THE INFLUENCE OF INTEGRATING TECHNOLOGY IN LANGUAGE LEARNING COURSES

by

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ABSTRACT

Second language learning (L2) in many parts of the world often involves students in rote memorization and repetitive tasks that are not motivational. This study investigated how technology can be integrated into teaching to support active language learning and personal engagement that benefits motivation, course satisfaction and enhances social experiences.

Theories guiding this investigation included Gardner's Integrative theory of language learning involving social construction, cooperative learning and communicative competence, and Dörnyei's L2 Motivational Self System that involves successful engagement with the ideal self, ought-to-self, and L2 learning experience. Participants included 315 students in two Taiwanese universities taking night courses in year 1-4 English courses. Both universities integrate technology across the courses with video clips, audio listening, web searching and creating presentations. Students completed a 66 item "Motivation to Learn English with Technology" survey near the end of the term that included these sections: 1) Desire to Learn English, 2) Preference of Learning Strategies, 3) Social Experience, 4) Course Satisfaction, 5) Level of Engagement, 6) Technology Experience, and 7) Demographics. Data was analyzed using multiple and simple regression as well as correlation analysis.

Desire to Learn English had a positive relationship with Preference of Learning with Technology; $r = .37$, $p<.05$. Learning with Technology also has a positive relationship with Activity Engagement $r=.33$, $p<.05$. Preference of Learning with Technology was a positive predictor of Course Satisfaction; $R^2=.22$, $F(1, 313)=86.75$, $p<.05$. Technology Experience was also a positive predictor of course satisfaction;

R^2=.03, F(1, 313)=9.50, p<.05. Preference to Learn with Traditional Methods was also a positive predictor of Course Satisfaction (r=.49), p<.05. Desire to Learn English also shows positive relationship with social experience r=.35, p<.05; and Social Experience shows positive correlation with Course Satisfaction r=.55, p<.05. The Demographics (gender, academic major, academic year, and English level) were not significant predictors.

Students with a higher preference for learning with technology are more likely to become actively involved in class activities, have greater desire to learn English, and gain a higher degree of course satisfaction. Because learning with technology appears to benefit motivation and course satisfaction, educators might consider integrating technology throughout their language-learning curriculum.

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Last, but the most important is that I would like to give my special thanks to my lovely family.   My grandparents, parents, my sister, my uncle, my aunts, and my cousins have provided great support and encouragement when I felt upset and struggled. Without you guys, I would not have been able to complete the dissertation and might have given up during this long journey.

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CHAPTER I

INTRODUCTION

Research Background

The accessibility and improvement of using technology has changed the educational landscape in the current era. Using technology in education allows for the integration of teaching and learning from other content areas such as math, science, language arts, language learning, etc. Technology also provides an effective technique for students to think, research, and present in an enriched and more powerful way.

Use of technology has become more accessible, and more widely used in educational settings. In addition, computer-mediated interactions between users in different locations have also increased rapidly. As a result, Computer-Mediated Communication (CMC) is used as a tool to enhance education. Based on Liu, Moore, Graham, and Lee (2002), CMC involves use of three communicative modes: interpretive, interpersonal, and presentational. Interpretive mode involves students in one-way reading, listening or viewing, and answers informative as well as interpretive questions to assess comprehension. Teachers or facilitators provide students with feedback on performance. Thus, the creator of the communication among students is absent and there is no opportunity for them to negotiate meanings with each other. On the other hand, interpersonal mode is two-way oral or written communication. Students negotiate and clarify meanings with each other and it is often spontaneous in nature. Presentational mode is a formal and one-way communication mode for presenters to deliver their research, ideas or opinions to an audience of listeners or readers. It often involves the opportunity for presenters to prepare or rehearse. Therefore, CMC consists

of the application of computer and Internet technology in human communication (Thurlow, Lengel, & Tomic, 2004). CMC creates a peer social interaction language environment. In this environment peer interactions are used to help learners acquire new strategies, construct knowledge and strengthen their content area proficiency (EFL in this study). Presentational mode is used to show their language proficiency.

Maxwell (1998) also mentioned that using technology in a classroom can provide interesting ways to connect the students with the target language and culture, and build a community standard of language learners around the world. Therefore, language learners can establish interaction with peers, teachers, and native speakers. Maxwell (1998) also indicated that technology can improve student motivation as well as enthusiasm for language learning. The most important part of the language learning process is that it transferred a teacher-centered classroom into a learner-centered classroom. Thus, the researcher intends to investigate the correlation of using technology in a language-learning environment with learners' motivation, social experience, and communication competence towards language learning.

Statement of the Problem

The agenda the researcher pursued for this study was to find out analyze motivation and attitudes of EFL learners toward implementation of using technology and social experience. The general research goal was to use technology in the classroom to enhance foreign language learners' language learning. According to Tomkins (1997), in the past twenty five years schools in the United States have shifted from an approach that taught specific skills in a specific sequence through drill, to task-based instruction because through activity based instruction, students acquire knowledge from other

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students as well as from their instructor. Moreover, as Anderson, Hamilton and Hattie (2004) stated, students often fail in the academic process because they do not engage in academic activities. The lack of engagement in tasks has been commonly described as lack of student motivation. Anderson, et al. (2004) also mentioned that the construct of motivation has been researched from cognitive, behavioral and social learning theoretical approaches. Thus, the studies and theories the researcher included in this research were focused on motivation (desire to learn English, preference of learning strategies, and activity engagement), and social experience (constructivist learning theory, cooperative learning and communicative competence) since using technology in a language classroom could promote this approach and involve students in the learning progress.

Bruner (1960) stated learning is an active process in which learners construct new ideas or concepts based upon their prior and current knowledge. He emphasized the importance of structure while learning. He thought the teaching materials should be designed to meet students' cognitive structure, which includes schema and mental models. He mentioned learning is by discovery, and considered that learning takes place while learners are able to select and transform information, construct hypotheses, and make decisions. The cognitive structure provides meaning and organization to the learners' experiences and allows them to go beyond the information give. Bruner also stated the principle of motivation: learning won't take place without motivation. If students have motivation (intrinsic or extrinsic) to learn, then the learning process will be effective; otherwise, students just learn for fulfilling a requirement. The learning process will stop once they don't have to learn. Utilizing technology in the classroom provides extrinsic motivation to trigger students' intrinsic motivation because it is a more interesting

technique that might be able to trigger students' motivation. Therefore, the findings of the study seek to understand if technology can be applied to improve the motivation of foreign language learners in the classroom.

Purpose of the Study

The primary purpose of this study was to research motivation and attitudes of EFL learners toward implementation of integrating technology and social experience. More specifically, the aims of the research were to investigate a number of factors that are known to influence student learning, primarily students' motivation by using technology. Moreover, the researcher investigated how social and technology experience they have received affect their attitude and motivation toward language learning. Finally, the researcher also was interested in investigating EFL learners' computer literacy, educational background, and preferred learning strategies and characteristics that might affect their motivation of integrating technology into their language learning. The researcher used descriptive statistics, simple and multiple regression analysis, and correlation coefficients to access the results among the variables in the study.

Research Questions and Hypothesis

This study was designed to study the factors of using technology in language learning and language learners' motivation and attitudes toward learning. The main research question was: How are technology and social experience related to language learners' motivation, course engagement, and class satisfaction?
Moreover, this study addressed the following questions and hypotheses:

Research Question 1: Can the demographic variables (e.g., gender, number of years of learning English, academic major, student status, and English language level) predict the langue learners' desire to learn English?

Hypothesis 1: The demographic variables predict the language learners' desire to learn English.

Research Question 2: Does experience with using technology predict language learners' course satisfaction?

Hypothesis 2: Language learners' experience with using technology predicts positive course satisfaction.

Research Question 3: Can subjects' preference of learning with technology in language learning predict their class satisfaction?

Hypothesis 3: Subjects' preference of learning with technology in language learning predict their class satisfaction

Research Question 4: Is there a significant relationship between language learners' desire to learn a foreign language and their preference of using technology in the classroom?

Hypothesis 4: There is a significant relationship between language learners' desire to learn a foreign language and their preference of using technology in classroom.

Research Question 5: Is there a significant relationship between language learners' preference to use technology and engagement in their language class?

Hypothesis 5: There is a significant relationship between language learners' preference to use technology and engagement in their language class.

Research Question 6: Is there a significant relationship between language learners' desire to learn English and their preferred social experience?

Hypothesis 6: There is a significant relationship between language learners' desire to learn English and their preferred social experience.

Research Question 7: Is there a significant relationship between language learners' preferred social experience and course satisfaction?

Hypothesis 7: There is a significant relationship between language learners' preferred social experience and course satisfaction.

Research Question 8: Is there a relationship between subjects' course satisfaction and their preferred learning strategies with technology and traditional methods?

Hypothesis 8: There is a more positive correlation between subjects' course satisfaction and their preferred learning strategies with technology than traditional methods.

Limitations

1. The first limitation of this study was due to the lack of random sampling procedures since the use of a convenience sample limited the generalizability of the findings. The sample in this study drew from infusing technology to language learning classrooms from two universities in Taiwan. Thus, this study should not be generalized to other countries or language learning environments.

2. This study was conducted in a limited time frame since this data was collected almost completely in the end of the fall semester, 2010.

3. Since this study was only undertaken in a single survey, each subject in this study was measured only once. It might affect the reliability of the study.

4. The results of this investigation should not be generalized to teachers' perceptions toward infusing technology into language teaching since this study was only focused on evaluating language learners' perceptions. Moreover, since the participants were adult works who studied in night class, this study might not be able to generalize to other students in different circumstances.

Significance of the Study

Since educational technology has become popular and more sophisticated nowadays, the implementation of integrating technology into education has become a useful and alternative agenda to educators. Moreover, the Canadian social psychological approach has energized the field of language learning motivation studies for more than two decades. This means motivation studies have become one of the most developed areas in language learning. However, instead of integrating technology with language learning, motivation, and social perception (cooperative learning, social construction, and communicative competence), most of current studies have been done primarily to compare the relationships between motivation, language learning and individual social perspective (e.g. Dörnyei & Otto, 1998; Lamb, 2004, 2007) separately. Thus, the researcher conducted this study to explore whether there were significant relationships between language learners' perceptions of using technology in language learning toward the following categories: (1) motivation (desire to learn English, preference of learning

strategies, course satisfaction, and activity engagement), (2) social experience (willing to communicate, social construction, and cooperative learning) in language learning.

The findings of this study might provide language instructors and course designers' insights on the feasibility of integrating technology into language teaching to promote language learning. Since support has been provided for the notion that a positive relationship exists between technology use and student motivation in this study, the results could provide an alternative teaching lessons to language instructors and language learners as well as enrich the theoretical concept of integrating technology into language courses. Moreover, the findings of course satisfaction, and activity engagement after integrating technology and social experience into language learning have been testified with significant results, this study could be a good reference for future research which is related to this concept.

Definition of Terms

Computer-Mediated Communication (CMC): CMC involves interpretive, interpersonal and presentation communicative modes. It is the process, which is used by people to exchange, and acquire information or knowledge through the computer and the Internet.

Asynchronous: Asynchronous is one kind of CMC which is used to describe how communication can be transmitted intermittently instead of in a steady stream. Email, listservs, usernets, chat rooms, threaded discussions, and PowePoint are the examples of Asynchronous CMC.

Synchronous or real-time: Synchronous is the other form of CMC in which people communicate with each other through computer or the Internet in real time

simultaneously. Videoconference, Moos (Multiple-User Object Oriented) and Muds (Multiple User Domain) are examples of Synchronous CMC.

Computer Assisted Language Learning (CALL): CALL is a form of computer-based learning methodology. It is an approach to teaching and learning by using computer and computer-based resources (e.g., use the Internet to present) to assist language learning.

Attitude: Positive or negative inclinations of leaners toward their content area. Language learners' willingness, satisfaction, and motivation to accept or to reject implementation of multimedia instruction in language learning are explored in this study.

Motivation in Language Learning: Motivation in language learning represents how an individual desires to learn a target language based on intrinsic or extrinsic motivation. In this study, motivation is used to describe how important it is in language learning since "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 2005, p.65)

Autonomy: Autonomy is an independently controlled process, which is developed by learners through different paths based on their needs, strategies, and context in which they are inserted in and also reflect their beliefs and responsibility over learning.

Self-Determination Theory(SDT): SDT is a macro theory of human motivation and personality since it deals with an individual's inherent growth tendency and innate psychological needs as well as explains an individual's motivation behind the choices the individual makes without any external influence and interference. It focuses on the

degree of an individual's behavior that is self-motivated and self-determined (Deci & Ryan, 2002).

