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THE IMPACTS OF TECHNOLOGY USAGE ON THE MOTIVATION LEVEL OF
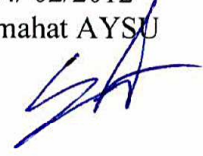FOREIGN LANGUAGE STUDENTS

MASTER THESIS

Semahat AYSU

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TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum "The Impacts of Technology Usage on the Motivation Level of Foreign Language Students" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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ABSTRACT

MASTER THESIS

THE IMPACTS OF TECHNOLOGY USAGE ON THE MOTIVATION LEVEL OF FOREIGN LANGUAGE STUDENTS

This study aimed to explore the impacts of technology usage on the motivation level of foreign language students in the language classrooms. Besides, it investigated how students' English grade affected their attitudes towards English language, learning English language, learning target culture and technology usage. In this study there were two groups of students who were studying in Tourism and Hotel Management Programme in Şarköy Vocational School of Namık Kemal University in Turkey were in total 45 students. 20 of them were in the control group while 25 of them were in the experimental group.

Before four-week treatment, a motivation-attitude scale consisting of 45 items was administered to both groups in order to find out whether there were any differences between the groups in terms of their attitudes and motivation level. Then, the four-week treatment in the experimental group was carried out, which included teaching using technology and technological equipment in the foreign language classes while traditional teaching method was used in the control group. Finally, the same questionnaire (Motivation-Attitude Scale) was administered to the students in both groups as a post test.

The data obtained from both groups with the pre and post tests was analyzed through SPSS 18 program and the results indicated that; while there were not any significant differences between two groups as a result of pre tests, students in the experimental group were highly motivated and had more positive attitudes towards English language, learning English, learning target culture and technology usage in foreign language classroom in terms of post-tests' results when they were compared to the students in the control group. Besides, there was not a significant difference in students' attitudes and motivation level in terms of their English grades according to pre test results of both groups. However, successful students are more motivated than unsuccessful students in the

experimental group according to post test results. On the other hand, there is not significant difference in students' motivation and attitudes in terms of their English grades according to post test results of control group.

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ÖZET

YÜKSEK LİSANS TEZİ

TEKNOLOJİ KULLANIMININ DİL ÖĞRENCİLERİNİN MOTİVASYON SEVİYESİ ÜZERİNDEKİ ETKİLERİ

Bu çalışma teknoloji kullanımının dil sınıflarındaki yabancı dil öğrencilerinin motivasyon seviyesi üzerindeki etkilerini araştırmayı amaçlamıştır. Bunun yanı sıra, öğrencilerin İngilizce notlarının onların İngilizce diline, İngilizce öğrenmeye, hedef kültürü öğrenmeye ve teknoloji kullanımına ilişkin davranışlarını nasıl etkilediğini araştırmıştır. Bu çalışmada Türkiye'deki Namık Kemal Üniversitesi Şarköy Meslek Yüksek Okulu' nda Turizm ve Otel İşletmeciliği programında öğrenim gören 45 kişilik iki grup öğrenci vardır.Bunlardan 25 öğrenci deney grubundayken 20 öğrenci kontrol grubundadır.

Dört haftalık deney çalışmasından önce, 45 maddeden oluşan motivasyon-tutum ölçeği, motivasyon sevileri ve algıları açısından farklılık olup olmadığını belirlemek iki gruba da uygulanmıştır. Daha sonra kontrol grubunda geleneksel öğretim yöntemi kullanılırken deney grubunda teknoloji ve teknolojik araç-gereçlerle öğretim gerçekleştirilen 4 haftalık bir deney çalışması yapılmıştır. Son olarak, aynı ölçek (Motivasyon-Tutum Ölçeği) son test olarak iki gruba da uygulanmıştır.

İki grubun ön test ve son testlerinden elde edilen bilgiler SPSS 18 programı ile analiz edilmiştir. Sonuçlara göre; ön test sonucunda iki grup arasında belirgin bir farklılık yokken, son test sonuçları bakımından kontrol grubu öğrencileri ile karşılaştırıldıklarında deney grubundaki öğrencilerin motivasyonları daha yüksektir ve İngilizce diline, İngilizce öğrenmeye, hedef kültürü öğrenmeye ve dil sınıflarında teknoloji kullanmaya karşı daha olumlu davranışları vardır. Bunun yanı sıra iki grubun da ön test sonuçlarına gore öğrencilerin İngilizce notları onların motivasyon ve algılarını önemli derece de etkilememiştir.Buna rağmen son test sonuçlarına gore deney grubundaki başarılı öğrencilerin başarısız öğrencilere göre motivasyonları daha yüksektir.Diğer bir taraftan ise

control grubunda son test sonuçlarına göre İngilizce notları açısından öğrencilerin motivasyon ve tutumlarında önemli farklılık yoktur.

ACKNOWLEDGEMENTS

TO MY PRETTY FAMILY

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LIST OF ABBREVIATIONS

ALM   Audiolingual Method

CAI   Computer Assisted Instruction

CALL   Computer-Assisted Language Learning

CD   Compact Disc

DVD   Digital Versatile Disc

ELT   English Language Teaching

GTM   Grammar Translation Method

PCK   Pedagogical Content Knowledge

TELL   Technology Enchanced Language Learning

TPACK   Technological Pedagogical Content Knowledge

VCD   Video Compact Disc

WELL   Web-Enchanced Language Learning

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CHAPTER I
INTRODUCTION

1.0 Introduction

This chapter includes seven sections. The first section presents a brief description of the background of the study which is followed by purpose of the study and research questions, significance, assumptions, limitations and scope of the study. Finally, a brief summary of Chapter I is given.

1.1 Background of the Study

Over the years language has been taught by using different methods and techniques. However, Grammar Translation Method (GTM), being a very traditional method is one of the oldest methods. This method aims the translation of the texts written in target language into the native language of the learners. Teaching vocabulary in the target language is also important for this method.

Today approaches, methods and techniques to increase motivation of the students and encourage the students to learn a foreign language are needed. Therefore, one of the factors that will be effective in foreign language learning and teaching process is the use of technology since it motivates learners for learning a foreign language.

Adıyaman (2002) states that radio, television, cassettes, CDs and DVDs are one way of technological equipment but emails, computers, interactive radios and television programs, teleconference and internet conferences are two ways of technological equipment which can be used in the foreign language classrooms.

Using technology in the foreign language classrooms has a number of advantages for the learners. These are:

1. It provides opportunity for the learners to identify the real world in the classroom setting.

2. It is helpful to motivate the learners for the course.

3. Films, music and different materials help the students to improve psychologically and socially.

4. It enables the students to be active in the language learning process.

5. Students can follow their own performance during the language learning process.

6. It helps students to be free and courageous.

7. It can develop students' each skill in the classroom through real communication provided by technology.

<p align="right">(Uney 2001 ; Genç İlter 2009; Wang 2004).</p>

Kang (1999) mentions that using computer and technology in language classrooms provides opportunities for learners to understand the real life and meaningful communication.

Moreover, a case study carried out in Intensive English Program at the University of Illinois about technology implementation and integration for the instruction in the foreign language classrooms concluded that "technology based courses met students

expectations" about language learning and developed "students' oral and written work in online" (Warschauer & Meskill 2000:21-24).

In the light of the information above, this study aims to find out that using technology in foreign language classroom has a great effect on the motivation level of foreign language students.

1.2 Purpose of the Study and Research Questions

This study aims to find out the effects of the technology usage on the motivation level of students in the foreign language classrooms. Moreover, how students' their previous English grade affect their perceptions and attitudes towards English language, learning English language, learning target culture and technology usage will be investigated. Finally, the relation of students' motivation level to their English grade will be examined.

Research Questions:

RQ1: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method regarding the effects of pre-test results on the motivation level of the students?

RQ2: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method concerning the effects of post-test results on the motivation level of the students?

RQ2a: Does English grade of the learners have an effect on their attitudes towards English language?

RQ2b: Does English grade of the learners have an effect on their attitudes towards learning English language?

RQ2c: Does English grade of the learners have an effect on their attitudes towards learning target culture?

RQ2d: Does English grade of the learners have an effect on their motivation level?

RQ2e: Does English grade of the learners have an effect on their attitudes towards technology usage?

1.3 Significance of the Study

The use of technology in the foreign language classrooms has a number of benefits that cannot be ignored and motivates the students to learn a foreign language since it provides interesting and authentic materials for each skill in the language learning and teaching process.

This study will be useful for English language instructors who teach foreign language in the vocational schools in a university since it will show how the technology usage affects the motivation level of foreign language students. It will also provide how students' previous English grade affects their motivation and attitudes.

1.4 Assumptions of the Study

In this study it is assumed that the students studying in Tourism and Hotel Management Programme in Şarköy Vocational School of Namık Kemal University have positive attitudes towards learning foreign language and the use of technology increases their motivation level.

Moreover, that the scale used in this study to collect data is valid and reliable and the students participating in the study will answer the questions in the questionnaire honestly and sincerely are assumed.

1.5 Limitations of the Study

There are some limitations of this study. These are:

1- This findings of study relied on a questionnaire which may not reflect the whole perceptions and attitudes of each student.

2-The study was conducted in four weeks experiment with a pre-test and a post-test which means a limited time.

3-The study was conducted in Tourism and Hotel Management Programme of Şarköy Vocational School in Namık Kemal University. Therefore, the results cannot be generalized into other universities or even for other programmes of vocational schools in Namık Kemal University. It is likely to state that the results would be different in the faculties of other universities.

1.6 Organization of the Thesis

This thesis has been prepared as five chapters.

Chapter One consists of a brief background of the study which is followed by purpose of the study and research questions. Then, the chapter continues with significance, assumptions and limitations of the study. Finally the organization of the study is provided.

Chapter Two discusses the crucial theories of motivation which is put forward by different scholars and researchers and its relevance to the language learning. Then, the methods and approaches used to teach a language throughout the human history are

discussed. Finally, the significance of technology in language learning and its effects on the motivation of the students are stated.

Chapter Three presents the methodology of the study which includes setting, participants, instruments, procedure, and the data analysis of the study.

Chapter Four gives information about the findings of the study, reports answers which are found out for the research questions of the study and discusses the findings of the study.

Chapter Five includes the results of study and the conclusions which are infered from the findings of the study. Finally suggestions are presented for further researches.

1.7 Chapter Summary

This chapter presents a brief literature review about technology usage in language teaching and its relation to motivation. Also, the purpose of the study, the research questions, significance, assumptions and limitations of the study were discussed in this chapter. Finally, the scope of the study is stated.

CHAPTER II
LITERATURE REVIEW

2.0 Introduction

In this chapter review of literature based on the research study is presented as two parts. The first part focuses on the definition of motivation, types of motivation, theories of motivation and motivation in foreign language classrooms. The second part discusses the history of the technology, technology usage in the language classroom and advantages and disadvantages of technology usage in foreign language classrooms.

PART I

2.1 Motivation

2.1.1 Understanding Motivation

The concept of motivation which has been attracted attention of many educators and scholars in recent years has passed through a great deal of different interpretations and come to be used in different ways by different people since theories of psychology have changed and it is a very complex phenomenon with many facets. (Gardner & Lambert 1985; Williams & Burden 1997; Dörnyei 1998; Maslow 1987; Harter 1981; Crookes & Schmidt 1991).

For example Kleinginna and Kleinginna (1981 cited in Wang, 2006) presented 102 statements about the construct of it. Therefore giving a simple definition of motivation is not possible. However, it can be said that the motivated person is goal directed, expends

effort, is persistent, is attentive, has desires (wants), exhibits positive affection, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives) (Gardner and MaIntyre 1992).

Like Gardner and MaIntyre (1992), Masgoret and Gardner (2003:128) state the characteristics of motivated individual.

> "The motivated individual expends effort, is persistent, and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognition etc. that the individual who is unmotivated does not".

To underline the importance of motivation in language learning Oxford and Nyikos (1989:249) state that motivation "was the single most powerful influence on the choice of language learning strategies…".

Similarly Dörnyei and Csizer focus on the significance of motivation and they state "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement" (Dörnyei and Csizer 1998:203). This reflects that motivation is related to success in language learning and it is also the most important factor in educational success in general. However, it is not known whether it is the motivation which provides successful learning or the successful learning provides motivation or whether the other factors affect both of them.

Shekan asks "are learners more highly motivated because they are successful, or are they successful because they are highly motivated?"(Shekan 1989 in Lightbown and Spada 2003:56).Therefore, it can be said that the role of motivation on foreign language learning is complex and confusing phenomenon to explain simply and easily.

In trying to make sense of the concept of motivation, distinguishing between a three - stage model of motivation will be helpful.

Figure 2.1 An interactive model of motivation (Williams & Burden, 2000: 122)
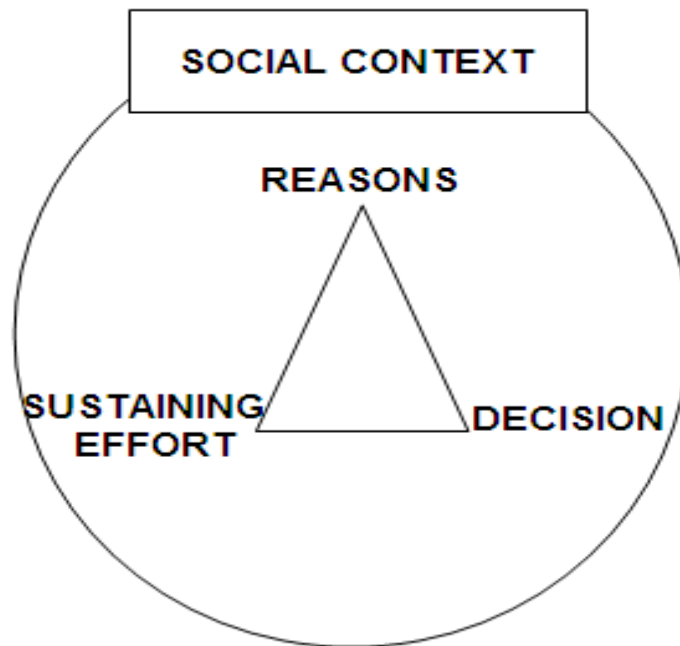
According to Figure 2.1, first of all there are reasons to undertake for a particular activity (Williams & Burden 2000). Moreover, Wang (2006) supports that there are both internal and external factors which will make their own sense differently for different individuals. In that each individual has different reasons while taking a decision.

