

EFFECT OF TECHNOLOGY ON MOTIVATION IN EFL CLASSROOMS

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ABSTRACT

In language classrooms, being in unnatural conversational situations, students need motivation more than other learning milieus. Teachers try to capture the attention of students through various methods and techniques. Many researchers in EFL teaching profession have stated that good motivation has appositive effect on foreign language learning. The purpose of this study is to explore how technology could be used to increase students' motivation in EFL classrooms.

For this purpose; a questionnaire was administered to a group of students at Akdeniz University Preparatory Classes in 2007-2008 academic year. As a result it was found out that technology was a dynamic and challenging motivating factor in EFL classrooms and there may be some suggestions focusing on the achievement of learning objectives.

Keywords: Motivation, EFL Activities, Use of Technology in EFL Classes.

INTRODUCTION

For centuries foreign language teaching approaches, methods and techniques have been changing because of different factors. Learning a foreign language is a challenging process and students always need motivation and encouragement during this period. Technology might be one of the factors which affects students' attitude positively in the teaching/ learning process. Adıyaman (2002) defines one way of technological equipment such as radio, TV, cassettes, CD, DVD and two way of educational technological equipment used in EFL classrooms like e-mails, computers, interactive radio and television programs, teleconference and internet conferences.

The use of technology brings lot of advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate the language learners. Effective language teachers should be enthusiastic and creative because language learners can lose their motivation and desire easily. Movies, music and different materials can help students' psychological and social improvement. Therefore use of technology, online / distance education may provide a good opportunity to develop and create different, enjoyable tasks in EFL classrooms. Demiray (2009) thinks that distance education has a great potential for global learning and it can offer new and active learning environment for language learners. Usun and Kömür (2009) claim that distance education and e-learning technologies can be used in ELT programs to motivate the students.

According to Wang (2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and every kinds of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology and increase the popularity of distance education. Crystal (1997) assumes that educational technology takes a great role in EFL classrooms because of the current position of English as a global language. Jonassen (2000) discusses that technology in EFL classroom encourages not only the students but the teacher in a positive way. Brown (2003) explains that internet and distance education increase the quality of language learning and provide available education. Web-learning offers well-selected activities and interactive learning.

Stepp-Granny (2000) reports that technologically equipped classrooms increase student's motivation because of the interactive nature of the activities. İşman et al (2004) implies that students always have positive and optimistic ideas for using computer in the classrooms and it gives opportunity students to create new ideas and develops their problem solving skills while providing self-responsibility thus students feel comfortable. Kang (1999) explains the positive effects of computer and technology in EFL classrooms by allowing the students to observe the real life situation and meaningful communication. Zengin (2007) explains the importance of technological classrooms because students are more motivated and interested in multi-media and technological lessons. Mayora (2006) tells the advantages of multimedia technology in EFL programs and adds that using multimedia increases students' interest in the classroom. Teachers can use online magazines, newspapers as authentic materials. Harmer (2007) points out that student can become active and dynamic learners by means of online education and also mentions the importance of computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them.

Ellinger et al (2001) conducted a study on the use of internet in language classes. They believe that internet, as an important tool, encourages students, increases autonomous learning potential and brings enthusiasm into the classroom. Arcairo (1993) states that using authentic video in EFL classrooms can be interesting and attractive for communicative dialogues. Chapple and Curtis (2000) point out that using authentic films in the classrooms motivate the learners because many contextual clues of films' and they make learners use both of their hemispheres which are very important for language learning. Using technology in EFL classrooms improve students' four skills. Kung (2003) explains his research results about web and language learning. According to his research web using enriches and supports good motivation in the development of speaking skill. Case and Truscott (1999) tell that computers and internet are good sources in developing reading skills. Computer-based reading texts are authentic, more effective and motivating for every kind of language learners. Anderson and Speck (2001) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier. Leu and Leu (1997) think that electronic books and stories used in EFL classrooms enrich students' interest and lead them to be a good reader. Deeler and Grey (2000:75) indicate that the real motivating factor in using the internet for speaking skill can be videoconferencing and cross-curricular projects.

Students can publish a class web page of their own, they can prepare simple fancy programs which are enjoyable during the difficult language learning process consequently they improve their writing skill. Distance learning is not limited so students can use this limitless knowledge for their improvement. Krajka (2000) explains the importance of internet and adds that with the help of websites and on-line techniques, writing skill can be more interesting, appealing and motivating.

