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The Motivational Impact of Multimedia Technology Integration in EFL Classroom:
The Case of 2 nd Year LMD Students and Teachers' Attitudes towards Its IntegrationAnd Use in Naama University Centre

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the Pries is due to Allah alone, the Sustainers of all the worlds

All thanks and praise be to Allah the most high for all the strength and health that he gave me

I dedicate this humble work

To my enormously beloved mother

To my affectionate father for his faith in me

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Abstract

The last two decades have witnessed a revolution due to onset of technology, and has influenced the educational system and the way people interact and work in the society, One of the techniques to improving the students' meets the academic needs and helps them developing English language skills is providing multimedia during the process of teaching and learning in the classroom. Foreign-language teachers should think about effective new ways to create better foreign-language teaching or learning milieus that are supported by multimedia technologies. The rapid rising and development of information technology has offered a better pattern to explore the new teaching model. Using multimedia to create a context to teach communication skill has its unique advantages. Students alike seem to be engaged in a number of activities where digital technologies form a powerful teaching and learning support. They are alike seem to be engaged in a number of activities where digital technologies form a powerful teaching and learning support. As a result technology plays a very important role in teaching communication skill. The present study aims at investigating effectiveness of using multimedia technology in motivating EFL learners at the level of the department of English at Naama University Center. The main instruments used were a questionnaire designed for second year students, and an interview addressed to their teachers to discover their attitudes towards the effectiveness of using different multimedia technologies for motivating EFL learners. The sample of population was 25 students and the number of the interviewed teachers was 6.The collected data are analyzed both qualitatively and quantitatively. The practical outcome of the study provides an analysis of data collected and discussion of the main results with some suggestions and recommendations that help in achieving a successful implementation of multimedia technologies in order to provide a motivating atmosphere for both teachers and learners. At the end of the research the obtained results could confirm the researchers' hypothesis which stated that multimedia technology has a tremendous impact in motivating teaching and learning, and both students and teachers are highly positive towards the use of technology in developing levels.

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List of Abbreviations and Acronyms

AVA: Audio-visual Aids

CALL: Computer Assisted Language Learning

DVD: Digital Versatile Disk

EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communications Technology

LMD: License Master Doctorate

PDF: Portable Document Format

PPT: PowerPoint

TEFL: Teaching English as a Foreign Language

TV: Television

VCD: Versatile Compact Disc

GENERAL INTRODUCTION

General Introduction

The use of multimedia technology in teaching and learning leads to higher level of education , multimedia learning system offer a potentially venue for improving student understanding about language, It provides a complex multi-sensory experience, that can motivate learners and make the learning and teaching process more effective by presenting information through ;the internet, electronic dictionary, blogs, broadcasting technology (TV, radio) text , graphics, images, audio, video, PowerPoint…etc , Technology nowadays is an important part of people everyday lives , they use technological tools in different issues , it becomes an integral part of the learning experience and a significant issue for teacher from the beginning of preparing learning experience through to teaching and learning process.

Multimedia is increasingly accepted as a means of English language instruction, and way of students' satisfaction and motivation, more student tire of this teacher-centered model of English learning and monotonous and they want something new and different, therefore, this research attempt to solve this problem may be to develop a fresh teaching approach to stimulate students' interest in English language learning.

With the development of technology and the boom of digital revolution, Multimedia is become increasingly available as instructional tools in the field of education, especially in teaching English as foreign language, (TEFL), Multimedia presentation have a certain amount of entertainment value for learners more than traditional language teaching ,Thus, through this research, it is attempts to identify and evaluate the impact of multimedia in motivating EFL students in classroom, and since, the teacher is a vital element in the teaching-learning process ,This research aims at highlighting and describing the teachers' and student's attitudes towards the effective role of integrating multimedia technology in EFL classroom and its effect on enhancing learners' motivation ., In order to cover this issue by giving the answer to the problem statement, the researcher presents the following research questions:

1. Are teachers aware about the effective role of ICT tools in developing students' motivation in their students' learning?

   And do they have a positive attitude towards its use by their learners ?

2. to which extend does the integration of multimedia technology enhance and foster students motivation and what might be their attitudes towards its use in their teachers' instruction?

On the basis of the research questions, the study is designed to test the following hypothesis:

1. The good integration of ICTs in the EFL classes would lead to promoting learners' motivation, autonomy and collaboration; as well as creating active students and making different data resources available. Thus, using technological tools within EFL classrooms is more dynamic and motivational rather than depending on traditional materials.

2. Most of the Algerians Learners who belong to the new generation are known to be digitalized in nature and therefore support the use of multimedia technology in classroom to receive their lectures.

Several studies have suggested that language teaching method has been changed due to technology. It has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. This present study is carried out to investigate the effectiveness of multimedia technology in motivating EFL teaching and learning, and reveal both teachers and learners attitudes when using these tools. The researcher has opted for both an interview with the EFL teachers and questionnaire with EFL students. This work is divided into two chapters, the first chapter represent the theoretical part, which have an overview about multimedia technology; it aims at describing the motivational aspect of technology use in EFL teaching. However, the second chapter encompasses the practical part, which devoted to the collection, analysis and interpretation of data gathered .It also includes quantitative and qualitative analysis of the obtained data. It ends with some suggestions and recommendations proposed

to enhancing the teaching and learning process in the English department at Naama
University Centre

Chapter One

Literature Review

Chapter one

Multimedia Technology and

Teaching

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1.1 Introduction

This present chapter will deal chiefly with multimedia technology in connection with learning and teaching, since multimedia is of that importance, this chapter is devoted to discuss different aspects of the issue, starting from the definition of multimedia technology, and its significant role in teaching process, types of multimedia technology, In fact, the focal aim is to shed light on how multimedia technology is related to different aspects of student engagement and motivation. The advantages of its use, and how it cans be an effective technique for motivating students in learning process.

1.2 Multimedia Technology Definition

Previously in 20th Century the world have seen the birth of multimedia, Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950, when only few foreign-language institutes started to employ photographs, broadcasts, movies, and tape records in foreign-language teaching, during that period, these materials were considered as means of foreign language teaching, afterward, in the 1970 and 1980, audio and video developed with the advancement of electronic technology, electronic taping, slide projectors, video cassettes, language laboratories and others devices were included (Mudge, 1999;12-4), however in the beginning of 1990 ; multimedia technology was a supported field in foreign language instruction for the reason of the development of computer coming of the digital revolution, in the early 2000 , the internet become a powerful medium for the delivery of computer-aided learning materials, internet provides a worldwide means of obtaining information , lightening the work-load and communicating with others at any time and at any place.

Multimedia can be defined as an integration of multiple media element into one synergetic and symbiotic whole that result in more benefits for the end user than any of the media element can provide individually , according to (Greenlaw and Hepp, 1999:44) multimedia is *"information in the form of graphics , audio , video or movies , a multimedia do document contain a media element other than*

*plain text***"** in the context of teaching, multimedia can be called integrated media, which consists of various media forms such text, graphic animation or radio …etc and to use information to meet student requirement, with the advent of technology and internet , computer technology is changing the relationship between teacher and students , especially when it comes to teaching foreign language, according to Harmer (2007) , " *using computer-based language activities improve cooperative learning in learners"* furthermore Tomlison (2009) and Gençlter (2015) say that **"***computer-based activities provide learners rapid information and appropriate materials***",** They continue that internet materials motivate learners to learn more .computer usage in language teaching provides an authentic environment in which students can communicate with native speakers inexpensively , the usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structure, the application of multimedia also makes use of print text, film and internet to enhance gives learners chance to collect information and offers them different materials for the analysis and interpretation of both language and context.

Using multimedia technology was integrated in goal and in the content of learning with were written I program in order to increase the quality of teaching activity , more English teacher state the teaching English with multimedia makes the English class more active than the teacher-centered model , For instant , teacher can use the button and keyboard to show significant content in few seconds ,moreover according to Arifah (2014**) " *the use of internet increase learners' motivation especially using films in teaching helps to realize the topic with enthusiasm and develop their knowledge***"** through using technology, learners control their own learning process and have access to many information over which their teachers cannot control , in addition the application of (CALL) changes learners learning attitudes and enhances their self-confidences, so the entire English classroom becomes a demonstrating hall of computer function (Gong and Zhou, 2007: 37), however learning media was said good if that media could convey the massage and be understood by the students , Ivers and baron (2002)suggested that "

good media was outline content , storyboard, technique, design and presentation" Then, according to Thompson (in Flowerdew & Miller.2005, p.180) said that ***"media criteria was as evaluation activities in documentation, listening tool, and related to listening activities"*** Both theories in evaluating learning media completed each other.

1.3 Types of Multimedia technology

Multimedia technology becomes more a accessible to teacher and learner of other language, through using multimedia , teacher try to find the most effective way to create a better foreign language teaching and learning environment , multimedia is strong factors in English teaching, creating new roles for both teacher and learners in class, several studies have suggested that student satisfaction and motivation are higher in course that use multimedia materials, especially when learners can use served mediums such as ; internet , songs , videos , audio-visuals.

1.3.1 Audio-visual (AVA)

Through the wide range of multimedia, audio-visual technology become a useful material which help both teacher and students in the teaching and learning process, many scholars, writers and websites provide different definition of audio-visual ; (AVA) defines as an instruments such as photography, audio, video tape, slid or filmstrip that processing both a sound and visual , According to (Anzaku, 2011) "***the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language***" in addition, Good & Kappa (1973)stated that "***Audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight***" through the teaching utilization of audio-visual aids , more than one sensory Chanel is able to clarify, establish and correlate concept , interpretation and appreciation , moreover student like making use of various audio-visual apparatuses to obtain their language learning resources , like the English programs of news, broadcasts , documentary films , interviews, soap operas and films, etc , in addition

using audio-visual aids is an important factor to facilitate the comprehension of both written and spoken words in the teaching-learning situation , audio-visual aids have significant role and objective in classroom teaching and learning, they are tools for explanation that help learners to understand the subject by adding concreteness and realism in language input , they also support teachers verbal explanation by personalization and visualization of thing , so audio-visual are very useful devices because they do not facilitate learning process only , but they motivate students and make the course interesting.

1.3.2. The classification of Audio-visual aids

Audio-visual aids can be characterized by many kinds of materials, those materials can be classified according to the learners' sense organs affected by the aids , an aid that has an influence on the auditory sense is called an audio aids which affects the listening and the hearing process like record players. An aid in which the sight sense is involved is called visual aids such as : maps, photograph, charts, in third category , the audio-visual aids both the auditory and the sight senses are involved like TV , videos , motion , pictures.(curriculum transaction ; n, d).