Second, it involves deciding to do something. Ushida (2005) asks what makes people choose something and invest time and energy.

Third, people need to sustain their effort to do the activity. Therefore, as they are simpler terms, the first two stages of this model (reasons for doing something and deciding to do something) may be called initiating motivation. The other stage in which effort and time are needed may be called sustaining motivation (Williams & Burden 2000).

Similarly Gardner (1985) emphasizes "motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question" (Gardner 1985:50). Within Gardner's model effort is the energy or the time spent studying the language .Desire refers to how much language learner wants to be successful in the language and the affection of the learners shows the learner's emotions with regard to language.

In addition, the dimension of motivation has tended to be stated in dichotomy. That is, learners are driven by either instrumental or integrative motivation (Gardner & Lamber 1972).

Instrumental motivation is characterized by the desire to get something practical from studying the foreign language. It means learning language is for the sake of something (Gass and Selinker 2008). It is typical of foreign language learning where little or no social integration of the learner into a community using the target language takes place, such as in a foreign language classroom in Turkey. The learner's purpose in language learning is more practical, such as meeting a requirement for school or university graduation, applying for a job.

On the other hand, integrative motivation is characterized by the learner's positive attitudes towards the target language group and comes into play when one desires to become a part of a community that uses the target language in social situations (Fei 2005; Spolky 1969).

Integrative motivation has been found to sustain long-term success when learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978 in Norris-Holt 2001). Therefore, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language (Fei 2005). However, there aren't many opportunities for Turkish who learns a foreign language to use it in daily life as Turkey is a monolingual and mono cultural country.

While both integrative motivation and instrumental motivation are important elements of success, the integrative motivation sustains long term success when learning a

foreign language. A study which was carried out by twenty Japanese students at the beginning level of intensive English language course at a UK university asked them to give four major reasons to be motivated for learning English. The study result showed that two kinds of motivation for learning English can be suggested: integrative and instrumental motivation (Gardner and Lambert 1972). But later it is found that integrative motivation is continually linked to successful foreign language learning. However, Lukmani (1972) found that instrumental motivation of Marathi-speaking Indian students learning English in India affected their scores more than integrative motivation in the test of English proficiency.

Besides, Brown suggests that both instrumental and integrative motivation are equally important and he adds "learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations" (Brown 2007:171). He gives the example of international students staying in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Au (1988) reviewed 27 different students to investigate which types of motivation affect students more. He found that it was ambiguous in that this dichotomy is based on not only cultural beliefs but also numerous ambiguities which make it difficult to attribute foreign language success to certain integrative or instrumental causes.

According to Crookes & Schmidt (1991) who discuss the concept of motivation under two sub-titles as intrinsic and extrinsic motivation, intrinsic motivation is defined as performing an activity for itself. In other words, it is the situation of receiving pleasure and satisfaction from what one does. The other term is the preferences of individuals to engage in an activity not for its own sake but for a reward or a better position (Csikszentmihalyi & Nakamura 1989).

However, performed different actions in daily life such as going for school, reading book, watching the news or wearing uniform at schools as a student are not always done

because of just motivated intrinsically or extrinsically (Williams & Burden 2000). They can both affect our actions, there is not precise difference between them (Wang 2006).

Besides, Harter (1981 in Willams and Burden 2000:124) distinguishes five different dimensions of these two types of motivation as he considers motivation as the opposite ends of a continuum. He puts forward these followings:

Figure 2.2 Dimensions of intrinsic and extrinsic motivation (Harter 1981 in Willams and Burden, 2000:124)

INTRINSIC		EXTRINSIC
preference for challenge	vs	preference for easy work
curiosity/interest	vs	pleasing teacher/ getting grades
independent mastery	vs	dependence on teacher in figuring out problems
independent judgement	vs	reliance on teacher's judgement about what to do
internal criteria for success	vs	external criteria for success

The studies which have been carried out in Japan with foreign language learners show that learners are motivated during the learning process on the same dimension both intrinsically and extrinsically (Niitsuma 1992).

Threadgill (2006) adds contributive motivation and relational motivation to this extrinsic and intrinsic motivation. According to him, contributive motivation is that the willingness to act is based on the benefits that an individual thinks other people will experience. For example contributing to a project, cause, or group due to a sense of altruism, moral norms, or reaffirming their beliefs is the motivating factor.

On the other hand, relational motivation is that the willingness of an individual to act stems from the expected impact that the behavior has on the relationship between him/her and the person that the action affects. External norms play a large part in this type of motivation, causing individuals to try and meet expected relationship norms. For example it includes impressing boss, pleasing a loved one, fulfilling religious rituals (Threadgill 2006).

The concept of motivation and different aspects of it have been discussed so far. The theories of motivation are going to be presented in the next part.

2.1.2 Theories of Motivation

Different theories of motivation have been suggested over thirty years and three different perspectives have emerged following the historical schools of thought. They are: Behavioral theory, cognitive theory and constructivist theory.

In the behavioral perspective, motivation was explained in terms of how animals behaved in order to meet their basic biological needs, how this was reinforced when those needs were met and how this reinforcement spread to other events and activities as most of the early studies were based on behaviors of the animals in laboratories (Williams & Burden 2000). It is quite related to the simply the anticipated of reward. Therefore, according to Wiseman and Hunt (2008:52) "behaviorism does not focus on what necessarily may have been changed in the learner's mind but on that which can be seen".

An extension of these early views was based upon the identification of a whole range of basic human needs. Murray (1938 in Williams & Burden 2000:113) identified a large number of human needs such as our need to understand or make sense of our worlds as well as biological needs. Murray defined motivation as the press which releases the tension and satisfies the needs.

Brown (2007) supported that motivation is driven because of taking positive reinforcement or achieving further reinforcement. Besides, Skinner, Pavlov, and Thorndike put motivation of human at the center of their theories and they say people are motivated and perform an action to take a reward.

Similarly Wiseman and Hunt (2008: 52-53) emphasize that reinforcement and punishment are important in the behaviorism and they state " a reinforcer is something

given or a consequence that adds to the frequency or influences the length of a behavior" and " punishment is the process of using punishers to decrease behavior".

From the cognitive perspective, motivation has importance on the choices or decisions of people which cause how they behave and, therefore, have control over their actions (Vroom 1964). Therefore, it can be said that actions are performed after being aware of the probably outcomes of what is decided to do in cognitive view whereas actions are seen as at the mercy of external forces such as rewards according to behaviorist view. Weiner (1990) also points out that behavioral theories tend to focus on extrinsic motivation (i.e. rewards) while cognitive theories deal with intrinsic motivation.

Like Vroom, Ausubel (1968 in Brown 2007:169) states six needs which provide motivation to perform an action.

1. The need for exploration, for seeing " the other side of the mountain", for probing the unknown

2. The need for manipulation, for operating – to use Skinner's term- on the environment and causing change

3. The need for activity, for movement and exercise, both physical and mental

4. The need for stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts, and feelings.

5. The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge.

6. Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others".

However, two people who set a goal in order to learn a foreign language for themselves cannot be successful at the same level. One might overcome each difficulty while learning language such as different pronunciation and vocabulary or different culture whereas other will be fed up easily and give up learning and this is explained with the attribution theory. This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control (Heider 1958; Weiner 1974).

While teaching or learning a language, it is prominent to help the language learner to develop a self-attribution explanation of effort. If the person has an attribution of ability as soon as the individual experiences some difficulties in the language learning process, he or she will decrease appropriate learning behavior. If the person has an external attribution there is nothing to be done by the individual when learning problems occur (Abisamra n.d.).

Constructivist view of motivation deals with not only individual personal choices but also social context within a cognitive framework "each person is motivated differently and it will act on his or her environment in ways that are unique" (Brown 2007:169). Table 2.1 summarizes theories of motivation below.

Table 2.1 Three view of Motivation (Brown 2007:170)

Behaviorist	Cognitive	Constructivist
Anticipation of reward Desire to receive positive reinforcement External, individual forces in control	Driven by basic human needs(exploration, manipulation, etc.) Degree of effort expended Internal , individual forces in control	Social context Community Social Status Security of Group Internal, interactive forces in control

Therefore, according to behaviorist theory reward which will be had at the end of the activity is important to be motivated. However, cognitive theory emphasizes the individual needs to be motivated while in constructivist view "an individual's motivation is also subject to social and contextual influences and these will include the whole culture and the social situation as well as other people." (Williams & Burden 2000: 120). For example one from high school may be unmotivated while learning a foreign language since he or she fails to see the rewards and connect the learning the language to the social context where it will be useful.

Gardner (1982 in Norris-Holt 2001) states in his socio-educational model that social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes are interrelated with language learning. Additionally, the social environment in which people live will determine the beliefs about the other culture and language and it implicitly affects learners' attitudes towards learning a foreign language (Ellis 1997). On the other hand, Abraham Maslow (1987) puts forward a theory which concerns a unified hierarchy of individual needs that naturally motivates people.

Figure 2.3 Maslow's Hierarchy of Needs
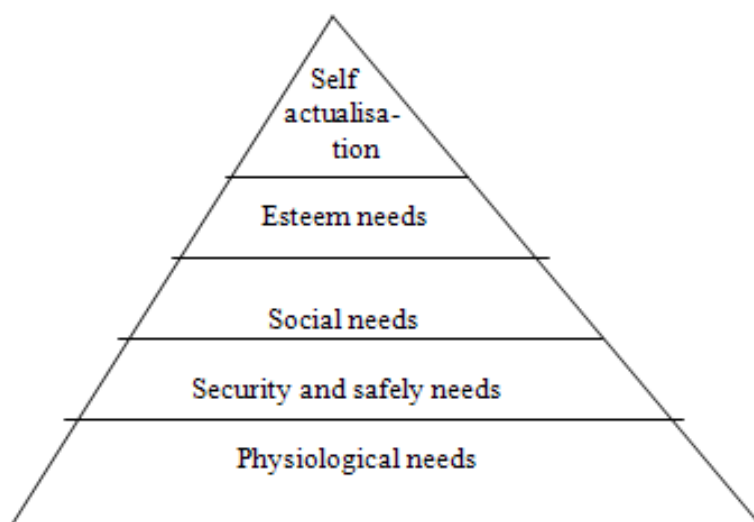
The hierarchy shows the individual's progress in meeting needs. However, social needs, esteem needs and self-actualization are directly related to the community, which needs interaction with the other people in the society.

The term motivation is a complex phenomenon which has been defined by various scholars and educators differently over thirty years. Some of them define it from the behaviorist view while others define it from cognitive or constructive perspective. However, all of them agree that the most important factor in foreign language learning is motivation while there are other factors that affect the success in the foreign language classroom such as age, gender or aptitude. However, it is ambiguous which type of motivation affect students' language learning more (Gardner and Lambert 1972; Brown 2007:171).

2.1.3 Maintaining Students' Motivation in the Foreign Language Classroom

Motivation is the key point in the settings of foreign language classrooms as it is different from learning other subjects. Reece & Walker (1997) stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated.

Besides, motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction. That is, language belongs to a person's whole social nature as Crookall and Oxford (1988:136) states "learning a second language is ultimately learning to be another social person". Therefore, one who is learning a foreign language should adapt himself or herself to new society and culture and success will come then.

It is known that it will be difficult to teach foreign language in a learning environment where learners do not have any desire to learn (Gömleksiz 2001). In the language learning process teachers also can make the learning environment more

interesting and more relevant to students' age and level of ability. They can create supportive and non-threatening atmosphere (Lightbown & Spada 1999).

The most useful perspective for teachers to take into consideration is what aspects of motivation can be changed and focuses on creating successful experiences which will enhance motivation (Hedge 2008). Ellis (1993) adds that there are needs to explore the factors involved in motivating foreign language learners to do tasks. He also suggests that it would be worth creating a checklist which is prepared by the language teachers and shows the ways to motivate learners in the classrooms. Hedge (2008: 24) suggests a list beginning like this:

-Give some time to considering group dynamics and how to build cohesiveness within the class

-Make sure that there is sufficient variety of input (listening, reading) of pace and intensity, of interaction, and of activity to allow learners to work in their own style and with their own strategies.

-Show awareness of differences in motivation, in emotional responses, in strategies, etc. and encourage learners to build awareness of their own preferences.

-Acknowledge that language learning is a serious endeavour requiring perseverance and involving anxiety, and be sure to give reassurance.

This checklist will be helpful for the teachers to observe students' motivation in the language learning process. However, there might be some individual differences and they play a significant role in language learning. Here there is challenge for language teachers how to enable different learners who have different individual characteristics and cultural background. They can overcome this problem with flexibility in materials design or variety in skills work or classroom interaction. Crookes and Schmidt (1991) point out some areas

which will increase the levels of motivation among the students. They include motivating students into the lesson, varying the activities, tasks, and materials and using co-operative rather than competitive goals in the language classrooms.

PART II

2.2 Technology

2.2.1 Technology in Education

Reagin (2004:1) defines "technology is all that expands the capacity of man, paper clips and staples are forms of technology because they expand the capacity of man, however, paper clips and staples are "low-tech, audio, video, and computer driven tools are considered as "high tech", or commonly called the "technology". He also adds that most of the people have an e-mail address or they know what e-mail is and games from CD ROM or power point presentation can be used here and everywhere.

Like Reagin, Bruce and Hogan (1998:270) point out that "as technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more slip into the background. Despite our attention, we lose sight of the way they shape our daily lives". Therefore, it can be said that technology is a part of our lives and it undoubtedly affects language learning and teaching as well.

Similarly Lin (2010:2) stresses that "technological advancements have deeply affected the methodology of education in general and foreign or second language in particular in which computers are at the heart of this process". In addition, students expect their teachers to use technology in the language classrooms since it surrounds our daily lives (Brinton 2001). However, a problem appears for teachers. This is the "Technophobia".

