PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
Belhadj Bouchaib University Centre- Ain Temouchent

Institute of Letters and Languages
Department of Letters and English Language

Increasing Students' Motivation through the Integration of Technology in EFL classroom

The case of first year students of English at Belhadj Bouchaib University Centre Ain Temouchent

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a

Master's Degree in Linguistics

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AcademicYear: 2017/2018

<u>Dedications</u>

To our precious parents

To all the persons we love.

<u>Acknowledgements</u>

Abstract

Abstract

Technology has invaded and influenced our daily life in many domains. In the field of English language teaching and learning, technology offers different tools such as computers, videos, internet, language laboratories equipped with different audio visual aids. These materials support and facilitate the teaching task, serve the learners needs and motivate them acquiring the target language and improving their language capacities. Despite the importance of technology in the educational field generally and in EFL teaching particularly in providing the learners with opportunities to discover new learning environment different from the traditional learning methods, and giving teachers the opportunity to benefit from different educational materials that can facilitate the teaching tasks and offer an enjoyable atmosphere that may motivate the learners in acquiring the target language, the researchers noticed that the integration of such technological devices remain insufficient in Algerian universities in general and in EFL settings in particular. The objective of the current research study is to highlight the significant role of using technology in the language teaching and learning process by mentioning the technological tools mostly used in increasing EFL students' motivation. This research is a case study involving two questionnaires to both first year EFL students and EFL teachers AT the English department of the university centre of Belhadj Bouchaib of Ain Temouchent to collect the necessary data. The data were qualitatively and quantitatively analyzed. The results obtained showed that the use of educational technology takes place in the English language teaching and learning since it facilitate the teaching tasks and making the learning environment flexible and enjoyable, also, the learners confirmed that technology offers them with several source of learning and it improves their language skills and increases their motivation as well. This research work tries to offer an overview about the educational technology in EFL teaching and learning process and the several technological instruments mostly used by teachers and learners and the role of using these tools in increasing EFL students' motivation and improving their language performance. Moreover, it gives some suggestions and recommendations also providing some pedagogical implications about using technology for both EFL teachers and learners.

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List of Acronyms

CALL: Computer Assisted Language Learning.

EFL: English Foreign Language.

ELT: English Language Teaching.

ICT: Information Communication Technologies.

General Introduction

General Introduction

The globalization process that the world witnessed in the last century, contributed largely in the rapid expansion of the English language which moved from being *a lingua franca* shared between foreign partners around the world, to a global language hiring a status in almost all world countries either as a mother tongue, a second or a foreign language. This could explain the huge number of English learners willing to gain knowledge of the most needed language of the world. Thus, new approaches and methods are constantly designed and put forward to make ELT more effective.

Technology which invaded our life in all domains, has recently gained ascendency in the educational field. This brought new approaches for ELT in general and in EFL in particular. Indeed, the technological tools helped to make the EFL teaching and learning process more enjoyable, facilitating both EFL teachers' tasks and giving the learners the opportunity to benefit from these tools which put them in different situations out of the learning routine caused by the traditional methods in order to improve their language capacities to learn English and to enhance their motivation.

Algeria is like all the countries of the world in which decisions makers try to integrate technology deeply in its educational settings in general and in the teaching of English in particular. Yet, the efforts remain insufficient. The issue that was noticed by the researchers and incited them to investigate about the importance of technology in increasing EFL students' motivation. Thus, the objective of this research study is to clarify the effect of using technology and its impact in increasing EFL students' motivation.

The present research work is a case study in which two questionnaires were addressed to both first year EFL students and teachers in the department of letters and English language at Belhadj Bouchaib University Centre of Ain Temouchent to collect the necessary data concerning the use of technology to improve EFL students' motivation. In order to, get an authoritative data from the samples involved in this research and the addressed tools to gather the appropriate data that may answer, the following research questions were proposed by the researchers:

- Does the use of technology motivate EFL students in the department of English language at Belhadj Bouchaib University Centre of Ain Temouchent to learn English?

- What is the impact of using technological materials on the EFL students' motivation and what are its main benefits?

General Introduction

From the questions mentioned above, the following hypotheses are proposed:

- Providing EFL students with technological devices in order to learn the target language may help in improving EFL students' motivation and help them develop their language skills capacities.

- Integrating deeply technology may have a positive impact on EFL student' motivation. Moreover, technology may provide several benefits for both EFL teachers and learners such as: facilitating the teaching tasks and serves the learners needs.

To complete this work, the present research study consists of three chapters; the first provides the theoretical part and the literature review about what educational technology is, its historical background, the technological tools used in teaching and learning and the impact of using these materials in order to increase EFL students' motivation to learn English. The second chapter concerns the practical part of the study which deals with the research design and methodology. It offers a presentation of the research sampling and instruments as well as the research procedures, in addition to, the analysis of the collected data. The third chapter is devoted to the discussion of the main results; it offers potential advantages of using technology to motivate EFL students. Moreover, it provides some suggestions and recommendations as well as, some pedagogical implications about using technology for both EFL teachers and learners.

Chapter One

Educational Technology in EFL Classrooms

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Chapter One: **Educational Technology in EFL Classrooms**

1.1. Introduction

Technology has invaded our life in every domain, in the field of education for example, it has been noticed that the need for new techniques in EFL teaching prompts teachers to have recourse to some technological devices to facilitate their teaching and serve the students' needs. The use of these materials gives teachers the opportunity to present their lectures easier than before in order to be well understood by the learners and increase their motivation in acquiring the target language.

The aim of the present chapter is to provide some definitions about what educational technology is, to give the historical background about the educational technology and to highlight the differences between the traditional and modern education. This chapter aims also at focusing on the role of educational technology in increasing EFL students' motivation and achievement.

1.2. Educational Technology Defined

Educational Technology is defined as being *"the considered implementations of appropriate tools, techniques or processes that facilitate the application of senses, memory, and cognition to enhance teaching practices and improve learning outcomes"*. (Aziz, 2010). That is to say, educational Technology refers to the diversity of tools used to ameliorate the teaching and learning process. It simplifies learning by using appropriate technological processes.

According to Ely (1972:36) *"educational technology is a field involved in the facilitation of human learning"*. This means that, the field of educational technology comes to serve the human need for learning and makes it easier than before leading to a well equipped learning to obtain good results. Educational technology takes three aspects into consideration: the level of students, the interest and training of the teacher and the goals of the institute. With this new way of teaching, schools are connected to the, internet. Also, activities such as video conferencing make it possible to bring the world into the classroom. (Nomass, 2013).

To sum, educational technology is the use of different technological tools such as computers, data show and mobile phone in order to facilitate the learning process and help the learner to receive better the information.

1.3. The Historical Background of Educational Technology

The use of technology for instructional purposes goes back to the 20th century. In 1946, the University of Pennsylvania has used the first electronic computer and in 1960, computer-based education was influenced throughout the world. During this period, the learners could access to resources through the use of linked computer terminals that the Illinois University launched in the classroom. This was done while listening to the lecture that was recorded via a linked device like a television or audio device. (Grace, 2003:23).

After this period, technology started to gain ascendancy in the field of education and some multimedia tools, as well as some audio-visual aids started to be deeply incorporated at schools. Later, Digitalized communication started to take place in schools and institutions began to use computer networking to make distance learning courses. Thenin 2005, laptop computers and network textbooks were introduced and the internet started to be accessed through wireless and pocket computers. Reaching the actual status where many technological devices are made available and accessible in almost all the schools and universities throughout the world. (Grace, 2003:23).

1.4. Traditional vs. Modern Education:

Differences between Traditional and Modern Education can be both associated with a partial method of instruction and learning, which is only limited to the resources at hand. Traditional Education for example, ensures only the transition of a cliché; a stereotyped manner of learning in which nothing new is discovered because the information gathering tools are absent and at the same time, no data is presented to compare pre-existing observations and thus, the same kind of knowledge and thought is transferred. Some traditional methods of teaching that are still being adhered to in schools are: teacher centric classrooms where the teacher plays the role of knowledge dispenser rather than facilitator; the

use of chalk and talk methods; lack of collaboration and group learning, more emphasis on examinations and results rather than understanding of concepts.

Modern Education on the other hand, is concerned with the information from observations with regards to any issue no matter how old or distant, it may be obtained using the internet. One of the shortcomings of the modern education system is that, it tends to be somehow expensive. The collation of data need for latest technological updates and cost of research has often been a bone of contention.

Traditional education system often needs the physical presence of a teacher which may not be necessary for the modern education system. Likewise, traditional educational system seems to isolate the children from the society, constricting their interactions to only their environment and physical neighborhood with a common routine and conventional approach to disseminate information which the modern education rather defeats by exploiting the use of technological gadgets, textbooks and other diagrammatic materials in exposing the student to a worldwide view of learning.

1.5. Educational Technological Tools

It is widely argued that technology can be a powerful teaching and learning tool, since it is linked to every part of our life, it provides different technological devices that can be of huge benefit for learning such as: computer assisted language learning information and communication technology, language laboratories and audio visual aids.

1.5.1 Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning henceforth, CALL refers to the use of computers to aid or support the education or training of people, CALL can test attainment at any point, provide faster or slower routes through the material for people of different aptitudes, and can maintain a progress record for the instructor. In effect, Computer assisted learning is one of several terms used to describe this application of computer. (The hand book of educational linguistics,2008:585). It refers also, to the use of computers in language courses by both teachers and learners as pointed by Nunan (1991:26) who puts it

> Interactive visual media which computers provide seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning.

That is, CALL is a means used in EFL teaching and learning settings as an aid to the teacher in his classroom, which could make the lesson more enjoyable and flexible, an example of this, is when a teacher provides his learners with different tools such as animated graphics, games and email, through this the learners become more motivated to learn the target language due to CALL.

CALL is used to assist learning because learners can develop and control their learning through the use of different tools such as email, electronic books and dictionaries. Therefore, the learners can be more autonomous because they can use the computer to get information and feel satisfied about their learning. (Warschauer, 1997)The Computer can also be a useful tool for analyzing the learners' mistakes and making self-correction (Davies, 2006).

1.5.2. Information Communication Technologies (ICTs)

Information and Communication technologies ICTs consist of audio-visual aids in addition to digital technologies like computers and the internet which are motivating tools that can be used in the educational process. ICT provides technological equipments which help the learners to obtain information and increase their level. It makes the learners more motivated and enables them to interact with each other. Moreover, it allows the learners to improve their communicative skills. ICT gives the students the opportunity to be motivated effectively in their learning.(Grace,2003:23).

ICT links the use of mixture kinds of information and it is concerned with everything which is electronic and updated such as computers, smart phones, email, internet etc. Paramskas (1993:50) mentions a list of sites for language teachers and learners. These sites concern issues of language learning in which language is used as a medium of culture. The teachers can exploit the internet to prepare their lessons. The learners can obtain information to produce essays, stories or projects. The E-mail is a feature of the Internet which can be

used by foreign language learners to communicate with native speakers that help them to improve their language skills. In addition to this, the Internet provides different language activities that can help the students practice the target language.(Grace,2003:23).