1.3.3. Videos- Display

Videos are the one of the most important tools in developing teaching and learning , Renadya and Richards (2002, p.364) state that , **" *video is an extremely dense medium , one which incorporation a with variety elements and a great range of audio experience in addition to spoke language* "** regarding language learning , strong receptivity may also be linked to the ease of aural processing that visual accompaniment implies , video can fill in gaps in aural comprehension which at once lowers affect and empowers the language learners , so videos is an important aid which help students to learn the foreign language through both hearing and viewing , furthermore , video is effective tool which " brings a change from the routine of teachers and textbook" and helps students for better understanding , according to Buck (2001; 172) **" *visual information is more***

*important in interactional language use , where the emphasis is on the relationship between participants***".**

In addition videos considered as the most appropriate tool to more students interact with native speaker , their behavior , linguistic cues and paralinguistic cues also , it allows students to see the language in use in different context , the utilization of video as teaching materials will help students to correct their mistaken pronunciation , learn new vocabulary and provide information , it also has positive influence on student speaking skill , Demirezen (1992.p.295) stated that **" *since video recording is able to present real life or life-like situation in which the individual interact , it developing oral skills***"** video considered more powerful , more salient , and more comprehensible than other media for second and foreign language students , çakir (2006) reported that **"*the use of videos in language teaching ensures authentic language input to learners***"**, besides by watching videos , learners have opportunity for experience the dynamics of language communication , (Brooks et al., 1990; Brownfield, 1990). In short, multiplying input modalities to include full motion video apparently motivates learners and engages their attention to aural input.

1.3.4. Songs

Through the advent of multimedia audio materials are these which can be heard as radio, language laboratories and songs , this latter play an important role in the development of language teaching and learning , according to Harmer (2001) stated that **" *songs are very engaging , students can fill in blanks in song lyrics , rearranging lines or verses , or listen to song and say what mood or massage they convey***"** , therefore , songs as one of the most useful materials which help students to improve their skills especially the receptive one's and is helpful for comprehension , Murphy (1992) showed the importance of integration music and songs in the classroom environment , and pointed out certain positive aspects of them , for example he claimed that songs are helpful in the development of speech, through songs student can be able to acquire vocabulary and learn sentence structure and sentence patterns , in addition songs are important for adult since they

satisfy their emotional needs , desire and feeling , according to Harmer (2001, p 242) emphasized the role of music in changing the classroom atmosphere saying that :

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

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

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

1.3.5. Internet

The term " internet" is often abbreviated to the net , it become a powerful medium for the delivery of computer-aided learning materials , the internet provides a worldwide means of obtaining information , lightening the work-load , and communication with others at any time and at any place , it is a great source of information and documentation as well as a source that learners can access for projects and research , internet can effect on language teaching and learning , students through internet can extend their language learning form classroom to extracurricular environment . in addition internet based teaching provides teacher with infinite resources for language input in terms of text visual stimuli , vocabulary, video files , line TV radio , and listening materials.

Moreover through using internet , websites offer background information on policy tourism , political view , and learning foreign language , it consider as medium for communication , using internet by student appropriately with have

significant positive effects on students' attitudes on their achievement , furthermore learners can tap the internet in class to project image of website , products , or information that ties to their session content , they might also learn in individual or group search for material that they will a present to the class in short " teach backs", Dudeney and Hocky (2007) have emphasized the intrinsic role of the internet in the following statement " *internet based simulation bring real-life context to the classroom , helping our learners to deal with situation that they may come across during foreign travel or in countries with other speak of English*" in other hand through using internet as material teacher can involve his/her student in discussion and looking for their attitudes towards the use of technology and computer in the classroom.

1.3.6. PowerPoint

As a part of the Microsoft office suite, PowerPoint is a presentation program that first appeared in the world of business, than has become commonplace in the world of business, than has become commonplace in the world of education technology, PowerPoint is regarded by many as most useful and accessible way to create and present visual aids to the audience, it is a complete presentation program that allows teacher to produce professional-looking presentation in EFL classroom

Microsoft PowerPoint is a presentation program developed by Microsoft corporation , according to the oxford dictionary " *PowerPoint is software package designed to create electronic presentation consisting a series of separate page or slides*" , however Gordon (2007. p.192) stated that " *presentation software in an authoring computer application that makes it possible to combine text , graphic, image, and sound to create sophisticated multimedia presentation*" , PowerPoint is useful tool that is now being used in many classroom , moreover , PowerPoint is easy and quick **,** Tufte (2003 , p. 184) stated that PPT is " *three times faster than a presenter can talk*" (cited in Knoblauch Hubert, 2013, p.42)., besides , PowerPoint is clear and organized , and simplify complicated massages to accessible information in form of bullet points , these latter provide a clear outline to the audience to construct correct knowledge in mind , Wlodkowski and Ginsberg

(2010,p.36) stated that "***PowerPoint ..can clarify , illustrate and organize complex materials ...***" furthermore the result of Corbails' study (2007) showed that students exposed to power-point presentation preferred them over the textbook presentation ; i-e student were learning butter when their attention was captured via highlighting can increase motivation , improvement in self-concept and mastery basic skills , more student-centered learning and engagement in learning process, power-point enable to share the presentation and information and information with individual who were unable to attend the original presentation.

1.4. Multimedia Technology in EFL Teaching and learning

Multimedia Technology has always been an important part of teaching and learning environment , it can be use for teaching different topic in math, informatics , foreign language learning biology …etc , the appropriately-designed instruction media could not only assist teaching , but also promote learning effect , the integration of multimedia with the field of education create a modern educational technology , which characterized by more information and stronger intuitive , is a combination of modern education and modern and modern technology , the development of modern educational technology not only promotes the development of educational methods and means , but also promotes the development of educational thinking and model , however through the integration of multimedia in teaching , an important question asked about the effects of different media on the cognitive and moral development of children , how to follow the step of development of quality education in English teaching?

Multimedia is one of the ways to promote the development of quality education , especially learning in not to acquire knowledge in passive way but initiative procedure of information acquisition depending on learners' attitudes , demands , interest , habit, and their own backgrounds therefore multimedia English language teaching can enable students to be involved in variety of sensory organ in the learning process and stimulate in the corresponding cortical function area , moreover student can learn on their own according to their plans or purposes and teacher can act more as guider rather than a knowledge giver. Technology is

regarded by lot of teachers to be a significant part of providing a high-quality education and student motivation, beside that there are some technology are more motivating than others. According to (Dudeney&Hockly2007)

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

This quotation reveals that the use of technology in the classroom context and the importance that it takes in teachers' and learners' lives is growing with time. From that context , the use of multimedia enables the teacher to have more flexibility and change while teaching , it can compose teaching materials using multiple methods , however learning in not to acquire knowledge in a passive way but initiative procedure of information acquisition depending on learners attitudes demands , interest , habit and own background , multimedia applied in teaching can create a relating and non-teaching-learning environment in which learners motivation and self-esteem can be promoted, the educational benefits of multimedia can be observed from different perspectives;

- Provide student with opportunities to present and express their prior knowledge
- Multimedia program offers sound and vision , showing how native speaker interact
- Student through using animation can build psychological representation and real their memory easier when answering questions
- Multimedia encourage deep reflective thinking
- Multimedia enables the teachers to understand the learning types and different of students when teaching
- Teacher able to convey information in an appropriate way

- Allow student to become designer in their learning process, using tools to access and interpret information , organize their personal knowledge , and represent what they know to others

However using multimedia and technology as materials for best language learning , this is not to say that multimedia is the substitute for teachers, teachers are always the facilitate of the whole class , weather in the multimedia classroom or in traditional classroom , a quality teacher would do more than press the button on the multimedia computer technology, infect , technology is only a helpful devise of foreign language, however teacher as guider can observe the students psychological factors to solve their own problems .

1.5. Multimedia Technology as a Tool to Motivation

Many studies of human learning show that motivation is a key to learning (Crookes and Schmidt 1991) , psychologist also consider motivation as one of the major determinants of academic achievement and work productivity , Generally , motivation is defined as an internal condition that initiates behavior ("motivation"2009) , it refers to what a person will attempt , According to Harmer (1988. p.51), "*motivation is some kind of internal drive which pushes someone to do some things in order to achieve something*" however , using several representations can motivation students and improve their memory . so multimedia through its different devices can offer student way to learn, moreover motivating students is a continual problem throughout education and although there are no clear cut solution , therefore , researchers have indicated that is very important to examine the individuals differences in student motivation in order to describe and understand the connection between students' personal characteristics and academic achievement .

1.5.1. Motivating to Learn

There is no doubt that students' competencies in learning is influenced by several factors; own prior knowledge, anxiousness and motivation. That latter play a significant role on students' attention and attitudes during learning. Motivation is

the most frequently used explanation for success or failure in completing any complex task and has been considered a pivotal concept in most theories of learning, motivation is fundamental concern among teacher, it is the key to academic success as well as promoting lifelong learning. The environment can also have a profound effect on learning , furthermore students are motivated when they feel exited for a task or feel that what they are doing is worthwhile , motivated students could be more likely to perform at their highest levels because of the opportunities that their teachers have made available.

1.5.2 Types of Motivation

Richard and Edward (2000 , p.55) have shown a detailed description of intrinsic and extrinsic motivation , according to them **"the most basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable , and extrinsic motivation, which refers to doing something because it leads to a separable outcome"** , it means intrinsic motivation is something related with learner's self-desire or interest for learning , On the other hand , extrinsic motivation is more related with a goal or achievement .

Intrinsic motivation first come out from animal behavior , researcher found out that even in absence of any reward animals showed playful and curious behavior (White , 1959) it proves that , intrinsic motivation comes from very core of self , it is about own satisfaction , interest, , and curiosity towards learning , Similarly, Thus , intrinsic motivation comes from internal factors that motivate the student language learning , extrinsic motivation can be defined more elaborately with example , in classroom , one students is participation in tasks because he/she wants to avoid the teacher's hard word , both have separate reasons for attending the tasks to attain some goals rather than enjoy the task,(Richard and Edward , 2000. P . 60).

In addition, Deci and ryan (1985. p .245) had a clear concept about intrinsic motivation, from their perspectives intrinsic motivation is:

intrinsic motivation is in evidence whenever students' natural curiosity and interest energies their learning when then educational environment provides

> *optimal challenges , rich sources of stimulation , and a context of autonomy, this motivational wellspring in learning is likely to flourish*

Valler and his colleagues (1989, p.323-349) classified three parts of intrinsic motivation:

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

On the other hand, Extrinsic motivation can be performed in the students desire to pass up in the exam, to please their parents, or to get rewards and avoid punishment, in this respect, Brown (2007.p. 172) points out that:

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

Maslow (1970) clearly indicated that intrinsic motivation is superior to extrinsic motivation, According to this hierarchy of human needs , Gooker and Schmidt (1991) and Brown (1990) also indicated that more and more research finding strongly favored intrinsic motivation , however intrinsic and extrinsic motivation influence or leads for learning a second language , These two variables motivate differently but they have a connection , students' intrinsic motivation can

be hindered lack for boring or strict classroom atmosphere , social expectation or rewards can make them motivated again , both the variables play important role for motivating the students , though they have different action to play , satisfaction refers to the combination of expectation with outcomes .