Reagin (2004) explains this term as being afraid of using technology. Teachers may be technophobes and they do not know how technology can make their job easier and help them become better educators. In fact, they need to evaluate new technology and adapt it into their classes since "effective teaching depends on flexible access to rich, well-organized and integrated knowledge from different domains, including knowledge of student thinking and learning, knowledge of subject matter, and increasingly, knowledge of technology" (Koehler & Mishra 2009:61).They also argue that teaching with technology is really complicated to apply them in the classroom easily as most of the technologies are newer and digital since most of the teachers graduated and started teaching at a time when educational technology did not develop as it is today. And Wentzel and Wigfield (2009:633) claim that "fewer studies have explored teachers' sense of efficacy for teaching about technology or their efficacy for managing classrooms with technology".

Koehler & Mishra (2009) support the idea that there should be three components which provide better teaching with technology. They are: content, pedagogy and technology.

Figure 2.4 The TPACK framework and its knowledge components (Koehler & Mishra 2009:63).
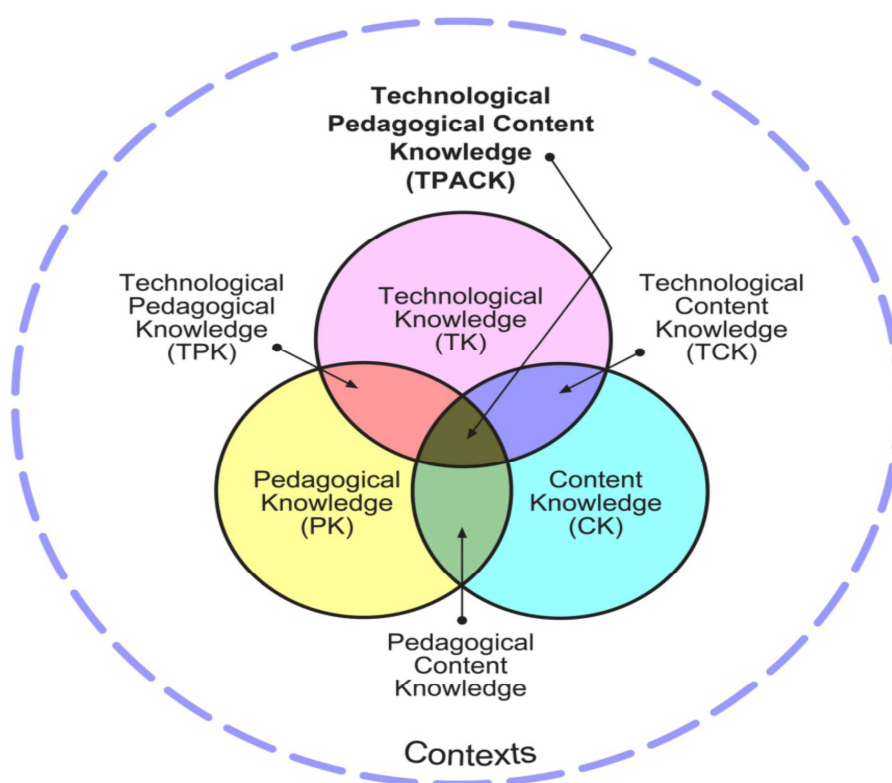
Figure 2.4 shows TPACK (Technological Pedagogical Content Knowledge) Framework which is developed by Koehler and Mishra (Koehler & 2008; Mishra & Koehler, 2006). But it is first put forward as description of PCK (Pedagogical Content Knowledge) by Shulman's (1987). In Figure 2.4 content knowledge is what teachers know about their subjects that they are going to teach. Pedagogical knowledge is the knowledge of approaches, methods, theories and techniques about teaching and learning process. Lastly technological knowledge cannot be defined simply but it is defined as understanding information technology well enough to apply it at work and in everyday lives. It always needs adaptation to the changes in information technology. Thus, it needs deeper understanding and mastery of information technology (NRC 1999).

In the classroom setting the TPACK framework will promote teaching and learning process and provide technology integration with the courses.

2.2.2 Technology in ELT Classes

2.2.2.1 Media in ELT classes

Oxford Wordpower Dictionary (2001:420) defines "media is television, radio and newspaper used as a means of communication".

Signes (2001:123) points out in her article that "when students come to school, they have already learnt a great deal from TV, radio, internet, etc., a fact that we should not ignore but take advantage of it. There is practically no way of avoiding the mass media. They are part of our life".Therefore, it can be said that using media has lots of advantages for foreign language teaching.

Similarly Brinton (2001:460) emphasizes that "…media have always facilitated the task of language learning for both instructed and non-instructed learners. Just as children learning a first or second language grasp the meaning of words from the objects that

surround them, non-native speakers (both inside and outside the classroom) make use of here and now or objects in the immediate environment to process incoming speech".

There are a number of media which are used in foreign language teaching classrooms. They are classified by Brinton (2001) as nontechnical media and technical media which are displayed in Table 2.2.

Table 2.2 Nontechnical Media and Technical Media (Brinton 2001:462)

Nontechnical Media	Technical Media
Blackboards/whiteboards	Record player
Magnetboards/flannelboards/pegboards	Audiotape player/recorder
Flashcards/index cards	CD player/recorder
Wall charts	Radio
Posters	Television
Maps	Video player/recorder
Scrolls	Telephone/teletrainer
Board games	Overhead projector
Mounted pictures/ photos	Filmstrip/film projector
Cartoons/line drawings	Opaque projector
Objects/realia	Slide projector
Pamphlets/brochures/flyers/menus	Computer
Equipment operation manuals	Language lab
Puppets	Computer lab
Newspapers/magazines	Multimedia lab
	Self Access center

Nontechnical media which is shown in Table 2.2 do not need electricity and can be used easily as they do not have much technical resources. Each school can afford them and find them easily. The other one is technical media which need electricity and knowledge and skill to use it. They are expensive and each school cannot afford them. However, they

create authenticity in the foreign language classrooms and they motivate the learners as they see and understand the outside of the classroom.

Brinton (2001) mentions that today foreign language teachers integrate technological innovations into their classes although they do not abandon the use of traditional tools. Moreover, Signes (2001) states that using media in the foreign language teaching is not just a material but they are also tools to motivate students, promote their learning and reach all students in the classroom who have different types of language learning styles.

2.2.2.2 Video (VCD, DVD or CD) in ELT Classes

Marsden (1991:51) defines that video is combination of "sound and vision. "on the visual side, there are people, objects and their characteristics; there is movement, color and shape. On the soundtrack, we have music and effects, as well as language. In other words, while watching with a video, foreign language students can hear and see how the language is used in a real context. Their listening and speaking skills can improve and they are helpful for visual and auditory learners.

In foreign language classrooms, different types of video recording on VCD, CD or DVD can be used. They are categorized by Sheman (2003) as drama video (films, soaps, sitcoms, etc), documentaries, TV news and weather, discussion, interviews, TV commercial, sports programmes, talk shows, game shows, educational films.

Marsden (1991) lists the purposes of video using in foreign language classrooms and related tasks for them.

1. For Comprehension
Tasks:
a) Gist questions
b) Recognizing emotions

c) Sentence re-ordering

d) Prediction

2. For Language Development/Revision

3. For Presentation

4. Using Video as a Model

Tasks:

a) Repetition

b) Imitation

c) Chanting

d) Singing

e) Re-enactment

5. For Getting them to talk

Tasks:

a) Sound only

b) Silent viewing

6. For Springboard for Activities

Tasks:

a) Drawing

b) Writing

c) Role play

d) Models

(Marsden 1991:51-54)

Harmer (2002) also states the reasons why foreign language teachers use video in their classrooms.

1. to make their students see language –in-use

2. to create cross cultural awareness

3. to foster students creation
4. to motivate students

Rammal (2005) agrees that video provides authentic materials for the foreign language teaching and learners see the real world and native speakers' interaction with each other and their body language while they are communicating. It is a valuable material particularly for the students who do not have any chance to go abroad and stay there.

As seen above videos in foreign language teaching can be used for different reasons and purposes but using or not using them depends on the foreign language teachers.

2.2.2.3 Computers in ELT Classes

Sokolik (2001:477) states that "with the new technologies there has been an attendant interest in applying these technologies in the educational arena". One of these technologies which is used widely in the education or in the foreign language teaching is computer.

Using computers in foreign language teaching dates back to 1960s when CALL (Computer-Assisted Language Learning) appeared to find out how computers could be used in foreign language teaching. But at that time a computer was an "aid for language teaching, rather than a tutor because of its limited functionalities". In the early of 1990s with the development of internet and computer technology, "computers became more powerful and sophisticated" and they were started to be used for lots of "purposes" (http://flteaching.wikispaces.com/Technology). Sokolik (2001:478-485) notes that "adaptive testing, corpora and concordancing, computer mediated communication such as e-mail, chat, muds and moos and multimedia production such as digital video, hypertext/web-based stories" are the things that computers can do easily. In addition, computers provide teachers or lecturers to make their presentation using power point.

"Presentation softwares, such as *Powerpoint*, can be used to prepare lectures and to simulate conversation in the second language. Individual slides can present content, images to describe, or questions for reflection. Presentations can be viewed by the whole class onto a large screen, or students can view them on individual computers at their own convenience".

(http://flteaching.wikispaces.com/Technology).

However, there are lots of things that computers cannot do. "translation, providing appropriate feedback to learners, voice recognition, grammar checking and essay marking" are the things that computers cannot perform in the foreign language teaching and learning (Sokolik 2001: 478-485).

2.2.3 A Brief History of Technology Usage in Language Teaching Methods

Brown (2007:17) claims "as the schools of thought have come and gone, so have language teaching trends waxed and waned in popularity". Therefore, new teaching approaches and methods surpassing the previous ones and taking the good and positive sides of them have appeared.

Mitchell and Vidal (2001:27) depict this situation as "that of a major river, constantly flowing, fed by many sources of water- rivers, streams, springs in remote territories, all fed by rain on wide expanses of land".

The first method which is used in language teaching is Grammar Translation Method (GTM). This method was based on translation from the language which is taught to the native language of the learner or the teacher explained the grammatical rules and students performed translations (Warschauer& Meskill 2000). But Brown (2007) states that Grammar Translation Method did not promote learners' communicative skill in a language.

Prator and Celce-Murcia (1979 in Brown 2007:16) listed the characteristics of this method.

1. Classes taught in the mother tounge; little use of the L2

2. Much vocabulary taught in the form of list of isolated words

3. Elaborate explanations of the intricacies of grammar

4. Reading of difficult classical texts begun early.

5. Texts treated as exercises in grammatical analysis

6. Occasional drills and exercises in translating sentences from L1 to L2

7. Little or no attention to pronunciation

In this method blackboards and pencils were used as technological devices. These devices were characterized by specificity. For example: a pencil is for writing and a blackboard is for the one-way transmission of information that method implied. That is, they have transparency of function (Warschauer& Meskill 2000; Koehler & Mishra 2009). Technology which could be used in the language classroom was not so complicated as today.

After Grammar Translation Method, a new method which is Audiolingual Method (ALM) appeared.

Brown (2007:17) claims that "one of the best examples of both the cyclical and fluvial nature of methods is seen in the revolutionary Audiolingual Method (ALM) of the late 1940s and 1950s".

Larsen-Freeman (2000:35-44) summarizes the principles of Audiolingual Method.

1. It is an oral-based approach and the purpose is to learn how to use the language for communication.

2. It emphasizes vocabulary acquisition through exposure to its use in situations. In other words, the learning of a foreign language should be the same as the acquisition of the native language.

3. It drills students in the use of grammatical sentence patterns.

4. It has a strong theoretical base in linguistics and psychology.

5. In this method language learning is a process of habit formation. That is, students have to repeat the vocabulary and the sentences to learn.

Audio-tape was only perfect device which was used for the audio lingual method to provide repetition and practice the drills and in 1970s and 1980s audio lab was used to perform the drills. That audio lab was used for repetitive drills not for the communicative meaning (Warschauer& Meskill 2000)

In 1980s and 1990s a new term appeared. It was Communicaive Language Teaching Method with which "many of the pedagogical springs and rivers of the last few decades are appropriately captured" (Brown 2007:18). He also adds that Communicative Language Teaching Method is a perfect combination of previous methods.

Larsen-Freeman (2000:121-128) lists the principles of Communicative Language Teaching Method.

1. It makes communicative competence the goal of language teaching. Communicative competence is knowing when and how to say what to whom (Hymes 1971 in Larsen-Freeman 2000: 121).

2. In this method authentic language used in a real context is provided for the foreign language setting.

3. Process of communication rather than just mastery of language forms is emphasized.

4. Students learn the grammar and vocabulary form the function, situational context, and the roles of the interlocutors.

Warschauer & Meskill (2000:3) indicate in their study that communicative language teaching method emphasizes the students' involvement in the course since foreign language teachers prefer using "authentic, meaningful and contextualized materials" in their foreign language classrooms. They also state that communicative language teaching method requires the integration of technology into the language classroom since it has the general communicative trend and authentic, meaningful and contextualized materials. CDs, DVDs, internet, magazine, newspaper, computer, web pages, power point presentation and projectors are the other things to use as a material or a tool in communicative language teaching method.

While communicative language teaching method was being applied in foreign language classrooms, a new approach related to language teaching appeared with the development in computer technologies and internet. It is called CALL (Computer Assisted Language Learning). Although computers have been used in language teaching since 1960s, 1990s were the years when the language teachers started to have computers and use them in their classes. Since 1960, not only CALL has been used for the application of computer in the foreign language class but different acronyms have also been used for the application of computers in language teaching and learning. Hall (2011:33) lists some of them.

CAI – Computer Assisted Instruction
TELL-Technology Enchanced Language Learning
WELL- Web-Enchanced Language Learning

However, today the most known acronym for the application of computer in foreign language classroom is CALL. According to Chapelle (2010 in Hall 2011: 33) "CALL refers to a variety of technologies uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference materials such as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs and wikis".