The use of ICT in language teaching and learning process is a matter of interest, there exists many kinds of ICTs that can be used in language classrooms in order to increase efficiency of teaching and learning and improve the level of understanding; bellow are mentioned some ICTs that can be considered as helpful tools for teaching and learning process.

- **Computer**

Computer is an electronic programmable device that performs high-speed mathematical or operations or that assembles; stores, correlate or otherwise processes information. It is a device that accepts information in the form of digitalized data and manipulates it for some result based on a programme or sequence instructions on how the data is to be processed.(Rouse, 2005).

- **Internet**

The Internet refers to the global system of interconnected computer networks that provides a vast area of information in different domains such as education and communication, it is also, considered as a global wide area network that connects computer systems across the world, and sometimes called the Net. We can define it also as an electronic communication network that connects computer networks. Present-day people around the world recourse to internet to fulfill their needs in several domains since it facilitate and serve their doings and also helps them in gaining time.

- **E-Learning**

E-learning is the use of electronic applications and technologies that enable learners to learn everywhere and at any time. E-learning involves the use of computer or other electronic devices, such as mobiles, in some way to provide training, educational, or learning material (Stockley, 2003).

- **Interactive Whiteboards:**

Interactive Whiteboard is an instructional tool that allows computer images to be displayed onto a board using digital projector. The instructor can then manipulate the elements on the board by using his finger as a mouse directly on the screen. Items can be dragged, clicked and copied and the lecture can handwrite notes, which can be transformed into text and saved.

- **Interactive Multimedia:**

Interactive media is the integration of digital media that allows the users to control, combine, and manipulate several kinds of media such as text, sound, video, computer graphics, and animation (Finney, 2011).

1.5.3. Language Laboratories and Audio Visual Aids

A Language laboratory is a room which is equipped with technological materials for the practice of listening comprehension and speaking to help the students master the target language (Singhal,1997: 3-6). It contains tap-records, computers, headphones which permit students listen and speak the target language studied, also help the teacher to listen and speak to his students either individually or in a group. Abdullah (2014: 16) states that *"Modern language laboratories are decorated with all the necessary equipment including computers, headphones, tape deck and a lot of listening materials".*

The point is that language laboratories provide the learners with several materials that can help the learners develop their language skills when they listen to records or watch videos then they try to practice as well. Thus, a Language laboratory creates a good atmosphere that makes the learners feel more confident because they find it more exciting to learn. It helps the learners improving communicative competences and increases their motivation. The learners do prefer the fact of having access to language laboratories because the latter give them the opportunity to practice the language skills. Hence, they can develop oral proficiency in the target language (Brenes, 2006).

A language laboratory provides different technological aids that can help teachers to teach listening as they can make the learners listen to native speakers' conversations or songs. Furthermore, the model imitation activity is considered as a technique used to practice pronunciation (Singhal, 1997).   In addition to the language laboratories, the audio visual aids are used as supports in the teaching / learning process, in effect, the audio visual aids are considered as helpful tools for both EFL teachers and learners, since they are produced, distributed, and used as planned components of education programmes with the aim of increasing students' motivation, stimulation, interest and achievement.

An audio visual aid is an instructional device in which the message can be heard as well as seen,(Neeraja's, 2003). It refers to any device which can be used to make the learning experience more concrete, more realistic and more dynamic. It is considered as an important tool for teachers to use and enhance the educational level of their students and motivate them to succeed.

1.6. The Role of Using Technology in Increasing EFL Students' Motivation

The use of English language increased rapidly after the 1960's as a result of several factors and mainly because of the globalization process which helped in the quick spread of English worldwide, the English Language has become a global language that is used in many domains such as education, it is spoken approximately in all countries either as a mother tongue, second language or as a foreign language.   In those countries where English is not a mother tongue rather hiring the status of a foreign language, technology proves to be a very beneficial tool via which this language would be taught. Indeed, it provides so many options as making teaching interesting and more productive in terms of improvements since it is one of the most significant drives of both social and linguistic change.(Solanki, 2012).

In this vein Graddol (1997) states that "*Technology lies at the heart of the globalization process; affecting education work and culture."* This means that, since technology has become a language used mainly in all countries, it plays a very important role in improving EFL students' motivation by using different technological materials which could serve their needs in acquiring English and giving them the opportunity to place the use of this devices such as computers, data show, tap records etc, to be motivated enough to learn English as a foreign language and develop their level as well.

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use "cutting edge technology", but the majority of teachers still teach in the traditional manner. None these traditional manner are bad or damaging the students and till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially EFL students who learn the language for more than fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology. Thus, it helps a great deal in increasing EFL learners' motivation and achievement.

Motivation takes a very important role in enhancing the students' English learning performance (Dornyei, 1998), puts stress on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the biggest factors effecting language learners' success. In order to learn English as a foreign language, it is true that the more motivated learners are, the more successful they would be at acquiring the English language. Motivation is a term frequently used in both educational and other research contexts. In educational contexts, motivation is what triggers us to act to learn English, to learn to teach English, or to teach it. This basic explanation acknowledges the four elements that includes :

- The reasons why learners' want to learn.
 - The strength of learners' desire to learn.
- The kind of person learners are.
- The task and our estimation of what it requires of us. (McDonough, 2007).

The effectiveness of motivation plays a very important role for learning success; it provides the basics elements impetus to achieve the appropriate acquisition of the English language. Without a high level of motivation even skilled students cannot achieve their goal of acquiring the target language, by contrast, a high level of motivation does inspire the learners to reach their goals in order to gain proficiency level in the target language. As explained byMasgoret (2003), who say "*a motivated learner expands effort, takes responsibility, has goals, desires, enjoy the process and learning.*"Therefore, Motivation is one of the key determining factors for success in learning a second/foreign language (Shearin, 1994).

1.6.1. The Impact of Technology on EFL Learners' Integrative Motivation

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process (Masgoret, 2003). This means that integrative motivation is a type of language learning in which some learners have a personal affinity for the people who speak a particular language. Learners who are integratively motivated want to learn the target language because they want to get to know the people who speak that language. Also, they are interested in the culture associated with that language.

Integrative motivation is a usual behaviour of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those integratively motivated students should hold an internal motivation for learning the language (Gardner, 1985). Integrative motivation is also defined as the evolvement that generates from inside. Learners do something for the pure pleasure of doing it (Tileston, 2010).

Language learners who are integratively motivated are more successful than those who are instrumentally motivated because their motivation is stronger than the instrumentally motivated students.

With the recent development of technology and the growth of digital revolution, technology plays a very important role and left a positive effect in increasing EFL students' integrative motivation, so, teachers need to engage students in active learning through using web-based instruction to motivate students by creating effective engagement. (Reeves, 2007). According to Ilter (2009) using computers and every kind of technological equipments gives students the sense of freedom and encouragement. The students find themselves in an environment which they can control in the way they want to become autonomous learners.

Due to the involvement of technology in EFL learning process, learners' integrative motivation is expected to be more influenced through the use of videos, graphics, podcasts, Web-based computer-assisted language learning CALL. Many English teachers stat that teaching English with multimedia makes English class more active than the teacher-centered model (Fang, 2008) and information technology helps students as well as teachers in studying course material easily because of rapid access (Solanki, 2012).

Indeed, technology helps in increasing students' integrative motivation through the application of multimedia in the English classes which has several benefits mentioned as following:

- Facilitating the learning process and make it more enjoyable.
- Improve students' self-confidence to learn English.
- Improve interaction between EFL students and their teachers.
- Creates a flexible classroom environment.
- Enrich the students' knowledge and provide a significant understanding of the western culture.

1.6.2. The Impact of Technology on EFL Learners' Instrumental Motivation

EFL learners' Instrumental motivation is to learn English for the purpose of obtaining some concrete goals such as a job, graduation, passing an examination or the ability to read academic materials. This form of motivation is thought to be less likely to lead to success than integrative motivation.

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. As highlighted by(Dornyei, 2006: 12) who maintain that:

> Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2.

The point is that instrumental motivation takes place in the language learning process; because the aim behind learning a foreign language is the desire for achieve concrete benefits rather than acquiring the foreign language for just the desire of learning.

In the same line of thought Gardner (1985) suggests that*: "instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages".* Technology helps in increasing students' instrumental motivation by giving them the opportunity to complete their learning tasks, this means that EFL learners do depend on technological materials to learn the target language because it facilitate the learning process to them for an utilitarian goals such as: getting a good marks, a grade in order to get a high-ranking job with a good salary after finishing their studies.

Some examples about how technology helps in enhancing instrumental students' motivation as following:

- The use of computers just to correct the grammatical mistakes, compensate to learn from their mistakes.
- The use of electronic dictionaries to search for new words when they need it to complete a paragraph or a statement during learning and not for acquiring English.
- Using internet for its immediate results and considered it as a source of knowledge, this motivates the learners to use technology to learn English.

Listen to records or watching films, documentaries or listening to native speakers in order to imitate their pronunciation before oral exams.

1.6.3. The Impact of Technology on EFL Learners' Intrinsic and Extrinsic Motivation

Motivation is very important for learning English as a foreign language, Deci (2000), suggest that*" people have not only different amounts, but also different kinds of motivation ".* This means that different people have different orientations of motivation intrinsic or extrinsic as well as different levels of motivation.

Intrinsic motivation involves engaging in a behaviour because it is personally rewarding, essentially, performing an activity for its own sake rather than the desire for some external reward. According to Ryan (2000) *"intrinsic motivation is the natural motivational tendency which contains cognitive, social and physical development".* i.e. Technology has an important impact on EFL students' intrinsic motivation, this means that when learners being intrinsically motivated to do extra activities outside the classroom for example: to improve their language skills; here technology comes to refine the students' capacities by the use of

technological instruments which facilitate the learning process for students and make it more enjoyable. Here are some examples of actions that are the results of intrinsic motivation include:

- Watching a motivational videos that can have a good influence on the learner to acquire English.
- Playing educative games that can improve the students' language capacities such as the game of Word Catcher.
- Reading electronic books because they can read at their own pace.
- EFL learners can acquire more advanced learning based on their own interest using technological tools such as computers.
- The availability and the diversity of the technological devices that can support the intrinsic motivation of the learners.

Recent review suggested that extrinsic motivation is equally important to influence behaviours as intrinsic motivation (Deci E. L., 1999). Extrinsic motivation occurs when we are motivated to perform a behaviour or engage in an activity to earn a reward or avoid punishment, the source of extrinsic motivation comes from the outside of the person for example from his/her environment, home, university, street. This means that people involved in behaviour not because they find it enjoyable, but in order to get something concrete.