It can be said that technology also allows weak learners to reveal their capacity and creative mind. In addition to providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In the study on the internet and computer – based classrooms conducted by Kang and Dennis (1995), there are interactive vocabulary choices for EFL students. Belz (2002) thinks that technology brings meaningful and communicative materials into the classroom such as tele-collaboration and interaction.

Authentic materials which can be accessed in the internet easily are opportunities for language learners to compile interesting information and report it in English so they may improve both their reading and writing skills at the same time. There is plenty of advantages of using technology in EFL classrooms for providing easy, practical and authentic activities as well as creative tasks. Although technology does not substitute for a good teacher it will motivate the language learners and enrich classroom atmosphere. In order to use technology in the classroom effectively teachers have important roles, they should plan and organize the lessons according to these materials. First they should plan, set up and use the correct equipment in EFL classrooms. (Deeler and Gray: 2000).

The demand of technology and distance education has been increasing rapidly nowadays but they should reach to many students in order to be more effective. Demiray (2009) claims that education is a kind of service which needs to be marketed well. Marketing of this service provides wide opportunities for language learners. Mirici (2009) indicates that the needs of technology in ELT markets can be solved and supported by distance education. Usun and Kömür (2009) think that distance education can take an important role as a facilitator for the marketing of ELT programs.

In Turkey students learning English especially in preparatory schools at universities often seem uninterested in learning the language. One of the most important reasons is the lack of enough motivation (Acat and Demiral: 2002). This is true for the students of the English Language Preparatory School at Akdeniz University. As students do not pay much attention to the lessons, they cannot live up to the standards that the school has aimed at. One of the reasons for their failure can be their lack of motivation.

Thus, the factors which motivate them should be determined to achieve effective learning. Using technology, internet, computer-based authentic materials, video, CDs and distance education can be one of the good and effective solutions to overcome students' motivational problems in the classrooms.

Consequently, this study aims to find out the role of technology on the motivation of EFL learners in language classes and to put forward some practical ideas in order to make language learning more effective.

RESEARCH QUESTIONS

This study addresses the following questions;

- **Is technology a good motivator in EFL classes?**
- **What is the ratio of students who support technology for good motivation in EFL classes?**
- **Is there a significant difference between male and female students' ideas on using technology for better motivation in EFL classes?**
- **Is there a significant difference between natural science and social science students' ideas on technology usage for better motivation in EFL classrooms?**
- **Should language teachers use different technological devices in order to increase their students' motivation?**

IMPORTANCE OF THE STUDY

This study aims to modify the role of technology on motivation in the language classrooms and to review the students' ideas on how to use technological equipment effectively. This study can also be useful for EFL teachers to discover the role of the technology in their teaching process.

PURPOSE OF THE STUDY

The purpose of this study is to be of help for those who lack motivation and introduce the effect of technology for a fruitful foreign language teaching process.

METHOD OF THE STUDY

This descriptive study is based on a questionnaire which was prepared on purpose. The groups were selected among Akdeniz University Preparatory Classes in the academic year 2007-2008.

The questionnaire was composed of 15 questions about motivation and technology use in EFL classrooms. The questionnaire was administered to a representative group and then an item analysis was done. It was examined by three leading experts in this field. Next, it was administered to 350 students.

The students were selected from two fields of study randomly; Social Sciences and Natural Sciences. For the analysis of the data SPSS chi-square statistical analysis was used and the significant level was taken as .05.

FINDINGS

There were 350 students involved in this research; 198 from natural sciences departments and 152 from social sciences departments. 186 of them were male and 164 of them were female students. There were 15 questions about technology and how to use it as a means of motivation in the language classes.

Findings based on the relation between use of technology and motivation can be seen in Table: 1.

Table: 1
Use of Technology in our language classrooms increases my motivation

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	131	70, 4	25	13, 4	30	16, 1	186	100, 0
Female	128	78, 0	16	9, 8	20	12, 2	164	100, 0
Total	259	74, 0	41	11, 7	50	14, 3	350	100, 0

$\chi^2=2.656$ $P= 0.267$ $df=2$ $P>.05$

Both female and male students believe that technology in EFL classrooms motivate them. 70.4 % of the male students and 78.0 % of the female students think that technology in their language classrooms increases their motivation.