Jones (1983) states the advantages of use of CALL in language teaching.

1. Tests and practice exercises on computer can teach English as well as test.

2. It provides students individuality.

3. It gives instant feedback to the students.

4. It decreases teachers' burden as the teachers have to provide interesting and motivating materials for the students.

CALL is also used in foreign language teaching

1. To reinforce what has been learned in the classrooms.

2. To be used as remedial to help learners with limited language proficiency.

3. For experiential learning, motivation, enhancing student achievement, authentic materials for study, greater interaction, individualization, independence from a single source of information and global understanding.

(http://en.wikipedia.org/wiki/Computer- assisted_language_learning)

Computers bring real world to the classroom. In other words it provides authenticity. Students can learn the language from the native speakers. It will be really helpful "if they are living and working in a country where there is limited access to

English-language materials, then they are probably delighted at all of the resources that they can access via the internet" (Linse 2005:199).

2.2.4 Advantages and Disadvantages of Technology

Rost (2002:1) states the importance of technology usage in the language classroom with the following statements.

1. giving students real opportunities to learn and helping them learn more effectively

2. increasing the enjoyment of language learning

3. improving students' ability to become better language learners

4. making our own teaching more enjoyable and rewarding

Similarly Rost, Brinton (2001: 459-463) summarizes the advantages of technology.

1. It provides a tool for students to create construction of language

2. It enhances language teaching since students can find daily practice of language.

3. It helps us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context.

4. It provides a density of information and richness of cultural input which cannot be possibly used in the language classroom without technology.

5. It provides contextualization and a solid point of departure for classroom activities.

6. It reinforces the students for the direct relation between the language classroom and the outside world.

7. It helps us to address all students who have different learning styles.

8. It stimulates communicative interaction.

9. It aids teachers in presentations as they can use time efficiently. That is, students can process the information more readily (Mollica 1979 in Brinton 2001:462)

10. It helps students call up their prior background knowledge in the language learning process since we learn new information by scanning our memory banks for related knowledge.

In addition to the advantages of using technology in the language classrooms for teachers and learners, teaching foreign language students how to use a computer to write an e-mail and conduct a research on the Web is also important today while teaching them how to write essays and magazine articles was important a generation ago. This reveals the significance of teaching information technology rather than using it just as a teaching tool in language classrooms (Warschauer & Meskill 2000).

Like Warschauer & Meskill, Privateer (1999) emphasizes that students should prepare themselves after graduation by learning to use information technologies and enhancing their intelligence. According to Warschauer & Meskill (2000: 11)

> "Language educators now seek not only (or even principally) to teach students the rules of grammar, but rather to help them gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom, and providing students the tools for their own social, cultural, and linguistic exploration".

Today language teachers' duty is not just teaching grammar and vocabulary to their students but also they have to educate their students for the real life outside.

Although there are lots of advantages of using technology or teaching with technology in language classrooms, there are some disadvantages, as well. Gips, DiMattia, & Gips (2004) point out that the first disadvantage of using technology in schools is the cost of it. Buying computers, projectors, VCD or DVD players will be difficult to afford particularly for the low- budget schools.

Second, as Koehler & Mishra (2009) stated before, today teachers do not use technology properly and efficiently since they have already graduated or started their teaching at a time when the educational technology did not develop as it is today. Therefore, continually teachers need training about new information technologies to apply in their language classrooms and guide their learners how to use them (Lai 2006). Similarly Warschauer & Meskill (2000) indicates that teachers have to spend much time to constantly changing computer programmes and try to find out the best way to use them with the learners in the language classrooms.

Third, Lai (2006) emphasizes that computer programs are not developed so much about the language skills. They just deal with reading, listening and writing skills but not speaking. Warschauer (1996 in Lai 2006:4) points out that a computer program should ideally be able to understand a user's "spoken" input and evaluate it not just for correctness but also "appropriateness". It should be able to diagnose a student's problems with pronunciation, syntax, or usage and then intelligently decide among a range of options.

Lastly, Warschauer & Meskill (2000:13) claim that there is uncertainty of results of using technology since "…there is no single predictable outcome for using computers, anymore than there is for using books or libraries". Using technology may demotivate the learners. For example a successful language learner may fail in an exam just because he cannot know how to use a computer.

Warschauer & Meskill (2000) summarizes in their article that the integration of technology into the language teaching-learning process is important since it fits with the

new approaches in which learners are seen as active-learners not empty box to be filled. Lai (2006) also agrees that language teachers have to be aware of the advantages and disadvantages of new technology not to employ in a wrong way and to have a great deal of benefit while they are using it in their language classrooms.

Alam (1999:23) emphasizes the importance of teacher while choosing and using the material in foreign language teaching and he adds "teachers are in a position to make a choice of audio visual aids". Moreover, Lewis (2009 in Hall 2011: 34) claims that "technology is nothing without a teacher and a plan".

It should not be ignored that integrating technology into language classrooms needs determined and patient in that it needs investment of time and money. Alam (1999:32) mentions in his book that "… it must be realized that they will ultimately prove beneficial to the teaching profession" and he also adds " if we seriously wish to improve the standards of language teaching in our country, efforts must be made in the right earnest to spread their use".

2.3 Chapter Summary

The first part discussed definition of motivation as it needs some clarity in terms of what we actually mean by the term motivation, which factors contribute to a person's motivation and how they influence each other. Besides, how the concept of motivation has changed along with the different theories of motivation was presented.

In the language learning process teachers are another important factors in terms of increasing and maintaining motivation of students by using various activities and materials and creating more supportive and co-operative classroom atmosphere. Therefore, how motivation can be sustained in the foreign language classrooms was discussed.

Finally the second part of the review of literature provided information about the importance of technology usage in general education and in foreign language learning and

teaching. In addition, what kinds of technological device or tools have been used with different methods through the history of language teaching was stated. Lastly the advantages and disadvantages of using technology in foreign language teaching were presented.

CHAPTER III
METHODOLOGY

3.0 Introduction

This chapter gives a description of the methodology of the study, and overall design of the study, research questions, setting and participants, materials, data collection procedure, development of data collection instruments and data analysis.

3.1 Overall Design of the Study

In this study it is aimed to investigate the effects of the technology usage on the motivation level of students in the language classrooms of Şarköy Vocational School in Namık Kemal University. Besides, how English grade of the students affect their perceptions and attitudes towards English Language, learning English, learning target culture, motivation and technology usage will be investigated. For this reason, experimental method was used for the study in which one class was taught using technology and technological equipment whereas other class was taught using traditional method in a traditional classroom setting.

In the experimental class CDs, DVDs, power point presentations, songs, internet based activities related to class were used while in the traditional class the course book was used as a material.

As a result of the pre-test it was justified that the levels of these two classes were equal.

The participants were 45 elementary level students (25 of them were in the experimental group and 20 of them were in the control group). And questionnaire was administered in the native language (Turkish) of the participants (see appendix B) since they were all elementary students and would probably have problems to understand English items.

The validity and reliability of the questionnaire were checked by the pilot study since the questionnaire was adapted by the researcher.

Field (2006:1) defines that reliability "is the fact that a scale should consistently reflect the construct it is measuring". In other words, when a questionnaire is administered again, getting the same score shows the reliability of questionnaire.

There are a few ways to measure the reliability of a scale. But according to Field (2006), Cronbach's Alpha (a) is the most widely used in order to measure the reliability of the scale and 0.7-0.8 is enough value to accept and use a scale in a research. As the alpha value of the scale used in this study was 0.891, it can be said that it is reliable.

Moreover, the alpha value of subscales had to be measured to find out "internal consistency reliability" which means "the homogeneity of the items making up the various multi-item scales within the questionnaire" (Dörnyei 2003:110). Therefore, it can be said that all of the subscales used in the research is acceptable for the study as their alpha value changes from 0.903 to 0.702 which is shown in Table 3.1.

Table 3.1 Categorization and Alpha values of the each category

Item Numbers	Category	Alpha value
All items	Whole questionnaire	0.891
1, 2, 3, 4, 5, 6	Attitude towards English language	0.702
7, 8, 9, 10, 11, 12	Attitude towards learning English	0.862
13, 14, 15, 16, 17, 18, 19	Attitude towards learning target culture	0.836
20, 21, 22, 23, 24, 25, 26, 27, 28, 29	Motivation	0.746
30,31,32,33,34,35,36,37,38,39,40,41,42, 43,44,45	Attitude towards technology usage	0.903

The experimental study was carried out for four weeks by the same instructor in the each class four hours a week. Prior to the experiment a questionnaire which consisted of 45 items was administered to the all participants as a pre-test to find out whether there were any differences between the groups and the same questionnaire was administered again as a post-test after the experiment.

Finally the data gained in the study was fed into a computer through SPSS 18 and analyzed by using an analysis of Descriptive Procedure in order to find out answers for the research questions. Overall design of the study is presented in Table 3.2.

Table 3.2 Overall Design of the Study

Data	Number of participants	Time
Pilot study (for validity and reliability of the questionnaire and factor analysis of the questionnaire)	20 participants (they are not involved in the main study.)	Before the main study
Pre- test	45 participants (25 of them in the experimental group, 20 of them in the control group)	In the beginning of the study
Main study (Experiment)	45 participants (25 of them in the experimental group, 20 of them in the control group)	4-week period
Post test	45 participants (25 of them in the experimental group, 20 of them in the control group)	In the end of the study

3.2 Research questions

The research questions of this study are as follows:

RQ1: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method regarding the effects of pre-test results on the motivation level of the students?

RQ2: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method concerning the effects of post-test results on the motivation level of the students?

RQ2a: Does English grade of the learners have an effect on their attitudes towards English language?

RQ2b: Does English grade of the learners have an effect on their attitudes towards learning English language?

RQ2c: Does English grade of the learners have an effect on their attitudes towards learning target culture?

RQ2d: Does English grade of the learners have an effect on their motivation level?

RQ2e: Does English grade of the learners have an effect on their attitudes towards technology usage?

3.3 Setting and Participants

This study was conducted in Tourism and Hotel Management Programme of Şarköy Vocational School in Namık Kemal University. They were studying English as a compulsory lesson in the first year of university and had four hours English course a week.

The reason why students were selected from this department was the idea that the students from Tourism and Hotel Management programme are more curious about language and language learning than the students studying in other programmes such as Accounting and Tax Applications Programme or Greenhousing Programme since they need at least one foreign language to find a good job after graduation and they need to communicate with others using a foreign language since tourism is an international job and requires international qualifications.

45 students participated in this study. All of them were attending Tourism and Hotel Management Programme. However, in the study 25 of them were in the

experimental group and 20 of them were in the control group. Figure 3.1 and Figure 3.2 show the distribution of gender in experimental and control group.

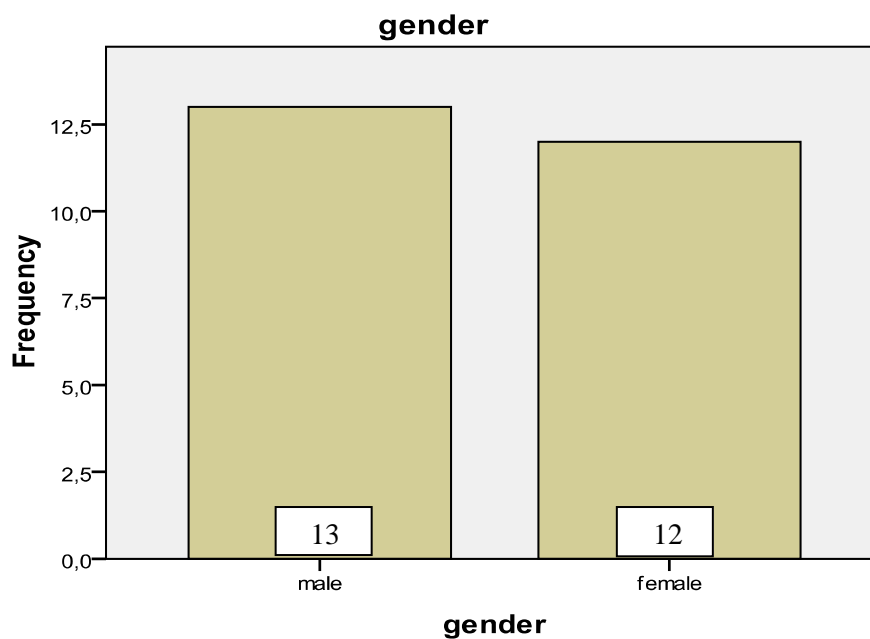**Figure 3.1 Distribution of Gender in Experimental Group**

Figure 3.2 Distribution of Gender in Control Group

3.4 Materials

In the experimental class different technological equipment and materials such as computer, projectors, CDs, DVDs, power point presentations, songs,internet based activities related to class were used while in the traditional class the course book was used as a material. Tourism and Hotel Management programme has four hours for English lesson each week. Experimental and control groups were randomly chosen and the students in the experimental group were taught using technology and technological equipment but the students in the control group were taught using traditional method in the classroom.

In the control group students studied the course book and its activities while the students in the experimental group studied the same subjects using power point presentations, internet based activities or songs, except for the course book.

3.4.1 Sample Classroom Activities

While the course book "Active English" and its activities were used with the students in control group during four weeks, the same subjects were studied using different kinds of technological equipment in the experimental group. In order to exemplify what kinds of activities and technological equipment were used in the experimental group, which was related to the first week subject "Present Continuous Tense", Figure 3.3, Figure 3.4, Figure 3.5, Figure 3.6 and Figure 3.7 were presented.

