



## The Effects of Using ICT on EFL Learners' Motivation Case Study of Master 2 Students of Didactics of English as a Foreign Language, Djillali Liabes University, Sidi Bel Abbes, Algeria

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### Abstract

*This study aims to investigate the effects of using ICT tools such as Microsoft PowerPoint on EFL students' motivation. The participants in this study were 40 Master 2 students of Didactics of English as a Foreign Language, Djillali Liabes University, Sidi Bel Abbes Algeria.*

*In order to find out the effects of using ICT tools such as Microsoft PowerPoint on EFL students' motivation, the research tool which was employed in this study was a questionnaire that was addressed to 40 Master 2 students of Didactics of English as a Foreign Language. After the data were analysed, the results revealed a high motivation of students, towards Microsoft PowerPoint. These concluding results promote the use of ICT and encourage EFL teachers to use these tools in the most beneficial way to improve students' level of English and motivate them.*

### 1. Introduction

It has become a common knowledge that the diversity of learning programs is changing and shifting in accordance to the rapidly increasing popularity of technology in recent years. It is clear that language learning entails social interaction between the teacher and the students since the development of communicative skills. With the introduction of ICT in education, there is a need to investigate whether Algerian students are getting the benefits of ICT in their language learning.

Various factors contribute to the success of learning English as a Foreign Language (EFL). Among these factors, motivation which determines the extent of people's desire to do an activity. Using ICT tools in language classroom can help to motivate learners of English as a Foreign Language develops language skills.

#### 1.2 Motivation and Language Learning

Motivation is an abstract and theoretical construct specifically to refer to "the initiation, direction, intensity, persistence and quality of behaviour, especially goal-directed behaviour". [1]

In relation to second/foreign language learning, motivation drives an individual to put in effort to achieve a goal and makes him determined and focussed [2]. Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner [2].

Teachers can play an important role to increase students' motivation to learn a language. As Dornyei (2001) points out, "teacher skills in motivating learners should be seen as central to teaching effectiveness." [3]

Teachers are accountable to take the challenge. In other words, "...Motivational activities are meant to grab your students' interest so that your students will be actively engaged in the lesson. There are lots of strategies that the teacher can use for this purpose." [4] One of the suggested activities is student presentations [4]. Presentations software like Microsoft Power Point with multimedia applications can be used to enhance the presentation to make it more interesting.

#### 1.3 ICT in the Algerian Education

The reform of the educational process and inclusion of ICT with a set structure was formally included in Algerian's formal ICT policy in June 2002 with an allocation of three billion dinar [5].

Among the most used ICT tools, teachers are familiar with the use PowerPoint in their language classroom. "PowerPoint is a type of presentation software that allows one to show coloured text and images with simple animation and sound" [6]. This instrument can be shown on a computer screen or using a projector with a large screen for the whole class who can view the same presentation at the same time.

ICT tools are not fully utilised for many reasons in Algerian universities. Universities do encourage the use of presentation software in teaching although it is not compulsory [9].

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Effects on students' motivation in learning through the use of Microsoft Power Point are investigated in this study. This research aims to address the following research question:

What is the students' motivation towards lessons that are presented by ICT tools such as Microsoft PowerPoint to learn English?

The study is made up to test the following hypothesis: EFL students' motivation is increased when lessons are presented by ICT tools such as Microsoft Power Point.

## 2. Methodology

To allow the investigation of students' views of the use ICT tools such as Microsoft Power Point, the study was based on a simple research paradigm. The most important data used in this study was obtained from the closed-form questionnaire responses of the participants.

The respondents for this study were 40 LMD Master 2 students of Didactics of English as Foreign Language in the Djillali Liabes University Sidi Bel Abbes, Faculty of Letters, Languages and Arts.

## 3. Results and Discussions

### 3.2 Participants

The questionnaire used in this study was distributed to 40 Master 2 students of didactics of English foreign language at Djillali Liabes University Sidi Bel Abbes. In this study, the numbers of male and female students were not equally represented, as there were 7 males and 33 females respondents between the age of 21 and 46 years old as shown in the following table:

	Number	Percentage
Female	33	82.5%
Male	7	17.5%
	Total = 40	100%

Table 3.1 Gender of the Participants.