All! in all, there are some reluctant learners in every classroom , they are the individuals who usually do not finish their assignment , and sometimes avoid tasks , one common thread reluctant learners is their perception of themselves , know as self-efficacy, if their self-efficacy is low , then their motivation to perform will be low , when students are constantly berated with negative comments , their self-esteem and self-efficacy become diminished, Moreover, motivation is not fixed and can change in learning process , learners who have higher level of ability and motivation will do better than the learners with lower level, they may learn effectively. Develop a new skill or gain new knowledge , teacher can motivate students by implication many different types of enjoyable strategies; learners need to know what the benefits are before they begin learning , In addition without attempt and too easy or too difficult tasks students will stop being motivated, Teachers have to pay attention of appropriate level of tests , learner at all levels of learning need carful advice and a lot of guidance to ensure they are on right program for integrating their skills , as motivation teachers should make the learning process enjoyable and interesting for the student, In this way teachers can present their lesson in different ways by using new teaching aids in classroom.

1.5.3 Computer technology and learner motivation

In light of the development of Internet and computer technology and its application in the classroom, the teacher-student relationship has changed dramatically, it is also provides an authentic environment in which students can communicate with native speaker inexpensively.

Computer-Assisted Language Learning is usually shortened as (CALL) has a great effect on language teaching and learning. It has become increasingly popular in English as foreign language (EFL) teaching because it embraces a wide range of

information and communication technology application and approach to teaching and learning foreign language. It can use to reinforce what has already learned in classroom or as remedial tool to help learners require additional support.

computer-Assisted Language Learning (CALL) is succinctly defined in a seminal work by Levy (1997; p 1) as " ***the search for and study of application of the computer in language teaching and learning***" also (Beatty 2010, p.7) as " ***any process in which a learners uses computer and as a result improves his/her language***", Call is essentially a tool that help teacher to facilitate the language learning process , in addition adapting Call for language learning and teaching require new skill and knowledge , while the word 'improve' in Beatty's definition was meant for language , these cases indicates that call can improve learning conditions language learning rather than language itself , other benefits such as language documentation (general , on line and multimedia) and cultural expression may be more important in the longer term , temple aims to make language information available in different format (print, online and audio) so also facilitate multiple ways of expression …furthermore , for successful use of call in the classroom , teacher have to design , implement and evaluate the use of call in classroom , so it become very necessary for both teacher and students to be familiar with call option during learning.

Some students face problem of psychology factors that make their outcomes very low. Motivation is one of these factors that influences the rate and success of foreign language learning , It can provides students attention during learning , several studies agree that the application of multimedia increase learners motivation and interest , since the media can be integrated by using computer , the multimedia has relation with CALL , computer technology and internet have become very popular in school and many teachers are now using them for language learning , some studies have suggested that student satisfaction and motivation is higher in courses that use computer technology.

In traditional English classroom , teacher have to spend time on writing the vital language point and important information on the chalkboard , and teacher talk

from the beginning to the end , Such teaching is very single which makes students lose interest , in the multimedia classroom , the teacher use keyboard to show significant content in a seconds , through using computer technology , student are able to use a variety of sounds , images , animation, and other effect , firmly grasping their interest , for instance , students can have rapid access to the background , such as grammatical or vocabulary explanation and pronunciation information through internet , animated content combined by text and picture allows the learners to build psychological representation actively , so they could recall their memory easier when answering question , Moreover the students are able to learn and retain the material when the lectures are presented through PPT , computers can display the written text and use sound , picture and video simultaneously to convey the input in different ways , which assist students to understand the information easily , therefore , students are free from the positive learning environment , take initiative at learning and develop their own self, and good habits gradually.

The use of computer technology has greatly enhanced the quality of the outcomes of the lessons taught , it has been proved that students generally enjoy working with computer , using computer technology has several advantages on EFL students ;

- Using computer technology can improve cooperative learning for learners.
- The use of computer technology provides learners rapid information and appropriate materials.
- Using computer technology indicate a true learning experience that learners' responsibilities.
- Computer technology provides new opportunities to increase the effectiveness of language learning and teaching.
- The use of computer technology can make EFL learning easy , interesting and makes language learning learner-centered.
- The use of computer technology can increase students' participation in activation in the classroom.

- The use of computer technology in EFL teaching can motivate students because the learning environment is more enjoyable.

The application of technology has considerably changed English teaching methods, it provides so many alternatives as making teaching interesting and more productive in terms advancement, and computer as technological tools is widely accepted in different levels of learning.

1. 6 Multimedia Technology in Algerian Educational system

Multimedia as technological tools enables learners to experience their subject in a vicarious manner , several studies have suggested that students satisfaction and motivation are higher in courses that use multimedia materials (Astleiner and Wiesner ,2004;Yarbrough, 2001) , it is very important to make the classroom atmosphere relaxed and friendly through different kinds of media students feel excited and can select what they think important and useful for them , teacher can play a piece of light music at the beginning of the class to create relaxing environment ; In addition narration and videos is much more effective than narration and text , they lets the brain processes more information in working memory , so multimedia presentation have a certain amount of entertainment ,value for learning .

At the outbreak of the 21st Century and within the language learning context , the use of ICT tools has been regarded monumental providing ample opportunities for learners to foster their skill and learning abilities , it becoming accepted in education system in most worlds' countries.

The ministry of education in Algeria has made investment in an attempt of attaining the goal of improving the quality of education with the help of educational software and technology especially after the adoption of then competency based approach , so , it might said that Algeria' policies for ICT use in education are the center of the nation's for innovation in education ; Algeria mainly focused on computer use , the digital data offer the possibility of connecting auditory or visually with any teacher or any learner at any time , concerning virtual classroom

in Algeria , "global understanding" was an interesting project that aimed at establishing cultural exchange between the University of Tlemcen and other distant universities from different countries.

In the case of primary schools , the ICT policy remains to the administrative process and teacher training , beside that all secondary school were equipped with computer labs , however in higher education , universities have computer labs and internet access for faculty , students , and administration in addition to the available of digital libraries , each university has its own ICT policy to accelerate the educational process , the e-algerie plan is a program that aims to modernizing all sectors including education " the ambitious e-algerie was launched in 2006 and since the 80% of high school and 20% of middle school have been equipped with computers ; ICT as part of multimedia can be integrated into : computer , internet , video , power-point , facebook …etc , from that and through the ICT use , EFL teacher their lesson-plan and presentation , as well as share their tests and exams in different group available on facebook as Algerian association of English language teacher , moreover ICT provide learners with certain tasks which can be analyzed and given feedback by the teacher , also EFL learners able to take responsibility of their own leaning.

In Algeria , there were some workshops and conferences which both teacher and inspectors on ICT tools , for example , it mentioned in pan African research agenda of pedagogical integration of ICT (2010) that there were 90 Algerian teacher and school principal who were trained by the British council , Algeria , however the plan in to integrate ICT within the different subject matters to enhance learning and education , it therefore becomes a process of learning through the use of ICT rather than traditional learning.
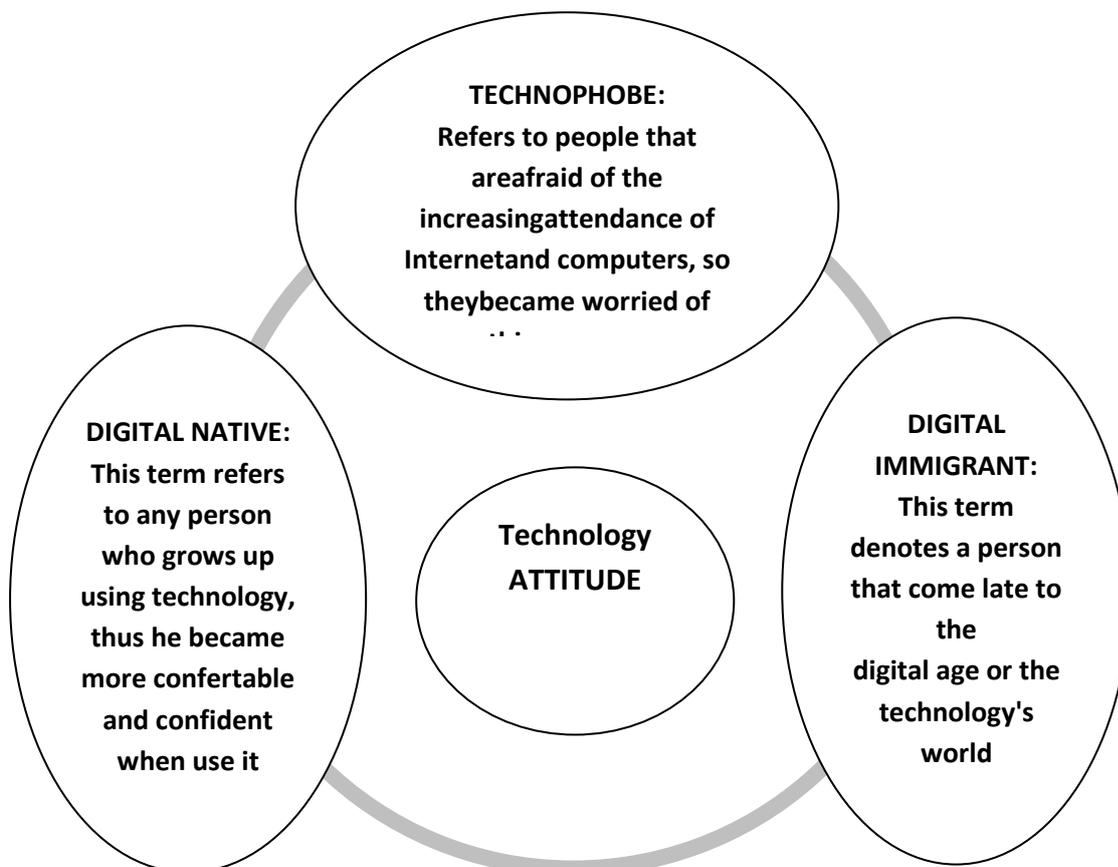
1.7 Attitudes towards using multimedia technology

Numerous empirical studies show that both internal and external factors in the part of teacher can hinter integrating technology in teaching and learning , the internal factors include teacher's attitude , which means teachers themselves may

rain from using technology in the classroom , however the term attitude is a learned predisposition to respond positively or negatively towards an event , situation , and an object or people , Ajzen(1989. p. 241) defined attitude as, "*an attitude is an individual's disposition to respond favorably or unfavorably to … any … discriminable aspect of the individual's world*" .if teacher's attitudes towards multimedia are negative , they would not want to use in learning processes , most teachers do not like to use computer because of their age ; they believe in traditional methods rather than using technology , according to Dudeney and Hokly (2007. pp. 8-9) warier people that show negative attitudes towards the advancement of technology are called :"*technophobes*". More recently, the phrase "*digitalimmigrants*" refers to those people that have not arrived on technology's time; however; theexpression "digital native" is used to labelsomeone who grows up using technology For best description, it has summarized those three terms in the following small design:

TECHNOPHOBE:
Refers to people that areafraid of the increasingattendance of Internetand computers, so theybecame worried of ...