When Table 1 is examined it is seen that there is not a statistically significant relationship between male and female student’s ideas on technology and motivation ($\chi^2 =2.656$; $P>.05$).

For question 2 chi-square results are presented in Table: 2.

Table: 2
We should use technology in our classroom for every lesson

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	71	38, 2	48	25, 8	71	38, 2	186	100, 0
Female	82	50, 0	51	31, 1	31	18, 9	164	100, 0
Total	153	43, 7	99	28, 3	98	28, 0	350	100, 0

$\chi^2=13.38$ $P= 0.001$ $df=2$ $P < .01$

Table 2 shows that 50 % of female students want to have all their lessons with technology on the other hand 38.2 % of male students want technology in their every lesson.

As it is seen here there is a significant difference between male and female students’ ideas on technology ($\chi^2 =13.38$; $P < .01$).

Female students want to use technology in every lessons more than male student.

In the following table (Table: 3) the effects of good authentic material on active learning process can be seen.

Table: 3
Authentic materials downloaded from the internet
make me active in the learning process

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	132	71, 0	29	15, 6	25	13, 4	186	100, 0
Female	140	85, 4	11	6, 7	13	7, 9	164	100, 0
Total	272	77, 7	40	11, 4	38	10, 9	350	100, 0

$\chi^2=11.105$ **P= 0.040** **df=2** **P < .05**

71 % of male and 85.4 % female students think that authentic materials which are taken from the internet make them active.

As can be seen there is a significant difference about authentic materials between male and female students ($\chi^2=11.105$; P < .05).

Computer-based classroom atmosphere is presented below in Table: 4.

Table: 4
Computer-based teaching activities make the lessons more enjoyable.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	128	68, 8	23	12, 4	35	18, 8	186	100, 0
Female	123	75, 0	27	16, 5	14	8, 5	164	100, 0
Total	251	71, 7	50	14, 3	49	14, 0	350	100, 0

$\chi^2=8.334$ **P= 0.015** **df=2** **P < .05**

68.8 % of male and 75.0 % of female students say that computer based classrooms make the lessons more enjoyable.

It can be said that there is a significant difference between female and male students ($\chi^2=8.334$; P < .05). In other words students' ideas on computer-based lessons can be changeable depending on their gender.

Table: 5 shows students' ideas on technology.

Table: 5
Technology can be boring and unnecessary.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	49	26, 3	40	21, 5	97	52, 2	186	100, 0
Female	27	16, 5	36	22, 0	101	61, 6	164	100, 0
Total	76	21, 7	76	21, 7	198	56, 6	350	100, 0

$\chi^2=5.368$ **P= 0.068** **df=2** **P>.05**

52.2 % of male and 61.6 % of female students do not agree the idea that technology can be boring and unnecessary.

As can be seen from Table 5, there is no statistically significant difference with respect to the students' genders ($\chi^2=5.368$; $P>.05$).

Table: 6 shows the results of question 6.

Table: 6
I can understand language better
when my teacher uses technology in the class.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	68	36, 6	45	24, 2	73	39, 2	186	100, 0
Female	73	44, 5	57	34, 8	34	20, 7	164	100, 0
Total	141	40, 3	102	29, 1	107	30, 8	350	100, 0

$\chi^2=14.756$ **P= 0.001** **df=2** **P < .01**

36.6 % of male and 44.5 % of female students think that they can understand language better when the teacher uses technology in the classrooms.

As it can be understood from the table there is a statistically significant difference between female and male students' ideas ($\chi^2=14.756$; $P < .01$).

Female students can understand the language better if the teacher uses technology.

Findings based on the question 7 are presented below in Table: 7.

Table: 7
We always need technological devices in language classrooms.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	76	40,9	56	30,1	54	29,0	186	100,0
Female	56	34,1	52	31,7	56	34,1	164	100,0
Total	132	37,7	108	30,9	110	31,4	350	100,0

$\chi^2=1.843$ **P= 0.398** **df=2** **P>.05**

40.9 % of male and 34.1 % of female students say that they always need technological materials in the classrooms.

As can be seen there is not a significant difference between two genders on technological material usage in the classrooms ($\chi^2=1.843$; $P>.05$).

In the following table the results of question 8 are presented.