### 3.3 Participants' Motivation towards Using Microsoft Power Point

Five items were designed to investigate participants' motivation towards the use of Microsoft Power Point as an ICT tool in EFL classroom. The following Table displays the scores used to determine high and low motivation of the respondents. High motivation is the total responses of "strongly agree" and "agree" while low motivation is the total of "strongly disagree" and "disagree" responses of the participants.

Statements	Strongly agree		agree		Total (SA+A)		undecided		Disagree		Strongly disagree		Total (SD+D)	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
I believe that knowing how to use computers is essential to a university student.	35	87,5	5	12,5	40	100	0	0	0	0	0	0	0	0
Microsoft Power Point has motivated me to learn English.	26	65	2	5	28	70	2	5	10	25	0	0	10	25
The use of Microsoft PowerPoint makes the class interesting.	28	70	8	20	36	90	2	5	2	5	0	0	2	5
Knowing how to prepare a Microsoft PowerPoint presentation will be useful for me in the future.	22	55	6	15	28	70	2	5	8	20	2	5	10	25
I can remember what I learn better by following a Microsoft PowerPoint presentation.	30	75	2	5	32	80	5	12,5	3	7,5	0	0	3	7,5



Table 3.2 Participants' Motivation towards using Microsoft Power Point.

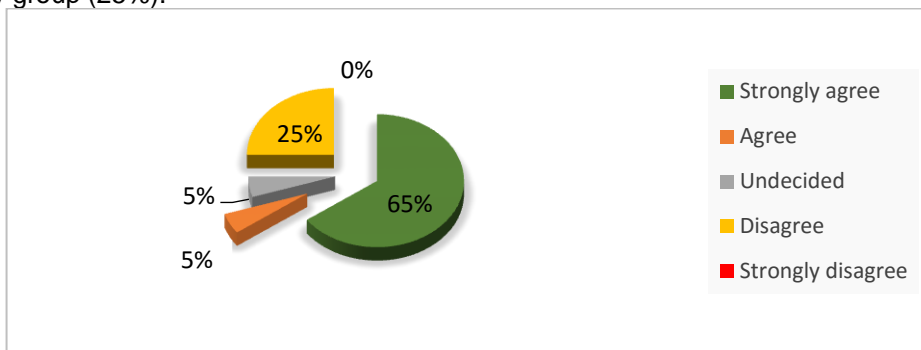
As indicated in the table 3.2, all the participants were in agreement with the statement, 'I believe that knowing how to use computers is essential to a university student' divided between 35 respondents who strongly agreed and 5 respondents agreed. This is a strong sign that university students believe that knowing how to use computers is indispensable. The responses to the statement "Microsoft PowerPoint has motivated me to learn English" showed that 26 respondents strongly agreed and only 2 respondents agreed with the statement which represents a high motivation (70 %) of participants when using Microsoft Power Point as a tool in EFL classroom. In contrast, the quarter of the participants (25%) disagreed while only two participants were undecided.

Putting multimedia elements makes class interesting since a total of 90% agreed with the statement "The use of Microsoft PowerPoint makes the class interesting". 70% strongly agreed and 20% agreed. However, a very low percentage of 5% disagreed and another 5% were undecided.

The participants' responses indicated that 55% strongly agreed, 15% agreed with the statement "Knowing how to prepare a Microsoft PowerPoint presentation will be useful for me in the future". 20 % strongly disagreed and 5% disagreed with the statement while 5% were undecided. The final statement was "I can remember what I learn better by following a Microsoft Power Point presentation". A total of 80% agreed with the statement, 7.5% disagreed and 12.5% were undecided.

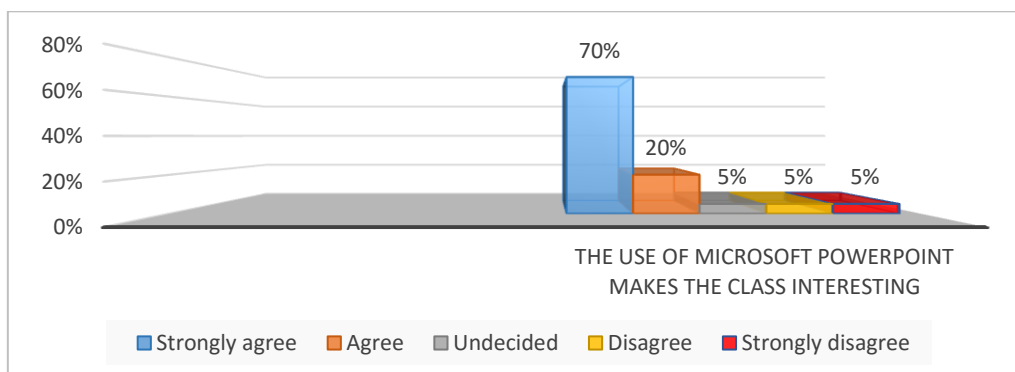
### 3.4 Discussion of the Participants' Motivation Findings