DIGITAL NATIVE:
This term refers to any person who grows up using technology, thus he became more confertable and confident when use it

Technology ATTITUDE

DIGITAL IMMIGRANT:
This term denotes a person that come late to the digital age or the technology's world

Figure 1.1.: Technology attitude (Hana,B.(2012).(MA Thesis)

(Bullock 2004) found that educators' attitudes are a major influence in the adoption of technology for teaching and learning . from that point , several studies has been proved that student generally enjoy working with computers technology , Richards &Renandya, (2002, p. 361) pointed that in these latest years, using technological teaching aids became a familiar aspect in the classroom, however teachers and students attitudes towards using multimedia technology can be divided into ; positive attitudes and negative attitudes.

1.7.1 Positive Attitudes towards Using Multimedia Technology

It is normal to have both positive and negative attitudes , however positive attitudes arise out of repeatable actions that create success , according to Kara (2009. p.100-113) who established that **" *positive attitudes lead to the exhibition of positive behaviors towards courses of study , with participants absorbing themselves in courses and striving to learn more*"** .Positive attitudes towards the classes impacted drastically their learning process and the linguistic outcomes , positive attitudes towards multimedia technology usage in foreign language teaching and learning depend on several factors, technology will only be effective if it deals with teachers-students interest which makes learning environment more enjoyable , on the other hand teaching with multimedia also develop students' ability to innovate .In teaching , teacher should pay attention to tap students' imagination , through multimedia teachers and student able to create new strategies of learning , also a sense of self-worth and accomplishments through using technology played an important role in enhancing the positive attitudes and motivation , in addition , increasing classroom capacity is on of teacher positive attitudes ;which increase the destiny of classroom , and save a lot of time which teachers spend on writing on the blackboard , multimedia provides a fast presentation , furthermore computers provide a fast feedback to students' answer through error correction , it not only spots the mistake but also corrects it , however the adaptation as positive attitudes can be included as computer program can be adopted by teachers to suit their students' needs and level of knowledge , unlike

books , which are produced in single uniform format and need to be thought irrespectively of students' problems.

1.7.2 Negative Attitudes towards Using Multimedia Technology

Attitudes of both teachers and learners can be negative or positive , however if teachers' attitudes towards ICT are negative , they would not use in learning process , there are some difficulties are encounter in the integration of computer technology into foreign language teaching situation and in using tools properly , the negative attitudes for the both teacher and student can be represented on lack of interaction between teacher and students which means the teacher in the multimedia classroom are busy with machine operation , they may pay attention to technological tools rather than students , in the other hand for those who have years of working experience ,the prefer using manual ways instead of use projectors , the external factors are due to the teachers' lack of enthusiasm and creation and his or her dependence on multimedia technology , the students still passive and have no chance to have content thinking , however as negative attitudes of the use of ICT , it can be sometimes very difficult to measure the effectiveness of practices and getting intelligent feedback can also be difficult.

This means that having positive attitudes towards computer technology is very important to the teacher who uses computer technology in teaching English language. However multimedia in learning and teaching can effect students' performance , the new technology helps the teacher with the educational process, present new possibilities of creative work and way communication , using internet participate in solving problems of the university students , also multimedia allows students to move independently between leaning areas as necessary in large screen video display projector .

1.8 Conclusion

Throughout this theoretical chapter, the researcher has defined some key concepts related to different multimedia tools used in English language teaching contexts. He also attempts to describe the impact of those technological aids on EFL

students' motivation. Additionally, this chapter not only presents their significance and importance from different angles but also teachers-learners attitudes towards using these different kinds of multimedia tools in educational system are highlighted. As there were many studies which pointed out that technology introduction and implementation is not always facilitated, the researcher sought to mention some of the obstacles that were set out as barriers to the successful integration of multimedia in teaching and learning process.

Chapter Two

Data Analysis and Research Results

Chapter two:

Data Analysis and Research Results

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CHAPTER TWO Data Analysis and Research Results

2.1 Introduction

This chapter represents an overview of the practical part of the study ,it is referred to the research methodology followed in the current study. .It introduces the sample population and give a description of research instruments. It shows how the data was collected and analyzed i.e. data collected accordingly , both quantitative and qualitative methods have been used to analyze data followed by data analysis methods used in this case study. Finally, this chapter denotes the discussion of the main result

2.2 Research Methodology

In every research work there is a methodology to show what the former is trying to reach; the choice of the method is determined by the nature of the problem. Research means to observe the phenomena again and again from different dimensions; therefore the researcher now needs to choose his/her research methodology. the researcher has opted for a case study of second year LMD involving 25 Second year License students and (6) six teachers' at the department of English as Foreign Language Naama university .As it is defined by Dörnyei (2007 .p.155) case study is *"an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context"*, also Creswell (2009) state that *«case study is a strategy of inquiry of which the researcher explores in-depth one- or more individual programs, or processes, or event, or activity"* Therefore, a case study studies as an entity, group, organization have been used increasingly used in mixed methods studies such a program evaluations.

Therefore to seek more reliable and valid results about the use of multimedia technology as motivational factor for EFL students, the present case study combining both qualitative and quantitative approaches.

2.3 Objectives and aims of research

The presented research aims to shed light on the motivational aspect of multimedia technology use in EFL teaching and learning. And at what extant

technology is beneficial for student in improving their learning environment, it also shows the perception and attitudes of both teachers and students towards the use of these modern instruments.

2.4 Sample population

A Population can be defined, as the sample criteria for research study. Sampling is an indispensable technique in social sciences research. A research work cannot be undertaken without the use of sampling. '*A sample refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample*' (Kothari C. R.1980, p.56).

The participants of this study were EFL teachers and learners from the Department Foreign Languages (English Section) at Naama University, the researcher has selected a certain appropriate group of people in order to represent a whole population, and they were selected to respond to the research instruments addressed to them for the purpose of accomplishing a research work. This research involves 6 teachers and 25 students at Ahmed Salhi university center. In fact the respondents have been randomly chosen to represent the whole population.

2.4.1 Teachers' Profile

Teachers who participated in this study are teachers from the Ahmed Salhi University Center of Naama ; they are six teachers (1 male and 5 females) with different qualifications; 3 of them have magister whereas the others were all doctorate holders Their teaching experience from 3 years to 17 years, The main aim of dealing with EFL teachers is to give their points of view concerning the use of technology in EFL classrooms and also to find out how multimedia technology can influence and increase the students' motivation. The interview was administered randomly to these teachers.

2.4.2 Learners' Profile

This study targeted, in the first place, the learners of English as foreign language at Ahmed Salhi University Center, The questionnaires were administered to second year students of English language. The number of students participated in the survey is 25 students, their age varies from 18 to 27 years old .They were randomly selected to answer a questionnaire about their attitudes towards to how motivating to use multimedia technology for learning the English language.

2.5 Research Instruments

Since any experimental investigation involves research instruments such as questionnaires, interviews, tests, classroom observation …etc. In this study researcher used Two research instruments for collecting data from the informants ; a questionnaire that was administered to second year EFL students interview which was designed for teachers. Researcher took the interviews of the teachers by asking them some questions. Those questions were inserted to get the descriptive and elaborate opinion from the teachers.

2.5.1 Learners' Questionnaire

It is said that questionnaires are popular among educational researchers and professionals. The questionnaire is one of the research tools that are used for collecting primary data, Mc Nabb (2013. p.147) stated that "*the survey method uses lists of questions collected together in questionnaires…and are the most popular way to gather primary data*". Brown (2001:6) reports a definition of the questionnaire as being: "*Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*." In other words, questionnaire are forms of questions which need to be answered for one purpose; they consist of two kinds of questions open-ended questions and closed-ended questions which the first one refers to questions that allow someone to answer

freely whereas the latter refers to the questions that either answered with "Yes" or "No" or choosing the appropriate answer given by the research.

There are some factors as to why a researcher chooses questionnaires to collect data from students. The questionnaires have some advantages as a data collecting method. First, "*the greatest of these (advantages) is the considerable flexibility of the questionnaire*" (Mc Nabb; 2013, p.147). Then, they tend to be reliable as they are anonymous. "*They (questionnaires) have been applied enough times to warrant strong belief in their ability to effectively measure some phenomenon*" (ibid). Moreover, questionnaires can be used in both small-scale and large scale issues. Indeed, "*questionnaires can be used to gather information about large numbers of respondents (population) and from small groups (samples)*"This questionnaire was handed out to (25) students of English second year LMD at random, in order to elicit participants' responses about their attitudes toward the motivational effect of integrating technology in teaching and learning. This questionnaire contains 13 questions; it includes both the open-ended and the close-ended questions.

The first part in this questionnaire contains four questions. It aimed to gather general information about the participants such as: age, gender, general view on their period of learning English (Q1, 2, 3). Whereas in the second part the first question is about a general view on the students' experience of learning English(Q1).The second one is about whether the use of multimedia technology as a good strategy to improve the students 'level in English learning and why it considered as good strategy or not (Q2). The third one sought to know if their teachers use technology devices in classroom (Q3). The fourth question tried to know if it is interested and enjoyable when using different types of technology (Q4). The fifth question asks how often the students use modern technology devices in their daily (Q5).The sixth question concerns the type of multimedia technology they (the students) find it mostly preferable (Q6).The seventh question was about their attitudes towards technology based courses and whether it is effective and motivating than classic one (Q7). The eighth one asks the students of whether

different technological tools should be frequently used to increase their motivation (Q8). The ninth question is about if students like lectures in which teachers use technology to achieve the course (Q9). The tenth question is about the degree multimedia technology tools fit with the needs of the students(Q10).