Table: 8
Different technological devices should be used in the class to increase my motivation for learning English.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	125	67.2	37	19.9	24	12.9	186	100,0
Female	123	75.0	26	15.9	15	9.1	164	100,0
Total	248	70.9	63	18.0	39	11.1	350	100,0

$\chi^2=2.659$ **P= 0.265** **df=2** **P>.05**

67.2 % of male and 75.0 % of female students want different technological devices for motivation.

As it is seen from Table: 8 there is a significant difference between two genders ($\chi^2=2.659$; $P>.05$).

Findings based on the question 9 can be seen in Table: 9.

Table 9
If my teacher uses powerpoint presentations,
lessons can be more enjoyable.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	103	55.4	49	26.3	34	18.3	186	100,0
Female	97	59.1	39	23.8	28	17.1	164	100,0
Total	200	57.1	88	25.1	62	17.7	350	100,0

$\chi^2=0.517$ **P= 0.772** **df=2** **P>.05**

55.4 % of male and 59.1 % of female students think that lessons can be more enjoyable with powerpoints. There is no statistically significant difference between male and female students' ideas on using PowerPoint in the classrooms ($\chi^2=0.517$; P>.05).

The results of question 10 are illustrated in Table: 10.

Table: 10
When we use technology every time, it makes the lessons boring.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	110	59.1	23	12.4	53	28.5	186	100,0
Female	109	66.5	27	16.5	28	17.1	164	100,0
Total	219	62.6	50	14.3	81	23.1	350	100,0

$\chi^2=6.785$ **P= 0.034** **df=2** **P < .05**

59.1% of male and 66.5 % of female students thinks that technology can be boring when it is used every time.

There is a significant difference between male and female students' ideas ($\chi^2=6.785$; P < .05).

Female students say that too much technology can be boring in the classrooms.

Table: 11 shows the chi-square statistical results for question 11.

Table: 11
Films, videos, CDs and e-learning can be helpful to develop my language skills .

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	137	73.7	33	17.7	16	8.6	186	100,0
Female	142	86.6	17	10.4	5	3.0	164	100,0
Total	279	79.7	50	14.3	21	6.0	350	100,0

$\chi^2=9.976$ **P= 0.007** **df=2** **P < .01**

73.7 % of male and 86.6 % of female students believe that they can develop their language skills with authentic films, videos, CDs and e-learning.

The table reveals that there is a significant difference between male and female students ($\chi^2=9.976$; **P < .01**). Findings based on the relationship between technology and project works are presented in Table: 12.

Table: 12
I should use technology during the project works in EFL classes.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	90	48.4	32	17.2	64	34.4	186	100.0
Female	64	39.0	40	24.4	60	36.6	164	100.0
Total	154	44.0	72	20.6	124	35.4	350	100.0

$\chi^2=4.047$ **P= 0.132** **df=2** **P>.05**

48.4 % of male and 39 % of female students say that they should use technology in order to develop their projects.

The table shows that there is not a statistically significant difference between two genders ($\chi^2=4.047$; **P>.05**).

Table: 13 shows the results of the students' ideas' on teleconferencing.

Table: 13
If we have a chance of teleconferencing via distance education with other universities, it can be challenging for me.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	107	57.5	41	22.0	38	20.4	186	100.0
Female	101	61.6	34	20.7	29	17.7	164	100.0
Total	208	59.4	75	21.4	67	19.1	350	100.0

$\chi^2=0.656$ **P= 0.720** **df=2** **P>.05**

57.5 % of male and 61.6 % of female students think that teleconferencing with the other universities via distance education can be challenging.

However, there is no significant difference between two genders ($\chi^2=0.656$; $P>.05$).

Question 14 is illustrated below in Table: 14.

Table: 14
My teacher should use more technology in the classrooms.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	91	48.9	30	16.1	65	34.9	186	100.0
Female	83	56.6	40	24.4	41	25.0	164	100.0
Total	174	49.7	70	20.0	106	30.3	350	100.0

$\chi^2=5.899$ **P= 0.520** **df=2** **P>.05**

48.9 % of male and 56.6 % of female students think that their teachers should use more technology in the classroom.

It can be said that there is no significant difference between two genders ($\chi^2=5.899$; $P>.05$).

Findings based on the question 15 can be seen in Table: 15.