EFL students are extrinsically motivated when they use some technological devices to learn the target language since it facilitates the learning process and helping in solving activities and completing their home works such as the use of internet, or when their teachers provide them with these technological equipments during the English course. Many teachers set up reward systems for reading a certain number of books, for completing homework or for successfully finishing learning tasks and also by using technological instruments in order to motivate the students to improve their language level, since an extrinsic reward system can teach students to put in hard work in order to get reward.

Extrinsic motivation is much easier to establish, once the EFL teacher knows what his students are willing to work for, he provides them with the necessary technological devices. Examples of behaviours that are the result of extrinsic motivation caused by technology in EFL classroom as following:

- The use of data show in the classroom interacts the students' attention which motivates them to enjoy the whole group.
- Move from a teacher-centered classroom to a student-centered classroom by recourse of technological materials.
- By the use of technological instruments, EFL students can work at their own pace and this would motivate them to learn when they want without any interruptions.
- Technology provides a better and more effective use of class time since the learners can do additional activities outside the classroom.

From this we can notice that EFL students can extrinsically be motivated also when they integrate technology in the learning process of English because of its benefits. Teachers' attitudes also play a very important role in increasing their students' extrinsic motivation by their reward system. In each of these examples, the behaviour is motivated by a desire to gain a reward which is getting a good grade, or avoid an adverse outcome.

1.7. Benefits of Using Educational Technology

The impact that technology has on EFL teaching and learning brought such positive effects on the educational field. Using technological devices to learn helps learners improve their language skills, i.e. they can listen to a native speaker of the English language by using records then, they try to practice what they already have listened to, and after that they can pronounce what they learn through the use of these devices. The use of multimedia creates authentic situation to learn the target language.

The use of technology in the language classroom reflects benefits for both the teacher and learner. Technology will provide the learners with different activities that will help them to learn more about the target language and practice it as well. It means wider access of information and the improvement of skills.(Rodinadze, 2012).
For instance, the use of technological tools for another specific concept i.e not using it for learning such as: chatting with friends can offer a good language environment to acquire a beneficial language skills lessons in which the learners can increase their communicative competences. The use of internet and the present common social media like Facebook,

Twitter, Instagram and YouTube lead the learners to learn more about the English language and the culture of its native speakers.

With the use of technology, the teaching process has largely improved and becomes more productive than before. This improvement has changed the common educational system which depends on the teacher-centered method into the student-centered learning process. Before technology has invaded the educational field, students were passive recipients of information and they shared a little part in the learning process, by the use of technological materials this process has become more flexible and enjoyable permitting learners to constitute an effective and active part in EFL learning process.

1.8. Conclusion

This theoretical chapter has mainly focused on a general view concerning the impact of using technology in order to increase EFL students' motivation to learn English. It has tackled the historical background of educational technology and provides a comparison between traditional and modern education and includes the technological tools that could be used in the field of education and its benefits.

The coming chapter will be devoted to give an explanation of the research methodology focusing on data collection and analysis. The next chapter will also give an analysis of the collected data from the research instruments.

Chapter Two

Situation Analysis, Data Collection and Analysis

Chapter Two: **Situation Analysis, Data Collected and Analysis**

2.1. Introduction

The previous chapter presented the theoretical background of the educational technology, its types as well as its paramount importance in EFL classrooms. It highlighted also the impact of the educational technology on EFL students' motivation and achievement.

The present chapter concerns the practical part of the present research; it is divided into two parts: the first part aims at explaining the situation analysis, the research methodology, exposing the data collection, procedure and the data analysis methods. The second part however, is devoted to the analysis of the collected data from students' and teachers' questionnaires.

2.2. The Situation of the Department of Letters and English Language in the University Centre of Belhadj Bouchaib of Ain Temouchent

The English department of the University Centre of Belhadj Bouchaib, entered into service in 2012. In the current academic year 2017/2018, the department holds total number of (38) teachers: (**25)** of them are full time teachers, (**11)** part-time teachers and (**02)** associated teachers. As for the number of the students registered in the English department, it is about (**452)** students in all levels of graduation divided as following:

The first level of graduation contains about (**314)** students divided on three levels:

- First year level holding (**114)** students.
- Second year level holding (**101)** students.
- Third year **level** holding (**99)** students.

The second level of graduation (Master level) comprises about (**138)** students divided into two specialties Linguistics and Literature & Civilization divided as following:

- ➢ Master Linguistics:
- -First year level comprises (**55)** students.
- -Second year level comprises (**42)** students.

➢ Master Literature and Civilization.

-First year level comprises **(21)** students.

-Second year level comprises **(20)** students.

2.2.1. Description of the Target Situation

In the current research work, the target situation is first year EFL students in the Department of Letters and English Language in the University Centre of Belhadj Bouchaib of Ain Temouchent. Concerning first year students, the department holds a general number of **(114)** students divided into **(03)** groups with **(10)** modules.

2.2.2 Research Objectives

This research study aims at providing the needed data that can support the use of technology in the teaching and learning process in order to increase EFL students' motivation. The purpose behind this research is to shed light on the effectiveness of the use of technological materials in enhancing students' learning and facilitating teachers' tasks. The objective of this study is to collect different point of view concerning the use of technology for teaching and learning English as a foreign language at Belhadj Bouchaib University Centre at Ain Temouchent.

2.3. Research Methodology

In this research work, the researchers opted for a case study which is an experimental study that examines a modern event in-depth and in its real situation and they use it as a research method. The selection of case study is mainly because it gathers the needed data in details concerning the topic under study.

According to Collins Dictionary (2012) *"a case study is the act or the instance of analyzing one or more particular cases or case histories with a view to making generalizations"* This means that, a case study could be an individual, group of people, organization event or a situation chosen as a case(s) to investigate a specific research study

with the aim of generalization of the results obtained. A case study is a research method involving an up close, in-depth and detailed examination of a subject of a research as explained by Yin (2009:18) who asserts *"A case study is an empirical study that investigates a contemporary phenomenon in depth and with its real-life context"*.

From the above definitions, a case study can be viewed as a group of students', a group of teachers' or one teacher or one student or a situation to be used in order to investigate a particular research work. Thus, the case study was opted for as a research method in the present research in order to gather in-depth information and provide a detailed description about the impact of the educational technology on first year EFL students and teachers of the department of English at BelhadjBouchaib University Centre of AinTemouchent.

2.4. Sample Population

Before tackling the sample population involved in the present research study, an understanding of what a sample population means is necessary, whenever we hear the term population, the first think that strikes our mind is a large group of people. In the same way, in statistics population denotes a large group consisting of elements having at least one common feature. The term is often contrasted with the sample, which is nothing but a part of the population that is selected to represent the entire group. (Surbhi, 2016).

The term sample means a part of population chosen randomly for participation in a research study. In other words, the respondents selected out of population constitute a sample, and the process of selecting respondents is known as sampling. It is also, true that sample and population are related to each other, it means that, sample is drawn from the population, so without population sample may not exist. Furthermore, the primary objective of the sample is to make statistical inferences about the population, and that would be as accurate as possible. The greater the size of the sample, the higher is the level of accuracy of generalization (Surbhi, 2016).

To complete this research study, the participants involved in this research study were both teachers and learners from the English department at Belhadj Bouchaib University Centre of Ain Temouchent. To collect the needed data, the researchers have chosen thirty **30**

first year EFL students and five **05** EFL teachers. In fact, the participants that constituted the sample for the research study have been randomly selected to respond to the research instrument addressed to them. Random selection is a non structured selection in which the researchers have to pick whatever informants (male, female, age…) involved in the target situation and have not to limit their sampling on a given category (only female or on a given age). This technique helps in getting real findings without biases.

2.4.1. Students' Profile

The research study was conducted upon first year EFL students at the English department at the University Centre of Belhadj Bouchaib of Ain Temouchent. What should be noted is that, not all the first year EFL students took part in this research, only a total number of thirty **(30)** students were randomly selected from the existing number of **(114)** first year students. The reason behind choosing the first year EFL learners is because they are new in the EFL learning process and they should be motivated to learn the target language and improve their level and develop their language capacities', considering motivation is the key component in order to reach the desired objective and success.

They have been chosen to answer the given questionnaire about the use of technology to increase their motivation to learn English as a foreign language and whether their teachers provide them with the technological devices in classroom during learning the target language, they were also asked whether they are using some of these materials outside the academic context, and whether the use of technological instruments is motivating them in their learning and helping them achieving better results.

2.4.2. Teachers' Profile

In addition to first year students, five **(05)** EFL teachers in the same department were involved in this research study: Two **(02)** teachers holders of Doctorate degree, whereas the three **(03)** others are Magister degree holders. All the participants were full time teachers. Their teaching experience in general ranges between **(09)** to **(21)** years, and their teaching experience at tertiary level ranges between **(03)** to **(15)** years.

2.5. Research Instruments

In this research study, the researchers have opted for the questionnaire as the main research instrument to collect the needed data to complete this work from both EFL teachers' and students' opinions about the use of technology in the EFL teaching and learning process, it was also, meant to collect the necessary information from the participants involved in the present study concerning the role of technology in enhancing EFL students' motivation.

2.5.1. The Questionnaire

The questionnaire is the most common instrument used for collecting the necessary data to fulfill the research work. Thus, it is a tool which is widely used in most of the research studies, because it provides the researchers with some benefits such as saving time and efforts, it offers different opinions from the participants and helps in collecting the needed data in order to conduct the research work. According to Nunan (1992:231).

> A questionnaire is an Instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response for the subject.

That is to say, it is a tool which is used in most of research works because of its advantages as the uniformity of questions is concerned i.e. each respondent receives the same set of questions, phrases exactly in the same way. Therefore, the questionnaire gives more comparable data than information obtained through interview.

2.5.2. Description of the questionnaire

In the present research, two questionnaires were designed; the first one addressed to first year EFL students at the Department of English at the University Centre of Belhadj Bouchaib at Ain Temouchent to investigate the role of technology in increasing EFL students' motivation to learn English. The second questionnaire targeted the EFL teachers in order to seek the importance of using technological devices in teaching. The questionnaires designed

for both EFL students and teachers comprise different types of questions to ease the participants' task to provide clear responses.

Types of the questions used in this research are as following:

- **Close ended Questions:** In this kind of questions, the respondents are provided with different choices and they are asked to select the appropriate answer among the given choices.

- **Open ended Questions:** This kind of questions gives the respondents the opportunity to express their opinions.

- **Mixed Questions (multiple choice questions):** This kind includes the use of both previous types; i.e. close and open questions.

Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, open-ended questions and multiple-choice questions. The close-ended questions limit the respondents to a finite set of answers which are (yes) or (no). The open-ended questions give the respondents the opportunity to express their opinions and answer freely. The multiple-choice questions provide the respondents with several answers from which they have to choose the appropriate answer which represent them.