The last three questions were open-ended questions; the first question asked the students to mention the positive and negative aspects of using multimedia technology (Q11). The second one asked state the difficulties that may EFL learners face when they use technological tools during learning (Q12).The last one was about to give some suggestions that would improve the teaching and learning situation by integrating technology at university (Q13).

2.5.2 Teachers' Interview

The interview involves asking questions and getting answers from participants in a study. It may be regarded as more reliable instrument, especially when dealing with a small group of teachers. According to Burns (1997: 329), '*an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person*' According to Gratton & Jones (2004, p.142-143), the interview has a number of advantages that make it appropriate in certain situations:

- Interviews enable participants to talk about their own experiences in their own words, and allow them to elaborate on any areas of particular interest or importance.
- By using interviews, the researcher can introduce him /herself to the subject and establish trust and rapport, especially if any information is considered confidential, or sensitive.
- Interviews may allow the researcher to develop a sense of time and history, rather than providing series of 'static' responses, which may be the outcome of a survey they allow the responses to be put into context, rather than providing a 'snapshot' picture.

CHAPTER TWO Data Analysis and Research Results

There are three main types of interview formats: Structured interview, semi-structured interview, unstructured interview. The first type is the structured interview which the researcher asks a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule. The second type is the semi-structured interview is a one-sided conversation in which the respondent is allowed free rein as long as the interviewer considers that what is being said is, or might be, relevant. The third type is the unstructured interview which has a topic area to be explored, whereby an opening question would open introduce the topic to the respondents; who are freely allowed to reveal their perspectives, attitudes and opinions.

The type of interview used in this research is a structured interview. This instrument is a fixed format interview in which all questions are prepared in advance and are put in the same order to each interviewee. The interview of this research is designed for EFL teachers in order to know points of view on to what extent they were motivated to teach English using multimedia technology and to mention why their students lacked motivation and then to clarify methods to raise motivation. For the purpose of gathering information the researcher selected six (06) teachers. This interview is divided into two parts; the first part include general information, there are 3 questions in this part concerning: gender, academic level and the period of teaching English. The second part consists of seven (7) questions. The first question is about whether teachers use multimedia in their courses (Q1). The second one sought to know if they faced any difficulties in using multimedia technology in their courses and what are the reasons (Q2). The third question intended to know whether they are for or against using multimedia technology in motivating EFL students (Q3). The fourth question is about whether multimedia technology help students to develop their ability to master some aspect of language (Q4). The fifth question is about their opinion whether students motivated to learn via technology environment (Q5). The sixth question is to know their opinion about how did the omnipresence of technology in daily life affect learning and learners

level (Q6). The last one asks teachers about the advantages of using multimedia technology (Q7).

2.6 Data Analysis Procedures

Data analysis can refer to a variety of specific procedures and methods. It involves goals; relationships; decision making; and ideas. Marshall and Rossman (1999:150) describe data analysis as "*the process of bringing order, structure and meaning to the mass of collected data*". In this present study the data collected are analyzed by the mixed method (quantitative , qualitative).the most obvious distinction between the two sorts of data is that quantitative research would almost always collect some information in numbers and statistical techniques (for example , age of the participants) and similarly , qualitative research usually also collect some non-numerical information (for example , the gender or nationality of the participants).quantitative and qualitative inquiry can support and inform each other.

2.7 Data analysis and Interpretation

In order to collect the require amount of data The investigator implemented two deferent research instruments; which are a questionnaire for EFL students and an interview for EFL teachers, which are analyzed qualitatively and quantitatively. The questionnaire composed of two types of questions, closed and open questions .For the investigation of this phenomenon the researcher will use those elements to deal with statistics: tables, pie charts and bar charts.

2.7.1 Analysis of Students' Questionnaire:

As stated before , the researcher use questionnaire for students as research instrument in this study , it mainly designed to evaluate and identify the students' motivation and to show their attitudes towards the influence of using multimedia technology in EFL teaching .the questionnaire were distributed to twenty-five(25) students .

o **Quantitative analysis**

Section one: General information

Table 2.1 the Students' Personal Information

Responses / Students	option	Number	Percentage %
Gender	Male	18	72%
	Female	7	28%
	Total	25	100%
Age	18-20	7	28%
	21-25	16	64%
	More than 26	2	8%
	Total	25	100%
Learning experience	Reanged	From 8 to 15	Years

As it appeared in table above the number of students are 25 include 18(72%) males and 7 (28%) are females and their age varies from 18-20 represented 28%, students between 21-25 represented 64% and 8% more than 26 years old, in addition their learning experience of English language ranged from 8 to 15 years, The male number is higher than the female which means that female are more interested in learning foreign languages especially English.

Section two: the use of multimedia in EFL classroom

Question01: how do you see your experience in learning English?

**Table 2.2 the experience of learning English**

Option	Positive	Negative	Hard
Number	19	1	5
Percentage	76%	4%	20%

From table above it has been found that the majority of the students, 76% see their experience in learning English as positive, while 20 % of the students see their experience as hard, 4% of them described his /her experience as negative, Those who pointed that their experience as positive reflect the majority of students who consider learning English as an enjoyable and important experience.

Question02: Do you think that using multimedia technology in EFL class is a good strategy to improve your level?
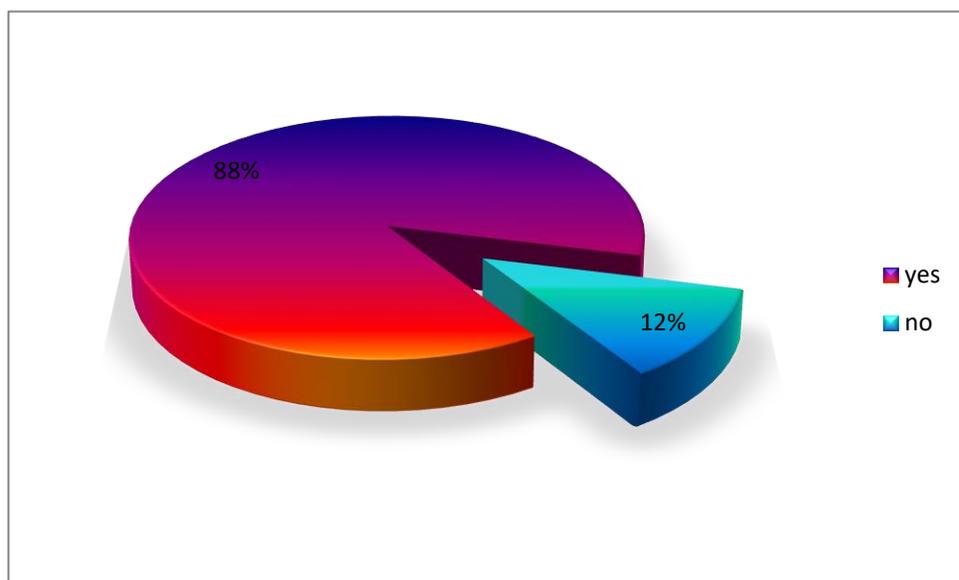
Figure 2.1 students opinions about the usefulness of multimedia technology in EFL class

By this question, the researcher wanted to know whether multimedia technology helped EFL students' or not, in this vain , the finding result shows that the majority of students that is 88% see that multimedia technology usage is a good strategy to improve them , by contrast few of them 12% disagree with that, those who support multimedia technology stated their reasons which the majority said that multimedia technology allows them to learn at their own pace , making it more personalized to improve themselves , also using different tools of technology can make learning innovative and enjoyable as well as providing more comprehensible input and motivation whereas those who has negative view of multimedia said it make them lazy for doing hard work. The researcher can say that the atmosphere for learning when using technology in class has to be taken into consideration.

Question03: are your teachers use technology devices in classroom?

Table 2.3 teachers' use of technology devices

	Absolute Frequency	**Relative Frequency**
Yes	23	92%
No	2	8%

The table shows that the majority of the participants which make 92% opted for "yes" the teachers use technology devices in classroom however a few of them that represent 8% opted for "no" the teacher do not use any kind of these devices. From the results obtained, it is noted that students are familiar with multimedia because of the teachers' use of technological devices.

Question04: Do lectures seem more interesting and enjoyable when using different types of technology?
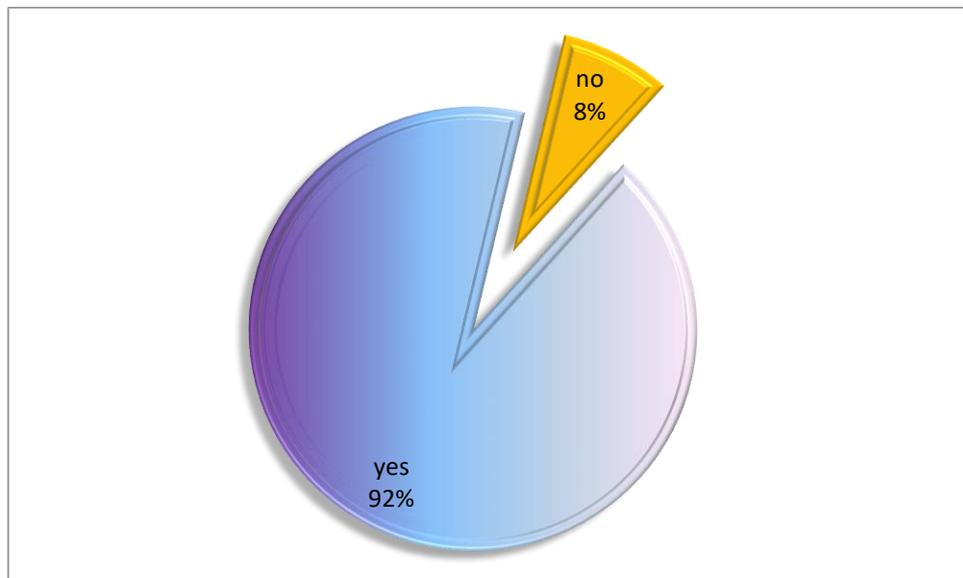

Figure 2.2 the Students' Reaction about the Use of Different Types of Technology

The majority of participants' answers making up (92%) indicated that, learners expressed their joy and interest when using different types of technology. In comparison, (08%) of students have opted for the opposite situation. From the

mentioned result it can be understood that majority of the respondents enjoy and have the interest using technology during their studies

Question05: How often do you use modern technology devices in your daily?
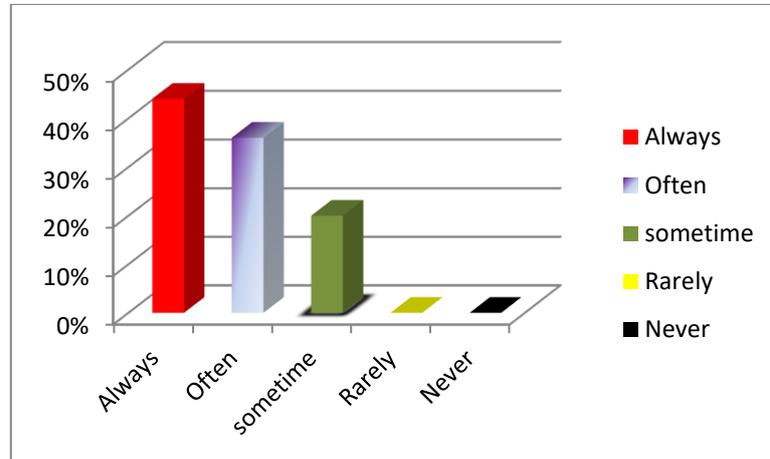
Figure 2.3 The frequency of using modern technology in students daily

The analysis of the item five confirmed that the majority of student that represent 44% use modern technology devices all time. Whereas, 36% among them, use them most of time and 20% of them use these devices from time to time.