Intrinsic Motivation: Intrinsic motivation exists in the relation between individuals and activities. It takes place while learners are driven to perform in an interesting activity. It plays an important role to explain the relationship of an individual's autonomy and foreign language motivation.

Extrinsic Motivation: Extrinsic motivation refers to any form of regulation, which is external to the enjoyment of the activity itself (Noel, 2009).

The Socio-Educational Model: Motivation is the central idea of the Socio-Educational Model to simulate an individual to learn the target language. It is related to Attitudes to Learning Situation and Integrativeness. This model focuses on language learners' various roles of different characteristics while learning a target language. It combines with an individual effort; desire to achieve the language goal, and favorable attitudes towards learning the language with an individual effort.

L2 Motivation Self-System: In this approach, Gardner's integrativeness is included in this system in order to construct the ideal L2 self, which means an individual's ideal self-image can be used to express the wish to become a successful language learner. This system includes ideal self, ought-to-self, and L2 Learning Experience.

Ideal Self: Ideal self represents the attributes (or effort) an individual would like to possess, and what people wish to become in the future. It is a promotion focus, and its concern is on growth, achievement and goal reaching. (Higgins, 1998)

Ought-to self: Ought-to self is what an individual feels obligated or duty bound to become. Ought-to self is a prevention focus (Higgins, 1998) and is concerned with regulation of behavior in order to stay responsible, safe and avoid possible negative outcomes (Dörnyei, 2005, p.106).

L2 Learning Experience: L2 Learning experience "covers situation specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p. 106).

Hands-on Activity: Students are involved in activities during the learning process.

Student-Centered Classroom: Students are encouraged to participate actively in the learning process (hands-on activity), and students are involved throughout the class time in activities that can help them construct their understanding of the content that is presented.

Social Constructivist Learning Theory: This theory states that learning is an active process of creating meaning from different experiences and from the world around them. The learning process takes place when learners are involved in social interaction, which focuses on the dynamic nature of the interplay between the teachers, the learners, the learning environment or the context and tasks.

Mediation: Mediation is a tool for problem solving or for goal accomplishment. Based on mediation theory, the main role for the teacher is to find ways to help language learners find a way to learn and understand the target language.

Willingness to Communicate: Language learners are willing to use acquired language to communicate with others.

Communicative Competence: It consists of both knowledge of linguistics rules, and knowledge of how these rules are used to communicate meaning. Communicative competence is a language ability, which includes the grammar rules, and how to apply acquired language into real-life social context (Hymes).

Communicative Language Teaching (CLT): CLT is an approach to teach language. This approach is learner-centered and emphasizes communication and using languages in real-life situations.

Cooperative Learning: Students do activities and discussion in class with peers or with a small group. They learn cooperatively and construct the knowledge together.

Chapter Summary

Chapter One is an introduction that includes an overview of using technology in language learning, its advantages , statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, and definition of terms. This study was designed to provide fundamental information about motivation of students of using technology in language learning and a number of factors that are known to influence student learning, including their knowledge of computer literacy, their educational background, and preferred learning strategies and characteristics.

CHAPTER II

REVIEW OF LITERATURE

Chapter Overview

The agenda the researcher pursued was how technology is related to students'

motivation and attitudes while learning a foreign language. The primary research goal

was to evaluate language learners' motivation while integrating technology into language

learning. The studies and theories that the researcher included in the research were

focused on motivation, and social experience since applying technology in a language

classroom could promote this approach. Based on Martinez-Lage & Herren(1998) , there

are benefits of using technology in a language-learning classroom. First of all, it provides

a better and more effective use of class time since students can do additional activities

outside the classroom. The second benefit is to individualize students' learning since

students can work at their own pace. This can help to shift from a teacher-centered

classroom to a student-centered classroom. For higher-level students, they can acquire

more advanced learning based on their own interest. For slow learners, it could reduce

their anxiety. The third benefit is learning empowerment since teachers can provide

authentic, current and culturally rich materials to the students while they can control their

own learning pace. Moreover, Maxwell(1998) mentioned in his studies that using

technology in a classroom can provide interesting ways to connect the students with the

target language and culture, and build communities of language learners around the

world. Therefore, language learners can establish interaction with peers, teachers, and

native speakers. Maxwell (1998) also indicated that technology can improve student

motivation as well as enthusiasm for language learning. The most important part is that it

transformed a teacher-centered classroom into a learner-centered classroom. According to Dewey (1916), learning should take place by doing. By using technology in a language setting, students can do hands-on activities and be involved in the learning progress. This differs from the traditional classroom where students are always passive learners. Dewey (1916) also mentioned the three fundamental factors in education are learner, subject matter, and society. In order to help students survive in the real world in the future, the curriculum design should integrate the knowledge in the content area with meeting the students' needs and have these three elements balanced. In other words, students need to know what they are learning so they can apply the knowledge they have learned in real life situations. The final objective for language learning is that students can apply what they have learned about a language in an authentic situation. Thus, integrating technology into language learning could promote this concept since technology could help language learners to apply what they learned in authentic situations.

Technology in Language Learning

CALL (Computer Assisted Language Learning) and CMC (Computer-Mediated Communication) have become effective and more common techniques to assist with the language learning process nowadays since the advanced and sophisticated technology and prevalence of variety of media have made technology become a powerful tool to enhance and promote language learning.

Overview of CALL (Computer Assisted Language Learning)

Computer Assisted Language Learning (CALL) is a form of computer-based learning methodology. It is an approach to teaching and learning by using which uses the computer and computer-based resources (e.g., use internet to present) to assist language learning. Its origins and development can be tracked back to the 1960s (Delcloque, 2000). By the early 1980s, CALL was widely conducted employed in a large number of schools in the UK, the rest of Europe, USA, and Canada. However, today's technological environment has changed rapidly, especially the variety of media, mobile technologies, and the advent of the Internet. These technologies have brought a great impact on communication and social networking. The CALL is a term which consists of two important features: individualized and bidirectional learning. There are three phases of CALL: behavioristic CALL, communicative CALL, and integrative CALL (Barson & Debski, 1996). Behavioristic CALL was conceived in the 1950s and implemented in the 1960s and 1970s. This phase was based on drill and practice. Drill and practice software typically repeats similar instructional materials to students until they attain competency. Hence, the software can also present these materials based on an individualized need, which can allow language learners to assess the materials at their own pace. However, behavioristic CALL does not focus on intrinsic motivation and does not foster interactivity. Therefore, the next phase communicative CALL became prominent in the 1970s and 80s. This approach was based on the communicative approach, which focuses on using the language authentically than analyzes it. It compensated the behavioristic CALL since it did not allow language learners to involve in enough authentic communication. According to Underwood (1984), communicative CALL focuses more

on using forms rather than on the forms themselves. Thus, grammar is taught implicitly rather than explicitly. Moreover, this approach also allows for originality and flexibility in student output of language. In this phase, the computer provides context for students to use the language in authentic situations. Therefore, it is usually taught through input skills such as reading and listening in a compartmentalized way. Because of the features and drawbacks of the previous approaches the third approach Integrative (explorative) CALL has been valued since the1990s to integrate the teaching of langue skills into tasks or projects in order to provide direction and enhance coherence of language learning. This phase is similar to the development of technology (e.g., text, audio, video, graphics, animation, etc.) and computer-mediated communication (CMC), which was addressed in the next section. This approach has emphasizes multimedia and The Internet which brings a great deal of innovation to language learning.

CMC (Computer-Mediated Communication)

In the past few decades, the use of the Internet and media has greatly affected and changed education. Therefore, CMC (Computer-Mediated Communication) has become one of the teaching techniques in language learning. In the CMC approach, the computer plays a role to facilitate and enhance communication between the learner and the authentic materials, between language learners or between computers. Previous research has been done that focused on real-time Internet chat, one form of synchronous CMC, and shows that it is increasingly used to support language learning communities where learners interact actively with other learners and with proficient speakers via technology (Chung, YG., Graves, B., Wesce, M 2005; Darhower, 2002, 2003; Kitade, 2000; Negretti,1999; Pellettieri, 2000; Sierra, 1999; Sotillo, 2000; Thorne, 2003; Vick,Crosby,

& Ashworth, 2000). CMC is seen by many as a means to establish telecollaborative

partnerships and enhance social aspects of foreign language learning (Belz, 2002;

Chapelle,2001; Chung, YG., Graves, B., Wesce, M 2005,2001; Meskill, 1999;Salaberry,

1996; Warschauer, 1998a, 1998b, 2000) since CMC involves interpretive, interpersonal

and presentation communicative modes. The benefits of CMC are that teachers can

provide students more equal and increased participation than in regular face-to-face

classroom-based activities. CMC can not only promote positive attitudes, but also can

also develop greater student empowerment and reduce teacher control and dominance.

Finally, it provides a wider variety of discourse functions and interactional modifications.

Different forms of CMC

There are two form of CMC. The first form is synchronous CMC which is an

effective tool for improving speaking and communication. It can also develop

grammatical and discourse competence. Users can use synchronous CMC to

communicate in a written interpersonal model with others.   They need to negotiate

meaning and complete interactive tasks in ways that are similar to face-to-face

communication. For instance, Moos (Multiple-User Object Oriented) is a Multiple User

Dimension, which allows users to construct and manipulate through the Internet. Moos

are synchronous chat rooms and they involve students in interpretive and interpersonal

communication. Moos promote authentic communication and content as seen in the

literary selections. It allows multiple users to gain access to a shared database of rooms

and other objects. It also individualizes students' learning since they can show their own

comments toward language learning.

Email usage is an example of asynchronous CMC. It is an effective tool to promote foreign language linguistic development and for exploring linguistic and cultural learning within a constructivist and social context. It is a form of written interpersonal communication. Students have time to check and revise their writings while using email as a learning tool. In addition, it can be incorporated into real tasks that teachers ask students to perform, such as providing a scenario for students to apply what they have learned allowing them to practice realistic communication. Other asynchronous CMC include Listservs, UseNet's, Newsgroups, Electronic Bulletin Boards and Blogs. Listservs enable teachers to communicate with a group and allow the group members to communicate with each other. UseNet's, Newsgroups, Electronic Bulletin Boards and Blogs are used for communication and are the extension of Listervs. These are established around a topic of common interest through the Internet. Chat rooms and Threaded Discussion are the other two asynchronous CMC. These techniques enable exciting uses of the computer's capacity to increase learners' communication.

Besides the techniques mentioned, WebQuests are inquiry-based learning and use constructivist approaches to learning, cooperative learning activities and scaffolding. They are used within a social-cultural learning environment. The short term WebQuest is to acquire knowledge and integrate knowledge. At the end of a short term WebQuest, a learner will have deciphered significant amounts of new information and comprehend the newly acquired knowledge. It only takes up to three periods. On the other hand, the long term WebQuest is more about extending and refining knowledge. Students have to analyze a body of knowledge deeply, transform it, and demonstrate an understanding of the materials. Long term WebQuests take between one week and a month to complete.

WebQuest s might be enhanced by wrapping motivational elements around the basic structure by giving the learners an opportunity to play a role (e.g., scientist, detective, reporter) of a simulated personae via e-mail or other communication technologies. Videoconferencing is one kind of WebQuest. It is used to increase access to education. It is also used to accommodate multiple learning strategies in a single instructional session. The goal of using it is for students to become more active learners during the learning process. Students can improve their four skills (reading, writing, speaking and listening) while using videoconferences.

WIKI-based collaborative writing is a subject-initiated process in classrooms and teachers are the facilitators. It is a flexible way to employ collaborative practices and principles into the learning process. Through the cooperative activity on a wiki, students can interact with each other within a group since they are exposed to valuable input from other students. Moreover, it is a user-friendly constraint. Students can include related videos, pictures, and links to fulfill their learning. It is also an inductive way for students to learn grammar in the target language since students need to apply what they have learned in authentic situations to complete the activity.

Using captioning videos for foreign language listening activities is another effective technique for a language-learning classroom. It is a tool that is used to improve foreign language listening and reading comprehension. Captions in each video are used to help the learner identify word boundaries and help them comprehend the content. Captioning is a way to increase the learners' attention, reduce anxiety, and give students instant confirmation of their understanding of what they have heard. Hence, using captioned videos to enhance language is another popular technique because caption

videos can help language learners connect auditory to visual input (Garza, 1991). Audiovisual resources with captions are powerful pedagogical tools that are believed to help foreign language learners' reading and listening skills. Captions facilitate language learning and promote students higher level proficiency because it not only helps them visualize what they hear, especially when the input is far behind their language capacity (Danan, 2004), but also can increase students' motivation since the captions help them understand the content.

