students become motivated either by the desire to achieve something or by enjoying the learning process. (p. 51). He adds: "*Students must know that they can succeed if they set their goals, and that is my job to help them meet the goals.*" (Cited in Alderman, 2004 p. 186). In addition to the learner's interest and desire to learn, the teacher's role is to guide the student in the process of learning the language and sustain his/her level of motivation through motivating tasks and activities.

Similarly, Ford (1995) asserts that: "*for competence development and motivation, students must have a responsive environment, but personal agency beliefs are often more fundamental*" (cited in Covington & Beery, 1976, p. 163). Thus, intrinsic motivation comes from internal factors that motive the student language learning. Alderman (2004) shares the same idea by saying: "*When it comes right down to it, a teacher can't do much because a student's motivation and performance depends on his or her environment*". (p. 185).

In addition, Lee (2005, p. 332) argues that: "*An intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity and promote autonomy*". The students' behavior is motivated and determined generally by their beliefs, desires, goals, feelings, and abilities. For instance, if students value a task and have confidence in their abilities (that they can master it), then they work hard using different learning strategies and persist until finishing the task. (Dembo, 2004, pp. 62-63).Vallerand and his Colleagues (1989, pp. 323-349) classified three parts of intrinsic motivation:

- Intrinsic motivation knowledge". This part emphasizes the motivation that builds on acquiring new knowledge.
- "*Intrinsic motivation accomplishment*". This type refers to the students that accomplish their task successfully.
- "*Intrinsic motivation simulation*". The third part of intrinsic motivation refers to the motivation that leads the students to do a task because they find it interesting. For example, an activity about a funny subject.

All these three parts of intrinsic motivation share the same idea that internal factors are the motive to conduct with those tasks. Even if many students are intrinsically motivated, there are other students that face difficulties to be motivated. Some lack confidence in their abilities, or feel incompetent to accomplish something in the learning process. These issues can be managed by an individual motivational plan that makes those students react positively to motivation. As a result, Robert Harris (2010) mentions that the students who were deficient in intrinsic motivation can be assisted by extrinsic motivators to learn.

1.5.3. Multimedia Technology for Extrinsic Motivation

Some recent research shows that many students perform weakly towards their coursework, input, and participation because they do not understand what they have to do or why they should do it. Covington & Beery (1976) have offered a compelling argument for this view:

> *Schools must foster ... a will to learn and to relearn students must be encouraged to believe in themselves and in the validity of their own thought processes ... they must develop a sense of personal effectiveness...teachers must foster both confidence and high achievement in their students... confidence and competence must increase together for either to prosper(pp. 4-5).*

If the student has the desire, will, and engagement to achieve a goal that is not for the task or the activity itself, but for other external outcomes like rewards, prizes, the teacher's and classmates' support or even money, then motivation in this case will be extrinsic. Extrinsic motivation can be performed in the students' desire to pass up in the exam, to please their parents, or to get rewards and avoid punishment. In this respect, Brown (2007) points out that:

> *Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self- typical extrinsic rewards is money, prizes, grades, and even certain types of positives feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately occur to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination* .(p. 172)

The learner wants to learn a foreign language for the sake of attaining some goals such as success, obtain high grades or to train abroad in a highly regarded university. Because students find that there is a reward for each success, they will always work hard and do the best to accomplish their achievement.

1.6. Multimedia Technology in Algerian Education

Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st C. Since the implementation of the competency-based approach in Algerian education years ago, it has witnessed a dramatic change in the educational system. The Algerian educational policy recognizes that ICTs have a vital role to play in improving the quality of education. So, it may be said that Algeria's policies for ICT use in education are the center of the nation's efforts for innovation in education. At the initial stage of ICT introduction in education, Algeria mainly focused on computer use; the focus at the beginning of the reform was providing the physical infrastructure of ICT use and hiring ICT teachers. So, the provision of computer hardware and basic skills to learners was the priority of the Algerian educational policy.

In a drive towards modernity, this policy aims to enable ICT access, provide ICT infrastructure and tools, and help develop ICT skills on a large scale in all sectors of the community .However, its main purpose is to use ICT as instrumentality of modernity to improve and enhance the quality of Algerian education through:

- Adopting modern, technology-assisted educational techniques and methods
- Supporting the scientific community to get involved in research within the general Algerian population.
- Encouraging the private sector to engage in funding higher and specialist education.
- Developing open and distance learning.
- Boosting the profile of higher education.

Consequently we notice that ICT removes problems of space and time. The students can communicate anywhere, any time and can contact the teacher anywhere, any time. They can collect and exchange information anywhere, anytime .More than that, the students can draw on a global pool of knowledge and can individually and/or together create records of notes and presentations (portfolio). The Teacher facing ICT to increase the likelihood of successful initial computer training we considered teachers' anxiety about the change, learning and computer. Initial sessions aimed to build "*computer comfort*", not high-level skills. Teachers were asked to learn by doing, not to learn by listening. . The aim, in fact, was computer literacy, we wanted to make them feel that they have to change otherwise they will be left behind.

1.7. Multimedia Technology, Motivation and Attitudes

Many benefits and advantages of using technology in the classroom are not seen, not taken into consideration, and not widespread. This is mainly because of the teachers' negative attitudes that result from the lack of confidence, facilities, or training. According to Dudeney & Hockly (2007), warier people that show negative attitudes towards the advancement of technology are called: "*technophobes*". More recently, the phrase "*digital immigrants*" refers to those people that have not arrived on technology's time; however; the expression "digital native" is used to label someone who grows up using technology (pp. 8-9). For best description, it has summarized those three terms in the following small design:
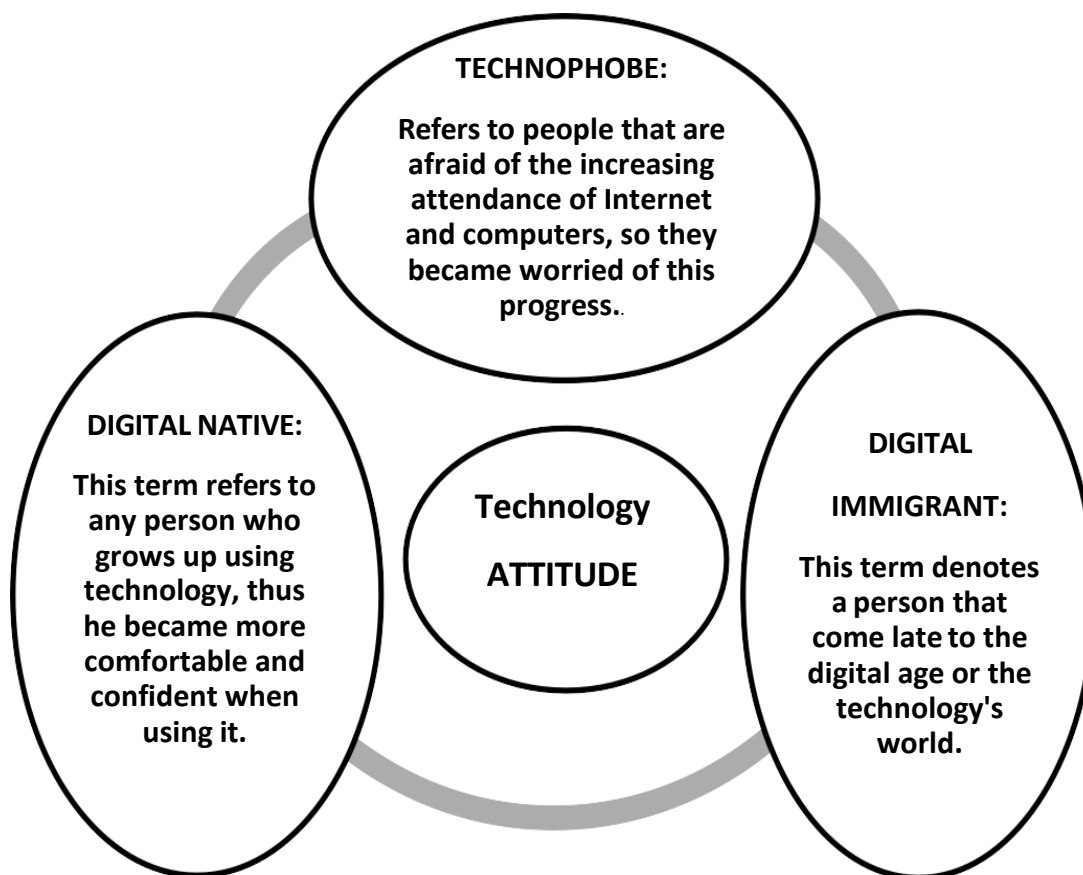
Figure 1.2.: Technology attitude (Hana,B.(2012).(MA Thesis)