Firstly the grammar point of the first week "Present Continuous Tense" was explained by the teacher using power point presentation. It took learners interests since it was not explained on the board by a traditional way. They listened to their teacher and asked their questions when they did not understand

Figure 3.3 Explaining Structure, Mean and Use of Present Continuous Tense with a power point presentation
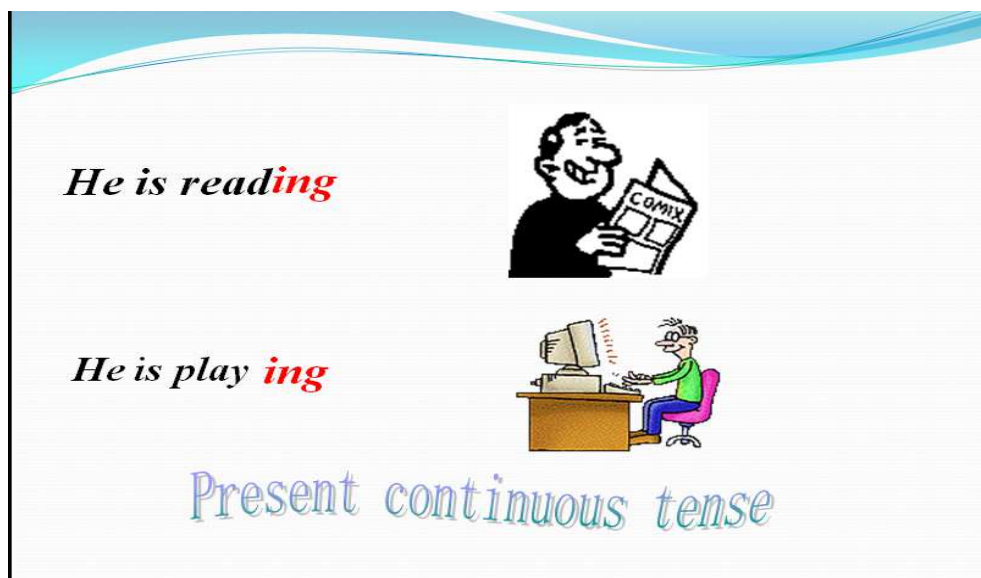
Then, following the presentation of "Present Continuous Tense", questions on the following web pages were answered. This provided immediate feedback for the students as soon as they completed answering the questions. Moreover, it attracted their attention since it was different from the activities on the course book in that they could not have such a material on the course book. They had more opportunities to practice form, meaning and use of "Present Continuous Tense" as they did not spend time writing all the answers on the board while in the control group each answer of each question in an activity was written on the board because some students might miss the answer or they might not know the spelling of a word when they heard.

The activities were introduced in the order of their level of difficulty. Figure 3.5 shows more complicated activity than Figure 3.4 since they had to remember how "Present Simple Tense" was used, which has been already learnt, and decide which tense would be suitable for each sentence. However, students in the control group were restricted to the activities on the course book and did not have opportunity to practice more.

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Figure 3.4 An internet based activity about "present continuous tense".Retrieved from

http://www.tolearnenglish.com/exercises/exercise-english-1/exercise-english-29.php

Figure 3.5 An internet based activity about "present continuous tense".Retrived from
http://www.eclecticenglish.com/grammar/PresentContinuous1I.html

Finally a video about "present continuous tense" on the internet was watched to review the whole lesson. It was also enjoyable for the students as a summary of "Present Continuous Tense".

Figure 3.6 A video about "present continuous tense" on the internet
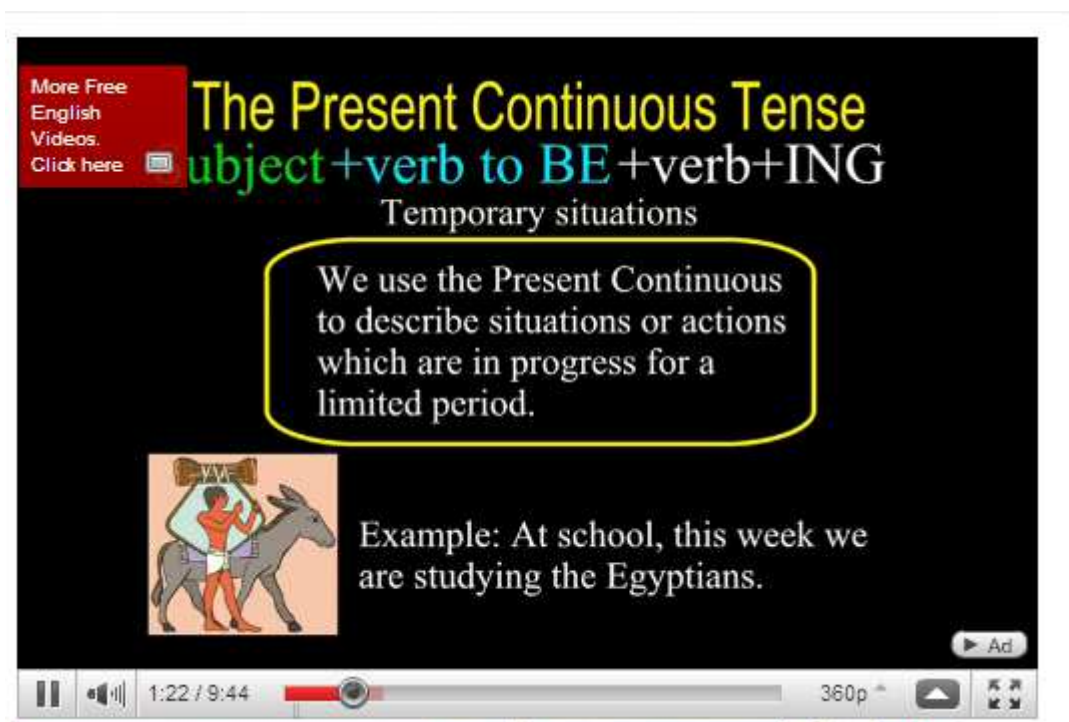
As a follow-up activity a song related to "present continuous tense" was listened, which is sung by Susanne Vega. While they were listening, teacher asked the learners to listen to it and fill in the blanks on the power point presentation which is displayed in Figure 3.7.

Figure 3.7 A song about "present continuous tense" with a power point presentation

This activity in Figure 3.7 was used to review "Present Continuous Tense" and teach some new words. During the whole lesson students in the experimental group were all active learners and highly motivated for the course to learn new things.

3.5 Data Collection Procedure

The study was carried out in Şarköy Vocational School of Namık Kemal University, with the students from Tourism and Hotel Management Programme. In the first place, the necessary permission was taken from the director and vice-directors of Vocational School.

In the administration process the instructor explained the aim of the study and the content of the questionnaire to the students in both control group and experimental group. The researcher informed the students about the questionnaire and why it was going to be administered. She also asked them to fill in the questionnaire sincerely as it was not an evaluation of the students in terms of the course. Afterwards, the questionnaire was

distributed to the students and they filled in it within 20 minutes. The data gathered from the first administration was used as pre- test of the study.

For the experimental study, one class was taught using technology and technological equipment and other class was taught using traditional teaching method. This lasted four weeks for each class. And after four weeks, the same test, which had been used as pre-test, was administered in the both classes. The last application of the questionnaire was used as post-test of the study.

3.6 Development of Data Collection Instrument

The questionnaire administered in the study to gather data was Motivation-Attitudes Scale. It consists of 2 sections.

Students' English grade which they had at the end of the fall term of the academic year of 2010-2011 was asked in the first section of the questionnaire in the form of category questions.

Second section is the motivation-attitude scale which is in the form of 5 point likert scale, ranging from 'Totally Agree' to 'Totally Disagree' and they are coded as (Totally Agree=5, Agree=4, No idea=3, Disagree=2, Totally Disagree=1). The questions were adapted from Demir's (2005) Motivation-Attitude Questionnaire, from Gardner's (2004)Attitude/Motivation Test Battery: International AMTB Research Project, from Genç İlter's (2009) article named Effect of Technology on Motivation in EFL Classroom and some of the questions were developed by the researcher (see appendix A).

Taking into consideration the aim of the study, the questionnaire was developed using items from various researchers as it was mentioned above. Table 3.3, Table 3.4, Table 3.5 and Table 3.6 displayed the number of items in the questionnaire and from whom these items were adapted.

Table 3.3 The items adapted from Demir's questionnaire (2005)

Item 1	English is acceptable in every part of the world.
Item 2	English is important.
Item 3	English is enjoyable.
Item 4	English is easy.
Item 5	English is interesting.
Item 6	English is a polite language.
Item 7	I love learning English.
Item 8	Learning English is very enjoyable.
Item 10	Learning English is very interesting.
Item 11	Learning English is very easy.
Item 12	Learning English is fun.
Item 20	I learn English because I like it.
Item 21	I learn English because it is compulsory.
Item 22	I learn English because I believe that it will be useful to me in the future to find a good job.
Item 23	I learn English because speaking English makes me happy.
Item 24	I learn English because without it one cannot be successful in his job.
Item 25	I learn English in order to be similar to the British and Americans.
Item 26	I learn English because I can be a more knowledgeable person.
Item 27	I learn English because my parents want me to.
Item 28	I learn English because I want to understand English-speaking films and music.
Item 29	I learn English in order to pass the class.

Table 3.4 The items adapted from Gardner's questionnaire (2004)

Item 9	Learning English is a waste of time.

Table 3.5 The items adapted from Genç İlter's questionnaire (2009)

Item 30	Use of technological equipment in language teaching increases my motivation.
Item 31	Authentic materials downloaded from the internet make me active in the language learning process.
Item 32	Computer-based teaching activities make the lessons more enjoyable.
Item 33	When technology is used every time, it makes the lessons boring.
Item 34	I can understand language better when my teacher uses technology in the class.
Item 35	Different technological devices should be used in the class to increase my motivation for learning English.
Item 36	If my teacher uses power point presentations, English lessons can be more enjoyable.
Item 37	Films, videos, CDs and internet can be helpful to develop my speaking skill in English.
Item 38	Films, videos, CDs and internet can be helpful to develop my writing skill in English.
Item 39	Films, videos, CDs and internet can be helpful to develop my listening skill in English.
Item 40	Films, videos, CDs and internet can be helpful to develop my reading skill in English.
Item 41	Films, videos, CDs and internet can be helpful to develop my vocabulary in English.
Item 42	Computer-based lessons are more enjoyable and effective than traditional lessons.

Table 3.6 The items developed by the researcher

Item 13	While learning a foreign language, learning about the target culture is too important.
Item 14	While learning a foreign language, learning about the target culture increases motivation of the learners.
Item 15	While learning a foreign language, it is needed to learn about the target culture.
Item 16	While learning a foreign language, learning about the target culture will contribute to the future profession.
Item 17	That the foreign language learning includes learning the target culture will provide me the opportunity to use this information in many places.
Item 18	While learning about a different culture, I read texts in the foreign language.
Item 19	While learning about a different culture, I listen to songs in the foreign language.
Item 43	Technological devices are important sources to learn about culture of target language.
Item 44	Technology facilitates effective communication with the people speaking target language.
Item 45	Technological devices cause a waste of time in the class.

The Motivation- Attitude Scale had five subscales and 45 items. The first six items were used to find out students' attitudes towards English language. The next six items were used to understand students' attitudes towards learning English. The other seven items were adapted to investigate students' attitudes towards learning target culture. In order to investigate students' motivation before the experiment and after the experiment ten items were added to the questionnaire about motivation. The last sixteen items were about technology usage and they were used to find out students' attitudes towards technology usage in the language classroom.

3.7 Data Analysis

The date obtained via the questionnaire administered as a pre-test and a post-test was fed into a computer through SPSS 18. To find out answers to research questions necessary statistical analyses such as Paired Sample T-Tests, Independent Samples T-Tests, Descriptive Statistics (Frequency, Means, Standard Deviation) were conducted. Besides, reliability analysis was measured through SPSS 18.

3.8 Chapter Summary

In this chapter setting, participants, materials, development of data collection instrument, data collection procedure and data analysis of the study were presented.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents information about the analysis of data collected from the study through SPSS 18 program and addresses the research questions of the study.

4.1 Findings of the Main Study and Discussion

The purpose of the undertaking this study was to examine how using technology affected students' motivation level in the foreign language classrooms of Tourism and Hotel Management Program. In addition, how students' English grade affected their attitudes towards English language, learning English, learning target culture and technology usage was investigated.

Research Questions:

RQ1: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method regarding the effects of pre-test results on the motivation level of the students?

RQ2: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method concerning the effects of post-test results on the motivation level of the students?

RQ2a: Does English grade of the learners have an effect on their attitudes towards English language?

RQ2b: Does English grade of the learners have an effect on their attitudes towards learning English language?

RQ2c: Does English grade of the learners have an effect on their attitudes towards learning target culture?

RQ2d: Does English grade of the learners have an effect on their motivation level?

RQ2e: Does English grade of the learners have an effect on their attitudes towards technology usage?

4.2 RQ1: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method regarding the effects of pre-test results on the motivation level of the students?

To find out an answer for the first research question statistical study was carried out with the data gathered through the 45 administered questionnaires and Table 4.1 was used to demonstrate the results of pre tests of experimental group and control group.