Videoconferencing is another resource, which is used in a language-learning environment. It is an ideal technique and it is interactive. It can also provide point-to-point instructional sessions. It provides the chances for several dispersed classes to collaborate since effective videoconferencing requires teachers not only to adapt the content area, but also techniques to account for the distributed, and highly interactive nature of the educational situation (Greenberg, 2004). Thus, integrating technology into the classroom settings could promote a measureable benefit to learning because "technology does not denigrate instruction. This fact opens the door to employing technologies to increase efficiencies, circumvent obstacles, bridge distances, and the like" (Russell, 1999, p. xiii). Besides, technology provides helpful support for students' thinking, doing research, and presenting in an enriched and more powerful way. This is so because technology is a powerful meditational tool, which can enable language learners to expand their oral expression, acquire new language, learn about cross- cultural perspectives, build communication with other learners, native speakers, and instructors as well as interact with content knowledge.

There are varieties of websites and resources that can be used in a language-learning classroom. Integrating CMC into a language learning setting is the researcher's objective. It is a powerful tool, a way to motivate students to learn the target languages as well as a tool to evaluate students' performance. Therefore, in the following section, the researcher provides a general review of motivation in language learning.

Motivation Overview

Bruner (1960) stated the principle of motivation: learning won't take place without motivation. If students have motivation (intrinsic or extrinsic) to learn, then the learning process will be effective; otherwise, students just learn for fulfilling a requirement. The learning process will stop once they don't have to learn. Lack of motivation is an obstacle, which is faced by teachers, schools, students and even their parents. "Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language"(Dörnyei, 2001a, p.5). Moreover, based on Gardner's study (2005), many educational psychologists have proposed that motivation and ability are two important factors associated with achievement in school. Motivation theories in general are explained in three interrelated aspects of human behavior: the choice of a particular action, persistence with it, and effort expended on it (Dörnyei, 2000). It is one of the crucial keys to language learning since motivation explains why people decide to do something, how hard they want to pursue the goal, and how long they are going to sustain the activity (Dörnyei, 2001a, p.7).

In the following sections, the researcher discusses the importance of motivation and its relationship with social environment.

Gardner's Conceptualization of Integrative Motivation

      Gardner (1985) mentioned that language learning should be socially and culturally bound. Therefore, Gardner (2001) used three major factors to explain that motivation is related to social psychology: Integrativeness, Attitudes toward the Learning Situation, and Motivation. "Integrativeness represents a socially relevant, as opposed to an educationally relevant construct" (Gardner, 2005, p.8). Thus, Integrativeness reflects an individual who is interested in learning the target language in order to be more psychologically closer to the target language community. This process might involve the individual's complete identification with the community and might create withdrawal from this individual's original community. Integrative motivation orientation contains interpersonal (affective) disposition toward the target language group, so the language learner desires to interact with and even become similar to the target language community in order to be a valued member of that community (Dörnyei, 2003). This process shapes a favorable attitude toward the target language community. Thus, attitudes toward the learning situation involve attitudes directly related to the learning process to explain how much the language learner enjoys the teachers and materials. Motivation is the third factor to show the driving force in the system. This factor contains three elements to explain its function in the process. First of all, Motivation shows how much effort an individual expends to learn the language. This means that the individual has a persistent and consistent attempt to learn the material.   The second element is to show how much an individual expresses the desire to succeed and will strive to achieve the final goal. The last element is to show how much an individual will enjoy the task of language learning. Therefore, in Gardner's socio psychological system,

Integrativeness and Attitudes toward the Learning Situation play the role to support

Motivation, and Motivation is the key element to support an individual's essential

behaviors to learn the target language. The relationship is shown in Figure 1

Figure 1. *Gardner's Conceptualization of the Integrative Motive (Dörnyei, 2001a, p. 17)*
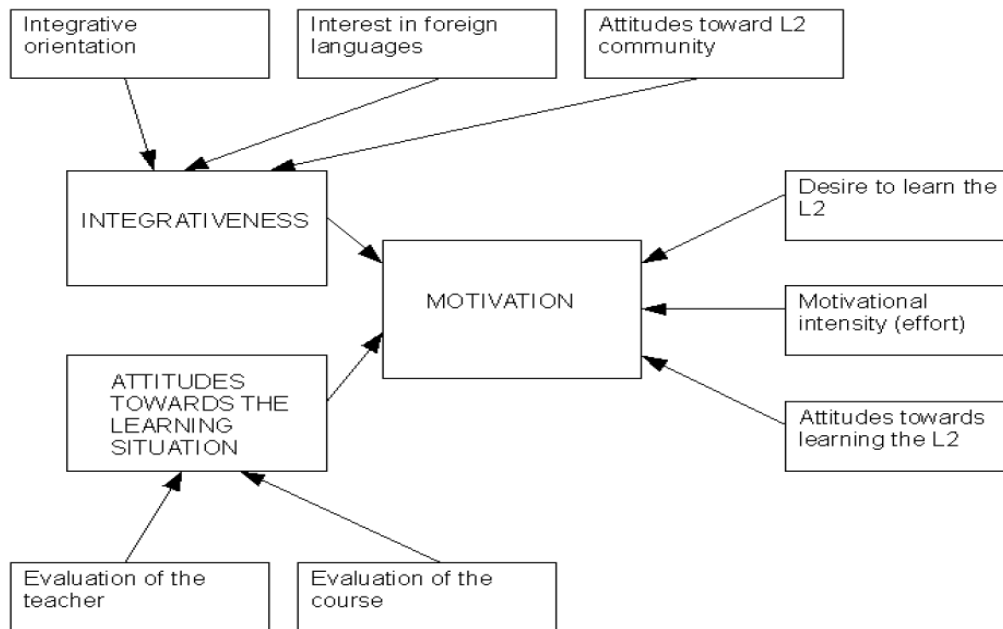
Socio-Education Model and Motivation

Language learning motivation research was initiated in Canada and the research

was based on a social psychological emphasis. Gardner and Lambert's (1959) research

was the first study to demonstrate the importance of social psychology to language

learning as well as one of the first pioneers to use methodology to do research on

motivation and intergroup processes. This study initiated the field of language learning

into the social psychological perspective and focus on attitudes toward the learning

situation and motivation. Dörnyei (2001a) stated that a key tenet of the Canadian social

psychological approach is attitudes related to the target community that exert a strong

influence on language learning   Motivation plays the primary role to support the Socio-Educational Model. The Socio-Educational model is presented in Figure 2

Figure 2. *The Socio-Educational Model (Gardner, 2005, p. 6)*
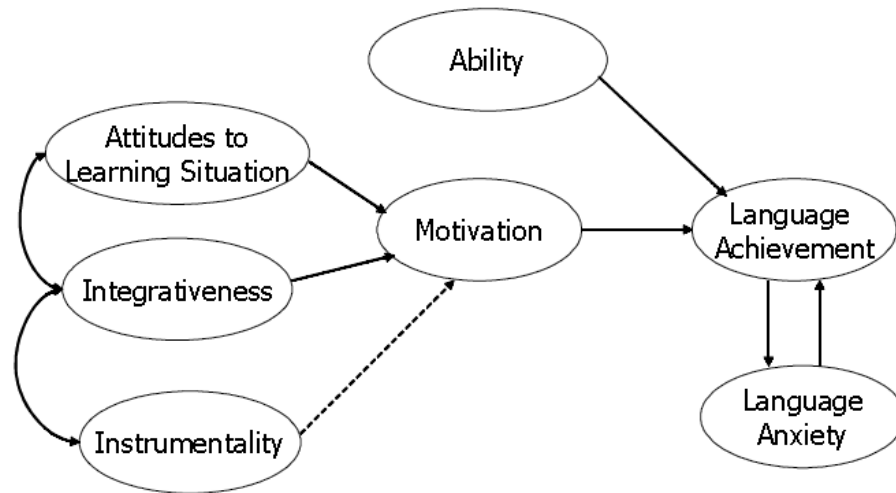
Based on this model, motivation is the central idea to predispose an individual to learn the target language. It is related to Attitudes toward the Learning Situation and Integrativeness. This model focuses on language learners' various roles of different characteristics while learning a target language. It combines an individual's effort; desire to achieve the language goal, and favorable attitudes towards learning the language. These variables were measured by the Attitude/Motivation Test Battery or AMTB (Gardner, 1985, pp. 177-84). The AMTB is a multicomponent motivation test, which comprises 11 sub categories that could be grouped into five categories (English AMTB is 104 items, and 12 categories) (See Appendix G). Integrativeness category includes Integrative Orientation, Interest in Foreign Languages, and Attitudes toward French Canadians. The second category is Attitudes toward the Learning Situation. Evaluation of the French Teacher, Evaluation of the French Course belongs in this category. Motivation is the third category, which includes Motivational Intensity, Desire to Learn

French, and Attitudes toward Learning French. Instrumental Orientation is the fourth category. The last category is Language Anxiety. It has been used in several data-based studies of L2 motivation (Dörnyei, 2001b).

Dörnyei's L2 Motivation Self-System

Markus and Nurius (1986, p. 954) defined possible selves as: "Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation". Dörnyei (2005, p. 100) indicated that "the more vivid and elaborate the possible self, the more motivationally effective it is expected be". Therefore, Dörnyei (2005) proposed the model of the L2 Motivational Self System, which consists of three components: Ideal L2 self, ought-to L2 self and L2 learning experience. This system presents a new approach to representing the motivation to learn a target language with in a self-framework. In this approach, Gardner's integrativeness is included in this system in order to construct the ideal L2 self, which means an individual's ideal self-image can be used to express the wish to become a successful language learner. Based on Dörnyei (2003), one of the most important possible selves has been identified as "ideal self".   Ideal self represents the attributes (or effort) an individual would like to possess, and what people wish to become in the future. It is a promotion focus, and its concern is on growth, achievement and goal reaching (Higgins, 1998). Ought-to self is what an individual feels obligated or duty-bound to become. Ought-to self is a prevention focus (Higgins, 1998) and is concerned with regulation of behavior in order to stay responsible, safe and avoid possible negative outcomes (Dörnyei, 2005, p. 106). This is more related to Asian culture since most language

learners consider themselves to be "forced" to learn a foreign language (usually English).

L2 Learning experience "covers situation specific motives related to the immediate

learning environment and experience" (Dörnyei, 2005, p. 106). It is more related to more

extrinsic types of instrumental motivation.   Based on Dörnyei's L2 Motivation Self-

System, intrinsic and extrinsic motivation could encourage language learners to learn a

target language;   it also clarifies how these two types of motivation affect language

learners' attitudes toward language learning. Therefore, the researcher provided more

concepts about intrinsic and extrinsic motivation. Table 1 shows the elements of the L2

Motivational Self System.

Table 1. *Dörnyei's L2 Motivational Self System (Chen, 2011)*

Elements	Rationale	Motivation	Example
Ideal Self	Promotion	Integrative, internalized instrumental motivation	Hopes, aspirations, advances, growth accomplishment
Ought-to Self	Prevention	Extrinsic instrumental motivation	Avoid negative outcomes; concerned with safety, responsibility, obligations.
L2 Learning Experience	Immediate learning environment ; experience	Extrinsic instrumental motivation	Teachers, curriculum, peer group, experience of success

Self-Determination Theory

In the framework of Self-Determination Theory (SDT), Deci & Ryan(1985, 2002) described intrinsic and extrinsic motivation. Intrinsic motivation takes place while learners feel enjoyment to perform in an interesting activity. Based on Deci and Ryan (2000), intrinsic motivation is the natural motivational tendency, which contains cognitive, social, and physical development since motivation takes place when an individual acts on one's inherent interests that enable this individual to grow in knowledge and skills.   Intrinsic motivation exists in the relation between individuals and activities. Thus, it plays an important role to explain the relationship of an individual's autonomy and L2 motivation. Extrinsic motivation refers to any form of regulation, which is external to the enjoyment of the activity itself (Noel, 2009). According to Noel (2009, p. 296), "SDT assumes human beings have an innate tendency to explore and master new situations in their environment, and to assimilate the newly acquired knowledge into their existing cognitive structures, including their sense of self." Thus, learners' autonomy can be seen as part of the SDT to explain motivation. Based on Ushioda (2003), autonomous language learners are considered motivated learners. This notion is what Ushioda called self-regulation or self-motivation. It explores how an individual can be endowed with appropriate knowledge and skills and be motivated.   In order to increase motivation and sustain autonomy, during the learning process, language learners should be involved in the progress and are free to choose their learning material and learn at their own pace. This point of view is related to Control theory, which is a biological theory of how people function as living creatures (Glasser, 1985). Glasser (1985) stressed that all of the behavior is an attempt to satisfy needs that are built into the

genetic structure of the brain. This means the motivation is internal. He also mentioned

the five basic needs: love and belonging, power, freedom, fun, and survival, and

suggested teachers need to include these elements in the learning process. Basically, if

students can obtain the five needs of their lives, they can be successful learners. Students

gain power in order to feel more in control in the classroom; they also gain freedom

making their choices, such as choosing their own materials which are interesting to them.