Table: 15
Computer-based lessons are more enjoyable and effective than traditional lessons.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	113	60.8	42	22.6	31	16.7	186	100.0
Female	104	63.4	28	17.1	32	19.5	164	100.0
Total	217	62.0	70	20.0	63	18.0	350	100.0

$\chi^2=1.824$ **P= 0.402** **df=2** **P>.05**

60.8 % of male and 63.4 of female students say that computer-based lessons are more enjoyable and effective than traditional ones.

However, there is not significant difference between two genders ($\chi^2=1.824$; **P>.05**).

In this research not only the language learners' gender but their department was examined and their ideas based on technology and language learning were discussed. There were two different departments in this research.198 % of the students were from natural science and 152 of them were from social science departments.

Their ideas on technology usage and motivation are as follows: Table: 16 shows the differences between social sciences and natural sciences students' ideas on technology use and motivation.

Table: 16
Use of technology in our language classrooms increases my motivation.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	142	71.7	31	15.7	25	12.6	198	100.0
Social Science	117	77.0	41	6.6	25	12.6	152	100.0
Total	259	74.0	41	11.7	50	14.3	350	100.0

$\chi^2=7.638$ **P= 0.022** **df=2** **P < .05**

71 % of natural science students and 77 % of social science students think that using technology in classrooms increases their motivation.

There is a significant difference between two departments ($\chi^2=7.638$; $P < .05$).

Table: 17 shows the results of students' ideas from different departments on too much technology used in language classes.

Table: 17
We should use technology in our classroom for every lesson.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	50	25.3	63	31.8	85	42.9	198	100.0
Social Science	48	31.6	36	23.7	68	44.7	152	100.0
Total	98	28.0	99	28.3	153	43.7	350	100.0

$$\chi^2=3.328 \quad P=0.189 \quad df=2 \quad P>.05$$

42.9% of natural science and 44.7 % of social science students do not think that they should use technology in every lesson.

As can be seen from the table there is not significant difference between two departments ($\chi^2=3.328$; $P>.05$).

Table: 18 shows the results of question 3 about internet materials.

Table: 18
Authentic materials downloaded from the internet make me active in learning process.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	162	81.8	20	10.1	16	8.1	198	100.0
Social Science	110	72.4	20	13.2	22	14.5	152	100.0
Total	272	77.7	40	11.4	38	10.9	350	100.0

$$\chi^2=4.891 \quad P=0.087 \quad df=2 \quad P>.05$$

81.8 % of natural science and 72.4 % of social science students think that good authentic materials available on the net make them active. There is not a significant difference between natural science and social science students ($\chi^2=4.891$; $P>.05$).

Table: 19 shows the results of question 4.

Table: 19
Computer-based teaching activities
make the lessons more enjoyable.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	140	70.7	33	16.7	25	12.6	198	100.0
Social Science	111	73.0	17	11.2	24	15.8	152	100.0
Total	251	71.7	50	14.3	49	14.0	350	100.0

$$\chi^2 = 2.526 \quad P = 0.289 \quad df = 2 \quad P > .05$$

70.7 % of natural science and 73.0 of social science students say that computer-based classrooms make the lessons more enjoyable.

There is no significant difference between two departments ($\chi^2 = 2.526$; $P > .05$).

Table: 20
Technology can be boring and unnecessary.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	118	59.6	36	18.2	44	22.2	198	100.0
Social Science	80	52.6	40	26.3	32	21.1	152	100.0
Total	198	56.6	76	21.7	76	21.7	350	100.0

$$\chi^2 = 3.388 \quad P = 0.184 \quad df = 2 \quad P > .05$$

59.6 % of natural science and 52.6 of social science students think that using technology every time can be boring. The table shows that there is not a statistically significant difference between two departments ($\chi^2 = 3.388$; $P > .05$).

Findings based on question 6 can be seen in Table: 21.

Table: 21
I can understand language better
when my teacher uses technology in the class

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	68	34.3	62	31.3	68	34.3	198	100.0
Social Science	73	48.0	40	26.3	39	25.7	152	100.0
Total	141	40.3	102	29.1	107	30.6	350	100.0

$$\chi^2 = 6.856 \quad P = 0.320 \quad df = 2 \quad P > .05$$

34.3 % of natural science and 48 % of social science students think that they can understand language better when their teacher uses technology in the class.

There is no significant difference between two departments ($\chi^2 = 6.856$; $P > .05$). Findings based on question 7 are presented in Table: 22.