Table 4.1 Descriptive Statistics of all items on the pre-test of experimental group and control group

No	Items	Experimental Group			Control Group		
		N	Mean	Std. Dev.	N	Mean	Std. Dev.
Q1	English is acceptable in every part of the world.	25	3.48	0.87	20	3,80	0.65
Q2	English is important.	25	3.56	0.54	20	3.80	0.65
Q3	English is enjoyable.	25	3.50	1.19	20	3.80	0.99
Q4	English is easy.	25	3.58	1.16	20	2.73	1.32
Q5	English is interesting.	25	3.50	1.11	20	3.60	1.27
Q6	English is a polite language.	25	3.50	1.08	20	3.80	1.37
Q7	I love learning English.	25	3.60	1.45	20	3.85	1.42
Q8	Learning English is very enjoyable.	25	3.70	1.32	20	3.80	1.32
Q9	Learning English is a waste of time.	25	2.70	1.38	20	1.80	1.43
Q10	Learning English is very interesting.	25	2.92	1.15	20	3.20	1.21
Q11	Learning English is very easy.	25	2.56	1.26	20	3.00	1.37
Q12	Learning English is fun.	25	3.24	1.12	20	3.85	1.13
Q13	While learning a foreign language, learning about the target culture is too important.	25	3.76	0.97	20	3.05	1.28
Q14	While learning a foreign language, learning about the target culture increases my motivation.	25	3.88	0.83	20	3.00	1.31
Q15	While learning a foreign language, it is needed to learn about the target culture.	25	3.72	0.89	20	3.00	1.33
Q16	While learning a foreign language, learning about the target culture will contribute to my future profession.	25	3.58	0.76	20	3.04	1.05

Q17	That the foreign language learning includes learning the target culture will provide me the opportunity to use this information in many places.	25	3.50	0.71	20	3.00	1.09
Q18	While learning about a different culture, I read texts in the foreign language.	25	2.84	0.90	20	3.20	1.17
Q19	While learning about a different culture, I listen to songs in the foreign language.	25	3.20	1.16	20	3.00	1.33
Q20	I learn English because I like it.	25	2.92	1.35	20	3.05	1.28
Q21	I learn English because it is compulsory.	25	2.60	1.29	20	2.60	1.47
Q22	I learn English because I believe that it will be useful to me in the future to find a good job.	25	3.12	1.05	20	3.45	1.15
Q23	I learn English because speaking English makes me happy.	25	3.28	1.28	20	3.20	1.01
Q24	I learn English because without it one cannot be successful in his job.	25	2.82	1.16	20	3.00	1.30
Q25	I learn English in order to be similar to the British and Americans.	25	3.25	1.28	20	3.35	1.53
Q26	I learn English because I can be a more knowledgeable person.	25	3.44	1.27	20	3.10	1.25
Q27	I learn English because my parents want me to.	25	2.96	1.34	20	3.40	1.60
Q28	I learn English because I want to understand English-speaking films and music.	25	3.48	1.30	20	3.45	1.00
Q29	I learn English in order to pass the class.	25	2.12	1.56	20	3.40	1.60
Q30	Use of technological equipment in language teaching increases my motivation.	25	3.26	0.99	20	3.55	0.99
Q31	Authentic materials downloaded from the internet make me active in the language	25	3.88	1.27	20	3.55	1.00

	learning process.						
Q32	Computer-based teaching activities make the lessons more enjoyable.	25	3.00	1.22	20	3.30	1.31
Q33	When technology is used every time, it makes the lessons boring.	25	2.34	1.23	20	3.60	1.25
Q34	I can understand language better when my teacher uses technology in the class.	25	3.47	0.97	20	3.60	1.25
Q35	Different technological devices should be used in the class to increase my motivation for learning English.	25	3.80	1.02	20	3.25	1.11
Q36	If my teacher uses power point presentations, English lessons can be more enjoyable.	25	3.40	1.04	20	3.60	1.05
Q37	Films, videos, CDs and internet can be helpful to develop my speaking skill in English.	25	3.24	0.83	20	3.65	1.31
Q38	Films, videos, CDs and internet can be helpful to develop my writing skill in English.	25	3.54	1.06	20	3.40	0.82
Q39	Films, videos, CDs and internet can be helpful to develop my listening skill in English.	25	3.04	1.02	20	3.55	0.88
Q40	Films, videos, CDs and internet can be helpful to develop my reading skill in English.	25	3.72	1.31	20	3.40	0.75
Q41	Films, videos, CDs and internet can be helpful to develop my vocabulary in English.	25	3.45	1.08	20	3.25	1.14
Q42	Computer-based lessons are more enjoyable and effective than traditional lessons.	25	3.00	1.26	20	3.35	1.04
Q43	Technological devices are important	25	3.50	1.23	20	3.75	1.15

	sources to learn about culture of target language.						
Q44	Technology facilitates effective communication with the people speaking target language.	25	3.24	1.23	20	3.75	1.28
Q45	Technological devices cause a waste of time in the class.	25	2.92	1.19	20	3.45	1.50
Valid N (Listwise)		25				20	

Table 4.1 displayed standard deviation and mean score of each item according to the results of pre tests of experimental group and control group. Since Table 4.1 seemed so complicated and was too large to analyze clearly, the mean score of each subcategory whose item numbers were stated in Chapter 3 was used after computing variables of each subcategory for the whole study. This facilitated the analyses and discussions.

After getting the mean scores of subcategories, independent samples t-test was used in order to examine the possible differences between the mean scores of the pre-test results of the experimental group and control group.

According to Büyüköztürk (2010:39), the researchers use independent samples t-test to see whether the difference between the means of two unrelated samples is significant or not. As a result of the independent sample t-test, it is assumed that the variances of two groups are approximately equal. However, these variances need reliability which is controlled by "Levene's Test for Equality of Variances". "if the Levene's Test is significant ($p < .05$), the two variances are significantly different. If it is not significant ($p > .05$), the two variances are approximately equal" (Ghorbani 2011:24).

According to independent samples t-test, the results of pre-test of experimental and control groups were presented below.

Table 4.2 Descriptive Statistics of Pre-Test Results of the Experimental Group and the Control Group

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean	Sig.
English Language of Pre Experimental	25	3,5200	,63158	,12632	
English Language of Pre Control	20	3,5917	,58808	,13150	,312
Learning English of Pre Experimental	25	3,1267	,99102	,19820	,634
Learning English of Pre Control	20	3,2583	,87438	,19552	
Culture of Pre Experimental	25	3,5100	,63770	,12754	,579
Culture of Pre Control	20	3,0429	,88197	,19721	
Motivation of Pre Experimental	25	2,9920	,71351	,14270	,228
Motivation of Pre Control	20	3,2050	,51959	,11618	
Technology of Pre Experimental	25	3,3025	,72146	,14429	,465
Technology of Pre Control	20	3,5031	,65503	,14647	

p<.05

Motivation-Attitude Scale which consisted of 45 items and had 5 categories was administered to the students in both experimental group and control group before the four week treatment in the experimental group in order to find out whether both groups were homogeneous or not. Table 4.2 above showed mean values, standard deviation, standard error mean and significance of five categories of the questionnaire.

According to Independent samples t-test results for 25 students, the mean score of the pre test of experimental group for attitudes towards English language was M=3.52 while the mean score of the pre test of control group for attitudes towards English language was M=3.59.

The mean score of attitudes towards learning English was 3.12 in the experimental group' pre test results and it was 3.25 in the control group's results.

The mean score of experimental group for attitudes towards culture learning was 3.51 while it was 3.04 in the control group. However, it was not significant ($p = .57 > .05$).

In the experimental group the mean scores for motivation (M=2.99) and attitudes towards technology usage (M=3.30) were not significantly different than motivation (M=3.20) and attitudes towards technology usage (M=3.50) in the control group. Moreover, it can be stated that the mean scores of each part in the pre-test of the control group were higher than the mean scores of the pre-test results of experimental group except the part of attitudes towards learning target culture of the questionnaire. Therefore, the effect of treatment on the students of experimental group will be determined easily after four week.

In addition, it can be assumed that the variances of these two unrelated samples are equal since the Levene's test for Equality of Variances is not significant ($p > .05$) for each part of the questionnaire. The part of attitudes towards English language is not significant ($p. = .31 > .05$), the part of attitudes towards learning English is not significant ($p = .63 > .05$), the part of attitudes towards culture learning is not significant ($p = .57 > .05$), the part of motivation is not significant ($p = .22 > .05$) and the part of attitudes towards technology usage is not significant ($p = .31 > .46$). Therefore, it can be assumed that both groups are not significantly different from each other and the variances are equal.

4.3 RQ2: Is there a significant difference between the learners with whom technology is used and the learners instructed by traditional method concerning the effects of post-test results on the motivation level of the students?

After four week treatment in the experimental group with whom technology was used and the students in the control group were taught in a traditional way, the questionnaire which is Motivation- Attitude Scale was administered to the both groups as a post- test

According to Table 4.3 below, the mean scores of post test of experimental group were significantly different from the mean scores of control group's post test. In the experimental group the mean scores of the post test were between the 4.10 and 4.33 whereas the mean scores of the post test in the control group were between 3.21 and 3.41.When the pre-test results of both groups are re-examined, it can be stated that the mean scores of experimental group were between 2.99 and 3.52 while the mean scores of the control group were between 3.04 and 3.59 in Table 4.2 above. Therefore, it can be concluded that motivation of learners in the control group and their attitudes towards English language, learning English, learning target culture and technology usage did not change during four weeks since they were not instructed by technology in their classes. However, there was a significant gap between the pre-test results and post test results of the experimental group since using technology affected them in a positive way.

Table 4.3 Descriptive Statistics of Post-Test Results of the Experimental Group and the Control Group

Group Statistics

groups	N	Mean	Std. Deviation	Std. Error Mean	Sig.
English Language of Post Experimental	25	4,2200	,46328	,09266	,005
English Language of Post Control	20	3,3250	1,14130	,25520	
Learning English of Post Experimental	25	4,3067	,41242	,08248	
Learning English of Post Control	20	3,2167	,93830	,20981	,038
Culture of Post Experimental	25	4,3371	,43542	,08708	,006
Culture of Post Control	20	3,4143	1,22531	,27399	
Motivation of Post Experimental	25	4,1000	,34157	,06831	,016
Motivation of Post Control	20	3,2300	,53123	,11879	
Technology of Post Experimental	25	4,1050	,26865	,05373	,001
Technology of Post Control	20	3,2344	1,01783	,22759	

p<.05

As Table 4.3 indicates, the post-test results of experimental group were significantly different from the post-test results of the control group since significance

levels were not more than 0.05 (p < .05) for each part of the questionnaire, which implies that using technology in the experimental group took students' interest and made them highly motivated to learn English and affected their attitudes and perceptions towards English, learning English, learning target culture and using technology positively.

4.4 The Impacts of Treatment on the Experimental Group

In order to find out whether there was a statistically significant difference between the pre- test and the post-test of results of the experimental group, paired samples t-test was carried out with the data gathered through the questionnaires administered to 25 students in the experimental group. Table 4.4 was used to show the results of pre test of experimental group and the results of post test of experimental group.

The mean score of the pre test of experimental group for attitudes towards English language was 3.52, attitudes towards learning English was 3.12, attitudes towards culture learning was M=3.51, motivation was 2.99 and attitudes towards technology usage was 3.30.

According to Paired Sample t-test results for 25 students, the mean score of the post test of experimental group for attitudes towards English language was 4.22, attitudes towards learning English was 4.30, attitudes towards culture learning was 4.33, motivation was 4.10 and attitudes towards technology usage was M=4.10, which was significantly different from the pre test results of experimental group.

Consequently it could be stated that the mean score of each part of the questionnaire in the post test of the experimental group was much higher than the mean score of the each part of the questionnaire in the pre test of the experimental group, which indicated that students in the experimental group were highly motivated, and their attitudes and perceptions towards English, learning English, learning target culture and technology usage in the language classroom changed in a positive way after the four- week treatment.

Table 4.4 Descriptive Statistics of Pre- and Post-Test Results of Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	English Language of Pre	3,5200	25	,63158	,12632
	English Language of Post	4,2200	25	,46328	,09266
Pair 2	Learning English of Pre	3,1267	25	,99102	,19820
	Learning English of Post	4,3067	25	,41242	,08248
Pair 3	Culture of Pre	3,5100	25	,63770	,12754
	Culture of Post	4,3371	25	,43542	,08708
Pair 4	Motivation of Pre	2,9920	25	,71351	,14270
	Motivation of Post	4,1000	25	,34157	,06831
Pair 5	Technology of Pre	3,3025	25	,72146	,14429
	Technology of Post	4,1050	25	,26865	,05373

Table 4.4 showed that the answers given by the students to all categories in the pre test of experimental group were below 3.52 which suggested that students did not have high motivation to learn English and positive attitudes and perceptions of students towards English language itself, learning English and learning about target culture and technology usage in their language classes. Although it was thought that the mean score of attitudes towards English language was high since being 3.52, the scale used in this study was in the form of 5 point likert scale, ranging from 'Totally Agree' to 'Totally Disagree' and they were coded as (Totally Agree=5, Agree=4, No idea=3, Disagree=2, Totally Disagree=1). Therefore, the mean score which was 3.52 represented students did not have idea about the questions or were not sure about their answers to the questions. Nevertheless, according to post-test results of experimental group the answers given by the students to all categories were above the 4.10. Therefore, it can be concluded that four - week treatment in the experimental group provided students to have more positive attitudes

towards English language itself, learning English and learning about target culture and technology usage in their language classes and students are also highly motivated since the mean score of motivation category was 4.10.

4.4.1 English Language

According to Table 4.5 the highest mean score of the English language part of the questionnaire was 4.72 which is "English is acceptable in every part of the world" in the post-test of experimental group and item 2 was the second highest mean score in this part of the questionnaire which was 4.56. Both items imply that students acknowledged that English is a global language in order to communicate with other people in other nations. Therefore, it is assumed that using technology during the experiment make them come aware of the importance of the English as a global language since they had so many opportunities in order to learn about the real world through the authentic materials used in the classes.

Table 4.5 Descriptive Analysis of the Questions 1 and 2 in the category of Attitudes and Perceptions Towards English Language of the Questionnaire of the experimental group

Item No	Items	N	Mean	Std. Dev.
1	English is acceptable in every part of the world.(pre)	25	3.48	0.87
	English is acceptable in every part of the world.(post)	25	4.72	0.58
2	English is important.(pre)	25	3.56	0.54
	English is important.(post)	25	4.56	0.67

4.4.2 Learning English

In Table 4.4 above the mean score of the part of attitudes towards learning English in the questionnaire in the post test of the experimental group was 4.30 while it was 3.12 in the pre-test of experimental group. Therefore, it could be stated that the students in the experimental group enjoyed learning English with different kinds of activities and videos downloaded from the internet or computer based activities and power point presentation whereas the students in the control group were all bored because of the traditional way of learning in which teacher taught English using board, course book and course book activities.

However, in the experimental group technology usage took students' interests and they decided that learning English was fun, easy and interesting during the four week treatment as displayed Table 4.6.