If the lessons provided are fun and exciting to them, they can improve the motivation of

learning. SDT can help language learners to do life time learning since the learning

process involves them in authentic learning, enjoyable learning and relate to their

learning based on their prior or new experience. Thus, applying CMC can help them

work at their own pace and shift the learning environment to student-centered instead of a

teacher-powered classroom where they might feel much more pressure.

Cognitive and Social Environment

The theory of Cognitive Development is a comprehensive theory about the nature

and development of human intelligence. Piaget (1972) was the first to develop this

theory. It deals with the nature of knowledge (development of the brain), and how

human beings gradually acquire it, construct it, and apply it. Piaget (1972) also claimed

that cognitive development is the center of the human organism and language since it is

contingent on cognitive development.   Through the learning process, leaners can

connect their cognitive development with the external world where they need to interact.

Piaget (1972) also believed that cognitive development among human beings is based on

biological maturation, experience with the physical environment, social environment

experience and equilibration. Equilibration is the interaction and balance between

people's cognitive structures and the environment surrounding them. Equilibration is used to bring equilibrium between the first three factors and the reality associated with an individual's external environment. Piaget (1972) thought the two major principles to guide intellectual growth and biological development are adaptation and organization. In order for individuals to survive in an environment, they need to adapt to physical and metal stimuli. Piaget (1972) also believed that people should possess mental structures that assimilate events and convert them to fit their mental structures. Moreover, the structures should accommodate themselves to fit the constantly changing external environment. Piaget's organization refers to the nature of these adaptive mental structures, and sees that the mind should be organized in complex and integrated ways. He thought the simplest way is through the use of schema. Through schema and schemata, an individual can connect his or her self, based on their prior experience, with the world surrounding them. The interaction between people and behavior involves thoughts and actions. The interaction between people and the environment involves human beliefs and cognitive competences that are developed and modified by social influences and structures within the environment. In light of this , CMCs are able to provide a social environment for language learners to interact with others in authentic situations as well as provide language learners a life-long learning environment.

CMC Provides Life-long and Authentic Learning Environment

Based on Vygotsky (1978), learning takes place while learners create interaction with the social environment (interpersonal learning) rather than intrapersonal learning. Via CMC, students have a better chance to interact with others who are not only in their classrooms but also beyond the traditional environment. They can get more information

and knowledge from around the world.   Walker and Jonans (1997) also stated that education is about students, society, and knowledge. If one of these components is severely neglected, education is poor and all components suffer. Besides, they also offer some ideas that provide educators the basic concepts and terms for thinking and talking clearly about particular curricular ideas. These ideas include knowledge, experience, instruction and subjects. Knowledge in use is the first concept. Broudy, Smith and Burnett (1963) mentioned their primary concern about how the things that are learned in schools are used by the learners in life in *Democracy and Excellence in American Society Education*. According to them, knowledge is used explicatively when possible. This is how we use our prior knowledge to do problem solving and thinking.   It also means that by using knowledge interpretively we are also applying required knowledge at the same time. Therefore, knowledge has to be meaningfully introduced and thoroughly learned and reflected based on students' acquired process and experience. This concept is related to Dewey's learning by doing and Kilipatrick's (1940) learning-by-living and acting with a purpose. Therefore, the educator should teach students meaningful concepts and knowledge that they can apply to their own daily life and experience. Using CMC is one possible tool for helping students do practical learning. The role of the teacher is to serve as facilitator to guide and help the students. Walker and Jones's (1997) ideas about curriculum design stated that it should be subject-, learner-, or society-centered. Based on progressivism, these three elements need to be valued and balanced in a curriculum design. Progressivists believe that learners need to be fully and genuinely engaged in learning by experience. They seek out activities, materials, and projects, which are hands-on curriculum that are using actual school and classroom situations. If the

curriculum is meaningful to students, then they will be able to apply it in the future. Thus, the education provided by educators might prepare students to become equal participating members in a free society where they will have a future of open-ended possibilities.   CMC can provide a simulated environment where students receive equal learning opportunity and have chances to connect to the world beyond the classroom. This concept is related to the progressive point of view and Confucius since it is crucial for teachers to help students to acquire knowledge that is related to their daily life and help them apply the acquired knowledge in real life situations and help them become a productive member of society in the future. John Dewey (1916) believed that in order to allow the opportunity for students to expand their capacities for growth they would have to live in a democratic society. Dewey also believed that mass education can take place only in societies where there is mutuality, and where there is the opportunity to change social habits of institutions on a massive scale with wide spread interest. Dewey's notion of education is directly connected with the question of preparing students to become active citizens in a participatory democracy. Thus, in a CMC class environment, students are provided the ability to pursue their life interests; students will get a variety of ideas toward different perspectives and have social interactions with other students, teachers, professionals, and even native speakers. These perspectives could be complementary to their specialization and also help them to use the acquired knowledge to do problem solving in the future. CMC is the way to help students maintain life-long learning even after graduation. Because of significant technology improvement, the world has changed rapidly. CMC can provide learners up-to-date information instantly and help them find solutions once they encounter problems in the real world in the future.

CMC Provides Hands on Activity

Bruner (1960) extended aspects of Piagetian theory to indicate three different representations of thinking that should be considered by educators. Enactive representation is learning by doing. This idea is related to Dewey's (1916) notion that learning should take place by doing. Students need to know what they are learning so they can apply the knowledge they have learned in real life. While receiving technology instruction, students need to participate in interactive activities and do hands on activities. Students will do conscious learning since they are receiving comprehensive inputs (Krashen, 1987). The second notion is Iconic Representation, which depends on visual or other sensory association. This allows students to organize and transform their perceptions into meaning. The last one is Symbolic Representation, which is an abstract, discretionary and flexible thought. This notion is a tool for reflective thinking and allows students to deal with reality. Through technology instruction, students are able to do self-corrections by observing others' activities even if they do not receive any feedback from others. Students can improve their pragmatic competence since they consciously or unconsciously adapt useful information and knowledge, which are shared worldwide. Technology plays an important role to help students connect to the world for life–long learning. Moreover, applying technology in teaching can provide more equal and increased participation than in regular face-to-face classroom-based activities. It can help students reduce anxiety and learn more effectively. Besides, it can shift from a teacher-powered classroom to a student-centered classroom.

Social Constructivist Approach

Many educators believe that the best way for students to learn is by having them construct their own knowledge instead of having others construct it for them. The Constructivist Learning Theory explains this concept. This theory states that learning is an active process of creating meaning from different experiences and from the surrounding world. This model consists of teacher, task, and learner. Constructivist theories propose positive social interaction and instigate intellectual growth (Piaget, 1965; Youniss & Smollar, 1989; Wentzel, 1999). This means that students will learn best if they try to make sense of something on their own with the teacher as a guide to help them along the way. The teacher's role in this case will be to provide assistance to students while they find the best ways to construct the meaning or knowledge on their own. Thus, the learner plays a central role in this model. The learning process takes place when learners are involved in social interaction. Social interactionism focuses on the dynamic nature of the interplay between teachers, learners, learning environment or context and tasks since language learning won't take place in isolation (Williams & Burden, 1997). Based on Dewey (1916), learners, society, and knowledge are three elements that can't be left out of a curriculum design. Moreover, these elements should be balanced and they all interact as part of a dynamic and ongoing process. A thoughtful curriculum design should fit students' needs and make sense to them in order to apply the knowledge they have learned in the real world in the future. School is a miniature society, and it is one of the early stages where students learn how to survive with others and in the environment. They learn how to maintain a relationship with their teachers and peers. Moreover, students can also learn how to cooperate with others to do problem

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solving. Therefore, social constructivist theory promotes a student-centered learning environment. Student-centered curriculum is a type that values students' interests, problems, and needs. It emphasizes meeting learners' needs and interests and meanwhile, integrates the content area knowledge into daily life to help them do problem solving. The social constructivist approach can promote social goals and combine social behavior to make an independent contribution to academic outcomes (Wentzel, 1999).

In Williams and Burden's (1997) Psychology for Language Learners, they emphasized the Constructivist Theory which is applied in language learning in the following factors: first, while being involved in constructing meaning, language learners are actively involved in making their own sense of the language input that surrounds them as well as the tasks which are presented to them. This notion is related to the hands on activity. Therefore, the main role of the teacher is to help and encourage learners in the process, rather than seeing them as passive receivers of the language. Second, the central focus of language learning is the development of thinking and its relationship to language and experience. This means that if the language teaching is based mainly on memorization it will not result in deeper understanding. The third focus is to match the requirements of any tasks to the cognitive level of which the learner is capable. The final concept is based on Piaget's cognitive notions of assimilation and accommodation (scheme, and schemata) to modify what language learners already know about the language (accommodation) to fit the new information into their existing knowledge (assimilation). Furthermore, Bruner (1960) stated that learning is an active process in which learners construct new ideas or concepts based upon their prior and current knowledge, and emphasize the importance of structure while learning. He thought the

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teaching materials should be designed to meet students' cognitive structure, which

includes schema and mental models. He mentioned learning is by discovery, and

believed that learning takes place while learners are able to select and transform

information, construct hypotheses, and make decisions. The cognitive structure provides

meaning and organization to learners' experiences and allows them to go beyond the

information given. In addition, Bruner (1966) stated that a theory of an effective

instruction should address four major aspects: (1) predisposition towards learning, (2) the

ways in which a body of knowledge can be structured so that it can be most readily

grasped by the learner, (3) the most effective sequences in which to present material, and

(4) the nature and pacing of rewards and punishments. "Education is concerned not just

with theories of instruction, but with learning to learn, developing skills and strategies to

continue to learn, making learning experiences meaningful and relevant to the individual,

and with developing and growing as a whole person."(Williams & Burden, 1997, p. 44).

In order for educators to help students reach a higher level of competency and

competitiveness, making technology as an integrated tool in the learning process is the

best choice since it is a technology era and technology is a tremendously powerful tool to

motivate language learners to learn and do life-long learning.

Mediation

Mediation is a tool that is used to assist problem solving or to accomplish goals. Based

on Mediation Theory, the main role for the teacher is to find ways to help language

learners find a way to learn and understand the target language. Williams and Burden

(1997) indicated that mediation must be concerned with empowering in order to help

language learners acquire knowledge, skills, and strategies to become more autonomous,

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more independent, and to become problem-solvers. Mediation also involves interaction between the mediator and the learner, where the learner is an active participant in the learning process. It also emphasizes reciprocation which means language learners are willing to carry out the tasks presented and agree with what should be done and why. The teacher (mediator) needs to help the language learners interact with materials until they become self-directed and become masters of the target language. CMC is a powerful mediation for language learners since it provides an easy access and convenient channels for students to learn. Moreover, it involves the concepts of constructivist, communicative and cooperative methods, which are considered to be some of the most effective methodologies to help students to do life time learning and help them, apply acquired knowledge in real situations. Thus, in the social constructivist process, language learners are involved in an active process of making sense, of creating their own understanding of the world that surrounds them.

Communicative Competence

In accordance with Krashen and Terrell (1983), communicative competence in language use means that learners use of the target language in social communications and meaning is more important than conscious knowledge of the structure of the language and that the primary goal of language learning should be the development of communicative skills. Communicative competence consists of both knowledge of linguistics rules, and knowledge of how these rules are used to communicate meaning. Hymes (1972) defined communicative competence as a language ability, which includes knowledge of the grammar, and how to apply acquired language in real-life social context. He believes that communicative competence is the aspect of competence which

enables learners to convey and interpret messages and to negotiate meanings interpersonally. Similarly, Cambell and Wales (1970, p. 247) thought language users should have "the ability to produce utterances which might be so much grammatical, but more important, appropriate to the context in which they are made". Improving language learners' communicative competence is one way to learn grammatical structure of language indirectly, and it has become the focus in language education since the primary goals for langue learners are to use the target language in social communications as well as develop communicative skills.

Linguistic theory needs to be seen as part of a more general theory incorporating communication and culture. From Hymes's (1972) point of view, the theory of "Communicative Competence" provides the definition of what a speaker needs to know in order to be communicatively competent in a speech community. In reinterpreting the notion of communicative competence, Canale and Swain (1980) proposed a more sophisticated framework, and observed that four different components or subcategories form to make up the construct of communicative competence. Those components and examples are:

1. Grammatical competence---refers to the degree the language user has mastered the linguistic code including phonology, morphology, syntax, and semantics. According to Canale (1983, p.7) "such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances." Grammatical competence plays a crucial role in developing language learners' communicative competence because it is the basic structure of a language.