2.6. Methods of Data Analysis

In order to analyze both students and teachers questionnaires, the researchers depended on a mixture of data analysis methods which are qualitative and quantitative data analysis. Dornyei (2007), stated that *"the analysis of data should proceed independently for the quantitative and qualitative phases and miscing should occur only at the final interpretation stage"* I.e.,The use of a mixture between qualitative and quantitative methods helps the researchers gaining helpful and beneficial results.

2.6.1. Qualitative Data Analysis

Qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of people and situations we are investigating. Qualitative data

analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. The qualitative data can be collected through different research tools such as: the questionnaire Seliger (1989), state that it is *"usually in the form of words in oral or written modes".* The purpose of the qualitative data is to try to understand people's thinking and feeling for why they have made certain choices. In the qualitative data analysis, numbers are not the main focus.

2.6.2. Quantitative Data Analysis

Unlike the qualitative method, quantitative data analysis is used to popularize the collected results from the sample population. Aliaga (2002), define quantitative research as *"explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)".* Qualitative data analysis measures the quantity as well as amounts, and numbers are the main focus of the study.

2.7. The Students' Questionnaire Analysis

Students' questionnaire enables the researchers to characterize their profile, to evaluate their linguistic capacities, to point out the problems and the difficulties that obstruct the learners in using technology. The questionnaire was distributed to all of the thirty **(30)** students and the entire number of participants responded to it.

2.7.1 Analysis and Interpretations

Analyzing the students questionnaire helps in collecting the needed answers from the number of the EFL first year students who were involved in this research study concerning the integration of educational technology in improving their motivation in acquiring the English language.

Section one: Background information

Question one: How long have you been studying English?
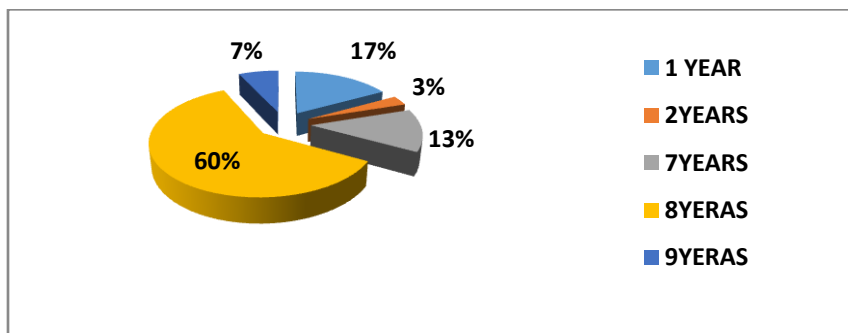
Figure 2 - 1 Years of English Learning

The aim of this question is to know how many years the first year EFL students have studied English. The results show that **(60%)** that is eighteen **(18)** students have studied English for eight **(08)** years. While **(17%)** that is five **(05)** students have studied it just for **(01)** one year. **(13%)** that is four **(04)** students have studied it for seven **(07)** years. **(07%)** that is two **(02)** students have studied it for nine **(09)** years, and only **(03%)** that is one **(01)** student who studied it for two **(02)** years.

Question two: Was English your first choice while enrolling at the university?
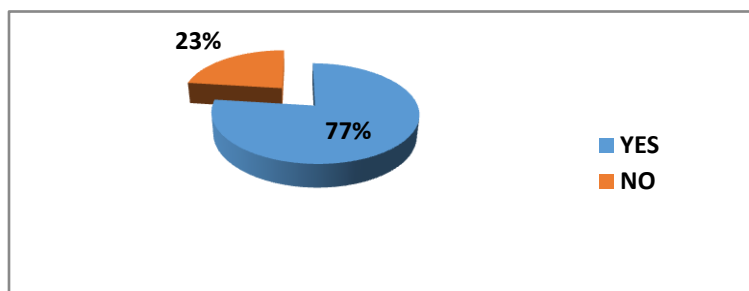
Figure 2 - 2The Students' Choice

This question aims to knowing if students were exited to study English in the university or they are studying it because they were forced and they had no choice. The results show that **(77%)** that is twenty-three **(23)** students have chosen English as a first choice, while **(23%)** that is about seven **(07)** students haven't chosen it rather they were forced.

Question three: Do you enjoy learning English?
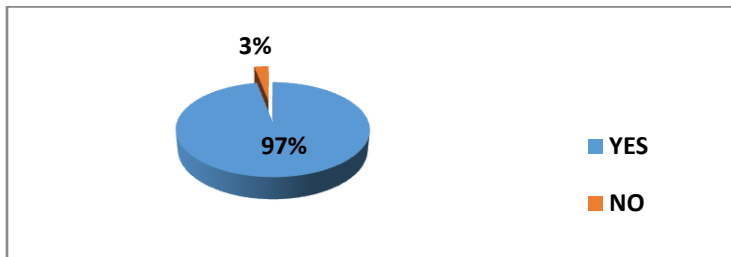
Figure 2 - 3 English Learning Enjoyment

This question is for knowing if the students are enjoying studying English. The chart reveals that **(97%)** that is twenty-nine **(29)** students are enjoying studying English, while only **(3%)** that is only one **(01)** student does not.

Question four: How do you evaluate your level in English?
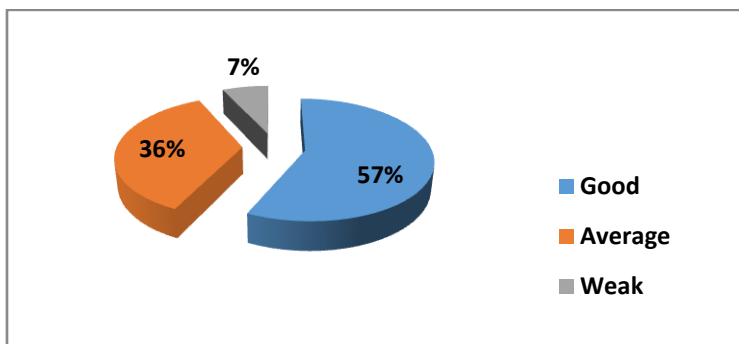
Figure 2 - 4The Students' Evaluation of their Level in English

The aim behind this question is to know how do first year EFL students evaluate their proficiency level in English. The results from the chart above have shown that more than the half of the participants **(57%)** that is seventeen **(17)** of them responded that they are good in English. Eleven **(11)** students, representing the percentage of **(36%)** argue that they have an average level and only two **(2)** students who represent **(7%)** have a weak level in English.

Section two: **The impact of Technology on EFL Student's Motivation.**

Question one: Do you use technology tools to learn?
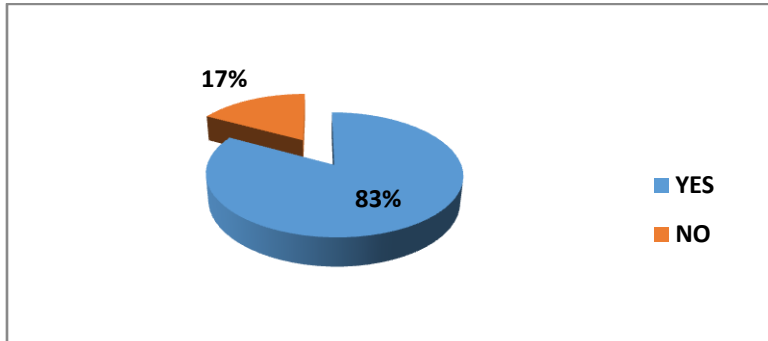
Figure 2 - 5The Use of Technology Tools

The first question of section two aims at knowing whether the students are using technological tools to learn English. The majority of the students with the percentage of **(83%)** that is, twenty-five **(25)** are using technological tools while learning English. It is noticed that almost all the respondents share the same point and therefore, have the same attitude which is using smart-phones and computers.

Question two: Are you skillful enough to use these tools?
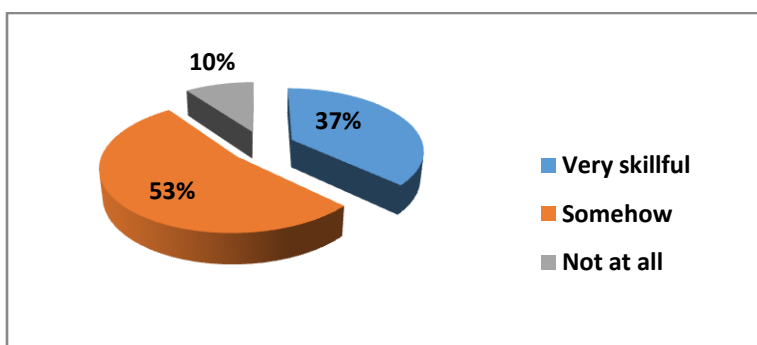
Figure 2 - 6 Students' Skills in Using Technology

The second question aims to know if students find difficulties while using such tools and whether they are using skillfully these tools. From the above pie-chart we can see that eleven **(11)** students (**37%**) are very skillful in using the technology tools. **(53%)** of the respondents

that is, sixteen **(16)** students have medium skills in using it, while **(10%)** that is, three **(03)** students don't know at all how to manipulate these tools.

Question three: What kind of web-sites do you use to learn?
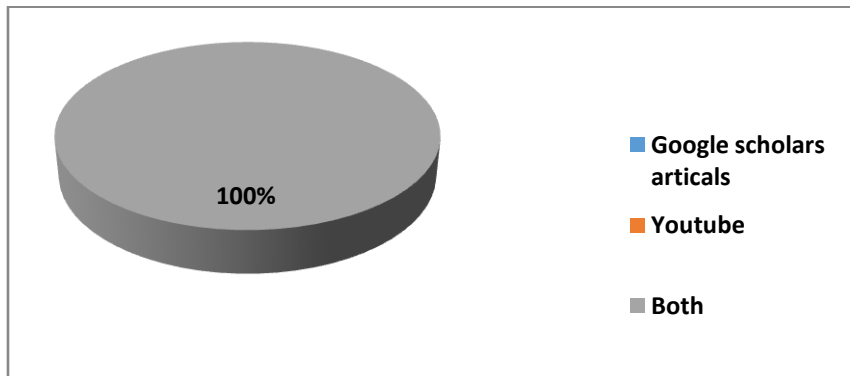
Figure 2 - 7The kinds of Software Used by the Students

The aim of this question is to know what kind of software the participants use in order to learn. The results from the chart show that all the students have access to Google scholar articles and YouTube to get information. It reveals also, that no one uses slide share because they are first year students so they don't deal with presentations and with power-point file yet.

Question four: Do you use these accounts to:
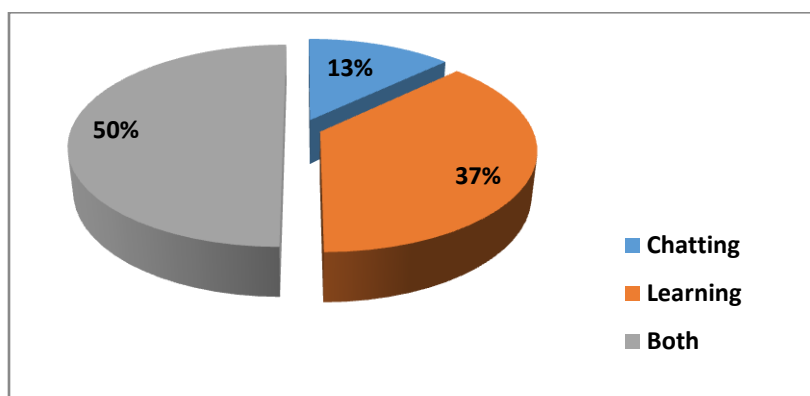
Figure 2 - 8 The Aim of Using Software Tools.