Table 4.6 Descriptive Analysis of the Questions 10, 11 and 12 in the category of Attitudes and Perceptions Towards Learning English of the Questionnaire of the experimental group

Item No	Items	N	Mean	Std. Dev.
10	Learning English is very interesting.(pre)	25	2.92	1.15
	Learning English is very interesting.(post)	25	4.24	0.56
11	Learning English is very easy.(pre)	25	2.56	1.26
	Learning English is very easy.(post)	25	4.08	0.59
12	Learning English is fun.(pre)	25	3.24	1.12
	Learning English is fun.(post)	25	4.24	0.60

4.4.3 Learning Target Culture

Culture is defined as 'a way of life' and the 'ideas, customs, skills, arts, and tools' that constitute a group of people at a point in time (Brown 2007:188). Therefore, it is believed that learning traditions, values and beliefs of the target culture is important while learning a foreign language. That is why foreign language students need to have positive attitudes towards learning culture in language learning.

For example if students learn about target culture, they will avoid talking about taboos of that nation while they are communicating with people since they are forbidden by that culture. Therefore, culture teaching to the foreign language students is a must and only technology usage in the foreign language classrooms can provide students to learn about target culture.

The mean score of learning target culture also showed that students were aware of the importance of learning target culture with the treatment as the mean score regarding learning target culture in the post-test of experimental group was 4.33 while it was 3.51 in the pre-test results according to Table 4.4.

Table 4.7 Descriptive Analysis of the Questions 18 and 19 in the category of Attitudes and Perceptions Towards Learning Target Culture of the Questionnaire of the experimental group

Item No	Items	N	Mean	Std. Dev.
18	While learning about a different culture, I read texts in the foreign language.(pre)	25	2.84	0.87
	While learning about a different culture, I read texts in the foreign language. (post)	25	3.76	0.72
19	While learning about a different culture, I listen to songs in the foreign language.(pre)	25	3.20	1.16
	While learning about a different culture, I listen to songs in the foreign language.(post)	25	4.08	0.81

In the culture learning part of the questionnaire the post test results showed that students preferred learning culture through listening songs in the target language rather than reading texts in the target language since the mean score of item 19 which was "While learning about a different culture, I listen to songs in the foreign language." was 4.08 and the mean score of item 18 was "While learning about a different culture, I read texts in the foreign language." was 3.76 according to Table 4.7.

4.4.4 Motivation

It is known that motivation is the most powerful influence in the foreign language learning just like in every part of the life. Dörnyei and Csizer (1998:203) emphasize the importance of motivation and state "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement". Therefore, students have enough motivation while they are learning a foreign language.

Social interaction between the foreign language teachers and students, the learning environment where the classes taught and the materials used in the language learning are important factors to maintain the motivation of students. Moreover, foreign language teachers need to take different individual characteristics, students' age, their language level and their interests into consideration. These problems can be overcome with flexibility in materials design or variety in skills work or classroom interaction. Surely only technology usage in the foreign language classrooms can provide different kinds of activities which can address all students and take their interests to the activities.

As Table 4.4 displayed that in the post test of the experimental group the mean score of the students motivation to learn foreign language was higher than the mean score of students motivation in the pre test of the experimental group.

Although the mean score of the motivation part of the questionnaire in the post test of experimental group was high, it is essential to find out what kind of motivation students

in the experimental group had after treatment since the learners are driven by either instrumental or integrative motivation (Gardner and Lambert 1972).

Instrumental motivation is characterized by the desire to get something practical from studying the foreign language. It means learning language is for the sake of something (Gass and Selinker 2008).

However, integrative motivation is characterized by the learner's positive attitudes towards the target language group and comes into play when one desires to become a part of a community that uses the target language in social situations (Fei 2005; Spolky 1969).

Table 4.8 Descriptive Analysis of the Questions 20, 22, 23 and 27 in the category of Motivation of the Questionnaire of the experimental group

Item No	Items	N	Mean	Std. Dev.
20	I learn English because I like it.(pre)	25	2.92	1.35
	I learn English because I like it.(post)	25	4.16	0.55
23	I learn English because speaking English makes me happy.(pre)	25	3.28	1.28
	I learn English because speaking English makes me happy.(post)	25	4.32	0.63
22	I learn English because I believe that it will be useful to me in the future to find a good job.(pre)	25	3.12	1.05
	I learn English because I believe that it will be useful to me in the future to find a good job.(post)	25	2.00	0.58
27	I learn English because my parents want me to.(pre)	25	2.96	1.34
	I learn English because my parents want me to.(post)	25	3.80	0.53

It could be concluded that according to post test results the students in the experimental group had integrative motivation rather than instrumental motivation since items 20 and 23 which covered integrative motivation had the mean score of 4.16 and 4.32,

respectively while items 22 and 27 which corresponded to instrumental motivation had the mean score of 2.00 and 3.80, respectively. Therefore, technology usage in the language classes during the four week helped the students to be aware of the importance of English all around the world since they had many opportunities due to internet, authentic materials downloaded from the internet and the songs.

4.4.5 Technology Usage

Frigaard (2002) investigated the high school students in the computer laboratory. According to the results of his study, teaching Spanish vocabulary, grammar and listening in the computer lab to high school students made the lessons more interesting and was helpful to improve the learners' listening skills. Like Frigaard study, in this study the mean score of the category of technology usage changed from 3.30 to 4.10 after the treatment which was displayed in Table 4.4 above. Moreover, items 31, 32, 36, 37, 39 and 42 in the technology usage in the foreign language classroom part of the questionnaire had the highest mean value in the post-test of the experimental group, which were 4.36, 4.56, 4.32, 4.52, 4.56 and 4.40, respectively.

Table 4.9 Descriptive Analysis of the Questions 31, 32, 36, 37, 39 and 42 in the category of Attitudes and Perceptions Towards Technology Usage of the Questionnaire of the experimental group

Item No	Items	N	Mean	Std. Dev.
31	Authentic materials downloaded from the internet make me active in the language learning process.(pre)	25	3.88	1.27
	Authentic materials downloaded from the internet make me active in the language learning process.(post)	25	4.36	0.56
32	Computer-based teaching activities make the lessons more enjoyable.(pre)	25	3.00	1.22
		25	4.56	0.67

	Computer-based teaching activities make the lessons more enjoyable.(post)			
36	If my teacher uses power point presentations, English lessons can be more enjoyable.(pre)	25	3.40	1.04
	If my teacher uses power point presentations, English lessons can be more enjoyable.(post)	25	4.32	0.57
37	Films, videos, CDs and internet can be helpful to develop my speaking skill in English.(pre)	25	3.24	0.83
	Films, videos, CDs and internet can be helpful to develop my speaking skill in English.(post)	25	4.52	0.55
39	Films, videos, CDs and internet can be helpful to develop my listening skill in English.(pre)	25	3.04	1.02
	Films, videos, CDs and internet can be helpful to develop my listening skill in English.(post)	25	4.56	0.53
42	Computer-based lessons are more enjoyable and effective than traditional lessons.(pre)	25	3.00	1.26
	Computer-based lessons are more enjoyable and effective than traditional lessons.(post)	25	4.40	0.60

Particularly in post test of experimental group items 32 and 39 of technology part of the questionnaire had the highest mean score which is 4.56. It appears that it was not a coincidence. Using technology in language classrooms makes lessons more enjoyable and helps the students to develop their listening skills. They benefit from it as audio visual materials develop their listening skill in English.

Moreover, technology helps students to improve their speaking skills since they can hear, see or understand the language and the dialogues between the people in the natural environment where the language is spoken as a native or second language. In the post test of the experimental group the data gained from item 37 supported that idea since the mean score of this item was 4.52. Consequently, it is assumed that receptive skills (listening and reading), productive skills (writing and speaking) and vocabulary can be developed through using technology and it also increases the foreign language learners' motivation.

In addition, using technology provides authentic materials for the language classrooms. Authentic materials downloaded from the internet address to all of the students since they are meaningful and purposeful, present realities of language and they do not focus on just grammar part of language but also communicative competence. Using technology also enables students to learn about effective communication with other people.

4.5 Comparison of Pre-Test Results and Post-Test Results of Control Group

A paired samples t-test was conducted in order to compare the results of pre-test and post-test of control group. It was assumed that there was not any significant difference between the results of pre-test and post-test of control group since there was no treatment in this group.

Table 4.10 Descriptive Statistics of Pre- and Post-Test Results of Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	English Language of Pre	3,5917	20	,58808	,13150
	English Language of Post	3,3250	20	1,14130	,25520
Pair 2	Learning English of Pre	3,2583	20	,87438	,19552
	Learning English of Post	3,2167	20	,93830	,20981
Pair 3	Culture of Pre	3,0429	20	,88197	,19721
	Culture of Post	3,4143	20	1,22531	,27399
Pair 4	Motivation of Pre	3,2050	20	,51959	,11618
	Motivation of Post	3,2300	20	,53123	,11879
Pair 5	Technology of Pre	3,5031	20	,65503	,14647
	Technology of Post	3,2344	20	1,01783	,22759

According to Paired Sample t-test results for 20 students, the mean score of the post test of control group for attitudes towards English language (M=3.32),attitudes towards learning English (M=3.21), attitudes towards culture learning (M=3.41), motivation (M=3.23) and attitudes towards technology usage (M=3.24) are not statistically different than the results of pre test of control group. Since the mean scores of the pre test of control group for attitudes towards English language was 3.59, attitudes towards learning English was 3.25, attitudes towards culture learning was 3.04, motivation was 3.20 and attitudes towards technology usage was 3.50. Therefore, it can be concluded that there were not any significant differences in the results of pre and post test of control group as it was assumed.

4.6 The Effect of English Grade on Motivation and Attitudes According to Pre-Test

Independent sample t-test was conducted for experimental group and control group in order to find out the relation between the English grade of learners and their motivation level and attitudes towards English language, learning English language, learning target culture and using technology in the foreign language classroom.

Table 4.11 The effect of English grade on motivation and attitudes of students in the pre-test

Groups	English Grade	N	Mean	Std. Dev.	t	df	Sig.
English Language of Pre Experimental	More than 80	8	3,8125	,67517	1,015	23	,659
	less than 80	17	3,5000	,65405			
English Language of Pre Control	More than 80	5	3,2208	,74768	,567	18	,805
	less than 80	15	3,2000	,50000			
Learning English of Pre Experimental	More than 80	8	3,2708	1,06881	,263	23	,873
	less than 80	17	3,1364	1,14217			
Learning English of Pre Control	More than 80	5	3,7417	1,04179	,650		,372

	less than 80	15	3,7778	,60093		18	
Culture of Pre Experimental	More than 80	8	3,7679	,66102	,578	23	,951
	less than 80	17	3,5844	,71273			
Culture of Pre Control	More than 80	5	3,9643	1,29981	-,633	18	,063
	less than 80	15	3,2540	,42725			
Motivation of Pre Experimental	More than 80	8	2,9000	,58554	-,732	23	,471
	less than 80	17	3,1364	,82252			
Motivation of Pre Control	More than 80	5	3,6125	,69987	,433	18	,094
	less than 80	15	3,5000	,32787			
Technology of Pre Experimental	More than 80	8	3,1484	,56787	,335	23	,621
	less than 80	17	3,0511	,69755			
Technology of Pre Control	More than 80	5	3,0234	,80244	-,590	18	,186
	less than 80	15	3,2153	,52674			

p<.05

Table 4.11 illustrated that there was not significant relation between students' motivation level and attitudes towards all categories and having more than 80 and less than 80 in English (p >.05) in both experimental and control group. However, it could be stated that students in control group having less than 80 had more positive attitudes towards learning English and technology usage than the students having more than 80 in English. Additionally, it was interesting that students having less than 80 in the experimental group were more motivated than the students having more than 80.

4.7 The Effect of English Grade on Motivation and Attitudes According to Post-Test

In order to find out relation between success and students' motivation and attitudes towards four categories which entail English language, learning English, learning target

culture and technology usage, independent samples t-test was used for experimental and control groups after four week treatment in the experimental group.

Table 4.12 The effect of English grade on motivation and attitudes of students in the post-test

Groups	English Grade	N	Mean	Std. Dev.	t	df	Sig.
English Language of Post Experimental	More than 80	8	4,3667	,55777	1,057		,326
	less than 80	17	4,1190	,41049		23	
English Language of Post Control	More than 80	5	3,8333	,28868	1,832	18	,144
	less than 80	15	3,0972	1,26622			
Learning English of Post Experimental	More than 80	8	4,1000	,45031	,889		,571
	less than 80	17	3,9048	,41197		23	
Learning English of Post Control	More than 80	5	3,1111	,38490	-,536	18	,139
	less than 80	15	3,1250	1,08508			
Culture of Post Experimental	More than 80	8	4,3714	,61112	2,285		,006
	less than 80	17	3,9184	,27287		23	
Culture of Post Control	More than 80	5	3,8000	,79539	1,422	18	,254
	less than 80	15	3,1429	1,35252			
Motivation of Post Experimental	More than 80	8	4,3800	,21679	1,953	23	,106
	less than 80	17	4,1143	,35703			
Motivation of Post Control	More than 80	5	3,4667	,50332	,696	18	,490
	less than 80	15	3,2333	,57892			
Technology of Post Experimental	More than 80	8	4,2375	,28436	1,483		,643
	less than 80	17	4,0313	,26146		23	
Technology of Post Control	More than 80	5	3,4167	,88902	,258	18	,503
	less than 80	15	3,2604	1,11001			

p<.05

According to Table 4.12 in the experimental group no matter what English grade the students had, they were highly motivated to learn English and their attitudes towards other categories were also high. However, there was a significant difference between the students in experimental group who had more than 80 in English and the students who had less than 80 in English in terms of their attitudes towards learning target culture since the significance level was lower than .05 (p = .00 < .05).While the mean score of the part of learning target culture was 4.37 for more successful students, the mean score of that part was 3.91 for less successful students. It could be concluded that successful students had a tendency to learn target culture since they notice that culture is not separated from language learning.

4.8 Chapter Summary

This chapter presented the answers of research questions and findings regarding the statistical analysis of the study.

CHAPTER V

CONCLUSIONS and SUGGESTIONS

5.0 Introduction

This chapter discusses the summary of the study and the conclusions of the study. Suggestions for further study to find out the impacts of technology usage on the motivation level of foreign language learners are also presented in this chapter.