Richards & Renandya, (2002, p. 361) pointed that in these latest years, using technological teaching aids became a familiar aspect in the classroom. So, there is no suspicion that its role will occupy a huge percentage in the second language classroom in the future.

1.7.1. Computer Technology and Learner Motivation

Motivation is one of the key factors that influences the rate and success of foreign language learning. Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains this long and often tedious learning process (Dornyei, 1998). Many EFL luminaries and pedagogues agree that the use of computer technology in EFL instruction provides situations that motivate learners to learn. The use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic, challenging tasks that are interdisciplinary in nature. Such use also encourages EFL learners' active involvement with the target language and content in a real, authentic situation. These above discussed advantages, along with some other, are listed below in the following table:

Table: 1.1. Advantages of the Use of Computer Technology in EFL Instruction

Alsied & P. (2013). The Use of Computer Technology in EFL Classroom: Vol: 1

Sr. No	Advantages of the use of computer technology in EFL instruction
01	The use of computer technology can make EFL learning easy and interesting.
02	The use of computer technology offers many opportunities for language
3	The use of computer technology, with internet, provides language learners many opportunities of practicing and using English.
4	The use of computer technology also helps the learners to assess and test themselves and get feedback.
5	The use of computer technology offers students the option of self-directed learning and to connect learning to valuable work skills and personal use.
6	The use of computer technology makes language learning learner-centered.
7	The use of computer technology provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation.
8	The use of computer technology in EFL teaching can motivate students because the learning environment is more enjoyable.
9	The use of computer technology in EFL classroom can help students to understand the complex concepts more easily.
10	The use of computer technology in EFL classroom can help students to learn at their own pace.
11	The use of computer technology in EFL instruction can provide a multisensory learning environment.
12	The use of computer technology in EFL instruction can help students to learn independently through self - discovery.
13	The use of computer technology can increase students' participation in activities in the classroom.
14	The use of computer technology can increase interaction in the classroom and provide more active role in learning.
15	The use of computer technology provides much needed exposure of target language in various forms for the EFL learners.
16	The use of computer technology helps EFL teachers to promote a constructive class environment.

1.7.2. Motivating to Learn

In sum, one should say that how well students learn is influenced by several factors; their own prior knowledge and motivation is certainly important ,input from their fellow students can also be important, the environment can also have a profound effect on learning ,while books and notes are resources materials, a teacher is a motivator .Students who have choices about their learning and can maintain intrinsic motivation will learn better and be able to apply their knowledge outside the classroom . (Jeffries & Huggett, 2010).

Students learn effectively when they have an inner motivation to develop a new skill or gain new knowledge. Learners need to know why they are asked to learn something; they want to know what the benefits are before they begin learning. Learners at all stages of learning need careful advice and a lot of guidance to ensure they are on the right program at the right level of learner's IT skills and degrees of experiences. This is important if they want to achieve and progress, taking into account their personal circumstances and seeks to ensure that these do not inhibit successful participation by using the simplest technologies in the classroom.

1.7.3. Positive Attitudes towards Using Multimedia Technology

Positive attitudes towards multimedia technology usage in Foreign Language Teaching can be grouped as:

a- Capacity to control presentation

This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures. (Martí, 58,2000).

b- Novelty and creativity

Teaching with multimedia technology is not like teaching with textbooks. Teaching with textbooks where all classes presenting a certain topic are the same. However, teaching with multimedia technology, a teacher can use different materials for each lesson. (Higgins, 14,2000).

c- Feedback

Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice. (Higgins, 10,2000).

d- Adaptability

Computer programs can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programs are more learner- friendly .(Padurean and Margan, 100).

Newhouse (2002) summarizes in brief review of The Impact of ICT on Learning and Teaching the positive aspects of using ICT within English as followed:

a- The results of students' work can be seen immediately, which can stimulate and raise levels of motivation

b- Students are more likely to engage in redrafting, amending and improving written work more readily due to the simplicity of this task when using ICT.

c- The quality of presentation can be extremely high, which develops a sense of pride in students' work.

d- Depending on the number of computers/digital cameras, students often work collaboratively which encourages students to share and discuss ideas, making the task more enjoyable and often raising the level of achievement. This is particularly the case when groups contain students of differing abilities, with the achievement of weaker students being raised by their peers. Of course, it is important to ensure that both/all students participate fully in group work and that no one student does the majority of the work." (Newhouse, 51).

In summary, it is obvious that multimedia technology enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential ,because multimedia technology supports access to online resources that use a powerful combination of video, text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology; moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all students to learn the same way or to choose ways that suit their individual learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector. (Scrimshaw, 9,2002).