The aim of this question is to get an idea about the aim of using software tools by the participants. The results obtained from this question denote that eleven **(11)** of the respondents representing **(37%)** of the sample stated that they use the software for learning.

On the other hand, **(13%)** that is, four **(04)** students used it for chatting. The rest **(50%)** who are the half of the students used it for both learning and chatting.

Question five: Do you use any technological devices in the classroom?
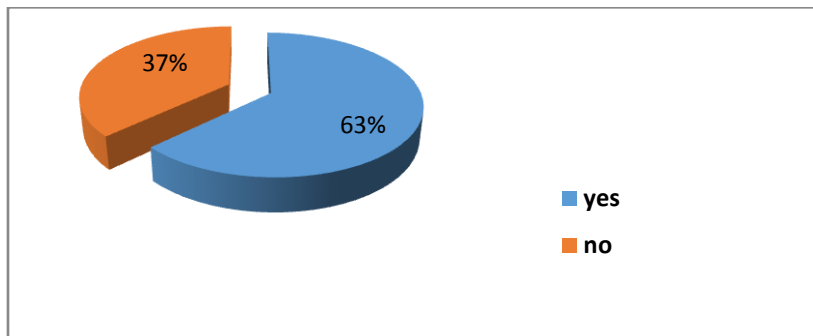
Figure 2 - 9The Use of Technological Devices

The goal behind this question is to be informed if the students involved in this research study use technological devices in their classroom. Nineteen **(19)** informants, representing the percentage of **(63%)** answered by "yes" and the remaining eleven **(11)** students, representing the percentage of **(37%)**, said that they don't use technological devices in the classroom.

Question six: According to you, is it beneficial to use these technological devices in learning?
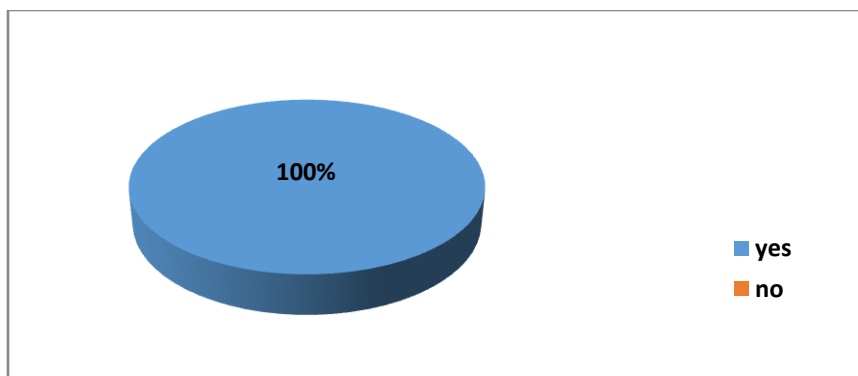
Figure 2 - 10. The Efficiency of Technological Devices

The aim of this question is to figure out if the use of technological devices to learn is beneficial or not. All the students representing **(100%)** of the participants have claimed that they found the use of technological tools for learning purposes is beneficial and helpful

because it makes the learning process interesting and enjoyable and motivates them to improve their language capacities as well.

Question seven: Is the use of the technology increase your motivation to learn English?
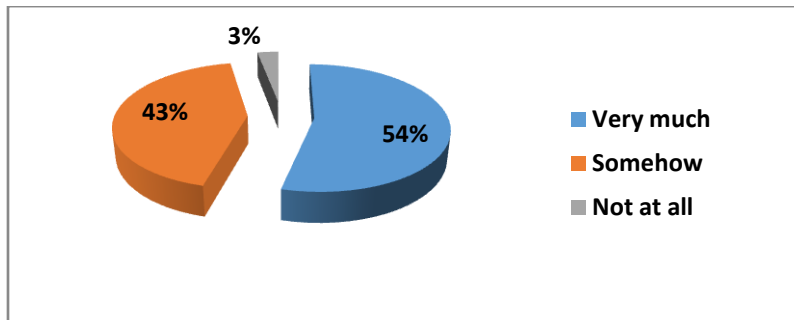
Figure 2 - 11The Improvement of Motivation when Using Technology

The purpose of this question is to obtain students opinions about whether the use of technology improves their motivation to learn English or not. Sixteen **(16)** students with the percentage of **(54%)** of the participants said that the use of technology increases their motivation to learn English. **(43%)** of the respondents that is thirteen **(13)** students said that technology is somehow motivating them to learn because they think that there are some other factors that could also motivate them and only one **(01)** student represents a percentage of **(03%)** said that technology doesn't motivate him at all.

Question eight: Does the use of technological devices improving your language skills?
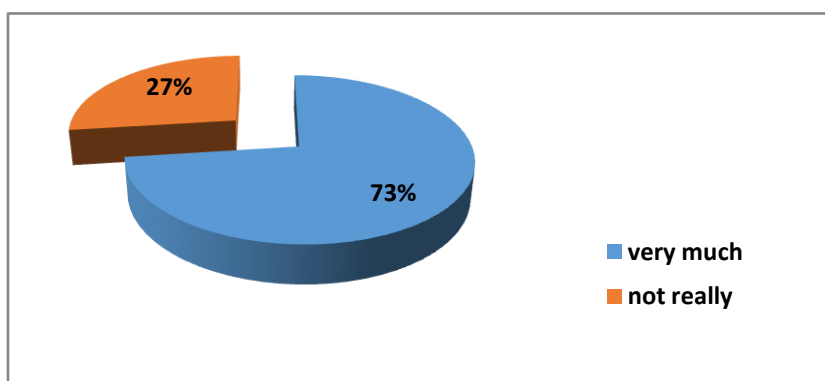
Figure 2 - 12The Impact of Technological Devices on Students' Language Skills

The objective of this question is to know if the use of technological devices increases EFL students' language skills or not. The results revealed that twenty-two **(22)** students represent **(73%)** of the total number of the participants claimed that using technological tools has develop their language skills and left a noticeable impact on them during learning, **(27%)** that is, eight **(08)** students state that the use of technological devices did not enhance their language skills level.

Question nine: Do you have some suggestions that may help in making EFL students more motivated?

The last question was an additional question which was addressed to the students to list some suggestions that could motivate the students to learn English. The results obtained have demonstrated that ten **(10)** respondents with a percentage of **(33%)** provided no adequate suggestions. The remaining **(20)** students representing **(66%)** of the participants mentioned some suggestions which are:

- The first thing was that the university should provide more technological materials.
- Some respondents stated that they preferred to use the data show in all the sessions.
- They suggested also that avoiding dictation because it makes them feel boring during sessions and affect the students' motivation.
- Mainstreaming the Internet in all the university and puts it under control.

2.7.1. Summary of the Main Results

The data collected from the students' questionnaire confirm the first hypothesis about providing EFL students with necessary technological equipments such as computers, data show and language laboratories in order to acquire English, may considered as a good idea that help in improving the students' language capacities and motivate them as well.

The data revealed also that the students are facing many problems that may affect negatively their motivation to learn English such as the lack of the materials. Besides, the remarkable effect of using technology on the EFL students' motivation, the collected data revealed also that, the use of technology helps in improving their reading and speaking skills. The thing which confirms the second hypothesis concerning the positive effect of technology and its various benefits for both EFL teachers and learners.

Besides, the quantitative data retrieved from students' questionnaire, it provided the researchers also with qualitative data concerning the efficiency of technological devices since all the students responded that they use different software kinds and find it beneficial.

2.8. The Teachers' Questionnaire Analysis

Teachers' questionnaire allowed the researchers to complete their research study and figure out the methods of teaching used by the five EFL teachers who were involved in this work. All the five participants have answered the given questionnaire concerning the use of technology to increase EFL students' motivation.

2.8.1 Analysis and Interpretations

Analyzing the teachers 'questionnaire helps in collecting the needed answers from the member of the EFL teachers who were involved in this research study concerning the integration of educational technology in improving the EFL students' motivation in order to learn English.

Section one: General Information

Question one: What is your degree?

The reason behind this question is to know the degree of each teacher engaged in this research study, from the above chart, the researchers have noticed that, three **(03)** teachers about **(60%)** are holders of magister degree and two **(02)** teachers with a percentage of **(40%)** were doctorate degree holders, they all teach at the University Centre of Belhadj Bouchaib at Ain Temouchent.

Question two: What is your status?

This question aims to know the teachers' status; from the above chart the results have shown that the five **(05)** participants involved in this research work, are all full time teachers'.

Question three: How long have been teaching English?

The aim of this question is to be informed about teachers' teaching experience; from the above chart the results have shown that the member of teachers involved in this research study have a respectful teaching experience. Three **(03)** teachers shear a teaching experience around between **(10)** and **(17)** years, while two **(02)** teachers have about **(21)** years' experience in the field of teaching English.

Question four: How long have you been teaching English at university?

The objective of this question is to know the teachers' teaching experience at university. From the chart above the researchers have noticed that the participants' period of being teaching at university differs from teacher to another and it is from **(03)** and **15** years.

Section two: **The Impact of Technology on EFL Students' Motivation**

Question five: Which approach do you apply in your teaching?
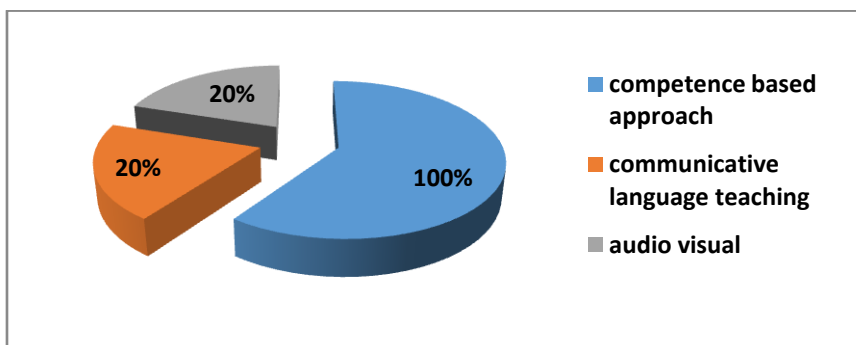
Figure 2 - 13 Approaches Used by Teachers

The aim of this question is to know which approach does the sample teachers' apply in their teaching. The results revealed that all the five **(05)** teachers about **(100%)** have claimed that they apply most of the time the competence based approach (CBA), whereas, two **(02)** teachers' that is **(20%)** have stated that they apply also the communicative language teaching (CLT) and about **(20%)** use the audio visual approach.