5.1 Summary of the Study

This study aimed to find out the effects of the technology usage on the motivation level of students in the foreign language classrooms of Şarköy Vocational School in Namık Kemal University. Besides, the study aimed to examine how students' English grade affected their attitudes towards English language, learning English language, learning target culture and technology usage. Finally, the relevance of students' motivation level to their English grade was investigated.

Experimental method was used for the study in which one class was taught using technology and technological equipment whereas other class was taught using traditional method in a traditional classroom setting. A questionnaire was used as a pre-test and a post test in both control group and experimental group. The questionnaire which was used in the study was adapted from Demir's (2005) Motivation-Attitude Questionnaire, Gardner's (2004)Attitude/Motivation Test Battery: International AMTB Research Project, Genç İlter's (2009) article named Effect of Technology on Motivation in EFL Classroom and

some of the questions were developed by the researcher. The validity and reliability of the questionnaire was checked by the pilot study.

In the experimental class CDs, DVDs, power point presentations, songs, internet based activities related to class were used with 25 students while in the traditional class the course book was used as a course material with 20 students. The experiment lasted for four weeks in spring term in 2010-2011 academic year.

The data gathered from the study using the same questionnaire as a pre- test and a post test was fed into a computer through SPSS 18 and necessary statistical analyses such as Paired Samples T-Tests, Independent Samples T-Tests and Descriptive Statistics (Frequency, Means, Standard Deviation) were carried out to find out answers to research questions.

5.2 Conclusions

The findings of the study demonstrate that students with whom technology is used have much more motivation than the students instructed by traditional method although both groups had more or less same motivation level in the beginning of the study.

The students in the experimental group have more positive attitudes towards English language, learning English language, learning target culture and technology usage than the students in the control group, which implies that using computer, CDs and DVDs and authentic materials downloaded from the internet makes the learners be aware of the opportunities for learning language and using that language in the target culture. Therefore, they are more active in the language learning process. They also believe that films, videos, CDs and internet can be helpful to develop their listening, reading, speaking and writing skills and their vocabulary in English.

There is not significant relation between students' English grades and their motivation and attitudes according to pre test results of both groups.

Moreover, according to post test results students having more than 80 in English are more motivated than the students having less than 80 in English in the experimental group. However, it is not significant for each category of questionnaire excluding the part of target culture learning since in this part of the questionnaire the significance level is $p = .00 < .05$.

Additionally, in the post test results of control group there is not significant relation between English grades of students and their attitudes and motivation.

There is not significant difference in students' attitudes and perceptions towards English language, learning English language, learning target culture and technology usage in terms of their English grades in post test results of control group.

Finally, it must be stated that students in the experimental group have more positive attitudes and perceptions than the students in the control group after four week treatment.

5.3 Educational Outcomes

In the light of the data obtained from the study, the following outcomes in relation to the use of technology in foreign language teaching can be presented.

1. In-service teachers particularly the teachers having worked for a long time should be encouraged in order to use technology in their foreign language classes by providing them with in-service training since they do not have enough knowledge about technology and its usage in language classroom.

2. In Faculty of Education of universities pre-service foreign language teachers should be trained for using technology in order to attract their future students interest, make them active in language learning process and make the lesson more enjoyable.

3. Computer labs available at schools as well as projectors, CD and DVD players in foreign language classrooms will encourage foreign language teachers to exploit them.

4. Students who are unable to use computer should be trained and they should be given chance to use it for language learning at schools.

5. Since English is a foreign language in Turkey and students do not have a chance to use it outside the classroom, they should be encouraged to practice their English with the help of technology.

5.4 Suggestions for Further Study

As the findings of this study can not be generalized into all foreign language students in Turkey since this study is just limited to the students in Şarköy Vocational School of Namık Kemal University, further study could be conducted in different departments of universities or it could be conducted in primary or high schools in Turkey.

This study is also limited to four week experiment. The experiment could last more than four weeks in order to investigate the effects of technology usage on the motivation level of students in the foreign language classrooms to address different research questions.

Moreover, to make investigation more deeply and findings more precise, the number of questions in the questionnaire which being used as a pre test and post test might be increased.

Besides, hometown and cultural and socio-economical background of students could be asked in the questionnaire to understand how they affect the students.

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APPENDICES

APPENDIX A: Questionnaire (English Version)

APPENDIX B: Questionnaire (Turkish Version)

APPENDIX A

MOTIVATION- ATTITUDE QUESTIONNAIRE

Dear Participant,

This questionnaire has been designed to find out their motivation and perceptions and attitudes of students ,learning English as a foreign language in the first year of university, towards English language, learning English and target culture and technology usage. Please, do not forget that there is no right or wrong answer in this questionnaire. Therefore, it is important that your answers are sincere and honest.

Your proficiency in English: AA ---------   BA ---------

BB ---------   CB ---------

CC ---------   DC ---------

DD ---------   Please state if there is another. ---------

		Totally Agree	Agree	No Idea	Disagree	Totally Disagree
1	English is acceptable in every part of the world.	5	4	3	2	1
2	English is important.	5	4	3	2	1
3	English is enjoyable.	5	4	3	2	1
4	English is easy.	5	4	3	2	1
5	English is interesting.	5	4	3	2	1
6	English is a polite language.	5	4	3	2	1
7	I love learning English.	5	4	3	2	1
8	Learning English is very enjoyable.	5	4	3	2	1
9	Learning English is a waste of time.	5	4	3	2	1
10	Learning English is very interesting.	5	4	3	2	1

11	Learning English is very easy.	5	4	3	2	1
12	Learning English is fun.	5	4	3	2	1
13	While learning a foreign language, learning about the target culture is too important.	5	4	3	2	1
14	While learning a foreign language, learning about the target culture increases motivation of the learners.	5	4	3	2	1
15	While learning a foreign language, it is needed to learn about the target culture.	5	4	3	2	1
16	While learning a foreign language, learning about the target culture will contribute to the future profession.	5	4	3	2	1
17	That the foreign language learning includes learning the target culture will provide me the opportunity to use this information in many places.	5	4	3	2	1
18	While learning about a different culture, I read texts in the foreign language.	5	4	3	2	1
19	While learning about a different culture, I listen to songs in the foreign language.	5	4	3	2	1
20	I learn English because I like it.	5	4	3	2	1
21	I learn English because it is compulsory.	5	4	3	2	1
22	I learn English because I believe that it will be useful to me in the future to find a good job.	5	4	3	2	1
23	I learn English because speaking English makes me happy.	5	4	3	2	1
24	I learn English because without it one cannot be successful in his job.	5	4	3	2	1
25	I learn English in order to be similar to the British and Americans.	5	4	3	2	1
26	I learn English because I can be a more knowledgeable person.	5	4	3	2	1
27	I learn English because my parents want me to.	5	4	3	2	1
28	I learn English because I want to understand English-speaking films and music.	5	4	3	2	1
29	I learn English in order to pass the class.	5	4	3	2	1
30	Use of technological equipment in language teaching	5	4	3	2	1

	increases my motivation.				
31	Authentic materials downloaded from the internet make me active in the language learning process.	5	4	3	2	1
32	Computer-based teaching activities make the lessons more enjoyable.	5	4	3	2	1
33	When technology is used every time, it makes the lessons boring.	5	4	3	2	1
34	I can understand language better when my teacher uses technology in the class.	5	4	3	2	1
35	Different technological devices should be used in the class to increase my motivation for learning English.	5	4	3	2	1
36	If my teacher uses power point presentations, English lessons can be more enjoyable.	5	4	3	2	1
37	Films, videos, CDs and internet can be helpful to develop my speaking skill in English.	5	4	3	2	1
38	Films, videos, CDs and internet can be helpful to develop my writing skill in English.	5	4	3	2	1
39	Films, videos, CDs and internet can be helpful to develop my listening skill in English.	5	4	3	2	1
40	Films, videos, CDs and internet can be helpful to develop my reading skill in English.	5	4	3	2	1
41	Films, videos, CDs and internet can be helpful to develop my vocabulary in English.	5	4	3	2	1
42	Computer-based lessons are more enjoyable and effective than traditional lessons.	5	4	3	2	1
43	Technological devices are important sources to learn about culture of target language.	5	4	3	2	1
44	Technology facilitates effective communication with the people speaking target language.	5	4	3	2	1
45	Technological devices cause a waste of time in the class.	5	4	3	2	1

APPENDIX B

MOTİVASYON-TUTUM ANKETİ

Sayın Katılımcı,

Bu ölçek, üniversite öğrencilerinin, İngilizce diline ve dersine, İngilizce derslerinde teknoloji kullanımına ve İngilizce konuşan insanların kültürlerine karşı tutum ve düşüncelerini ve onların motivasyonlarını belirlemek için düzenlenmiştir. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete içten ve dürüst olarak cevap vermeniz çok önemlidir.

İngilizcedeki Başarınız: AA ---------   BA ---------

                        BB ---------   CB ---------

                        CC ---------   DC ---------

                        DD ---------   Başka bir not ise lütfen belirtiniz. ---------

		Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
1	İngilizce dünyanın her yerinde geçerlidir.	5	4	3	2	1
2	İngilizce önemlidir.	5	4	3	2	1
3	İngilizce zevklidir.	5	4	3	2	1
4	İngilizce kolaydır.	5	4	3	2	1
5	İngilizce ilgi çekicidir.	5	4	3	2	1
6	İngilizce kibar bir dildir.	5	4	3	2	1
7	İngilizce öğrenmeyi seviyorum.	5	4	3	2	1
8	İngilizce öğrenmek çok zevklidir.	5	4	3	2	1
9	İngilizce öğrenmeye çalışmak zaman kaybıdır.	5	4	3	2	1
10	İngilizce öğrenmek ilgi çekicidir.	5	4	3	2	1

11	İngilizce öğrenmek kolaydır.	5	4	3	2	1
12	İngilizce öğrenmek eğlencelidir.	5	4	3	2	1
13	Yabancı dil öğrenirken kültür öğrenmek çok önemlidir.	5	4	3	2	1
14	Yabancı dil öğrenirken kültürü de öğrenmek motivasyonu arttırır.	5	4	3	2	1
15	Yabancı dil öğreniminde kültür öğrenimi gereklidir.	5	4	3	2	1
16	Yabancı dil öğrenirken kültür öğrenmenin ileride mesleğime katkısı olacaktır.	5	4	3	2	1
17	Yabancı dil öğreniminin kültür öğrenimini de içermesi bana bu bilgileri birçok yerde kullanma olanağı sağlayacaktır.	5	4	3	2	1
18	Farklı bir kültürü öğrenirken okuma parçaları okurum.	5	4	3	2	1
19	Farklı bir kültürü öğrenirken yabancı dilde şarkılar dinlerim.	5	4	3	2	1
20	İngilizce öğreniyorum çünkü İngilizce'yi seviyorum.	5	4	3	2	1
21	İngilizce öğreniyorum çünkü okulda zorunlu bir ders.	5	4	3	2	1
22	İngilizce öğreniyorum çünkü ileride iyi bir iş bulmama yardımcı olacağına inanıyorum.	5	4	3	2	1
23	İngilizce öğreniyorum çünkü İngilizce konuşabilmek beni mutlu ediyor.	5	4	3	2	1
24	İngilizce öğreniyorum çünkü İngilizce bilmeden insan iş hayatında başarılı olamaz.	5	4	3	2	1
25	İngilizce öğreniyorum çünkü İngilizler ve Amerikalılar gibi olmak istiyorum.	5	4	3	2	1
26	İngilizce öğreniyorum çünkü İngilizce öğrenmek beni daha bilgili bir insan yapar.	5	4	3	2	1
27	İngilizce öğreniyorum çünkü ailem öğrenmemi istiyor.	5	4	3	2	1
28	İngilizce öğreniyorum çünkü İngilizce müzikleri ve filmleri anlamak istiyorum.	5	4	3	2	1
29	İngilizce'yi sadece sınıfı geçmek için öğreniyorum.	5	4	3	2	1

30	Teknolojik aletlerin dil öğretiminde kullanılması motivasyonumu arttırır.	5	4	3	2	1
31	İnternetten indirilen konuya özgün materyaller dil öğrenim sürecine etkin bir şekilde katılmamı sağlar.	5	4	3	2	1
32	Bilgisayar kullanılarak gerçekleştirilen öğretim aktiviteleri dersleri daha eğlenceli yapar.	5	4	3	2	1
33	Teknolojinin derste sürekli kullanılması sıkıcı olur.	5	4	3	2	1
34	Öğretmenimiz sınıfta teknolojik aletler kullandığında dersi daha iyi anlayabilirim.	5	4	3	2	1
35	Farklı teknolojik aletler İngilizce öğrenirken motivasyonumu arttırmak için kullanılmalıdır.	5	4	3	2	1
36	Öğretmenim powerpoint sunumları kullandığında İngilizce dersleri daha eğlenceli olur.	5	4	3	2	1
37	Film, video,CD ve internet İngilizce konuşma becerimi geliştimemde yardımcı olur.	5	4	3	2	1
38	Film, video,CD ve internet İngilizce yazma becerimi geliştimemde yardımcı olur.	5	4	3	2	1
39	Film, video,CD ve internet İngilizce dinleme becerimi geliştimemde yardımcı olur.	5	4	3	2	1
40	Film, video,CD ve internet İngilizce okuma becerimi geliştimemde yardımcı olur.	5	4	3	2	1
41	Film, video,CD ve internet İngilizce kelime bilgimi geliştimemde yardımcı olur.	5	4	3	2	1
42	Bilgisayar destekli dersler klasik derslerden daha eğlenceli ve verimli olur.	5	4	3	2	1
43	Teknolojik araçlar öğrenilen dilin kültürü hakkında bilgi edinme açısından önemli bir kaynaktır.	5	4	3	2	1
44	Teknoloji, öğrenilen yabancı dilin insanlarıyla etkin iletişim kurabilmemi kolaylaştırır.	5	4	3	2	1
45	Teknolojik araç gereçler derste zaman kaybına neden olur.	5	4	3	2	1