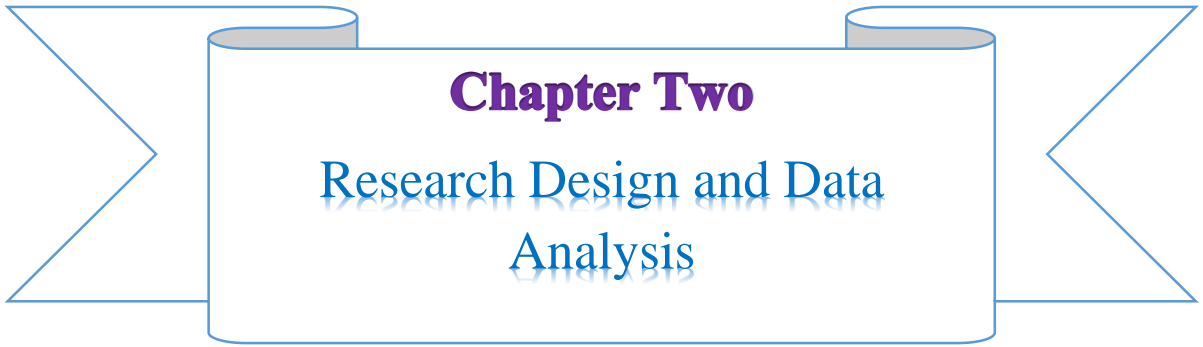### 1.7.4. Negative Attitudes towards Using Multimedia Technology

Even though, multimedia technology seems to be a perfect way for education to benefit from, it has also some negative aspects. Boulton et al. (2008) support Livingstone (2012,

12), suggesting that ICT's is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use." Therefore, using ICT in class may mean much overwork and extra effort from teachers to meet the needs of every single student. According to the study carried out by Benigno et al. (2007), teachers tend to lack time, sufficient knowledge of the pedagogical uses of technology as well as information on the existing software. Samuel and Bakar (2006) suggest that the negative attitude can also be one of the reasons why ICT tools are not frequently used in classrooms. According to the results of their survey, lack of ICT resources and infrastructure facilities in schools were cited as the most common reason that impedes the integration of ICT tools in the teaching and learning of English.

Some negative effects of technology in today's classroom also are that it can take away valuable learning time, it can be overused, and it can also turn educational experiences into games for students. If the teacher and students are not experienced with technology in the classroom, valuable time is often wasted on technical troubles. Zare-ee & Shekarey (2010) bring out a list of the main Negative attitudes of the use of ICT in academic settings, noting that a lot of time and energy need to be spent on learning how to use ICT effectively. They add that ICT can take learners too far into individualized learning and create isolation. In addition, from the teachers' point of view, it can sometimes be very difficult to measure the effectiveness of practices and getting intelligent feedback can also be difficult.

1.8. Conclusion

The first chapter had generally dealt with the concept of using multimedia technology as a newly adopted technique. It conceptualizes technology as a multifaceted process in relation to ELT, in which it identifies its pedagogical status within the Algerian context and its impact on EFL students' motivation. Additionally, this chapter was devoted mainly to discuss the use of different technological tools, its types and significance from different angles. It described also some technological tools and their role within the educational system. And finally the advantages and disadvantages of using it.

Chapter Two

Research Design and Data Analysis

Chapter Two: **Research Design and Data Analysis**

2.1. Introduction

2.2. Research Methodology

2.3. Sample Profile

2.3.1. Learners' Profile

2.3.2. Teachers' Profile

2.4. Research Tools

2.4.1. Learners' Questionnaire

2.4.2. Teachers' Interview

2.5. Data Analysis Procedure

2.5.1. Quantitative Analysis

2.5.2. Qualitative Analysis

2.6. Data Analysis and Discussion

2.6.1. Learners' Questionnaire Analysis

2.6.2. Teachers' Interview Analysis

2.7. Discussion of the Main Results

2.8. Suggestions and Recommendations

2.9. Conclusion

General Conclusion
Bibliography
Appendices
Appendix A: Students' Questionnaire
Appendix B: Teachers' Interview

2.1. Introduction

This chapter represents the practical part of the study, and illustrates the steps of the methodology which have been followed. It shows how the data was collected and analysed, a detailed description of the means of data collection (qualitative and quantitative) .It introduces the sample population followed by data analysis methods used in this case study. Finally, this chapter denotes the discussion of the main results, and gives some recommendations and suggestions.

2.2. Research Methodology

The researcher now needs to think about his/her research methodology   .The choice of the method is determined by the nature of the problem. The present study is a case study of second year LMD involving 20 Second year Licence students and (4) four teachers in the Department of Foreign Languages (English Section) at Tlemcen University. As it is defined by Yin (1994:13), a case study is "*An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident… [And] relies on multiple sources of evidence*". Therefore, a case study studies a certain entity, group, organization or a phenomenon using different sources of information.

Consequently, in the case study, the use of multimedia technology for EFL students combining both qualitative and quantitative approaches help to seek more reliable and valid results ,so that data can be representative of a true and full picture of the motivational factor of integrating multimedia technology in EFL courses.

2.3. Sample Profile

Sampling is the most important process in research since it deals with the population from which the researcher obtains information to conduct his/her study. "*Sampling implies an acknowledgement that is not possible to investigate absolutely everything of interest at the same time, and therefore we have to choose a sample* "(Johnson &Johnson, 1998).

The target population in this study were EFL teachers and learners from the Department Foreign Languages (English Section) at Tlemcen University. They were selected to respond to the research instruments addressed to them. However, from this large population, the researcher has dragged a sample population of four (04) teachers and twenty (20) students.

In fact, the respondents have been randomly chosen to represent the whole population because all of them had the same chance of being selected.

2.3.1. Learners' Profile

The present study takes place in the Department of English at Tlemcen University. They were twenty (20) students, thirteen (13) female and seven (07) male aged between twenty (20) to twenty-two (22) years old. They were randomly selected to answer a questionnaire about their attitudes towards to how motivating to use multimedia technology for learning the English language. These students were chosen because of the importance of technology in their field of study, according to their subject teachers. And the issue of motivation in this case is so important to investigate since it has a great impact on their proficiency and achievement.

2.3.2. Teachers' Profile

The 2nd group of informants are teachers who answered the interview. They are four teachers (3 males and 1 female) with different qualifications; one teacher is a Professor, whereas the others were all doctorate holders. These teachers are specialized in three fields: three of them are specialized in TEFL and one in ESP. The main aim of dealing with EFL teachers is to give their points of view concerning the use of technology in EFL classrooms because they already dealt with the use of technological tools, and also it helps the researcher to find out how multimedia technology can influence and increase the students' motivation.

2.4. Research Tools

Since any experimental investigation involves research instruments such as questionnaires, interviews, tests, classroom observation …etc., it is often believed that "*the backbone of any survey study is the instrument used for collecting data*" (Dornyei, 2011). Two research instruments are used for data collection; a questionnaire that was addressed to second year EFL students and an interview which was designed for teachers.

2.4.1. Learners' Questionnaire

One of the most common methods in collecting data in foreign language research is to use questionnaires. Brown (2001:6) reports a definition of the questionnaire as being: "*Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*." On his part, Dörnyei (2003:3) states: "*questionnaires are certainly the most often*

employed data collection devices in statistical work, with the most well-known questionnaire type - the census - being the flagship of every national statistical office ." Richard (2005:60) speaks about the utility of the questionnaire when he says the following:

> *Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitudes and beliefs.*

Thus, the questionnaire can be defined as a set of questions for obtaining statistically useful or personal information from individuals. It is also a list of research questions asked to respondents, and designed to extract specific information. The questionnaire is administered to second year English students in order to identify their attitudes toward the motivational effect of integrating technology in teaching and learning. The questionnaire is mixed between close-ended questions and open-ended questions. Closed questions prescribe a variety of responses from which the respondent may choose. In general, these questions are quick to complete. On the other hand, they do not enable respondents to add any remarks, qualifications or explanations. Open questions, in contrast, enable respondents to write a free response in their own terms, to explain their responses. Such type of questions "*... do not call in advance for readymade answers and therefore allow the person questioned more freedom of expression"* (Richterich and Chancerel, 1980: 59). These items remain important because they can be scored rapidly, providing quick feedback to students. Also, they are efficient when assessing large numbers of students over broad content.