Table: 22
We always need technological devices in language classrooms

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	82	41.4	51	25.8	65	32.8	198	100.0
Social Science	50	32.9	57	37.5	45	29.6	152	100.0
Total	132	37.7	108	30.9	110	31.4	350	100.0

$$\chi^2 = 5.762 \quad P = 0.056 \quad df = 2 \quad P > .05$$

41.4 % of natural science and 32.9 of social science students think that they always need technological materials in language classrooms.

There is no significant difference between two departments ($\chi^2 = 5.762$; $P > .05$). In the following table (Table: 23) students' ideas on technological devices can be seen.

Table: 23
Different technological devices should be used in the class to increase my motivation for learning English

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	146	73.7	33	16.7	19	9.6	198	100.0
Social Science	102	67.1	30	19.7	20	13.2	152	100.0
Total	248	70.9	63	18.0	39	11.1	350	100.0

$\chi^2=1.953$ P= 0.377 df=2 P>.05

73.7 % of natural science and 67.1 % of social science students think that different technological devices should take place in the class to increase their motivation for learning English.

As can be seen from the table there is no statistically difference between two departments ($\chi^2=1.953$; P>.05).

Table: 24 show students' ideas on powerpoint presentations.

Table: 24
If my teacher uses power point presentations, lessons can be more enjoyable.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	114	57.6	45	22.7	39	19.7	198	100.0
Social Science	86	56.6	43	28.3	23	15.1	152	100.0
Total	200	57.1	88	25.1	62	17.7	350	100.0

$\chi^2=2.091$ P= 0.351 df=2 P>.05

57.6 % of natural science and 56.6 % of social science students think that lessons can be more enjoyable when the teacher uses powerpoints.

There is not a significant difference between two departments ($\chi^2=2.091$; P>.05).

The results of question 10 are presented in Table: 25.

Table 25
When we use technology every time, it makes the lessons boring

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	121	61.1	31	15.7	46	23.2	198	100.0
Social Science	98	64.5	19	12.5	35	23.0	152	100.0
Total	219	62.6	50	14.3	81	23.1	350	100.0

$\chi^2=0.764$ P= 0.683 df=2 P>.05

61.1 % of natural science and 64.5 % of social science students think that technology can be boring when it is used every time.

There is not a significant difference between two departments ($\chi^2=0.764$; P>.05).

Findings based on question 11 can be presented in Table: 26.

Table 26
Films, videos, CDs and e-learning can be helpful to develop my language skills.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	160	80.8	29	14.6	9	4.5	198	100.0
Social Science	119	78.3	21	13.8	12	7.9	152	100.0
Total	279	79.7	50	14.3	21	6.0	350	100.0

$\chi^2=1.699$ P= 0.428 df=2 P>.05

80.8 of % natural science and 78.3 % of social science students think that authentic films, videos, CDs and e-learning develop their language skill. There is not a statistically significant difference between two departments ($\chi^2=1.699$; P>.05).

In the following table (Table: 27), the results of question 12 have been shown.

Table: 27
I should use technology during my project works in EFL classes

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	85	42.9	45	22.7	68	34.3	198	100.0
Social Science	39	25.7	27	17.8	86	56.6	152	100.0
Total	124	35.4	72	20.6	154	44.0	350	100.0

$\chi^2=18.073$ **P= 0.000** **df=2** **P < .001**

42.9 % natural science and 25.7 % of social science students think that they should use technology during the development of their project in EFL classrooms. According to chi-square analysis, there is a significant difference between natural science and social science students ($\chi^2=18.073$; **P < .001**).

It is clear that natural science students are more familiar to technical equipment than social ones.

Table: 28 shows the results of question 13 about the effect of teleconferencing.

Table: 28
If we have a chance of teleconferencing via distance education with other universities, it can be challenging for me

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	127	64.1	34	17.2	37	18.7	198	100.0
Social Science	81	53.3	41	27.0	30	19.7	152	100.0
Total	208	59.4	75	21.4	67	19.1	350	100.0

$\chi^2=5.581$ **P= 0.061** **df=2** **P>.05**

64.1% of natural science and 53.3 % of social science students think that teleconferencing via distance education with the other universities can be challenging. There is not a significant difference between two departments ($\chi^2=5.581$; **P>.05**).

Question 14 represents the results of students' ideas about too much technology used in class.