Question06: Which type of the following multimedia technology is preferable for you?
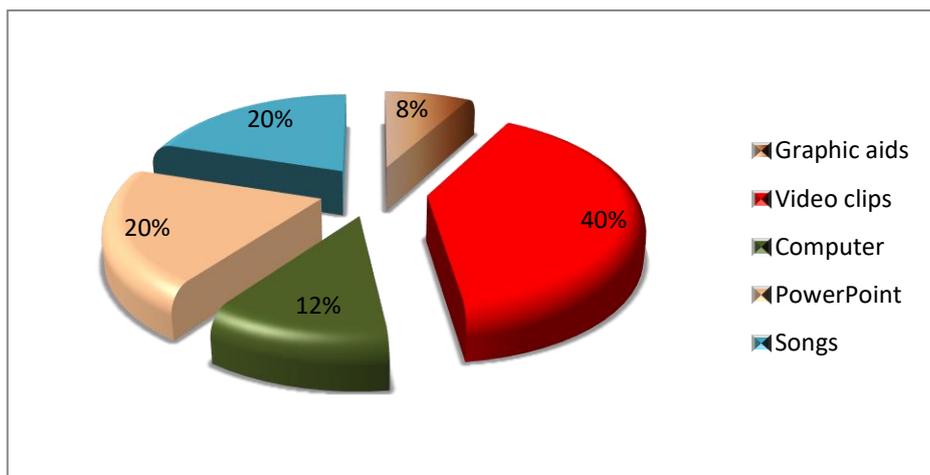
Figure 2.4. students' preferble type of multimedia technology

From the pie-chart above 40% of the students prefer video clips, however both participant who prefer songs and PowerPoint are equal; 20% support songs and

20% prefer PPT , 12% prefer computer as a medium of learning. While few of them that represent 8% prefer graphic aids. Besides, some students listed some of the other multimedia technology tools they see as important such as: internet, PDF, electronic books, radio, movies, face book

Question07: In your opinion are technology-based courses are more effective and motivating than classic courses?

Table 2.4Students' Opinion about Technology-Based courses and classic Ones

	AbsoluteFrequency	**Relative Frequency**
Yes	21	84%
No	4	16%
Tota	25	100%

From table above , EFL students are asked to answer this question by ticking up 'yes' or 'no', therefore, a numerical majority of 21 respondents representing (84%) affirmed that technology-based lessons are motivating and more effective rather than traditional lessons. Whereas a numerical minority of 04 respondents representing (16%) affirmed that using technology during lessons are less effective rather than classic lessons, those who prefer technology-based courses stated that these tools breaks the daily routine of traditional courses, and make them innovate , also it stimulate the learners' intention and make learning more easier , vital and realistic, while the others said that through using technology devices the role of teacher may be disappear and learners ignore the real process of these devices. That means the majority of students enjoyed and motivate through using these materials.

Question08: Broadcasting technologies (radio and television), Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs ,Audio Cassettes, Power Point, Videos, DVD's or VCD's should be frequently used in EFL classrooms to increase students motivation.
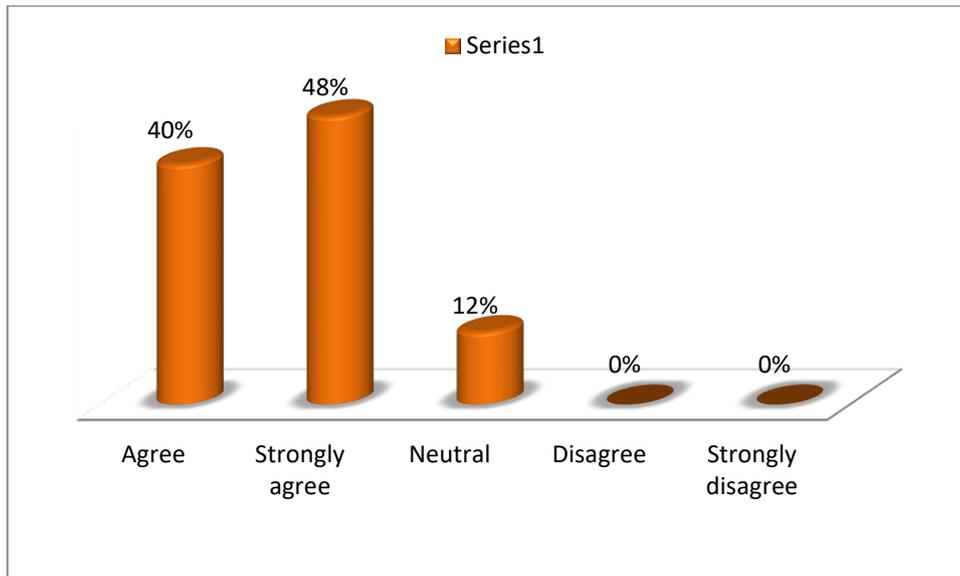
**Figure 2.5 The impact of using different technological tools on the students'
motivation**

This question aims at collecting valuable suggestions that can help EFL
students and the ELT field benefit from integrating various technological
instruments. The finding result shows that 48% affirmed that the use of different
kinds of technology could increase their motivation, and 40% of the population
agrees that these kinds of multimedia technology should be frequently used to
increase learners' interest and motivation, while 12% found themselves undecided
about the current issue. The finding results confirm that multimedia technology
materials play a great role in enhancing EFL learners' levels.

Question09: Do you like lectures in which teachers use technology to achieve the
course?
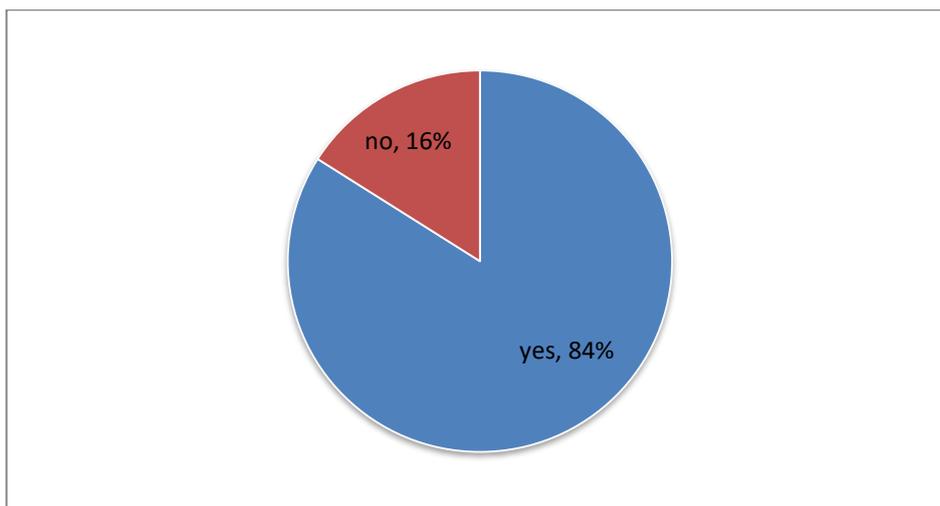
Figure 2.6. Students' opinions about Using Technology in EFL Classroom

It is very important to know the EFL students opinions about the way they are taught using technology in the target language, Thus, most of the respondents that represent 84% support using technology during teaching and learning process. while few of them that represent 16% do not prefer it, they like the teacher himself and his way of teaching or even his techniques during session.

Question 10: How much do they fit with your needs?
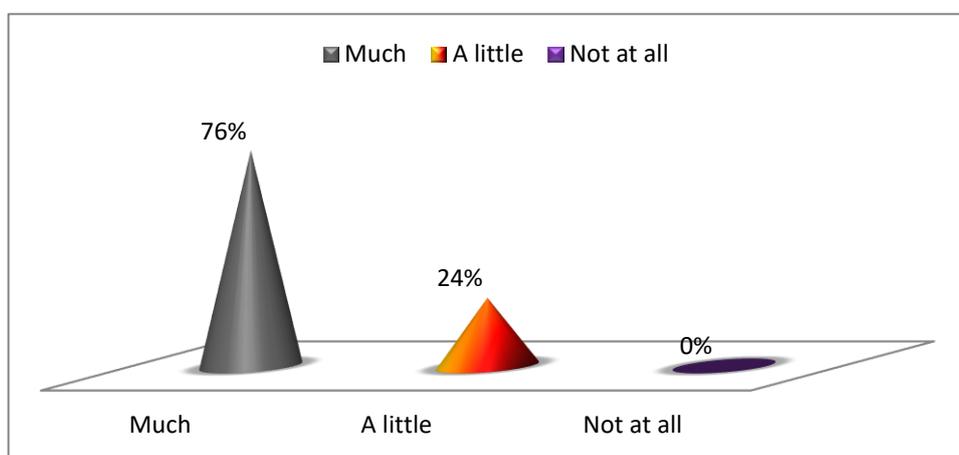
Figure 2.7 The degree multimedia technology tools fit with the students' needs

The rationale of this question is to elicit whether the use of multimedia technology devices fit with students' specific needs in learning process. The majority of the participants, 76%, see that multimedia technology tools fit with their needs very much because they are helpful in many ways; they facilitate learning, they simplify ideas and make them look more easier, they help students to develop

their skills and communication competence, also provide an enjoyable atmosphere of learning, whereas 24% of the participants these technological materials fit with their needs a little because relying on them completely is not recommended and they feel confused when searching about something in internet and the student needs to look for other sources. Some of the participant did not mentioned their reasons.

Question 11: According to you, what are the positive and negative aspects of using multimedia technology in EFL classes?