The first six questions were close-ended types. The first one questioned the students whether they support the use of multimedia technology or not in classroom. The second one opted to know their opinions about whether multimedia technology could help EFL learners and how it would help them. The third one sought to know if they prefer to be taught using technology in all lectures or not. The fourth question was about students' suggestions whether different technological tools should be frequently used to increase their motivation. The fifth question tried to know if it is interested and enjoyable when using different types of technology.

The sixth question was about their attitudes towards technology based lessons and whether it is effective and motivating than traditional one.

The last two questions were open-ended questions; the first one asked the students to mention the positive and negative aspects of using multimedia technology. The last one was about to give some suggestions that would improve the teaching and learning situation by integrating technology at university.

2.4.2. Teachers' Interview

The interview may be regarded as more reliable instrument, especially when dealing with a small group of teachers. According to McDonough et.al (1997:182):

> *Interview (…) are just another way of asking questions ,this time is face to face interaction … they may be employed for the purpose of being as the primary research instrument or rather occupying additional role, functioning as cross checking tool .*

Gray (2009) believes that when considering the validity of interviews, they should assess what they were planned to assess and nothing further. The interviews aim to strengthen the validity of the findings from the questionnaire, as per the strengths associated with triangulation. In the Interviews the teachers can speak freely and express in their own way and this helps them to speak without any restrictions, this offers high credibility to the researcher at the time of teachers' interview.

There are three main types of interview formats: Structured interview, semi-structured interview, unstructured interview. The first type is the structured interview which includes a standard and pre-planned set of questions that are asked in a systematic way across all respondents in which the researcher would be able to gather reliable and valid data. The second type is the semi-structured interview is a flexible method whereby there is a partial pre-planning of the questions, in which participants are allowed to expand upon their answers with providing more details beyond being restricted to standardized questions. The third type is the unstructured interview which has a topic area to be explored, whereby an opening question would open introduce the topic to the respondents; who are freely allowed to reveal their perspectives, attitudes and opinions.

In the present research work, a structured interview is used. This instrument is a fixed format interview in which all questions are prepared in advance and are put in the same order to each interviewee. The objective from using this instrument of research was to know ,to what extent EFL teachers were motivated to teach English using multimedia technology and to mention why their students lacked motivation and then to clarify methods to raise motivation. The researcher selected four (04) EFL teachers in order to know their points of view on the issue of motivation. The interview consists of seven questions. The first four questions aimed at knowing the teachers' reaction about technological tools, is it necessary to use technology for learners to be motivated and whether they faced any difficulties in using multimedia technology in class. The last three questions intended to know whether they are for or against using technology, if it has drawbacks in increasing EFL student's motivation and their opinion about the advantages when using it.

2.5. Data Analysis Procedures

Data analysis refers to the "*process of bringing order, structure and meaning to the mass of the collected data*" De Vos (2002:339).The data collected in the present study are analysed quantitatively and qualitatively. The most obvious distinction between the two sorts of data is that the former deals with numbers and usually employs statistical techniques, whereas qualitative data do not, or only to some extent. For instance, if one is to count, calculate percentages and use statistical analysis, one must have data that are amenable to these procedures. As a result, quantitative research typically employs what are usually referred to as structured forms of data.

2.5.1. Quantitative Analysis

Quantitative data methods have been the most commonly employed methods in L2 research because it is associated with the objective quality of a phenomenon that is reliable, measurable and replicable to different types of L2 learner populations. It is a kind of measuring the people's thinking in the form of a statistical point of view. Its aim is to explain phenomena by collecting numerical data which are analysed using mathematically-based methods. Findings can be generalized to a larger population, and direct comparisons can be made between two corpora, so long as valid sampling and significance techniques have been used. Dörnyei (2001c:192) defines quantitative research as follows:

[Quantitative research] employs categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.

The quantitative analysis in the present work relies on quantified data which can tell us what students lack to be motivated. A general description includes facts, figures and scientific observation that can be statistically analysed and then can be reduced to something that can be enumerated.

2.5.2. Qualitative Analysis

Qualitative research is based on individual often subjective analysis. A general description of properties that cannot be written in numbers and cannot be reduced into enumerated .Typically describes peoples' knowledge, attitudes, or behaviours. Cohen et al. (2005:461) believe that:

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.

Its aim is to understand people's thinking and feeling and why they make certain choices. Results from this type of research are usually said to be of an "*explanatory*" nature, it is usually referred to as '*interpretative'* or '*heuristic'* searching a full understanding of the participants. (Byram, 2013).The main difference between quantitative and qualitative methods is that the latter focus on the participants' rather than the researchers' interpretations and priorities. Thus, qualitative methods can be more contextually sensitive than quantitative ones because researchers do not set out to test defined hypotheses; rather, they tend to define analytic categories only during the process of research.

2.6. Data Analysis and Discussion

Once the research data have been collected, data analysis is often a key process of ordering and organizing data to understand what data contain. The investigator implemented two research instruments, namely, a questionnaire for EFL students and an interview for EFL teachers, which are analysed and interpreted qualitatively and quantitatively. Furthermore,

the investigator attended some sessions of classroom observation and submitted a student's questionnaire and a structured interview for teachers. The researcher tried to highlight the problem of motivation in the EFL classroom. This information discussed earlier enabled the researcher to collect a large amount of data about the use of multimedia technology in the EFL classroom. Moreover, main findings of the study are presented, and translated into tables to make the explanation clear.

2.6.1. Learners' Questionnaire Analysis

As mentioned before, the first research instrument used in this study is the students' questionnaire. It is mainly designed to diagnose and to identify the students' motivation and to show their attitudes towards the impact of using multimedia technology in EFL teaching. The learners' questionnaire were distributed to twenty (20) students, thirteen (13) female and seven (07) male. The questionnaire consisted of eight questions and each one will be statistically analysed and summarized in figures and tables.

Question one: Do you support the use of multimedia technology in classroom?

　　　　　Yes　[　　]　　　　No　[　　]

The rationale of this question is to elicit whether the EFL students support using technological tools or not. From the results obtained, it is noted that the majority of the participants support using technological tools .eighteen (18) students out of twenty (20) answered positively , while two (02) students stated that they do not support using technology in classroom.

Table 2.1. Attitudes towards Using Multimedia Technology in the Classroom.

	Absolute Frequency	**Relative Frequency**
Yes	18	90%
No	02	10%

Question two: Do you think that the use of multimedia technology help EFL learners?

　　　　　Yes　[　　]　　No　[　　]

By this question, the researcher wanted to know whether multimedia technology helped EFL students' or not. In this vein, the results attained manifest that the overwhelming majority of students that is 95% say that the use of technology can help them .Therefore, the researcher

can say that the atmosphere for learning when using technology in class has to be taken into consideration.