Table: 29
My teacher should use more technology in the classrooms

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	101	51.0	34	17.2	63	31.8	198	100.0
Social Science	73	48.0	36	23.7	43	28.3	152	100.0
Total	174	49.7	70	20.0	106	30.3	350	100.0

$$\chi^2=2.316 \quad P=0.314 \quad df=2 \quad P>.05$$

51% of natural science and 48 % of social science students say that their teacher should use more technology in the classroom. There is not a significant difference between two departments ($\chi^2=2.316$; $P>.05$).

Question 15 is represented in Table: 30.

Table: 30
Computer-based lessons are more enjoyable and effective than traditional lessons

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Natural Science	129	65.2	36	18.2	33	16.7	198	100.0
Social Science	88	57.9	34	22.4	30	19.7	152	100.0
Total	217	62.0	70	20.0	63	18.0	350	100.0

$$\chi^2=1.930 \quad P=0.381 \quad df=2 \quad P>.05$$

65.2 % of natural science and 57.9 % of social science students think that computer-based lessons are more enjoyable and effective than traditional lessons. There is not a significant difference between two departments ($\chi^2=1.930$; $P>.05$).

CONCLUSION AND SUGGESTIONS

In this research it can be said that interestingly there is a significant difference between female and male students' ideas on using technology. Female students want to use technology in the classroom more than male students and they think that computer-based classrooms make the lessons more enjoyable.

Female students also said that authentic films, videos, CDs and e-learning could develop their language skills. According to all students participated in this research, authentic materials which are available on the internet were effective, enjoyable, interesting and useful for them.

The analyses of the data have proved that effective EFL activities can be possible by means of technology. It also revealed the fact that EFL students want their teachers to use technology in their classrooms. Most of the students using technology increase their motivation and they point out that the most important equipment is computer connected projector in the classrooms.

In this research it was also found that foreign language learning seemed to be affected by different technological equipment such as computers, projectors, video, films, internet, e-learning and multi-media. Students' responses have showed that there is great relation between language-learning motivational factors and using technology. Similarly, Jarvis (2005) suggests that young generation these days like task-based approaches by using different technological devices in the classrooms. The respondents in this research also believe that it could be boring when the teacher uses technology every time. They also claim that teleconferencing via distance education with other universities could be challenging for them.

In conclusion, it can be said that the use of technology in EFL classrooms provides meaningful and interesting process in language learning and students can be more motivated with this technological development in EFL classrooms.

As it is known learning a foreign language is a complex process, learners need motivation and encouragement in this difficult field. Technological-based classrooms, internet and distance education may be good solutions for de-motivated students. According to the results, the following suggestions could be presented:

- Technology should take place in English language curriculum, which can create a lively classroom atmosphere and facilitate learning.
- Instructors at universities should focus on the importance of using technology and use authentic and interactive activities for maximum success in EFL classrooms.
- Materials which are available on the internet should be selected according to the needs and interests of the students.
- The teacher should not think that using technology is the only solution for good motivation; the lessons should be based on well designed technological classrooms and pedagogical considerations.
- A good teaching-learning process should be supported by technological equipment, which will provide students with more interest.
- Language learners can be encouraged to use distance education for active learning.
- Students should be encouraged to use computers and other technological devices, these efforts can increase students' motivation in English courses and as a result of this, effective and successful goals can be achieved.

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APPENDIX

Gender: Male ---- Female -----

Department: Natural Science ----- Social Science -----

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.	Agree	Neutral	Disagree
1- Use of Technology in our language classrooms increases my motivation.			
2- We should use technology in our classroom for every lesson.			
3- Authentic materials downloaded from the internet make me active in the learning process.			
4- Computer-based teaching activities make the lessons more enjoyable.			
5- Technology can be boring and unnecessary.			
6- I can understand language better when my teacher uses technology in the class.			
7- We always need technological devices in language classrooms.			
8- Different technological devices should be used in the class to increase my motivation for learning English.			
9- If my teacher uses power point resentations, lessons can be more enjoyable.			
10- When we use technology every time, it makes the lessons boring.			
11- Films, videos, CDs and e-learning can be helpful to develop my language skills.			
12- I should use technology during my project works in EFL classes.			
13- If we have a chance of teleconferencing via distance education with ther universities, it can be challenging for me.			
14- My teacher should use more technology in the classrooms.			
15- Computer-based lessons are more enjoyable and effective than traditional lessons.			