Concerning question eleven (11) which is an open question, the participant were asked to mention some positive and negative aspects of using multimedia technology in EFL classes. In that case the students had common answers, the most of students see that the use of technology had positive effects because it improves students' skills and raise their interest and motivation, it makes learning authentic and comprehensive innovative and meaningful, enjoyable, and provides the relationship between teacher and learners, also it help to do a hard works and researchers by saving a lot of time.

On the other hand the negative effects of using multimedia technology in EFL class can be represent from that point of view as an example, students will feel lazy and search for easy way to do their hard work, the total dependence on these materials led students neglect the other resources such as books, at the same time It will change their behavior to become more irresponsible and losing their concentration. Because of the use of unwanted websites during learning such as; Facebook, Twitter and others. They state also that the lack of suitable equipment can affect learning, and also using technological tools much decrease teacher's role.

Question 12: What are the difficulties that may EFL learners face when they use technological tools during learning?

In this question the informants were asked about the difficulties that may EFL learners face when using technological devices during learning. The answers were nearly the same, the majority of the participant said that the difficulties can

represent in shortage of experience while using the different kind of multimedia technology , and the incorrect use of these devices can decrease the students' intention and motivation, also students may have Difficulties in being self dependent trough the total use of these devices, in addition students may confused through using technological tools; students find several source in websites when searching about something .

Question 13: What suggestions do you have to improve teaching and learning situation?

The majority of participants' suggestions indicated that teaching and learning situation will be improved by integrating multimedia technology within teaching and learning process, for them teachers should teach students how to mix between traditional and technological tools for learning ,and let students communicate and express their needs, also they suggest that learning with technological devices such ; watch a beneficial channels , YouTube , songs , listen to native speakers can improve their skills, however other suggest other technique like Creating an authentic environment which can creates a visual and tangible presence of the target culture, and also Using other sources and also using books , dictionaries, Using cooperative work in class , presentations , doing free talk in oral sessions, and work on the communication between the students and the teacher bring new methods of learning (trips, games,…) provide tools that helps. However there are some students that they did not answer this question.

2.7.2 Analysis of Teachers' Interview

In this part, The interview of this research is designed for EFL teachers aims mainly at processing the gathered data and reporting some of the teachers' attitudes about their role in motivating students and their perception about the integration of multimedia, Moreover, it was to identify the different perspectives and views of Algerian, teachers of English towards the importance of the use of technology in increasing and improving learners' motivation. The interview was distributed to six EFL teachers at Naama University center and has dealt with each question

individually. Divided into two parts; part one about personal information, and second part which consisted of 7 questions.

The first part: Demographic questions

Table 2.5 Background Information of Teacher

Responses / Teachers	option	Number	Percentage %
Gender	Male	1	16%
	Female	5	84%
	Total	6	100%
Academic level	BA	0	0%
	MA	3	50%
	PhD	3	50%
	Total	6	100%
teaching experience	Reanged	From 3 to 17	Years

For the first section which is used to collect the demographic information; it has been found that teachers are different gender 84% females and 16% males, their academic level are equal represent 50% among them have doctorate and the 50% of them have magister. In addition to that, their teaching experience ranged from 3 to 17 years.

The second part: teachers' attitudes about the impact of multimedia technology on learning.

Item one: teachers 'attitudes about the impact of multimedia on learning.
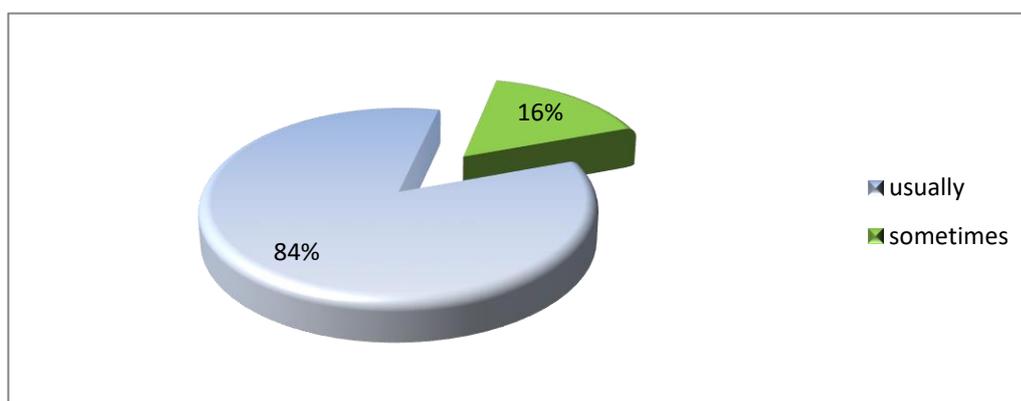
Figure 2.8.the frequency of using technology by teachers

The majority of respondents stated that they are using technology to achieve and assist their teaching during lectures. five teachers said that they usually depend on different kinds of multimedia technology in teaching, they believed that it led to a vital and enjoyable atmosphere, and successful learning in their teaching process also through the integration of this modern techniques , learners will be more motivating ,interested and innovative , while rest of teachers agreed that they occasionally use technology , they stated that these devices may take time sometimes , and they use them when it is necessary.

Item two: Teachers' opinion about difficulties when using multimedia technology in their courses.

In this question the teachers asked to specify the obstacles that they may find when using technology devices while teaching their learners, all of them almost stated that the main problem goes back to time consuming; because the luck of professional training and implementation in the use of the new equipments, Another problem represent in the luck of the appropriate materials (internet, laboratories) especially when trying to draw students' attention, while few of the participants do not find difficulties when using them because they are familiar with these means.

Item three: Teachers reaction about the use of multimedia technology in motivating EFL students.

The rationale of this question is to elicit whether EFL teachers support using technology while teaching with their learners or not, all the respondents supported the implementation of technological devices as a pedagogical materials. They pointed out that it is obligatory to use these devices since learners belong to the new generation which is known as digitalized learners ,also technology is beneficial in facilitating the teaching process, reinforces learning and motivate and raise students enthusiasm, make the learning atmosphere relaxing.

Item four: Teachers point of view about multimedia technology as a medium in developing student's ability to master some aspect of language.

The majority of participants consider multimedia technology helps the students in developing their ability to master some aspects of language, they stated that through the technological materials the four skill may developed, and for by being exposed to the native speakers, a big amount of information and patterns (accent, stress, and intonation) are received as long as this is under the supervision of the teacher. While other said that the total use of these devices may make students lazy.

Item five: Teachers opinion about students' reflection technology devices in teaching.

The aim behind this question is to know whether EFL teachers are aware of the importance of motivating learners under technological circumstances. All teachers responded by yes, they responded this way because they considered the tight relationship between today's students and technology, and also these tools make their learning interesting and not boring rather than traditional teaching that focused textbook , chalk, teacher, they see technology as learning motivator, atmosphere relaxer.

Item six: Teachers 'opinion about how the omnipresence of technology affect learning and learners level.

In this question the majority of teachers declared that if used adequately, technology is very helpful, it is motivating for students; makes motivated and autonomous in learning by their own instead of being always spoon-fed , provides many sources of information and data that are easily accessible, it makes the learning atmosphere more vital and relaxing, whereas one of the respondents had a different point of views , she stated that technology is not always a good factor for , it may reflect them negatively by making them lazy and less responsible.

Item seven: The advantages of using multimedia technology in teaching and learning process.

The last question sought to obtain EFL teachers point of view about the benefits of using multimedia technology in ELT. They stated that the right and

regular use of technology across different curriculum subjects can have a beneficial motivational influence on students 'learning. As they point out ,these materials has a great impact on the teaching and learning process, because using multimedia technology may create a smooth environment , makes students feel excited and relaxed and using several technological tools provide them with vital and motivating opportunities to practice their English. Moreover, it helps the teacher in gaining time and effort, as well as facilitating acquisition of basic skills through drill and practice, otherwise if they are badly use , they will be an obstacle or a barrier that prevents learners from learning effectively instead of being an aid that enhanced and supports them.

2.8 Data Interpretation and Discussion of the Main Results

After the analysis of teachers' interview and students' questionnaire. The researcher attempt to discus and the finding result, as stated before, this study aimed to reveal if teachers are able and enthusiastic about the integration of technological tools instead of depending of traditional way for achieving learners interest and motivation, taking into consideration learners and teachers attitudes while using these tools.

The finding results confirm the researcher hypothesis which stipulates that that The good integration of ICTs in the EFL classes would lead to promoting learners' motivation, autonomy and collaboration; as well as creating active students and making different data resources available. Thus, using technological tools within EFL classrooms is more dynamic and motivational rather than depending on traditional materials. According to the results obtained; students seemed very motivated to learn and ameliorate their skills via technology. They are very accustomed to technology, from that point , it has been confirmed that these devices has a positive effect to motivate them and raise their language level. Also they stated that through the application of technological tools like ICT they will learn easily and in enjoyable way because technology creates a vital atmosphere. In the other hand the study proved that teachers are very eager and open to use technology

to teach. They are aware about how much it could be beneficial for students. they agreed also that the use of multimedia technology in instructional delivery is said to motivate students' interest and reinforce learning , students can learn with their own , Technology then proved its advantages of activating, motivating and increasing the confidence level of the learners. However, both the teachers and the students did not neglect the use of traditional education. Teachers are aware about how much it could be beneficial for students. However, they want to use it just as an aid, and not depend on it, because they see that technology is not always trustworthy. So to use, but with moderation, and only as an extra tool.

After the analysis of data collected from the both the teachers' interview and students 'questionnaire , the second research hypothesis which says that most of the Algerians Learners who belong to the new generation are known to be digitalized in nature and therefore support the use of multimedia technology in classroom to receive their lectures. have been proved, The results obtained demonstrated that both teachers and learners are familiar with technology during learning , students are aware about the advantages, benefits and merits behind the use multimedia technology ,and how effectively it could develop their skill and widen their cultural knowledge about the target community, the most of students agreed that multimedia technology can help them to increase their language level by make the complex ideas in the lecture easy and simple to grasp. It can also help in attracting and sustaining the learners' attention in the class which is the main requirement for making learning successful, These students support using different technological devices for motivation because it allows them learning with their one pace, sharing documents online and making them innovative in learning. These tools can increase their interest and create a enjoyable and relaxing atmosphere during lectures.

In the other hand, the EFL teachers at Ahmad Salhi University center affirms that the use of multimedia technology is a very effective method in order to increase and motivate learners level .they consider multimedia as one of the appropriate materials and techniques that should be used in learning, since students are very

accustomed to technology, they stated also that these materials improves learners skills and facilitating their job, however both teachers and students claimed that they still need more preparation to use multimedia technology adequately , teachers stated that multimedia can be a motivating source or authentic tools if both teachers and learners use it in right way, otherwise if they are badly use , they will be an obstacle or a barrier that prevents learners from learning effectively.