Table 2.2. The Usefulness of Integrating Multimedia Technology.

|	**Absolute Frequency**	**Relative Frequency**
Yes	19	95%
No	01	05%

- If yes, how does it help them?

Different justifications have been collected, students who said that it is helpful when using different technological tools, because it is much more to do with raising their motivation, for the sake for instance of communicating with native speakers in the target language, to talk with teachers, to participate in the classroom and to express themselves in order to improve their language skills.

Question three: Do you prefer to be taught using multimedia technology in all lectures?

Yes ☐   No ☐

It is very important to know why EFL students prefer with the way they are taught using technology in the target language. Thus, most of the respondents prefer the use of technology during teaching and learning process, because they considered technological techniques as the best source or example to raise their motivation, while few of students do not prefer it, they like the teacher himself and his way of teaching or even his techniques during session.
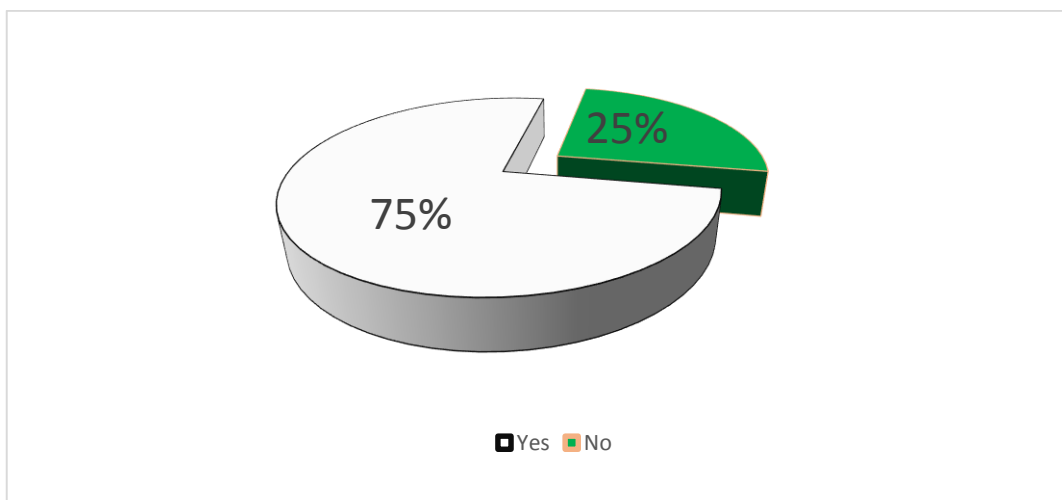
Pie-chart 2.1. Students' Preferences about Using Technology in EFL Classroom

Question four: Do you suggest that Broadcasting technologies (radio and television), Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs ,Audio Cassettes, Power Point, Videos, DVD's or VCD's should be frequently used in EFL classrooms to increase your motivation ?

Yes [   ]   No [   ]

This question aims at collecting valuable suggestions that can help EFL students and the ELT field benefit from integrating various technological instruments .The majority of the respondents, representing (85 %) affirmed that the use of different kinds of technology could increase their motivation, while the remaining respondents, representing (15 %), claimed that the use of technology made them less motivated. Their answers are shown in the table below:

Table 2.3. The impact of using different technological tools on the students' motivation

Suggestions	**Absolute Frequency**	**Relative Frequency**
Yes	17	85%
No	03	15%

From the above table, it can be understood that most of the respondents feel that the use of various technological tools really could increase their motivation, while few of them think it does not.

Question five: Do lectures seem more interesting and enjoyable when using different types of technology?

Yes [   ]   No [   ]

The majority of participants' answers making up (95%) indicated that, learners expressed their joy and interest when using different types of technology. In comparison, (05%) of students have opted for the opposite situation. The gathered results are described in the following figure:
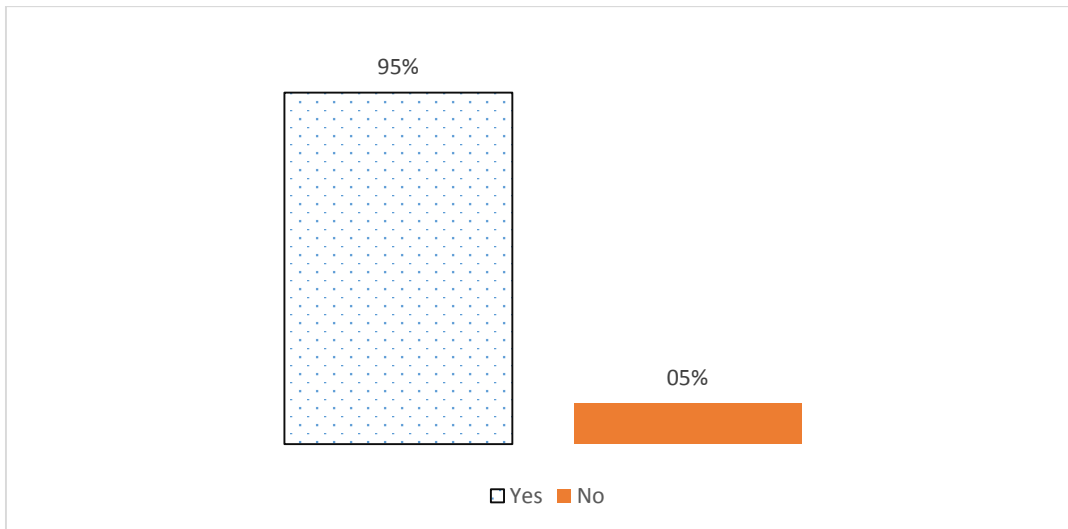
95%

05%

□ Yes ■ No

Figure 2.1. The Students' Feelings about the Use of Different Types of Technology

From the above figure, it can be understood that the majority of the respondents enjoy and have the interest using technology during their studies.

Question six: Do you think that technology-based lessons are more effective and motivating than traditional lessons?

Yes [   ]   No [   ]

In answer to the above question, EFL students are asked to answer this question by ticking up 'yes' or 'no', therefore, a numerical minority of 06 respondents representing (30%) affirmed that technology-based lessons are less effective rather than traditional lessons .It means they enjoyed the use of the traditional method, whereas 14 students representing (70%) affirmed that using technology during lessons are motivating and effective more than traditional one. The following figure describes the students' responses:

30%

70%

□ Yes

■ No
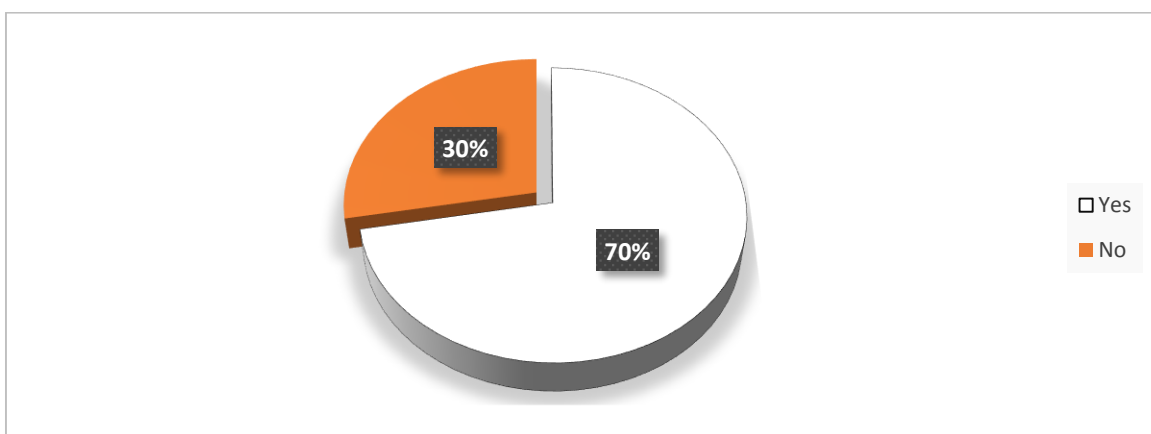
Pie-chart 2.2. Students' Opinion about Technology-Based Lessons and Traditional Ones

Question seven: According to you, what are the positive and negative aspects of using multimedia technology in EFL classes?

Concerning question seven (07) which is an open question, the informants were asked to state some positive and negative aspects of using multimedia technology in EFL classes .The answers were nearly the same, most of the informants agreed that the use of technology had positive effects because it helps them to get the chance to do assignments or group projects by saving a lot of time. It provides a quick and easy ways in doing research .It also increases students' knowledge, as one of students said: "*Technology makes everyone comfortable by using it*".

On the other hand there are some negative effects of using multimedia technology in EFL classes .For them as an example ,students will feel lazy to attend the class if they can easily get the study material from the web. It will change their behaviour to become more irresponsible. At the same time, students will search the information from the web and caught by "cutting and pasting". Through this type of behaviour, reliability of the students will be affected. By then the students will access the internet for other things, for example, Facebook, MSN, Yahoo, Twitter and others. While the lecturer having the lesson in front, they will not pay more attention to the lecturer.

Question eight: What suggestions do you have to improve teaching and learning situation?

The majority of participants' suggestions indicated that teaching and learning situation will be improved by integrating multimedia technology within teaching and learning process, for them students will be able to use computer based services to write, analyse, present and communicate information, create networks, collaborate and construct knowledge it promotes also creativity and innovation. Unfortunately, they stated that there are insufficient equipment at university, so they suggested that more technological materials should be provided, they need also teachers with ICT literacy to build courses on creativity, innovation, technology and variation far from routine and monotony.

2.6.2. Teachers' Interview Analysis

This part addressed to teachers of English aims mainly at processing the data gathered from the EFL teachers' interview and reporting some of the teachers' attitudes about the issue of motivation, their role in motivating students and the notion of implementing multimedia technology. Moreover, it was to identify the different perspectives and views of Algerian

teachers of English towards the importance of the use of technology in increasing and improving learners' motivation. The interview was distributed to four EFL teachers at Tlemcen University and has dealt with each question individually.

Item one: How was your first reaction towards the use of multimedia technology in ELT process?

All the teachers answered that the implementation of technology within teaching and learning process is a really useful technique .They stated that it is good to incorporate multimedia in teaching and learning because of the students' level and attitudes toward the useful materials; students may work effectively with materials they are familiar with, most of students prefer to practice the four skills by using various technological tools.

Item two: Have you already used multimedia technology in teaching?
Most of the teachers stated that they are using technology to assist their teaching beyond the classroom .Three teachers stated that they occasionally use technology in teaching ,they beleived that it creates an appropriate atmosphere and authetic situations in their teaching process and with the application of this technique, learning will be more , motivating and effective.While the remaining techer agreed that he rarely use technology, students are no more interested because of the luck of (IT) information technology skills, beside it is time consuming.
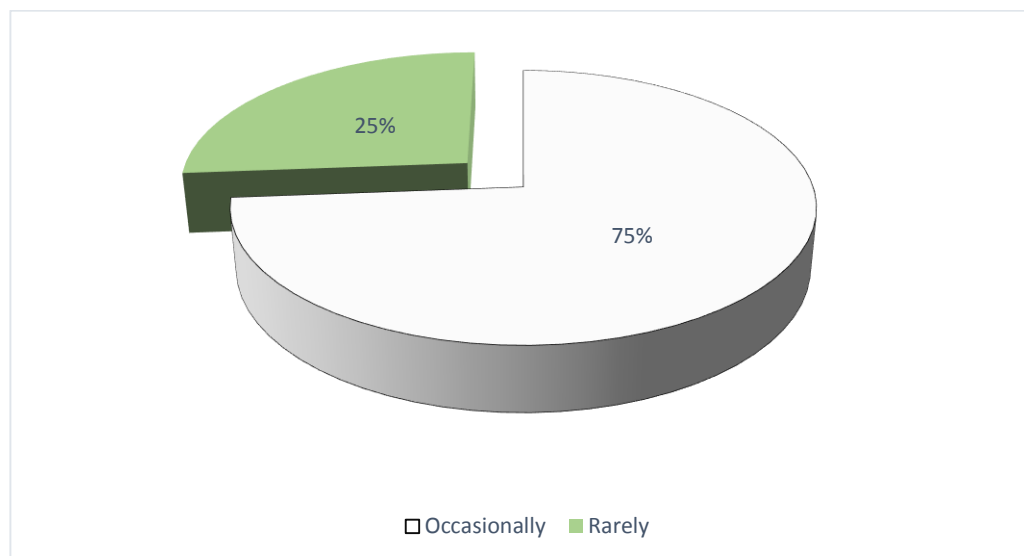
Pie-chart 2.3. Teachers' Use of Multimedia Technology in Teaching.

Item three: Do you think that multimedia technology environment is necessary for learners to be motivated?

The aim behind this question is to know whether EFL teachers are aware of the importance of motivating learners under technological circumstances. Most of them believed that it is very necessary in order to get learners enthusiastic and motivated is to let them involved directly or indirectly to practice using different technological tools in which it will become for them as a daily work routine . Hence, EFL Teachers declared that adopting those techniques was necessary for motivation in the educational systems.

Item four: Do you encounter any difficulties in using multimedia technology in class while teaching?

The researcher asked EFL teachers to specify any difficulties they may face when using technology while teaching .The majority of respondents answered that the real problem goes back first to time .Teachers confessed that time are not often on their side because the equipment take a lot of time to be fixed. Another problem that may hinder teachers' job with technology are the tools and materials which are not available all the time.

Item five: Are you for or against the use of multimedia technology in motivating EFL students? Please state why?

The researcher wanted to know whether EFL teachers support using technology while teaching with their learners or not. All informants agreed that they prefer implementing technological devices as a pedagogical tool.

- Please state why?

Most of EFL teachers support the use of technological devices inside their classes. They stated that it can facilitate their job, help them vary their teaching methods and most important motivate their learners to interact with each other as well as with English speakers around the world.

Item six: Does multimedia technology have drawbacks in increasing and improving EFL student's motivation?