2. Sociolinguistic Competence--- shows how language learners use and respond to language appropriately in various social contexts. It is the knowledge of the sociocultural rules of language and discourse. It requires the learner to understand the topic, role of participants, purpose and context, all of which influence choice of style or register (functional use of communication). According to Canale (1983, p.7), "the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depends on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction". In other words, language learners know how to employ their ability to use language appropriately in appropriate social contexts. This necessarily involves sensitivity to factors such as status, role, attitude, purpose, social convention, etc.

3. Discourse Competence--- the ability to combine ideas to achieve cohesion in language form and coherence between units of language larger than a sentence. Language learners' ability of how to handle dialect, how to organize essay, etc. Discourse competence concerns a "mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (Canale, 1983, p.9). Thus, a discourse is a speech unit, which consists of sentences combined with links and references.

4. Strategic Competence---describes the verbal/nonverbal strategies that are used to compensate for inadequacies due to lack of language ability (functional or pragmatic use of communication). Strategic Competence refers to the "mastery of verbal and nonverbal communication strategies that may be called into

action" (Canale, 1983, p.10). In other words, strategic competence plays the role of either enhancing the communication or compensating effectiveness for breakdowns in communication. This is because of language leaners' limiting factors in actual communication situations or because of their insufficient competence in one or more of the other components of communicative competence.

Henry Widdowson (1978) presented a view of the relationship between linguistic systems and their communicative values in text and discourse. Widdowson (1978) focused on the communicative acts underlying the ability to use language in different situations and for different purposes. Halladay (1975) also mentioned "Linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus". In a number of influential books and papers, Halladay (1975) has elaborated a powerful theory of the functions of language, which complements Hymes's (1972) view of communicative competence. In addition, Leech (1983) proposes pragmatics, pragmalinguistics and sociopragmatics elements to describe how to use appropriate language in context. Pragmalinguistics is associated with the grammar and resources, which a language provides to convey particular elocutions. It is the resources that language learners use based on various contexts of a target language. Sociopragamatics is more concerned with appropriate linguistic behavior which is related to a given context or culture. To most non-native speakers of English, they fail to adjust their language to talk with different interlocutors. They do not know how to use an utterance in a right situation. Therefore, communicative competence is crucial to help

language learners use the target language in a proper and authentic situation. Applying the communicative competence concept, activities should involve real communication and promote learning, and acknowledge the contexts in which language is used to carry out meaningful tasks. If the language is meaningful to the learners, then it makes sense to students and supports their learning process. Krashen (1987) said learning takes place as the basic process involved in developing language. Based on Dewey's Progressive perspective, learning should be a life-long process and related to current society. By using communicative competence, students can apply what they have learned in real life. The final purpose of learning a language is to be able to use it to communicate in an authentic, practical, and appropriate situation.

Communicative Approach

The ultimate goal for language learners is to be able to use the target language functionally and be able to interact with the target language community. As Gardner and Lambert (1972) indicated, integrativeness reflects an individual's positive affective orientation toward a target language community and a desire to interact and identify with its members. This is one of the key elements that maintain one's motivation to learn a foreign language as well as successfully learn it. Hence, the final goal for the foreign language learner is to learn the language and to communicate with others authentically. This is the concept of Willingness to Communicate. (Yashima, 2003, WTC, The relationship between WTC, motivation, and communication is shown in Figure 3). It is the key to help language learners reach the ultimate language learning goal – to be able to use the language authentically, to communicate as well as sustain motivation. Thus, willingness to engage in the act of foreign language communication has been a recent

extension of motivation research (Dörnyei, 2003). The notion of WTC is situated at the intersection of motivation and communicative competence, which comprises several layers and subsumes linguistic and psychological variables (Dörnyei, 2003). These variables include linguistic confidence, the desire to affiliate with a person, interpersonal motivation, intergroup attitudes, motivation and climate, parameters of the social situation, communicative competence and experience, and various personality traits. It is a pyramid model (Maclntyre et al, 1998, see Figure 4), which describes the learners' use of the target language authentically, and their motivation of using it. Therefore, the communicative approach plays an important role to sustain a communication channel to enable language learners to use the target language in an authentic situation.

Figure 3. *A Schematic Representation of the Interaction between L2 WTC, International Posture and English Proficiency (Yashima, 2009, p.154).*
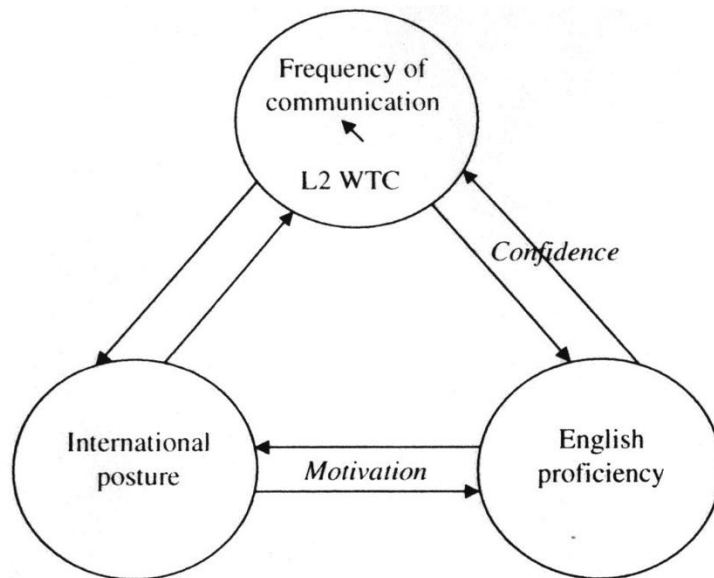
Figure 4. *Heuristic Model of Variable influencing WTC from MacIntyre et al. (1998)*

Layer I
L2 Use
Communication Behavior

Layer II
Willingness to Communicate
Behavioral Intention

Layer III
Desire to Communicate with a Specific Person
State Communicative Self-Confidence
Situated Antecedents

Layer IV
Interpersonal Motivation
Inter-group Motivation
L2 Self-Confidence
Motivational Propensities

Layer V
Inter-group Attitude
Social Situation
Communicative Competence
Affective-Cognitive Context

Layer VI
Inter-group Climate
Personality
Societal and Individual Context

Communicative Language Teaching

Communicative Language Teaching is a student-centered approach. In it, the teacher plays multiple roles in different situations. One of the goals of this approach is to help learners move from field dependence to field independence. This means that learners must know when and how to use a language at the right moment and in the right situation. Applying the Communicative Language Approach, learners can learn their target language at the same time they develop their communicative competence. Integrating technology into language teaching can improve students' motivation, making the learning process more effective, shifting from a teacher-centered classroom to a student-centered classroom, increasing students' self-esteem since students can learn based on their interests and at their own pace. Using technology could help teachers assist students in finding ways to work and contribute to society more effectively as well as

help assess students' communication style. This also provides communication opportunities to help develop more functional ways of teaching and learning.

Communicative Language Teaching (CLT) is one of the methods to teach language based on the Communicative Teaching Approach. This approach is learner-centered and emphasizes communication and using languages in real-life situations. Brown (2001) offered four interconnected CLT characteristics in language teaching:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Form is not the primary framework for organizing and sequencing lessons. Function is the framework through which form is taught.

3. Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving of intended meaning.

In a communicative classroom, students ultimately have to use the language productively and receptively, in unrehearsed contexts. CLT is more focused on meaning than on structure. The purpose of this approach is for students to be able to use their communicative competence to communicate in real situations, and this is also the ultimate goal of learning a language.

Educational technology has had a great impact and bought pedagogical changes in the foreign language-learning field. There are more and more teachers integrating technology into language instruction since it can help improve students' motivation as well as empower them in the learning process. It is also a medium to connect students to the target language and culture, which helps them build communication and connection

with the real world. Additionally, while designing a curriculum, teachers need to consider the nature of the learner (individual's developmental factors, learner interests and needs, life experience, etc), the value aims of society, and knowledge of the subject matter. This notion is related to Dewey's balanced fundamental factors in education (students, teachers and subject matter are all equally important). Thus, while designing curriculum, teachers need to consider these three elements in order to meet students' needs. Therefore, teachers need to make the class activities and assignments connect to the real world, and prepare students for real life situations. Applying technology into language instruction can enhance language learning as well as promote communicative competence.

Nunan (1991, p. 279) defined five basic characteristics of CLT:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation (such as from media, readings, or conducting real-life dialogues with native speakers).

3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning (such as learning by doing, and learning from experience, schema, and doing hands-on activities).

5. An attempt to link classroom language learning with language activation outside the classroom (using technology to communicate with native

speakers in other countries, use actual language in the real world to interact with others in a meaningful way).

CLT emphasizes pair and group work activities so the language learners are able to use the target language authentically in real world situations.   Thus, cooperative learning plays an important role in a CLT classroom to promote language learning.

Cooperative Learning

According to Tomkins (1997), in the past twenty-five years, schools in the United States have shifted from an approach that taught specific skills in a specific sequence through drill, to activity-based instruction. Through activity-based instruction, students acquire knowledge from other students as well as from their instructor. Therefore, cooperative learning is the key to helping students with successful discussion and group work (Johnson et al., 2002). Students obtain important information or knowledge by working together and sharing ideas in various ways, such as using a discussion board, Wiki spaces and logs for language learning. Students discover the benefits of working together since higher-level students learn how to provide assistance to lower level students. They can also provide lower level students the learning tips and suggestions. Hence, teachers may easily infuse social skills training into the academic curriculum through cooperative learning groups. Besides, in these group activities, students may learn appropriate social interactive skills while studying reading, speaking and listening of the target language. Therefore, cooperative learning is the key to successful discussion and group work. Students obtain important information or knowledge by working together and sharing ideas in fields such as reading and ESL since students can discover the benefits of working together (Johnson et al., 2002). Higher-level students learn how

to provide assistance to lower level students as well as give suggestions. There are more than 900 research studies validating the effectiveness of cooperative learning (Johnson et al., 2002). According to these research studies, teachers may easily infuse social skills training into the academic curriculum through cooperative learning groups (Johnson et al., 2002). Hence, in these groups, students may learn appropriate social interactive skills while studying reading, writing, speaking, and listening of the target language. Through cooperative interactions, learners can promote their higher order thinking skills and cognitive development. Cooperative learning consists of the interaction among students to students, students to teachers, and environment. The components of cooperative learning is shown in Figure 5

Group Norms

A quality teaching and learning environment creates trust and support by the teachers and group members. If any group member refused to cooperate while working within a group, then the learning process might be hindered since every group member does not take his or her own responsibility to complete the work. In order to ensure the cooperative learning process is effective, group norms and rules should be regulated to maintain the learning quality.

According to Dörnyei (2007), the key to creating the norms in the classroom is to promote learning, which reflects awareness that real group norms are inherently social products, and in order to make sure a norm is to be long lasting and constructivist, it needs to be explicitly discussed and accepted as right and proper. Thus, Dörnyei and Malderez (1997, cited in Dörnyei, 2007) suggested including explicit and potential norming procedures early in the group's life to promote learning. Moreover, in order to

enlist support for students, it is essential to justify the purpose in the early stage, and have student discussions in the whole group, and finally have them agree on a mutually accepted set of class rules, and notify them of the consequences for violating group rules. Group roles explain the expectations of an individual's responsibility within a group, as well as the expectation of how an individual should behave while working cooperatively. If students understand their roles in their group and perform the right role, the group will become more cohesive, and the learning process will become more productive. Thus, a high performing cooperative group working will display a balanced set of complementary and constructivist student roles (Dörnyei, 2007).

Integrating Constructivist Learning Theory, cooperative leaning, and technology together in a foreign language learning setting can promote the language learners' learning. Cooperative learning with computer is effective for students learning since cooperative learning environments aid in various aspects of problem solving. Language learners work together to construct ideas to solve their problems cooperatively. Thus, the use of technology can support cooperative learning environments, and the use of computer technology to facilitate cooperative learning environments can result in "(a) higher quantity of daily achievement, (b) higher quality of daily achievement, (c) greater mastery of factual information, (d) greater ability to apply one's factual knowledge in test questions requiring application of facts, (e) greater ability to use factual information to answer problem-solving questions, and (f) greater success in problem-solving." (Johnson & Johnson, 1996, p. 14). Moreover, teachers, students, and the content area will be balanced since students can construct and comprehend their learning and can work on their own pace, get help from peers, and teachers can be facilitators to help them.

Therefore, integrating technology into language learning is essential since it not only

involves students in a broad, integrative and comprehensive manner in the human

imagination, but also utilizes its engineered devices, tools, and processes, to build

knowledge and skills.