2.9 Suggestions and Recommandations

This study surveyed the current attitudes of both EFL students and teachers about the application of multimedia technology in EFL teaching and learning. Based on the finding as well as the limitation of this study revealed that the integration of multimedia with EFL learning is obligatory for breaking the obstacles and providing a meaningful learning for learners, the students felt confident in their ability to accomplish their tasks due to their familiarity with the technology. They agreed that using technology can increase their interest and create a realistic environment rather than traditional classroom, which seems boring, Nevertheless, The EFL teachers still use traditional strategies to present the lectures, and this is due to the lack of required means and equipments. After surveying students and teachers attitude toward the effectiveness of multimedia technology, a number of recommendations can be suggest:

- The use of authentic materials and methods in laboratories in order to prepare learning to real world communication and guide them about how to use language.

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

- Teachers should increase the use of multimedia technology in their courses because they help in developing students' skill as well as they create a relaxed and motivated classroom atmosphere for students.

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

- Using other methods, techniques or source to create innovative learning such making students in groups , doing presentations , free talk , reading books let them exchanging ideas and correcting their errors by themselves as well as increasing the level of comprehension.

- Teachers should use different teaching aids in their classes. And taking the students' psychological factors for the purpose of increase their motivation and desire in learning.

2.10 Conclusion

As a conclusion, this chapter was devoted to field work by collect and analyze the research data instruments divided i.e. a students' questionnaire and teachers' interview. After the interpretation and a discussion of the obtained results, it was clear that the need of using multimedia technology and expressed by both the students and the teachers. Their opinion and attitudes towards the use of multimedia in EFL classes is essential and helpful. The findings of this chapter confirm the hypothesis presented before; that multimedia has a great impact in teaching and learning rather than traditional lectures as well as it can motivate both students and teachers in learning process. by taking the students and the teachers of English second year LMD at the Naama university center as the population of this research.

General Conclusion

The value of the current research is to emphasize the tremendous role of using multimedia technology in motivating EFL teaching. Based on the results obtained from both teachers and students, the implementation of multimedia technology in EFL teaching and learning has a great impact and raises the learners' intention and motivation. it has been proved that both teachers and learners positive attitude towards using multimedia technology in motivating EFL learners.

The investigation was conducted in the department of English at Naama University Centre. It aimed at confirming or rejecting the hypothesis which states that the good integration of ICTs in the EFL classes would lead to promoting learners' motivation, autonomy and collaboration; as well as creating active students and making different data resources available. Thus, using technological tools within EFL classrooms is more dynamic and motivational rather than depending on traditional materials most of new millennium learners support the use of multimedia technology during lectures, they also consider the use of ICT is obligatory to motivating and facilitate learning .The research case study was second year LMD students and their teachers at Ahmad Salhi University. They were selected randomly. Moreover, the main data gathering tool of this study was questionnaire which was administered for students and interview for teachers.

Based on the finding result, it was proved that these same results are relevant to our hypothesis which stresses that most of the Algerians Learners who belong to the new generation are known to be digitalized in nature and therefore support the use of multimedia technology in classroom to receive their lectures. It was clearly noticeable through the analysis of the questionnaire that students during the use of technology teaching devices, they have showed a vehement desire and feels motivated to learn with these technological tools all the times to increase their learning abilities and simultaneously gaining time and effort. However he results obtained via students' questionnaire show that most of new millennium learners react positively towards the use of various technological tools which confirm the second hypothesis. Teachers are supposed to be aware of the use of those materials to achieve successful teaching results and better learning outcomes. Moreover

students stated that technology can facilitate their learning and gaining time and effort.

In order to fulfill the present work, the researcher has divided his work into two interrelated chapters which the first was devoted to a theoretical background of the research , this part contains the concept of using multimedia technology as new pedagogical tools for motivating EFL learners by my mentioning their characteristics and giving overview about motivation. On the other hand, the second chapter is the most one of the work in which reflects data collection and analysis of research tools and their interpretations, It has provided the research methodology, sample population, then a full discussion of the major results as well as some suggestions and recommendations related to the significance of the application of technological tools for motivating EFL learners.

After analyzing the data, it has been concluded that multimedia technology has a tremendous role in increasing the interest, motivation and different skills to English learners at Ahmed Salhi University Center .Lastly, the researcher hopes that this study has covered all the necessary points related with the current research and it can be useful for the students to improve their language level.

This research is very vast and the researcher did not reach some points. Restriction of time has obliged us to confine our study to the descriptive method not the experimental. A lack of sources was one of the difficulties faced in this study, despite the stated limitations; the underlined goals of this study were accomplished. Hoping from the future researchers to go further in this study by including the missing points.
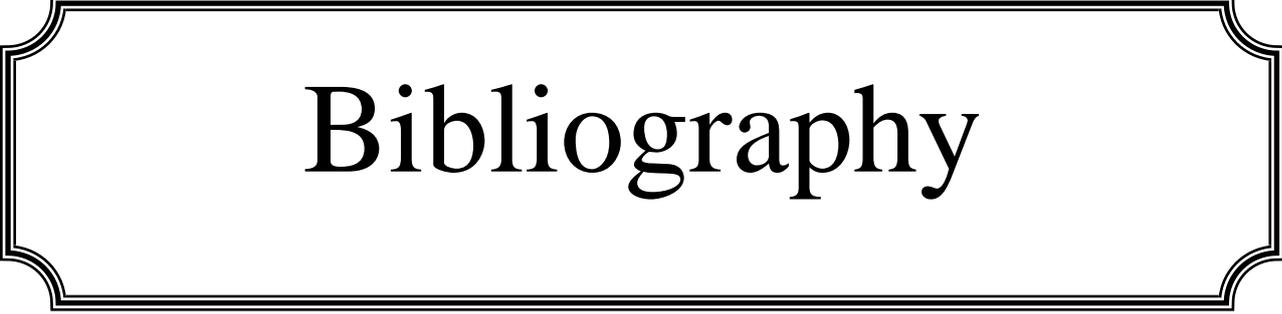
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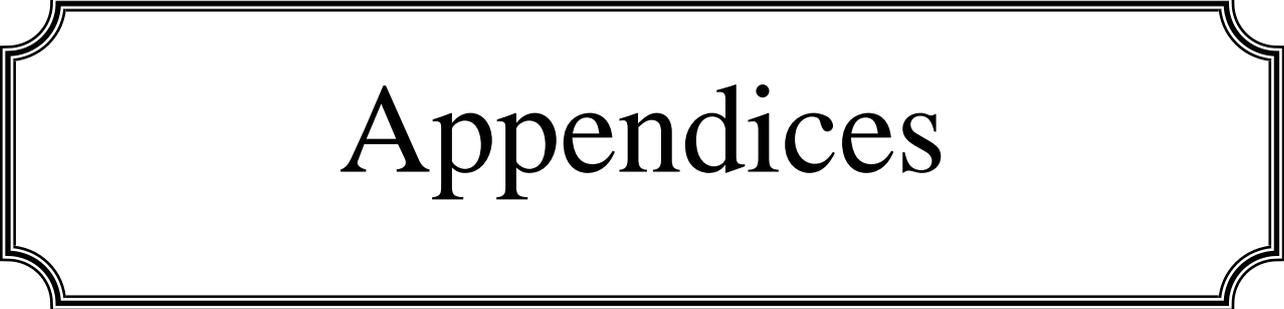
Appendices

Appendices

A/Students' Questionnaire

Dear students;

For the sake of investigating the use multimedia technology and to examine its motivational impact on teaching EFL to Algerian learners. This questionnaire is a part of research work. Therefore you are kindly invited to answer the following questions by putting a tick (✓) in the box next to the answer of your choice and make full statements whenever necessary.

Thanks for your collaboration

Part one: background information

Age : ………

gender : Male ☐   Female ☐

1) How long have you been studying English?...............years

Part two:the use of multimedia in EFLclassroom

1) How do you see your experience in learning English?

Positive ☐   Negative ☐   hard ☐

2) Do you think that using multimedia technology in EFL class is a good strategy to improve your level?

Yes ☐   No ☐

Why?…….…………………………………………..

.,……………………………………………….

3) Do your teachers use technology devices in classroom?

Yes ☐   No ☐

4) Do lectures seem more interesting and enjoyable when using different types of technology?

Yes ☐   No ☐

5) How often do you use modern technology devices in your daily ?

Always ☐   Often ☐   sometime ☐   Rarely ☐   Never ☐

6) Which type of the following multimedia technology is preferable for you?

    a- Graphic aids (pictures, flashcards) ☐

       b- Videos ☐

       c- Computer ☐

       d- PowerPoint ☐

       E-Others…………

       …………..

7) In your opinion are technology-based courses more effective and motivating than classic courses?

       Yes ☐   No ☐

Why ?………..

8) Broadcasting technologies (radio and television), Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs ,Audio Cassettes, Power Point, Videos, DVD's or VCD's should be frequently used in EFL classrooms to increase students motivation.

a- Agree ☐
b- Strongly agree ☐
c- Neutral ☐
d- Disagree ☐
e- Strongly disagree ☐

9) Do you like lectures in which teachers use technology to achieve thecourse?

Yes ☐   No ☐

10) How much do they fit with your needs?

a- Much ☐

b- A little ☐

c- Not at all ☐

Justify your answer:

………………………………………………………………………………………

……………………………………………………………………..

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

………………………………………………………………………………………

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12) What are the difficulties that may EFL learners face when they use technological tools during learning?

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13) What suggestions do you suggest to improve teaching and learning situation?

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…………………………………………

Thank you for your help

B/Teachers' Interview

Dear teachers

For the preparation of a master dissertation, this interview serves as a data collection tool about EFL teachers' attitudes towards the use of multimedia technology in increasing and improving learner's motivation .Thus you are kindly requested to answer the following questions.

<u>Thank you very much for your collaboration</u>

<u>Part one: personal information</u>

1. Gender:

    a. male

    b. female

2. What is your academic level?

    - License (BA) ☐
    - Magister(MA) ☐
    - Doctorate(PhD) ☐

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

    …………………………………………………………………

<u>Part two:</u> *teachers' attitudes towards the use of multimedia technology*

1. Do you use multimedia technology in your courses?
2. Do you find any difficulties when using multimedia technology in your courses while teaching?
3. Are you for or against the use of multimedia technology in motivating EFL students?

    And why?
4. Does multimedia technology help your students in developing their ability to master some aspect of language like; recognizing accent, stress, intonation…?

5. In your opinion, are students motivated to learn via technology environment?

6. In your opinion, how did the omnipresence of technology in daily life affect learning and learners level?

7. According to you, what are the advantages of using multimedia technology in teaching and learning process?