This question intended at finding if the use of technology by EFL teachers obstructs increasing learners' motivation or not .Three teachers stated that it has no drawbacks because for them it is very useful for students to be motivated and updated in order to learn new things. While one teacher who is against using multimedia technology in EFL courses, he explained that there is a lack of equipment in the department in which access is not always available due to its difficulties and it requires more efforts and time. As well as, some teachers have no skills in using such tools in which it will affect students' progress and motivation in the process of teaching and learning .He said also if technology has been used ,learner can take the information but not really know what it means or how it was arrived at. Manual research for instance like going into libraries, and talking directly to people is often better and helps them gain a better understanding of the information they are getting.

Item seven: In your opinion, what are the advantages of using multimedia technology?

This question sought to obtain EFL teachers point of view about the benefits of using multimedia technology in ELT .They stated that regular use of technology across different curriculum subjects can have a beneficial motivational influence on students 'learning .Technological materials reflect positive impact on the teaching and learning processes, because using several technological tools provide them with realistic and motivating opportunities to practice their English. Moreover, it helps the teacher in gaining time, effort and develop the collaborative and team working skills as well as facilitating acquisition of basic skills through drill and practice. Eventually, they agreed that it helps improve the quality of education.

2.7. Discussion of the Main Results

Based on the findings received from the teachers' interview and the students' questionnaire, the researcher will eventually try to discuss and interpret the most important results. As stated earlier, the problematic sought to reveal if teachers have the ability and desire to integrate successfully technological tools instead of depending on the traditional way that will influence the degree of their students' engagement and motivation taking into account the learners' and teachers' attitudes when using such tools.

Regarding the first hypothesis which stipulates that using technological tools within EFL classrooms is more dynamic and motivational rather than depending on traditional materials. The results demonstrated that most of the students seemed to be more motivated to use technology because they confirmed that it has positive effects and its use motivates them and enhances their language level. However, both the teachers and the students did not neglect the use of traditional education. The EFL teachers believed that nowadays the use of multimedia technology is important but it cannot totally replace the traditional teaching. They trusted that multimedia technology can never replace a teacher, they agreed also that the use of multimedia technology in instructional delivery is said to motivate students' interest in learning. Motivation is a key variable in education. It is an important variable that arouses learners' interest and reinforces learning, it stimulates several senses thus making the learner more involved in the learning process. Students feel excited to put in their best in leaning effort once they are motivated. Technology then proved its advantages of activating, motivating and increasing the confidence level of the learners. Also, in practicing the language in various skills.

Concerning the second research hypothesis which says that most of new millennium learners support the use of multimedia technology in classroom to receive their lectures. The results obtained, after the analysis of data collected, have proved this hypothesis. The results of both the teachers' interview and students 'questionnaire revealed the close relationship between teaching and learning with using technology. The learners are highly aware about the importance of multimedia technology in learning and everyone has a reason for this importance. Most of the students support using technology in their classroom. They preferred its use because it helps them to develop their language level through an enjoyable process. They agreed that technological materials are always needed in classrooms. These students want to see different technological devices used for motivation because it allowed them to share documents online, edit it in real time and project it on a screen. This gives them a collaborative platform in which to brainstorm ideas and document their work using text and images. Additionally, they believe that learning with technology always makes lectures interesting due to the different ways used to present lectures and the visual aids used in teaching. For instance, when studying research methods, students who do not know what is meant by research paper formatting better understand after watching tutorial videos that show how to format a research paper and how to select the margins.

Finally, as this study shows, the EFL teachers at Abou Bekr-Balkaid University agree on the importance of using multimedia technology in order to motivate EFL learners. All the teachers agreed that learners today are obsessed with the use of technology in and outside the classroom. Hence, the use of technology must become the right and appropriate technique that should be used in classrooms. The teacher should motivate his learners to develop their language skills through the use of multimedia technology. However, the teachers and the learners need professional training concerning the use of multimedia technology to avoid exposure to problems when they use it.

2.8. Suggestions and Recommendations

In the light of our study's results, the findings obtained revealed that multimedia technology should be integrated as a part of the English syllabus in order to get students involved engaged and motivated to learn. It is worth mentioning that technology plays an important role in the way students get involved in the subject matter as well the school achievement, the students felt confident in their ability to accomplish their tasks due to their familiarity with the technology, because technology integration has the potential to increase students' motivation. All students attend the class regularly because the course seems interesting, in contrast to the traditional classroom environment, which seems boring and for which the students eventually lose interest and desire to learn.

Multimedia technology is strongly important not only for students of English but for all teachers and learners. These tools can be used by everyone who wants to teach or learn Something, thus foreign-language learning seemed to be affected by different technological equipment, such as computers, projectors, video, films, and multimedia. The most important equipment is a computer-connected projector in classrooms as Brown stated "when *someone mentions technology in the language classroom, your first impulse is to think about computer technology, mostly because computers have so pervaded our daily home and workplace contexts*" (Brown, 2001:143). The computer is very useful for EFL learners. However, the learners have to learn how to use the computer and the internet in order to get efficient results (Gavin &Hockley, 2007).So, the following suggestions are put forward for both EFL teachers and students which seem to be of interest for both of them:

- EFL teachers should frequently use multimedia technology during instructional development, especially when it is inevitable and should be included in the English-language curriculum.

- EFL teachers should be innovative and use modern technology equipment during instructional delivery in order to motivate students' interest in learning, support and reinforce learning, accommodate individual learner's peculiarities, increase students' access to learning, provide students with multiple channels of communication, encourage mastery learning and so on.

- It is necessarily to teach teachers and students as well on how to use different types of technological devices because many of them do not know how to deal with ICTs.

- Students of English are advised to use ICTs to develop their communicative abilities because the mastery of the target language is based preliminary on authentic language and a lot of use of English.

- Teachers should not think that using technology is the only solution for good motivation; lessons should be based on well-designed technological classrooms and pedagogical considerations.

- Students should be supported and encouraged to use different technological devices in which it can increase students 'motivation in English courses, and eventually enable a set of objectives to be achieved.

2.9. Conclusion

This chapter tried to describe the research design. It represented the use of technology in FL classrooms for teachers and learners and whether the teaching with technology helps to motivate EFL learners in English Department at Tlemcen University. the chapter deals with the analysis of both teachers' interview and second year EFL learners' questionnaire and provides an interpretation and a discussion of the obtained results .The findings of this chapter confirm what is mentioned in the first one; multimedia technology has a great effect on teaching and learning process as well as on both learners and teachers in the sense of motivation. Finally, the researcher proposed some recommendations and suggestions for successful integration of technology in order to make learners interested and motivated.

General Conclusion

General Conclusion

The current research work was concerned with the motivational factor of using multimedia technology in EFL teaching. The study has reflected the impact of implementing multimedia technology in EFL teaching and learning in general and upon learners' interests and motivation in particular. It has shown that EFL teachers and learners have a positive attitude towards using multimedia technology in motivating EFL learners.