An important percentage (70%) of the participants agreed with the first statement "Microsoft Power Point has motivated me to learn English" which, indicate that the use of Microsoft power Point increased highly learners' motivation in EFL classroom. However, a low motivation was noticed from a minority group (25%).



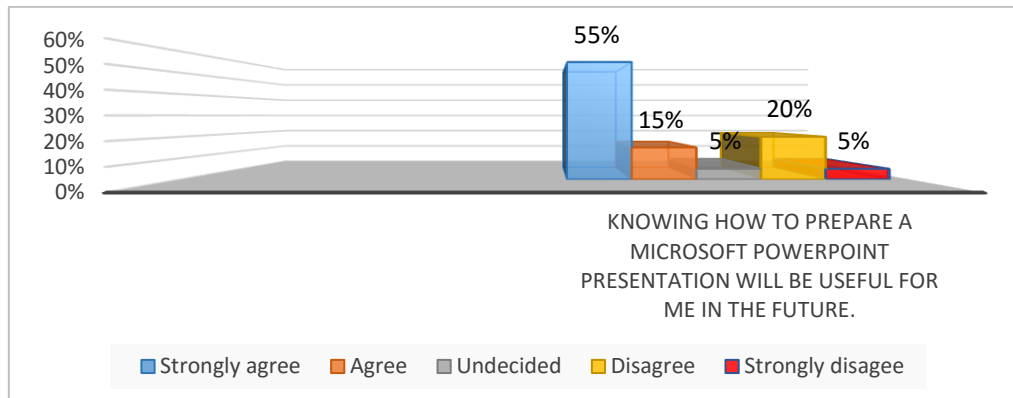
Graph 3.1 Students' Motivation about the Microsoft PowerPoint.

Enjoyment is a factor that motivates the students to learn English through the use of Microsoft Power Point. The use of this tool brings more input to the lecture since 80% thought that they could learn and memorise better through using it. The fact that using Microsoft Power Point in EFL classroom generates a positive atmosphere hence makes learning interesting; 90% of the participants agreed.



Graph 3.2 Factors that Motivate Student to Use Microsoft PowerPoint.

70% of the participants know that knowing how to use this tool will be useful for them in the future. Such high interest given to improve the skills of Microsoft Power Point is a strong evidence of learners' high motivation. Most of the participant's responses to the previous statements were in agreement with Valerie's (2006) findings on Malaysian students in this respect [7].



Graph 3.3 Participants' Motivation towards the Use of Microsoft PowerPoint.

#### 4. Summary of the Results

The initial motivation of the respondents of this study to learn English could be high as they enjoyed having a lecture using Microsoft PowerPoint, appreciated the options offered by ICT tool, which can bring more fun and interest to the lecture in addition to helping memorising better. However, despite the small proportion of participants who had low motivation, they could be more motivated by the fact that they need more opportunities to learn about the advantages of ICT tools such as Microsoft power point. Based on these results, the hypothesis tested was confirmed that EFL students' motivation is increased when lessons are presented by the use of ICT tools such as Microsoft Power Point. Learning English through the use of ICT can be beneficial to develop motivation which is a very important factor in the success of EFL students.

#### 5. Conclusion

In this age of technology, using ICT as tool in EFL classroom has become crucial and an enormous factor that contributes to improving EFL learners' achievement by increasing motivation and developing language skills if it is used effectively. The results drawn from this study would show that learning English through the use of ICT can be beneficial to develop motivation which is an important factor in the success of EFL students. Yet, using ICT tools in language classroom is not the answer to all foreign language problems. What more is certain is that, when this tool is used considerably, it can increase learners' motivation, and therefore backing up the teacher to make his job less stressful and more efficient.

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