Question six: Which of the following techniques do you use your courses?
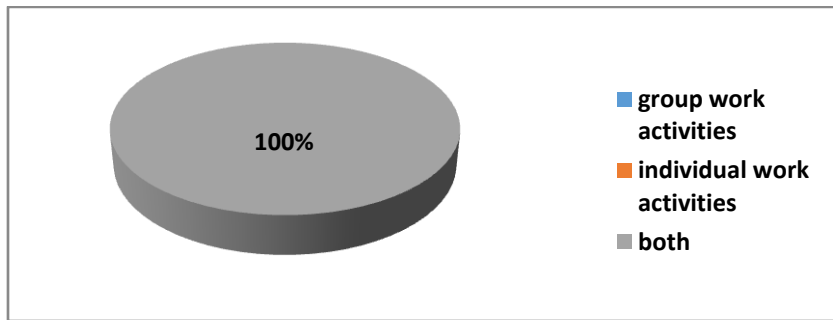
Figure 2 - 14 Techniques Used by the Teachers

       The objective of this question is to have an idea about the most teaching techniques used in the English classroom by the teachers involved in this research work. As it is mentioned above in the chart, the results have shown that all the five **(05)** teachers representing **(100%)** employ a mixture between group and individual work activities.

Question seven: Do you use some technological tools in order to teach?
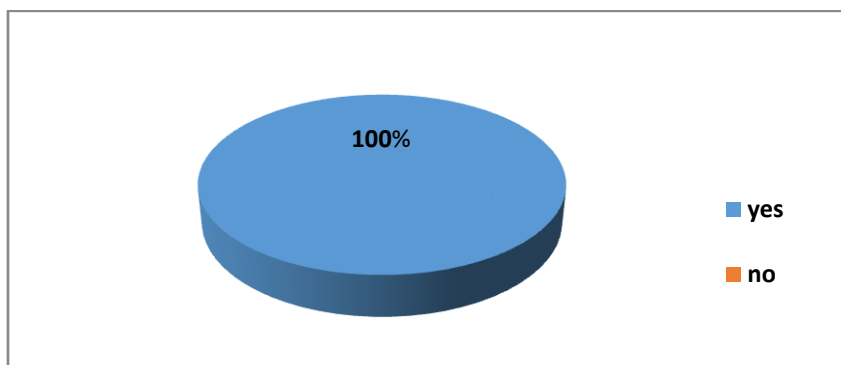
Figure 2 - 15The Use of Technological Tools in the Teaching Process

       The aim behind this question is to be informed if participants use some of technological tools in their classrooms. The obtained results revealed that the five **(05)** teachers that are **(100%)** of the participants, have claimed that they use technological devices to teach. They were also asked to mention the tools they use in their teaching; the answers were not so different since they all state that they use data show, computers, records, animated graphics, and videos.

Question eight: What effect does the use of technology have on your students'?
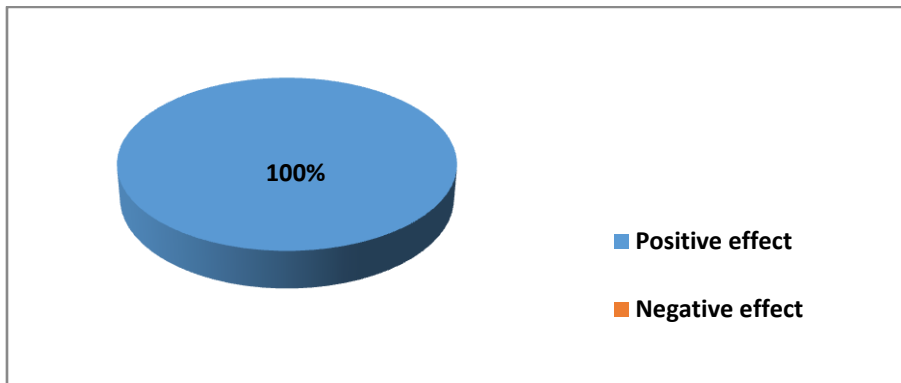
Figure 2 - 16 The Effect of Using Technology on Students

The aim behind this question is know what effect technology has on EFL students. The results have shown that all the teachers representing **(100%)** of the participants have stated that the use of technology has a positive impact on their students.

Question nine: Is the use of technology increase your students' motivation to learn English?
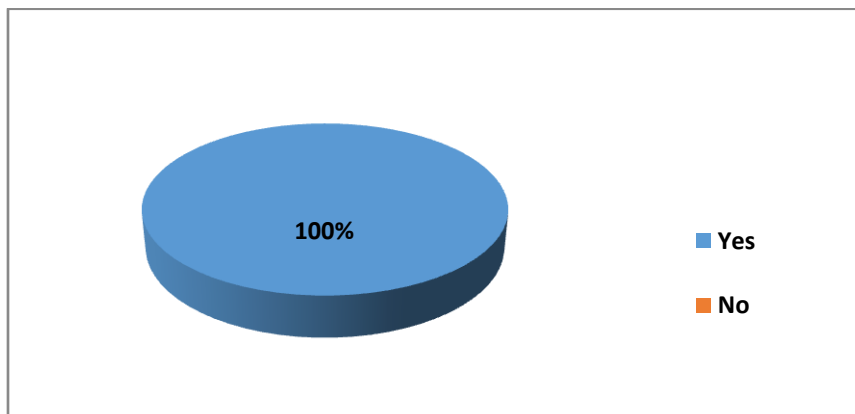
Figure 2 - 17 Benefits of Using Technology

The objective of this question is to demonstrate if the use of technology increases the students' motivation to learn English. The teachers were also asked to explain how this improvement is produced. The five **(05)** teachers representing **(100%)** have claimed that using technology in the teaching process increases the students motivation and attract their attention in class by the application of different devices such as videos which help the learners

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concentrate and it puts them in a different learning situation out of the routine, this encourages them to interact positively with the instructor and do participate as well.

Question ten: Is the use of technological devices improving your students' language skills?
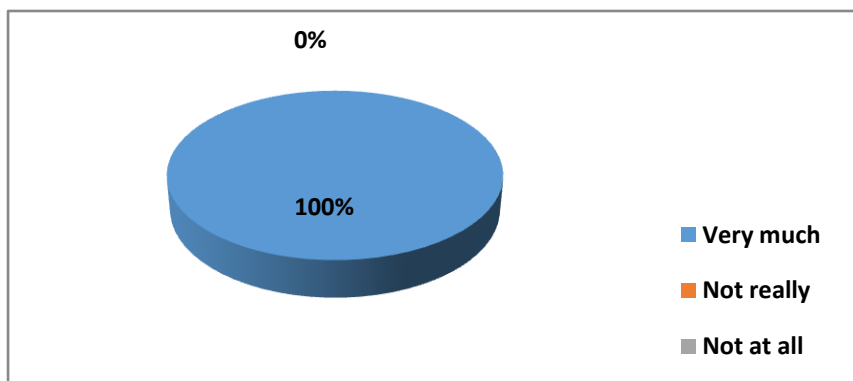
Figure 2 - 18 Improvement of Students' Language Skills

       The aim of this question is to be informed if the use of technological devices improves the students' language skills. The results show that the five **(05)** participants that represent **(100%)** have stated that the use of technological materials such as computers, data show have really left a noticeable improvement on students' language skills. They have claimed also that, the use of these tools provide the students' with the capability to develop the four (4) language skills "listening, speaking, reading and writing", listening and speaking skills are actively involved when audio visual materials are used, this helps students speak better and do express more especially when they listen to native speaker records and try to do better as well.

Question eleven: What are your suggestions or recommendations to help improving students' motivation?

       The last question was an open question that gives the participants the opportunity to express their opinions and it aims to collect some suggestions and recommendations which could give the EFL students the needed aid in order to improve their motivation to learn English. All the teachers have provided us with helpful suggestions such as involving students in class discussions and debates and invite them to be part into the learning process, also encouraging them to read books, raising their awareness and also praising them could be a beneficial idea.

2.8.1 Summary of the Main Results

The collected data from the teachers' questionnaire confirm partially the first hypothesis, about the use of some technological tools in the teaching process and providing the students with the needed devices helps in enhancing their motivation and gives them the opportunity to develop their language performance, so, we can say that technology offers both EFL teachers and learners a lot of benefits that could facilitate the teaching tasks and motivate the learners and serve their learning needs.

Teachers considered that integrating technology in the EFL teaching and learning process comes to serve the learners needs and offers a noticeable benefits in the improvement of the students' language skills and facilitates the teaching tasks as well. This is what the second hypothesis comes to confirm with arguments about the importance of using technological tools and their efficiency in increasing EFL students.

In this research work, the effectiveness of integrating technology in the EFL teaching and learning process and from the teachers' questionnaire which provided the researchers with qualitative data obtained from numerous of questions where all the participants' responses were alike. The obtained responses which offer information about the teachers status, teaching techniques and the positive efficiency of using technological tools in the EFL classrooms.

2.9. Conclusion

This chapter was designed to discuss the situation analysis, data collection and analysis, it dealt with the description of the research instruments and the methods of data analysis. It concerned also with analyzing the collected data gained from the research instruments used to complete this research study, then presenting the obtained results. The analysis of the questionnaires addressed to EFL students and teachers confirmed that using technological materials for educational purposes as teaching and learning English as a foreign language, showed its effectiveness in facilitating the teachers tasks and improving the students language performance and motivation. The coming chapter objective is giving a discussion of the main results and show some advantages of using technology in order to improve EFL student' motivation, also, it gives some suggestions for both teachers and learners and a

general recommendations as well, and offering pieces of pedagogical implications about using technology for teaching and learning English.

Chapter Three: Suggestions and Recommendations

3.1. Introduction

3.2. Discussion of the Main Results

3.3. Advantages of Using Technology in Motivating EFL Students

3.4. Suggestions

    3.4.1. Suggestions for Students

    3.4.2. Suggestions for Teachers

3.5. Recommendations

3.6. Pedagogical Implications

3.7.Conclusion

Chapter Three: **Suggestions and Recommendations**

3.1. Introduction

The collection of the necessary data and the analysis revealed a considerable range of realities about the first year EFL learners and the impact of educational technology in increasing their motivation and achievement, it provided also a knowledge about the importance of educational technology in facilitating the EFL teaching and learning process

Therefore, the objective of the present chapter is to indicate the advantages and the importance of the use of technology to motivate EFL students. This chapter also, offers pieces of advice that can help both teachers and learners to interconnect between the teaching and learning process and technology in order to raise the education level. Furthermore, it provides some suggestions and recommendations for teachers and learners as well as, some pedagogical implications to support the research study.

3.2. Discussion of the Main Results

The analyzed data revealed that a great part of EFL students prefer to use the technological devices such as computers, laptops, and smart phones. From this point it is proved that the majority of the students are skillful enough to use these devices and it proves also that, the students use it very easily and do not find any difficulties, in other terms it raises their motivation for learning.