The research work was divided into two chapters in which the first was devoted to a theoretical background of the research in which we highlight a general concept of using different technological tools as a new pedagogical tool for motivation in EFL classes. Moreover, the second chapter is the most one of the work in which questionnaires were administered to second year English students and an interview for EFL teachers.at Tlemcen University. It has provided the research methodology, sample population and the research instruments that are utilized in the study. Moreover, it reviewed the analysis of data obtained from teachers' interview and students' questionnaire, then a full discussion of the major results as well as some suggestions and recommendations related to the significance of applying technology as a teaching technique for motivating EFL learners.

Concerning the first hypothesis which states that using technological tools within EFL learners is more dynamic and motivational rather than depending on traditional materials might be related to teacher's methods of teaching, the results obtained via students' questionnaire demonstrate that whenever teachers adopt the technology based teaching, students respond positively by showing an interest, interaction and feel motivated. And this is due to the application technology teaching techniques

However, it has been discovered from the students' questionnaire that most of new millennium learners react positively towards the use of various technological tools and that could affirm the second hypothesis. In fact, this type of learners might have not been involved to the subject matter; and this is what translate their unwillingness to learn. Teachers, have to provide learners with good learning atmosphere were technology can play an important role in involving less engaged learners and get them interested and motivated.

To sum up, the findings ensured our hypothesis that teaching with technology is not as effective as with traditional teaching in terms of motivation; additionally both EFL learners and teachers support it as a tool of motivation.

Bibliography

Bibliogrqphy

Books

- Anderson, Jonathan. ICT Transforming Education. Bangkok Thailand:
- Bialo, E. R. and Sivin-Kachala, J. (1995) Report on the Effectiveness of Edinburgh Gate: Excess.
- Gavin, D. & Hockly, N. (2007). How to Teach English with Technology
- Nunan, D. (1999). Second Language Teaching & Learning. Boston: Heinle& Heinle Publishers.
- Solanki, D. & Phil, M. (2012). Use of Technology in English Language Teaching and Learning. Mumbai: Sardar Patel University.
  Technology in Schools, 95 96. Washington, D.C.: Software Publishers Assn.
  UNESCO, 2010.

Articles

- Alsied & Pathan. (2013). The Use of Computer Technology in EFL Classroom IJ-ELTS: International Journal of English Language & Translation Studies Vol: 1, Issue: 1.
- Blanka.F &Petra.P (2014). ICT as a motivational tool in the learning of foreign languages. Proceedings of the 2014 International Conference on Educational Technologies and Education.
- Bouzar M. &Chellali B. (2012). Using Multimedia to Motivate Students in EFLClassrooms .A Case Study of English Master's Students at Jijel University, Algeria. Malaysian Journal of Distance Education 14(2), 63−81 (2012).
  Emerging Technologies Conference, University of Wollongong, 18-21 June 2008.
- Grace, J. & Kenny, C. (2003). A Short Review of Information and Communication Technologies and Basic Education In Ldcs—What Is Useful, What Is Sustainable? International Journal of Educational Development, 23. 627–636.
- Granito, Mark and Chernobilsky, Ellina, "The Effect of Technology on a Student's Motivation and Knowledge Retention" (2012).NERA Conference Proceedings 2012.Paper 17.
- Handley, R, Using technology to motivate student learning, Proceedings of the
- Heafner, T. (2004). Using technology to motivate students to learn social studies.

Contemporary Issues in Technology and Teacher Education, 4(1), 42-53.

- Mararc M. Paz and Astruc, Lluisa (2012). Motivating students through technology: using media and collaborative technologies in language teaching and learning. In: INTED2012, 5-7 March 2012, Valencia. Spain.

- Nomass, B. B. (2013). The Impact of Using Technology in Teaching English

- Radia.G(2015). ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy. International Journal for Infonomics (IJI), Volume 8, Issues 1/2, March/June 2015.

- Rodinadze, S. & Zarbazoia, K. (2012). The Advantages of Information Technology in Teaching English Language: Frontiers of Language and Teaching, 3. 271-275.

- Thomas.E& David.B(2004). Using Multimedia in Classroom Presentations: Best Principles.

Theses:

- Abdullah, M. (2014). Effectiveness of Audio-Visual Aids in Language Teaching In Tertiary Level. (MA Thesis). Bangladesh: BRAC University.

- Ben djaballah,A(2013).The extent of implementing multimedia in teaching listening comprehension. (MA Thesis). University of Biskra.

- Fekhih, A. (2015). The Use of ICTs to Enhance EFL Learners' Oral Language Proficiency. (MA Thesis). University of Tlemcen.

- Florika,K(2014). The Use of ICT among the Teachers of English in Estonia By Comparison With Europe and Asia. (MA Thesis). University Of Tartu.

- Hana,B(2012). Using Videos as a Motivational Factor in Enhancing English as Foreign Language Students' Communicative Skills. (MA Thesis). University of Biskra.

- Meiloudi, A. (2015). The Use of Educational Technology in EFLTeaching and Learning. (MA Thesis). University of Tlemcen.

- Moustari,S(2012). The Impact of Using Information and Communication Technology (Ict) On Teaching 'Efl' Learners. (MA Thesis). University of Biskra.

Appendices

Appendix A:
Students' Questionnaire

Students' Questionnaire

Dear student,

The present questionnaire is a part of research work conducted for the sake of information about the use of multimedia technology and to examine its motivational impact on teaching EFL to Algerian learners .Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer the following questions. Thanks for your collaboration and for the time devoted to answer the questionnaire.

Age: ……………………….. Gender: …………………….

1- Do you support the use of multimedia technology in the classroom?

Yes ☐ No ☐

2- Do you think that the use of multimedia technology help EFL learners?

Yes ☐ No ☐

- If yes, how does it help them?

………………………………………………………………………………………………

………………………………………………………………………………

3- Do you prefer to be taught using multimedia technology in all lectures?

Yes ☐ No ☐

4-Do you suggest that Broadcasting technologies (radio and television), Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs ,Audio Cassettes, Power Point, Videos, DVD's or VCD's should be frequently used in EFL classrooms to increase your motivation ?

Yes ☐ No ☐

5- Do lectures seem more interesting and enjoyable when using different types of technology?

Yes ☐ No ☐

6- Do you think that technology-based lessons are more effective and motivating than traditional lessons?

Yes ☐ No ☐

7-According to you, what are the positive and negative aspects of using multimedia technology in EFL classes?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………

8- What suggestions do you have to improve teaching and learning situation?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………

Thank you for your help

Appendix B:

Teachers' Interview

Teachers' Interview

Dear teachers, the present interview is to show the EFL teachers' attitudes towards the use of multimedia technology in increasing and improving learner's motivation .Thus you are kindly requested to answer the following questions. Rest assured that the information you share here is confidential and very useful to this field of study.

01- How was your first reaction towards the use of multimedia technology in ELT process?

02- Have you already used multimedia technology in teaching?

03-Do you think that multimedia technology environment is necessary for learners to be motivated.

04-Do you encounter any difficulties in using multimedia technology in class while teaching?

05-Are you for or against the use of multimedia technology in motivating EFL students? Please state why?

06- Does multimedia technology have drawbacks in increasing and improving EFL student's motivation?

07- In your opinion, what are the advantages of using multimedia technology?