Figure 5. *Components of Cooperative Learning (Chen, 2011)*
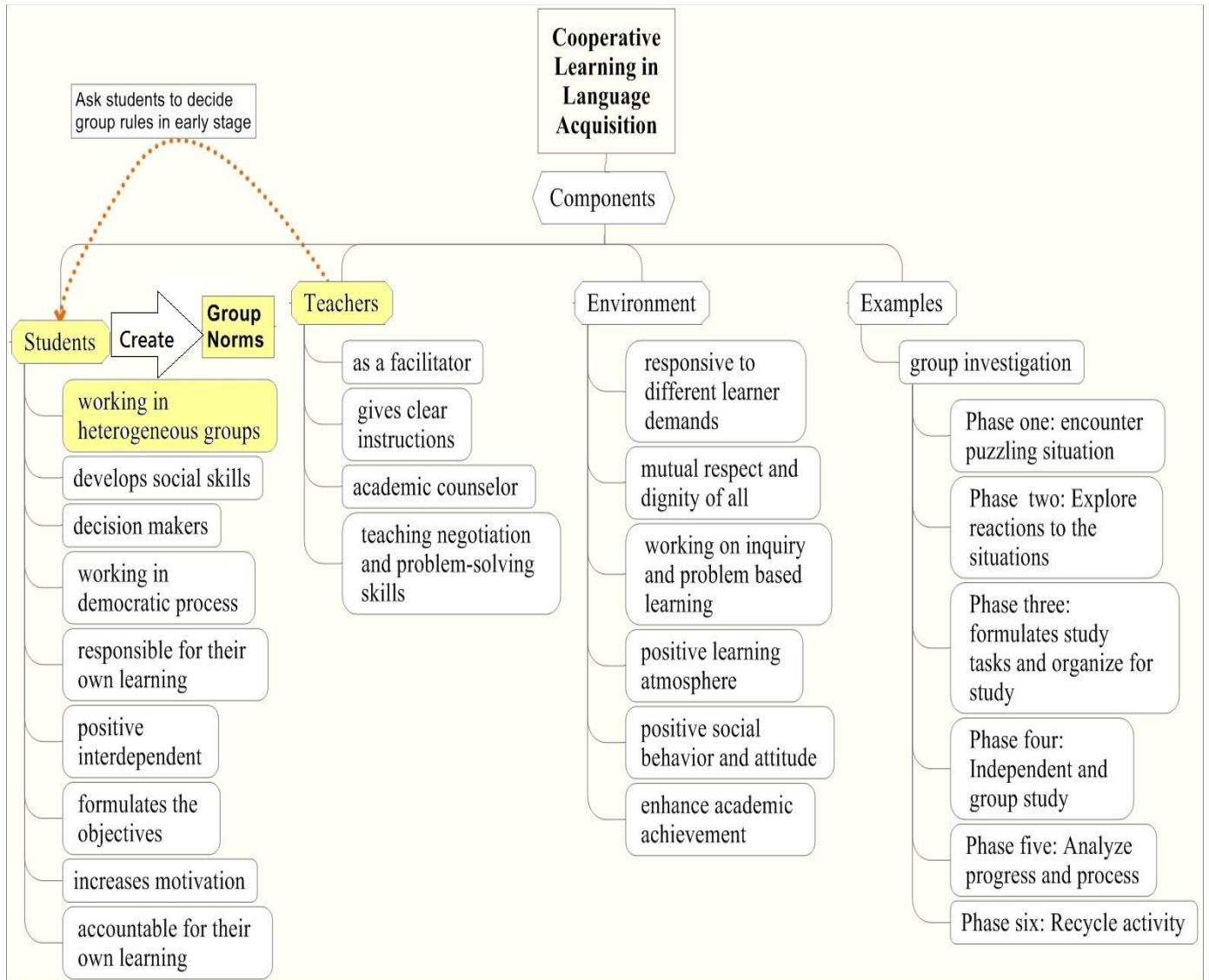
Conclusion

This chapter introduces background and different types of technology which are used in the language learning classroom and discusses how technology can promote language learners'' motivation. The researcher also introduces the relationship between media usage, motivation, and social perspective in this chapter. This study's aim was design a questionnaire based on the L2 Motivation Theory, Gardner's Integrative motivation and AMTB scale (Gardner, 1985, pp. 177-84, Appendix G) to examine the relationship of conducting technology in a language learning environment with language learners' motivation, since technology provides extrinsic motivation to trigger students' intrinsic motivation.

CHAPTER III

METHOD

Introduction

In order to analyze students' perceptions of integrating technology into language learning, their motivation of learning language and social experience with technology are measured in this study. This research used primarily quantitative measures to collect data from EFL courses integrating technology. A paper-pen format survey was conducted to collect data from target population.

The purpose of this chapter is to describe the methodology and procedures, which were used to conduct this study. It provides a detailed description of the study including research design, research questions and hypothesis, subject and sampling, data collection procedures, description of variables, limitations, instruments, validity and reliability, and data analysis methods.

Research Questions and Hypothesis

Main Research Question: How are social experience and technology in language learning relate to language learners' perception of motivation?

Research Questions and Hypotheses:

> **Research Question 1:** Can the demographic variables (e.g., gender, number of years of learning English, academic major, student status, and English language level) predict the langue learners' desire to learn English?
>
> **Hypothesis 1:** The demographic variables predict the language learners' desire to learn English.

Research Question 2: Does experience with using technology predict language learners' course satisfaction?

Hypothesis 2: Language learners' experience with using technology predicts positive course satisfaction.

Research Question 3: Can subjects' preference of learning with technology in language learning predict their class satisfaction?

Hypothesis 3: Subjects' preference of learning with technology in language learning predict their class satisfaction

Research Question 4: Is there a significant relationship between language learners' desire to learn a foreign language and their preference of using technology in the classroom?

Hypothesis 4: There is a significant relationship between language learners' desire to learn a foreign language and their preference of using technology in classroom.

Research Question 5: Is there a significant relationship between language learners' preference to use technology and engagement in their language class?

Hypothesis 5: There is a significant relationship between language learners' preference to use technology and engagement in their language class.

Research Question 6: Is there a significant relationship between language learners' desire to learn English and their preferred social experience?

Hypothesis 6: There is a significant relationship between language learners' desire to learn English and their preferred social experience.

Research Question 7: Is there a significant relationship between language learners' preferred social experience and course satisfaction?

Hypothesis 7: There is a significant relationship between language learners' preferred social experience and course satisfaction.

Research Question 8: Is there a relationship between subjects' course satisfaction and their preferred learning strategies with technology and traditional methods?

Hypothesis 8: There is a more positive correlation between subjects' course satisfaction and their preferred learning strategies with technology than with traditional methods.

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Subject and Sampling

There were three college-level EFL classes participating in this study. The group of subjects was from Taiwan, which included five classes with a total of 315 students. These students have studied English at least five years.

Data Collection Procedures

<u>Protection Procedures for Human Subjects</u>

A Human Subjects Application and a consent form for this study were sent for approval by the Human Subject Committee at the University of Kansas (Appendix A). Then permission was requested from Southern Taiwan University of Technology and Kun Shan University in Taiwan.

First Pilot Study

The researcher conducted the first pilot research on 42 Taiwanese university students who took an EFL class with multimedia instruction in the summer section, 2010. This class was a summer class and students who took this class were to fulfill the requirement for graduation since most of them had failed their general English or required courses before. Therefore, they had to re-take this course. These students have studied English for more than five years, but they still feel learning English is a hard task. A questionnaire (Appendix D) was used to find out their attitude toward learning English, learning materials, learning experience, learning experience with media, motivation of learning English, motivation with integrating technology in classroom, attitude of using media in classroom, and a few open-ended questions. This study's design was based on Wu's (2003) questioner.

The purposes to conduct the pilot test were to try to find general ideas for data collection and to explore preliminary findings. The main goal for the researcher was to find out more items and methods for designing a questionnaire for the motivation study and investigate language learners' attitude toward integrating technology in language learning settings.

Second Pilot Test

The second pilot test was conducted to test the reliability of the research since the questionnaire was designed based on previous related studies. The researcher recreated a new form of questionnaire to find the result. Thus, it was re-tested in order to find the coefficient alphas to retain internal consistency of reliability for each item in the study. Based on the reliability result, the overall reliability coefficient was .75, which is a high

53

reliability result. Hence, since all items were only administrated once in the survey, the researcher did not remove any item from the scale.

Main Study Data Collection

A single-administered paper form survey questionnaire was used to collect data in this study. Their instructor in class informed students to participate in this study. Before assessing the questionnaire, participants read an Informed Consent Statement (Appendix A). Subjects understood the data collection process was all voluntary and anonymous. The results of the study were only used for research purposes and their personal information is confidential. Each subject took the survey only once due to the time limitation and the results are stored on the researchers' database for future use.

The questionnaire was designed in Chinese and English (see Appendix E and Appendix F) for participants to answer (responded in Chinese Survey) to all questions in each section. Seven major sections of the questionnaire were examined.   The first section asked participants' desire to learn English. The second section asked their preference of learning strategies (with technology or traditional methods). The third section was about social experience, which mixed by social construction, willing to communicate and cooperative learning together. Sections four and five were class satisfaction, and activity engagement. The sixth section was experience with technology. The seventh section was demographic information. The components and rationales of the questionnaire design are shown in Table 2 *Summary of Instrument* and Figure 6 *Conceptual Framework and Instrument*.

Description of the Variables

The dependent variables of this study measures the following motivation aspects: desire to learn English, activity engagement, and class satisfaction.

The Independent Variables

The independent variables of this study includes preference of learning strategies, social experience (willing to communicate, social construction, and cooperative learning) in language learning ; experience with technology; and demographic information : (1)gender , (2) number of years of learning English , (3) academic major, (4) Internet access at home or (5) at school, (6) computer access at home or at (7) school; (8) Academic year; (9) English proficiency; (10) midterm grade ; and (11) expected final grade.

Limitation

The limitations of this study include the following.

1. The first limitation of this study was due to the lack of random sampling procedures since the use of a convenience sample limited the generalizability of the findings. The sample in this study drew from infusing technology to language learning classrooms from two universities in Taiwan. Thus, this study should not be generalized to other countries or language learning environments.

2. This study was conducted in a limited time frame since this data was collected almost completely in the end of the fall semester, 2010.

3. Since this study was only undertaken in a single survey, each subject in this

study was measured only once. It might affect the reliability of the study.

4. The results of this investigation should not be generalized to teachers' perceptions toward infusing technology into language teaching since this study was only focused on evaluating language learners' perceptions. Moreover, since the participants were adult works who studied in night class, this study might not be able to generalize to other students in different circumstances.

Instruments

In this study, a single-administered survey was used to collect data relevant to motivation, and factors that influence the implementation of integrating technology into language learning. The survey in this study was integrated from Grasha-Riechmann Student Learning Style Scale (GRSLSS) (Diaz & Cartnal, 1999; Haruska & Grasha, 1982; Patterson, 2003, Newberry, 2003) (Appendix H), AMTB (Gardner, 1985, pp. 177-84, see Appendix G), and from other previous studies (Al-Shehri, 2009, Newberry, 2003,Taguch, Magid & Papi, 2009; Yashma, 2009), and was re-created by the researcher, which contained seven categories: Part 1 is Desire to Learn English; Part 2 is Preference of Learning Strategies; Part 3 is Social Experience; Part 4 is Course Satisfaction ; Part 5 is Activity Engagement; Part 6 Technology Experience; and Part 7 is Demographic Information.

Part1 Motivation (Desire to learn English)

This section of the survey was constructed to explore participants' motivation of using technology in language learning as well as their attitude toward language learning.

This section-contained desire to learn English. Each item of this section was used a five-point Likert-type scale: (1) strongly disagree; (2) disagree; (3) undecided, (4) agree; and (5) strongly agree .

Part 2 Preference of Learning Strategies

This section was used to find out that the language learners preference of learning strategies (with technology and with traditional methods) while learning English. Each part of this section also used a five-point Likert-type scale: (1) strongly disagree; (2) disagree; (3) undecided, (4) agree; and (5) strongly agree

Part 3 Social Experience

This section was used to find out the social experience the language learners prefer and how do they feel about the class instruction by using social construction. This section was developed based on the theories of social construction, communicative competence, and cooperative learning. Thus three subcategories were included in this section: social construction, willingness to communicate, and cooperative learning. Each part of this section also used a five-point Likert-type scale: (1) strongly disagree; (2) disagree; (3)undecided, (4) agree; and (5) strongly agree .

Part 4 Course Satisfaction

This section was used to find out participants' course satisfaction after integrating technology and social experience into language learning. Each part of this section was also used a five-point Likert-type scale: (1) strongly disagree; (2) disagree; (3)undecided, (4) agree; and (5) strongly agree .