The findings of both students' and teachers' questionnaires helped researchers to confirm the two hypotheses stated in the beginning of the present research suggested that providing EFL students with technological devices in order to learn English language may help in improving their level of motivation to learn that language and may have a positive impact and offers many benefits which could enhance their language capacities. Indeed the outcomes of the students' questionnaire revealed that different technological equipments, such as computers, projectors, videos, films and multimedia are largely used by EFL students who have a complete mastery upon the already stated equipments. Students' responses have shown that there is a strong relationship between language learning motivational factors and using technology. As long as, the majority of participants have internet access at home which lead them to update the new educational applications that are helpful for developing their knowledge. For example; there are various applications such as: online dictionaries and

<u>Chapter Three:</u>   **<u>Suggestions and Recommendations</u>**

E-books that help students to learn new words and new meanings. Additionally, the learners feel themselves motivated to learn more effectively according to their individual needs in an interactive way. Thus, these results, confirmed the first hypothesis which stated that in order to improve EFL students' motivation, we should provide the learners with technological instruments such as computers, data show… A large number of students have declared that the integration of technology in the educational system is very important and it demands the teachers to look for means of innovation in order to encourage students' engagement and build up their learning; therefore, one way to accomplish this important aim is the use of instructional technology in an effective way.

Furthermore, a lot of students claimed that they use the devices for both learning and chatting in order to develop their language skills and to communicate with English native speakers to practice their language. Likewise, the learners feel themselves motivated to learn more effectively according to their individual needs in an interactive way. The majority of the informants welcomed the integration of the technological tools and they suggested using it in every lesson because the technological education is more interactive and provide a good atmosphere for learning while the traditional education is somehow boring. They suggested also that, the mainstreaming of the internet network in the entire university centre in order to have the opportunity to share their lessons, E-books by the end of every course. So as a result, the second hypothesis which claimed that the use of educational technology in the EFL teaching and learning process will engender a positive impact in increasing EFL students' motivation and will also help EFL students by improving their language skills performance and encourage them to succeed, was confirmed through the students responses.

From the teachers' questionnaire, the results showed that the majority of the teachers apply the competency-based approach CBA in their teaching and they all mix between both group and individual work activities depending on the type of the activity they provide their students with. Besides, all the EFL teachers have affirmed that they use technological materials to teach such as computers, data show, videos, podcasts and they all claimed that the use of these devices is beneficial and has a positive impact on students' motivation and also in the improvement of their students' language skills acquisition.

The outcomes of the EFL teachers' questionnaire helped also in confirming the hypotheses about providing EFL students with technological materials can motivate them to learn the target language and in improving their language performance. The hypotheses have

also included that the deep integration of technology may have a positive impact on EFL student' motivation. Moreover, technology may provide several benefits for both EFL teachers and learners.

As for the teachers' recommendations, the participants state that, in order to motivate EFL students to learn English and develop their proficiency level, the teacher should encourage his students by giving them the opportunity to be a part of the learning process in general by the use of classroom discussions and debates, also by the use of free conversations which helps students to express their ideas, the use of audio visual aids helps students speak better and do express themselves more especially, when they listen to native speakers' records and they try to do perform better as well. They argued that, the use of technological devices helps also in increasing students' motivation by attracting their attention in classroom during learning.

The hypothesis being elicited from the research questions asked by the researchers to complete this research work have been limited to the main subject of the study. From the collected data the EFL teachers state that provide their students with modern methods of teaching English depending on the use of technological devices is a beneficial approach which could bring a noticeable progress in students' performance and being more motivated as well. Moreover, the teachers have claimed that the enforcement of the teaching process with new technological equipments is more dynamic and functional and productive than before since technology has pervaded our daily lives approximately in all the domains including education which impose on us to be harmonized with.

3.3. Advantages of Using Technology in Motivating EFL Students

From the findings of the collected data of both students' and teachers' questionnaires, it is noticeable that, the use of technology in enhancing students' motivation is remarkably advantageous and could give benefits to improve the students' will and desire to learn English and could develop their language skills performance. Also, it plays an effective role in facilitating the teachers' tasks and makes the teaching process more flexible and enjoyable for students in particular and for the educational system in general.

Chapter Three: **Suggestions and Recommendations**

Using and enhancing technology in EFL teaching and learning is considered as a profit to the educational system. Thus, it reinforces and offers good environment for learning, a good adaptation to work, attracts students' attention, involves them in the learning process, creates dialogues to improve communication between learners, provides them with new technological learning tools different from the traditional ones.

A significant evidence of benefits and advantages that the use of information communication technology ICT can have on learners, may be proved by Egan (1999), who claims that *"technology gives the learners opportunities to engage in self-directed actions and for an interactive environment in which the errors get corrected"*. This means that, the use of ICTs helps and facilitates the students' tasks by correcting their mistakes and provides them with the correct and the appropriate answers. Nowadays, the use of technology in EFL teaching and learning process is so important. There are many reasons that push the teacher to use technological materials in his/her classroom to assist his/her teaching, unlike the traditional teaching which depended only on old methods like textbooks, chalkboards.

However, technology has brought new teaching procedures including whiteboards, data show, language laboratories, and computers. The use of these new devices in the EFL teaching and learning process promotes the students' interaction to develop their language skills performance. For instance, the use of audio visual aids which are devices that can be used to make the learning experience more realistic, more effective and productive to support students communication skills like: the use of podcast which is considered as an important tool to listen to native speakers. Another profit which is the main concept of using educational technology is students' motivation, it is necessary in any classroom environment because it is the key component for learning a foreign language. In order to motivate their students, teachers should select the appropriate materials which are convenient and can make the EFL teaching and learning flexible and enjoyable. It is preferable to select these devices according to the learners' needs and capacities to achieve the desirable objectives.

The recourse to technology is beneficial for teachers also; it facilitates the teaching tasks by the use of combination of several materials which can attract students' attention by involving them in the learning environment, such as: data show, video conferencing, slides. This could lead to motivate students to use the technological tools that could help them acquire the target language. Due to the tools that can be used within the educational system like: computers and internet, the students' motivation will be increased and classroom

environment will be more enjoyable. For instance, interactive whiteboards have to be integrated within the educational system instead of whiteboards. As affirmed by Reardon (2002), who states that *"with the use of whiteboards, teachers can develop many creative way to capture students' attention and imagination".* Moreover, the smart boards are new technological tools that are used for educational purposes. It can give the teacher the opportunity to introduce a wide range of activities such as: brainstorming sessions and note taking.

As a main idea about the use of technology in the educational domain, we can say that technology comes to facilitate the EFL teaching and learning process and serves the students' needs to achieve the desirable goals in acquiring the English language.

3.4. Suggestions

Technology is influential in all domains, especially in education. It is the efficient part that proves the necessary support for effective language teaching and learning. However, a good integration of technology has to be considered to lead to the effectiveness of educational technology. There are some criteria that need to be implemented, such as: the supply of the necessary tools and some practical techniques that could be useful.

3.4.1. Suggestions for Students

Learning a foreign language is not an easy task because learners have to develop their abilities. Thus, the learners are recommended to use the technological devices to facilitate the EFL learning and to be motivated for their studies. Learners can develop their four language skills: listening, speaking, reading and writing through the use of educational technology. So, when they gather the progression of their language skills they would be more motivated to learn, moreover the applications of the software tools facilitate the practice of English and as it is known the language is almost learned by the practice.

The use of technology should be planned in such a way that it can provide flow of English learning of students and it should facilitate students' cooperative learning both inside

and outside the classroom without forgetting that technology is to be effectively integrated into English language, and when the integration is not effectively done, technology may have a negative impact on the students' learning process that is they may become less readers and thinkers, rely on websites to do their tasks and activities. To sum, the objective of using technological materials is to facilitate the learning process for learners and not to play the role of a researcher by replacing the learner in doing the tasks and researches.

3.4.2. Suggestions for Teachers

The goal of using technology in EFL classrooms is to provide new way for students to learn. The teacher should supply an understanding of the concept of the hardware and the software and the practical applications. Thus, they provide strategies for solving hardware and software problems that may occur during courses and so affect learners' learning. Moreover, teachers must teach in the style that will influence their students' learning the most, technology holds the possibility and the flexibility to be able to do that.

As the teacher plays the role of knowledge resource and reference in the classroom, he should provide the learners with suitable and appropriate tools and applications that help them to increase their motivation. Lacking practical knowledge is an issue for teachers. Therefore, it is recommended that teachers should receive the right training. Thus, in a situation where computer systems go down and a failure is present, the teacher should know what could be done. Additionally, EFL students want their teachers to use technology in their classrooms so, the more technology is adequately used, the more motivated students become.

3.5. Recommendations

As a result of the globalization process which helped English to move from being a lingua franca to reach the status of global language used worldwide, either as a mother tongue, as a second language or as a foreign language, the need for learning and mastering such language increased and in order to help these learners achieve their goals in acquiring the English language, technology proves to be a very beneficial tool to ease the learners of

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English tasks and help them achieve good results rapidly, it proves also, to be a helpful tool to improve the teaching and learning process.

Concerning the language teaching and learning process, we have the opportunity to benefit from the new technological equipments such as: computers, videos, electronic dictionaries, internet, animated graphics… in order to facilitate and improve the teaching and learning process of English. Here are some practical recommendations that may support and enrich the EFL teaching and learning process:

- Using technology to cultivate students, since it offers a sense of reality and has ideal functions which cultivate the students' interest and motivate them to learn and support their involvement in classroom activities and improve their capacities through participation and the interaction with teachers due to technology.

- Promoting students' communication capacities by involving them in the learning process through the use of class activities as group discussions, also debates can offer EFL students with more opportunities to develop their communication capacities between each other as students and between the students and their teachers, this may help students move from passive recipients to active learners which makes them actively participate in class discussion and improve their communicative capacities.

- Students can use technological materials during courses to get a better understanding of the course in a clear and simple manner and useful way as well.

- Improving the teaching by the use of technological multimedia used for teaching which enriches the teaching content and facilitates the teaching process making it more flexible, enjoyable and productive as well.

- Improve the class efficiency by moving from the teacher-centered approach to the learner-centered approach.

- Multimedia technology creates an authentic environment for English learning and by providing modern class with wide source of information different from the traditional teaching style which emphasized only the instruction given by the instructor.

- Improve teachers' and students' interaction by giving the learners the ability to listen and speak in order to increase their communicative competencies.

- The teachers play a very important role in facilitating the learning tasks for their students by creating a good environment for exchanging ideas.

- Teachers can use pictures and animated graphics to enrich the content of the course.

- Technology helps teachers in evaluate and replace outdate pedagogical techniques and offering the ability to design curriculum. It offers also, the students with the ability to collaborate with peers as well as with their teachers.