Part 5 Activity Engagement

This section was used to find out participants' activity engagement while integrating technology and social experience into language learning. Each part of this section also used a five-point Likert-type scale: (1) strongly disagree; (2) disagree; (3)undecided, (4) agree; and (5) strongly agree .

Part 6 Experience with Technology

This section was designed to measure the participants' level of experience with computers and their current use of technology. These categories included using cell phone, writing (word processing), using computers, using the Internet, general communication (e-mail, online chat), social networking (video conferencing, Facebook, discussion boards), watching English television or movies, electronic learning (CDROM or Internet tutorials), creating media (video, audio recording), creating presentations (PowerPoint), creating websites, taking online courses, research (internet searches).. Each category was quantified by using a five-point Likert-type scale: (1) never; (2) rarely; (3) sometimes, (4) often; and (5) very often.

Part 7 Demographic Information

This section contained nine items to gather information from participants. These items were (1) gender , (2) number of years of learning English , (3) academic major, (4) Internet access at home or (5) at school, (6) computer access at home or at (7) school; (8) Academic year; and (9) English proficiency, (10) midterm grade., and Expected final grade. These items were asked to help the researcher found out the participants' general

learning and technology background that might influence these students' perceptions

toward technology instruction

Components of the Instrument

The researcher divided the questionnaire into 7 sections. The sections were shown

in the following table and figure:

Figure 6. *Conceptual Framework and Instrument*

Table 2. *Summary of Instrument*

Sections	Sub-Scales	Rational	Components	# Items in scale	Reliability coefficient
1.	Desire to learn English	Gardner's Integrative Motivation(motivation)	Ideal Self	2	.41
		Gardner's Socio-Educational Model (Instrumentality)	Ought to self	4	
		Dörnyei's L2 Motivation Self-System	L2 Learning Experience	4	
2	English Learning Preferences	Gardner's Integrative Motivation (Attitude towards the Learning Language)	with technology	5	.82
			with traditional methods	4	
3	Social Experience	Social Construction	Social Construction	3	.70
		Communicative Competence	Willing to Communicate	4	
		Cooperative Learning	Cooperative Learning	3	
4&5	Course Satisfaction and Level of Engagement	Integrative	Satisfaction	9	.84
		Motivation (Attitude to Learning Situation)	Engagement	5	.73
		Social Education Model (Motivational Intensity)	Engagement	5	
6	Technology Experience	Independent Variables	Learning Experience	13	.86
7	Demographic Information	Independent Variables	gender, years of English, academic major, home and school Internet access, use of computer a home and school, academic year, quality of English, midterm and final grade of the class	11	Not Applicable

Overall reliability coefficient: .89

Reliability and Validity

In order to ensure examination of trustworthiness, creditability and accuracy in the research, test or assessment; reliability and validity are very important. Reliability and validity are two primary ways for researchers to determine the extent to which particular empirical indicators represent a given theoretical concept.

Reliability

Reliability means the accuracy or precision of measuring instruments or measurements. It means the measured grades, points, and results are not affected by the errors of measurement. Based on Kirk and Miller (1986), there are three types of reliability referred to in quantitative research: (1) the degree of a measurement is tested repeatedly and still remains the same result; (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period (Millar, 1986, pp. 41-42). Stability is when you can measure the same samples or population at different times; and you can get relatively the same results. A high degree of stability indicates a high degree of reliability. This means the results are repeatable.

Consistency is another crucial element to ensure reliability. The more consistency the results achieved by the same participants in the repeated measurements, the higher the reliability of the measuring procedure, and vice versa. Thus, Cronbach's coefficient alpha was used to compute internal consistency of reliability for each item in this study (Table 2. *Summary of Instrument*). The result of Cronbach's coefficient alphas of overall was .89 which ranges in value from 0 to 1 and .89 has been considered a high reliability coefficient (Nunnaly, 1978). Each sub-scale was larger than .70 (except the Desire to learn English sub-scale), which also ranged in value from 0 to 1 and considered

a high reliability coefficient (Nunnaly, 1978). In order to remain consist, the scale in this study used a five-point Likert type scale ranging from"1= never" to "5 = very often" or "1=strongly disagree" to "5"=strongly agree in this survey. There were three items that were needed to be reverse-scare since these questions (question 4 of part 3; question 3 of part 4, and part 5) were asked negatively so they were needed to be reversed in order to present a positively worded statement and share the same metric.

Validity

Generally speaking, whether any measuring instrument is valid or not depends on the degree to which a study accurately reflects or assesses the specific concept that a researcher attempts to measure. More specifically, validity concerns the crucial relationship between concept and indicator. Unlike reliability, which is concerned with the accuracy of the actual measuring instrument or procedure, validity is usually more of a theoretically oriented issue because it is more concerned with the study's success at measuring what the researchers tend to measure. Based on Shavelson (1996), internal validity of research is the extent to which the outcomes of a study result from the variables that were actually manipulated, measured, or selected in the study. It refers to the rigor with which the study was conducted. The study's design, the care taken to conduct measurements and decisions concerning what was and was not manipulated are usually included in internal validity. External validity refers to the extent to which the results of a study can be generalized or transferable to people or situations other than those the researchers have observed in a single study. This means the researchers are able to apply the results of research in one context to another similar context for future use. Thus, validity is crucial in a study since it is the key element to ensure an

instrument's credibility. It is an indication the instrument is indeed measuring what it was designed to measure and that it is measuring it accurately. Due to the importance of validity, each item of the questionnaire design was based on the theoretical framework of the study which explained the researchers' rational of conducting this research design (see Table 2).

Data Analysis

In this quantitative research, the Statistical Package for Social Science (SPSS) program was used to code and analyze the data of questions that were collected from participants and hypotheses that were made by the researcher. Various statistical procedures were utilized to analyze the collected data and were listed in the following:

1. Descriptive statistics: In this procedure, mean, and standard deviation, were included to analyze the demographic data and its distribution. Moreover, this procedure was also used to find out the language learners' motivation, and social experience toward language learning and technology instruction in language learning.

2. Simple and Multiple Regression Analysis: These analyses were used to examine how well the variables which were selected could be used to predict language leaners' motivation, and social experience toward language learning and using technology in language learning.

3. Correlation Coefficient: Pearson Correlation Coefficient (r) was used to determine association between variables that are used in this instrument.

4. The probability level for a test of statistical significance for this study was p value $<$ .05 in order to ensure a 95% confidence in generalization of the findings.

The descriptions of using statistical procedures in research hypothesis were showing in the flowing:

The first hypothesis used a multiple regression analysis to determine the Demographic variables (independent variable) are able to predict language learners' desire to learn English (dependent variable) or not.

The second hypothesis used a simple regression analysis to determine technology experiences (independent variable) are able to predict learners' course satisfaction (dependent variable) .

The third hypothesis used a simple regression analysis to determine the participants' preference of using technology (independent variable) in language learning is able to predict the class satisfaction (dependent variable) or not.

The fourth hypothesis used Pearson Correlation to find out if there is any relationship between language learners' desire to take a foreign language and their preference of using technology in classroom.

The fifth hypothesis used Pearson Correlation to find out if there is any relationship between language learners' preference of using technology and engagement in English class.

The sixth hypothesis used Pearson Correlation to find out if there is any relationship between language learners' desire to learn English and their social experience.

The seventh hypothesis used Pearson Correlation to find out if there is any relationship between participants' social experience and learners' course satisfaction.

The eighth hypothesis was tested by using multiple regression analysis to find out whether there is any evidence to show there is a more positive correlation between subjects' course satisfaction and their preferred learning strategies with technology than traditional methods.

Chapter Summary

This chapter discusses and describes the methodology and procedures, which were manipulated in this study and how the researcher investigated the language learners' motivation, and social experience toward integrating technology into language learning. It also includes a detailed description about research design, research questions and hypothesis, subject and sampling, data collection procedures, description of variables, limitations, instruments, validity and reliability, and data analysis methods. In the next chapter the researcher discusses the results of the findings after collecting data from participants.

CHAPTER IV

RESULTS

Introduction to Results

Chapter four presents the research results, which include the findings of the statistical analysis of data collected. This study was designed to investigate college-level EFL students' motivation of learning English toward integrating technology as well as social experience in language learning in Taiwan. Statistical analysis was used to answer the research questions which are bivariate multiple and simple regression as well as correlation analysis. This chapter also provides descriptions of statistical methods used in each research question, descriptive statistics of the data, findings of the questions, and summary of the two open-ended questions.

Demographics

In the demographic sections, the researcher included 11 items in the study to find out the participants' general personal background of learning English as well as their experience toward technology. There were 340 students participating in this study, but 315 of these participants provided valid data, which included 104 males (33%), and 211 females (67%). The academic year of these participants were 16 freshmen (5.1%), 195 sophomores (61.9%), 81 juniors (25.7%), 22 seniors (7 %), and one did not indicate his or her academic year. Regarding their number of years of learning English, 38 of them was under five years (12.1%), 6-10 years are 125 (39.7 %), and 152 students (48.2 %) have learned English for more than 10 years. These students majored in Japanese (38 students, with 12 %), Tourism and Leisure (34 students, with 10.8 %), English (68 students, with 21.6 %), Business Management (22 students, with 7 %), and 153 students

in Hospitality Management (48.6 %). About 311 students (98.7%) had access to the Internet at home, with 185 students (58.7%) who used the Internet at school, 311 students (98.7 %) used the computer at home, and 178 students (56.5%) used the computer at school. Finally, the researcher was also interested in their English proficiency level compared to their peers, their midterm grade and their anticipated grade. 69 students (21.9 %) considered their English proficiency level is very bad, 86 students (27.3 %) considered their English proficiency level is bad, 147 students (46.7 %) considered their English proficiency level was neither good nor bad, 12 students (3.8 %) considered their English proficiency level was good, and only 1 student (.3 %) considered his/her English proficiency level was very good The midterm grade that students received the most was 61-70 (104 students, 33%), below 60 (63 students, 20 %), 81-90 (61 students, 19.4 %), 71-80 (57 students, 18.1 %) and the least was 90-100 (30 students, 9.5 %). The last item was the anticipated grade they might get in the current English class. The final grade that students anticipated to receive the most was 60-69 (112 students, 35.6%), 70-79 (82 students, 26 %), 80-89 (70 students, 22.2 %), 90-100 (40 students, 12.7 %) and the least was below 60 (which means fail the class is 11 students, 3.5%). Table 3 revealed the summary of the demographic information of this study.

Table 3. *Descriptive Statistics for Demographic Information*

Gender		Frequency	Percentage
Male		104	33
Female		211	67
	Total	315	100

Academic Year	Frequency	Percentage
Freshman	16	5.1
Sophomore	195	61.9
Junior	81	25.7
Senior	22	7
Other	1	.3
Total	315	100.0

Number of years of learning English	Frequency	Percentage
Under 5 years	38	12.1
6-10 years	125	39.7
More than 10 years	152	48.2
Total	315	100.0

Academic Major	Frequency	Percentage
Japanese	38	12
Tourism and Leisure	34	10.8
English	68	21.6
Business Management	22	7
Hospitality Management	153	48.6
Total	315	100.0

Internet Accessibility	Frequency	Percentage
Home	311	98.7
School	185	58

Computer Accessibility	Frequency	Percentage
Home	311	98.7
School	178	56.5

English Proficiency	Frequency	Percentage
Very bad	69	21.9
Bad	86	27.3
Neither good nor bad	147	46.7
Good	12	3.8
Very good	1	.3
Total	315	100.0

Midterm Grade	Frequency	Percentage
Below 60	63	20
61-70	104	33
71-80	57	18.1
81-90	61	19.4
91-100	30	9.5
Total	315	100.0

Anticipated Final Grade	Frequency	Percentage
Below 60	11	3.5
60-69	112	35.6
70-79	82	26
80-89	70	22.2
90-100	40	12.7
Total	315	100.0

Descriptive Statistics

The overall instrument consisted of seven parts with 66 questions, and 2 open-ended questions. 11 questions included in Desire to Learn English, 10 belong to Preference Learning Strategies, 10 described Social Experience, 6 presented overall Course Satisfaction, 5 indicated their Level of Activity Engagement, and 13 pertained to Technology Experience. The means and standard deviations of scores for the seven parts of measurement were listed in Table 4 *Descriptive Statistics for Instrument*.