- Benefit from Google Drive and Google Doc technology which offers the students the ability to work on a collaborative document.

- Digital technological devices are perfectly placed to help teacher working with his learners and also offer the learners with the ability to work independently to complete their learning tasks and also improve their language capacities.

- Teacher should link his class to other classes around the world using technological instruments such as video conferencing in order to exchange ideas and capacities with other teachers and students; this may put the learners in a challenge environment that motivates them to express their language capacities too.

Thus, technology would be a beneficial means that encourages students to learn about new things using the target language. EFL learners can use online websites to listen or read the

target language, they can write and speak from what they have discovered through what they already read or listened to.

3.6. Pedagogical Implications

From the present research work, the collected data has bring some enforcement ideas concerning the use of technology in the EFL teaching and learning process, also it offers some suggestions that may help both teachers and learners achieve the desirable goals. The suggested ideas may help the teacher in facilitating his teaching tasks for the learners by providing them with a well equipped environment for learning. Moreover, the following factors may help in achieving an effective performance in the EFL process.

➢ **Teachers' Attitudes**

Teachers' attitudes and expectations are very important factors in EFL teaching and learning process, which lead to a successful teaching.

- The good teacher should believe that he can make such a difference in the class and produce a significant progress in the students' performance and should benefit from the vast resources and opportunities that technology has brought about such as: the new pedagogical and technological tools, approaches, and strategies in language teaching and learning that could enrich the field of education.
- The most important thing is when a teacher enters the classroom, he should believe in his capacities, and show interest, and being confident. Since the learners need to feel comfortable and motivated in order to learning, the teacher needs to create an effective learning environment which could attract the learners' attention and put them in a real learning context.
- The time load also has a significant role in achieving the learning objectives, this imposes on the teacher to consider the time factor and design a well organized planning to follow.
- Teacher must be given the opportunity to become acquainted with newly introduced technologies that can facilitate teaching task and also making the learning process easier than before.

➢ **Technological Teaching Devices**

The recent technological tools considered as very important factors that come to support the EFL teaching and learning and facilitate tasks for both teachers and learners, technological devices such as: computer assisted language learning ICT, computers, data show, electronic dictionaries, power point presentations, animated graphics, videos, podcasts… will ease the tasks of the teacher and will be beneficial for his/her learners since it helps in developing their language capacities and also motivate them to learn as well.

The use of technology may put learners in a different learning environment which could help them develop their own learning procedures and the teacher plays a role of a guider. Audio visual aids have a significant effect in improving learners' language skills through videos, graphics, documentaries, records…and also facilitate and help the teachers' task in the clarification of the teaching subjects.

3.7. Conclusion

This chapter has focused on giving a discussion of the main results obtained from the two questionnaires addressed to both EFL teachers and students at the English department of Belhadj Bouchaib University Centre at Ain Temouchent to investigate about the use of technology to increase EFL students' motivation. This chapter highlighted also, the advantages of using technology in motivating EFL students, it offered some suggestions and recommendations for both teachers and students which could be helpful and efficient in the EFL teaching and learning process and presented some pedagogical implications for achieving an effective language performance in the EFL process.

General Conclusion

General Conclusion

Despite the importance of technology in the educational field generally and in EFL teaching particularly in providing the learners with opportunities to discover new learning environment different from the traditional learning methods, and giving teachers the opportunity to benefit from different educational materials that can facilitate the teaching tasks and offer an enjoyable atmosphere that may motivate the learners in acquiring the target language, the researchers noticed that the integration of such technological devices remain insufficient in Algerian universities in general and in EFL settings in particular. Thus, the aim of this case study is to gather the necessary data with regard to increasing students' motivation through the integration of technology in EFL classroom, the case of first year students in the department of letters and English language at Belhadj Bouchaib University Centre of Ain Temouchent.

The results obtained from the analyzed data revealed that a great part of EFL students prefer to use technological devices to learn, and providing them with these devices such as computers, data show, videos, electronic dictionaries, offer the learners the opportunity to increase their motivation to learn, this is what support the first hypothesis. The results also confirm the second hypothesis proposed in this research work by proving that integrating technology in the English language teaching and learning have a positive impact on the students by increasing their motivation to learn and improving their language skills capacities. Furthermore, the gained results showed that technology offers several benefits for both EFL teachers and learners by facilitating the teaching tasks and make it functional, dynamic and productive, and also offering the learners a vast source of knowledge that help them in solving their tasks and serves their learning needs, this may motivate the learners and could bring a noticeable progress in their learning performance.

The present research was conducted with **(30)** students as a sample not as representatives of all the EFL students in the Department of English at the University Centre of Belhadj Bouchaib of Ain Temouchent. Moreover, this research study did not investigate all the levels of graduation since it was limited only to the first year English students. The researchers faced some problems with the research tools that had some impacts on the study. In order to avoid this limitation of the study and reinforce this research by another research instruments to collect the necessary data of the research study.

General Conclusion

As a conclusion, this research work tried to offer a vision about educational technology giving its historical background, highlighting the difference between traditional and modern education and what innovations technology has brought to education by offering a citation of different technological tools used and the role of using these materials in increasing and impacting EFL learners' motivation and the benefits from the use of different technological tools in order to increase the EFL students' motivation.

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Appendix One:
Students' Questionnaire

<u>**Students' Questionnaire**</u>

Dear students;

This questionnaire is a part of a master project, designed to investigate the important role of technology in increasing EFL students' motivation. So, would you please answer the following questions as clearly as possible, thank you.

<u>**Section 1:**</u> **Background Information**

1. How long have you been studying English?

………….years

2. Was English your first choice while enrolling at university?

☐ Yes

☐ No

3. Do you enjoy learning English?

☐ Yes

☐ No

4. How do you evaluate your level in English?

☐ Good

☐ Average

☐ Week

<u>**Section 2:**</u> **The Impact of Technology on EFL Students' Motivation**

1. Do you use technological tools to learn?

☐ Yes

☐ No

➢ If yes? What kind of technological tools do you use?
…………………………………………………………………………………………
…………………………………………………………………………………………

2. Are you skillful enough to use these tools?

☐ Very skillful

☐ Somehow

☐ Not at all

3. What kind of web-sites do you use to learn?

☐ YouTube

☐ Google scholar articles

☐ Slide shear

➢ Others, specify…………………………………………………………………………

………………………………………………………………………………….…………

4. Do you use these account to:

☐ Chatting

☐ Learning

☐ Both

5. Do you use any technological device in the classroom?

☐ Yes

☐ No

➢ If yes? Which kind of devices do you use?

……………………………………………………………………………………………………
……………………………………………………………………………..............

6. According to you, is it beneficial to use these technological devices in learning?

☐ Yes

☐ No

➢ If yes? Why? ....

…………………………………………………………………………….

7. Is the use of technology increasing your motivation to learn English?

☐ Very much

☐ Somehow

☐ Not at all

  ➢ How? Explain……………………………………………………………………………

………………………………………………………………………………………………..

8. Is the use of technological devices improving your language skills?

☐ Very much

☐ Not really

☐ Not at all

  ➢ How? Explain………………………………………………………….............................

………………………………………………………………………………………………………

………………………………………………………………………………………………….

9. Do you have some suggestions that may help in making EFL students more motivated?

  ➢ …………………………………………………………………………………………
     …………………………………………………………………………………………

Thank you

AppendixTwo:
Teachers' Questionnaire

<u>**Teachers' Questionnaire**</u>

Dear teachers;

This questionnaire is a part of a master project, designed to investigate the important role of technology to increase EFL students' motivation0 so, would you please answer the following questions as clearly as possible.

<u>**Section 1:**</u> **General information**

1. What is your degree?

    ☐ Magister

    ☐ Doctorate

2. What is your status?

    ☐ Part time teacher

    ☐ Full time teacher

3. How long have you been teaching English?

……..years

4. How long have you been teaching English at university?

……..years

<u>**Section 2:**</u> **The impact of Technology on EFL students' motivation.**

1. Which approach you apply in your teaching?

   ➢ …………………………………………………………………………………

2. Which of the following techniques do you use in classroom?

   ☐ Group work activities

   ☐ Individual activities

   ☐ Both

3. Do you use some technological tools in order to teach?

☐ Yes

☐ No

➢ If yes, what kind of devices do you use?

……………………………………………….. ……..

....

4. What effect does technology have on your students'?

☐ Positive effect

☐ Negative effect

5. Is the use of technology increasing your students' motivation to learn English?

☐ Yes

☐ No

➢ How? Explain…………………………………………………………….................

………………………………………………………………………………………………

6. Is the use of technological devices improving your students' language skills?

☐ Very much

☐ Not really

☐ Not at all

➢ How? Explain……………………………………………….................................

………………………………………………………………………………………………
………………………………………………

7. What are your suggestions or recommendations to help improving your students'
motivation?

> ……………………………………………………………………………………
……………………………………………………………………………………
………………………

Thank you

الملخص:

الغرض من هذه الدراسة هو إجراء بحث حول دور استخدام التكنولوجيا لتحفيز طلاب اللغة الإنجليزية. للقيام بهذا البحث، تم توجيه استبيانين، أحدهما لطلاب اللغة الإنجليزية والآخر لأساتذتهم في قسم اللغة الإنجليزية في المركز الجامعي بلحاج بوشعيب عين تموشنت لمعرفة وجهة نظر الأساتذة والطلبة حول تأثير تكنولوجيا المعلومات والاتصالات على تحفيز الطلاب. أظهرت النتائج أن تكنولوجيا المعلومات والاتصالات تحفز الطلاب على تعلم اللغة الإنجليزية وتعطيهم الرغبة في الاجتهاد من خلال منحهم معلومات متنوعة ومساعدتهم على تطوير قدراتهم اللغوية.

: التحفيز, تكنولوجيا المعلومات والاتصالات

Résumé:

Le but de la présente étude est de mener une enquête sur le rôle de l'utilisation de la technologie pour motiver les étudiants d'anglais. Pour mener à bien ce travail de recherche, deux questionnaires ont été adressés l'un pour les étudiants de première année d'anglais et l'autre pour leurs enseignants au département d'anglais au centre universitaire de Belhadj Bouchaib d'Ain Temouchent pour obtenir l'opinion des enseignants et aussi de leurs apprenants concernant l'influence du ICT pour motiver les étudiants de le première année spécialité langue anglaise et développer leurs capacités et leurs performence.

Mots clé : CALL, TIC, motivation des apprenants d'EFL

Abstract:

The aim of the present case study is to conduct an investigation concerning the role of using technology to motivating EFL students. To carry out this research work, two questionnaires were addressed for both EFL students and teachers at the English department of the University Centre of Belhadj Bouchaib of Ain Temouchent to collect the necessary information regarding the imapct of using technology on EFL students' motivation. The findings prove that the use of the different technological tools motivate the students to learn the English language and help them improving their language skills and performance.

Key words: CALL, ICT, EFL students', motivation.