Table 4. *Descriptive Statistics for Instrument*

Sub-scales	Min.	Max.	Mean	SD
Learning Motivation (Desire to Learn English)	2.09	4.91	3.36	.37
Leaning Preference	1.80	5.00	3.50	.55
Social experience *	1.70	5.00	3.10	.46
Course Satisfaction *	1.67	5.00	3.67	.56
Activity Engagement *	2.00	5.00	3.54	.52
Technology Experience	1.38	5.00	3.34	.62

*Contains recoded items

Table 4 indicates that Desire to learn English is with mean =3.36 and SD=.37; Leaning preference is with mean= 3.5 and SD=.55; Social experience is with mean= 3.1 and SD=.46; Course satisfaction is with mean= 3.67 and SD=.56; Activity engagement is with mean= 3.54 and SD=.52; and Technology experience with mean= 3.34 and SD=.62

Assumptions of Multiple Regressions

In order to examine the assumptions of the multiple regressions, the researcher tested the normal distribution of three dependent variables (Desire to Learn English, Course Satisfaction, and Activity Engagement) which all showed normal distribution in the following figures:

Figure 7. *Histogram of Desire to Learn English*
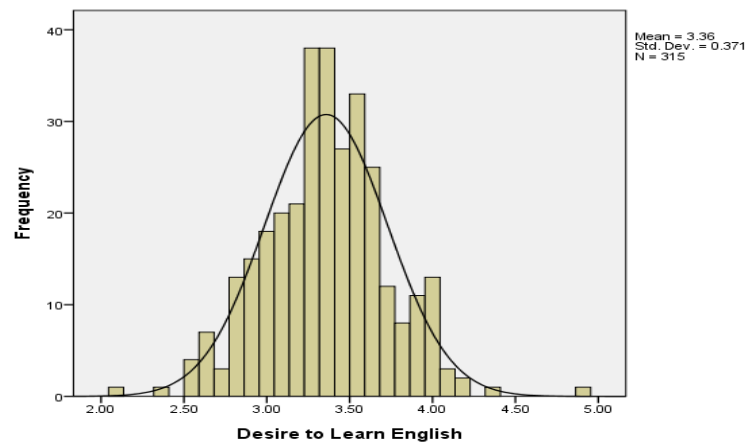
Figure 8. *Histogram of Course Satisfaction*
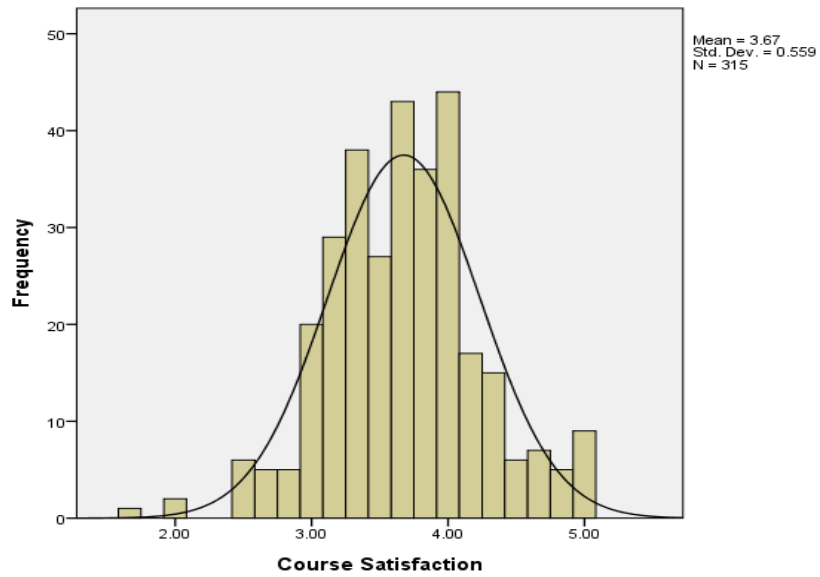
Figure 9. *Histogram of Activity Engagement*
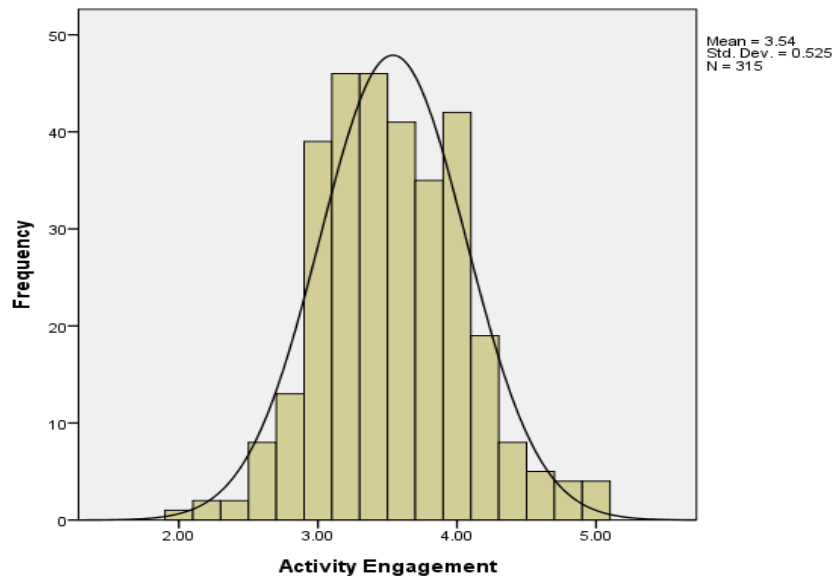
Findings of Research Questions

There were 8 hypotheses in this study. The research methods and variables were shown in the following table:

Table 5. *Hypothesis and Analysis Procedures*

Hypothesis	Research Techniques	Items
1	Multiple Regression	Demographic Variables (Independent - interval scale) Desire to Learn English (Dependent - interval scale)
2	Simple Regression	Technology Experience (Independent - interval scale) Course Satisfaction (Dependent - interval scale)
3	Simple Regression	English Learning Preferences with Technology (Independent - interval scale) Course Satisfaction (Dependent - interval scale)
4	Correlation	Desire to Learn English English Learning Preferences with Technology
5	Correlation	English Learning Preferences with Technology Engagement in English Class
6	Correlation	Desire to Learn English Social Experience
7	Correlation	Social Experience Course Satisfaction
8	Multiple regression	Course Satisfaction (Dependent - interval scale) English Learning Preferences with Technology (Independent - interval scale) English Learning Preferences with Traditional Methods (Independent - interval scale)

Hypothesis 1: The demographic variables predict the language learners' desire to learn English.

In order to find the result of this hypothesis, a multiple regression analysis was conducted to discover if the selected demographic variables were able to predict the language learners' desire to learn English or not.

Based on the data, $r=.22$, $R^2=.05$, $F(10, 304) =1.2$ was larger than 1, but $p=.26$ which was higher than .05 on a two tailed test.

$R^2=.05$ which means it explained about 5 % in desire-to-learn-English section. Table 6 and Table 7 showed the results of the regression analysis, and a histogram (Figure 10) and scatterplot (Figure 11) were created to visually show the results of predictability of technology experience and course satisfaction.

Table 6. *The Regression Results Demographic Information and Desire to Learn English*

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Demographic Information	.22[a]	.05	.02	.37	1.5	.13[a]

a. Predictors: (Constant), Predictors: (Constant), gender, language level, academic major, academic year
b. Dependent Variable: Course satisfaction

This table showed insignificant result (p > .05) in a two-tailed test.

Table 7. *Regression Coefficients: Relationship between Demographic Information and Desire to Learn English*

Predictors	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
(Constant)	3.0		7.83	.000
Language Ability	.08	.15	2.62	.009
Business	.02	.01	.23	.82
English	.01	.02	.21	.83
Tourism	-.03	-.02	-.35	.73
Japanese	-.08	-.07	-1.12	.23
Freshman	.11	.07	.29	.77
Sophomore	.16	.21	.43	.67
Junior	.19	.23	.51	.61
Senior	.28	.19	.72	.47
gender new	.07	.09	1.52	.13

a.   Dependent Variable: Desire to learn English

This table showed that every selected demographic item did not show significant level ($p > .05$) on a two-tailed test. $R^2 = .05$ which means it was the total proportion of variance accounted for in desire to learn English by the linear combination of demographics.

Figure 10. *Histogram of Demographic Information and Desire to Learn English*
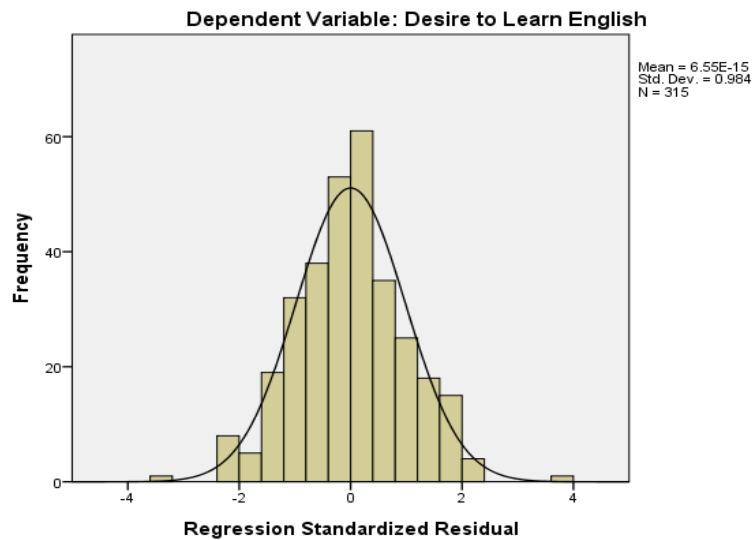
Figure 11. *Scatterplot of Demographic Information and Desire to Learn English*
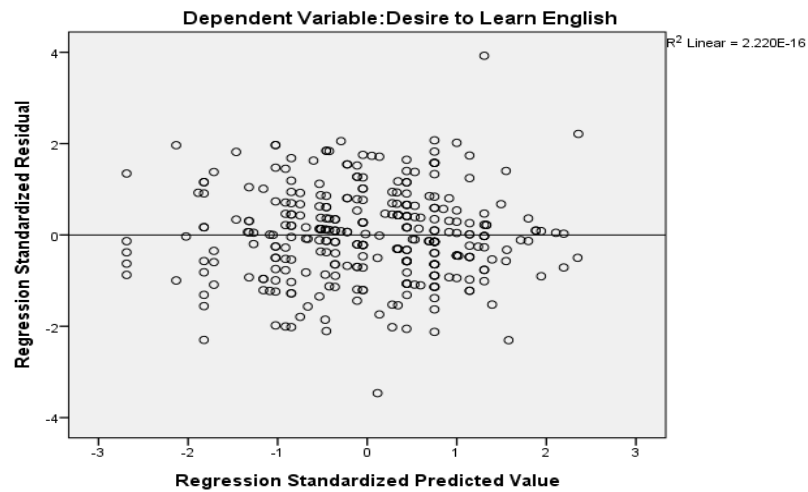
Hypothesis 2: Language learners' experience with using technology predicts positive course satisfaction.

A simple regression analysis was conducted to find out that language learners' experience with using technology was able to predict the positive course satisfaction. Based on the data, $r=.17$, $R^2=.03$, b=.16, B=.17. F (1, 314) =9.5 was larger than 1, $p=.002$ which was $p<.05$ on a two tailed test, t-value=3.08.

$R^2=.03$ which means it explained about 3% in course satisfaction. Table 8, and Table 9 showed the regression analysis, and a histogram (

) and scatterplots (Figure 13) were created to visually show the results of predictability of technology experience and course satisfaction.

Table 8. *The Regression Results of Technology Experience and Course Satisfaction*

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Technology Experience	.17[a]	.03	.03	.55	9.5	.002[a]

Dependent Variable: Course satisfaction

Table 9. *Regression Coefficients: Relationship between Technology Experience and Course Satisfaction*

Predictors	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
(Constant)	3.12		18.50	.000
Technology Experience	.16	.17	3.08	.002

Dependent Variable: Course satisfaction

Figure 12. *Histogram of Technology Experience and Course Satisfaction*
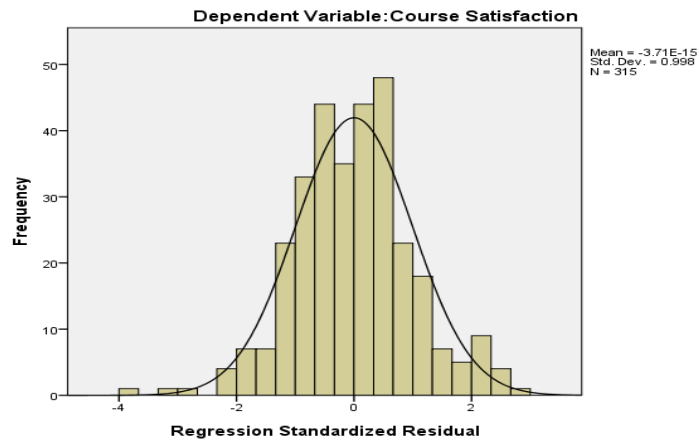
Figure 13. *Scatterplot of Technology Experience and Course Satisfaction*
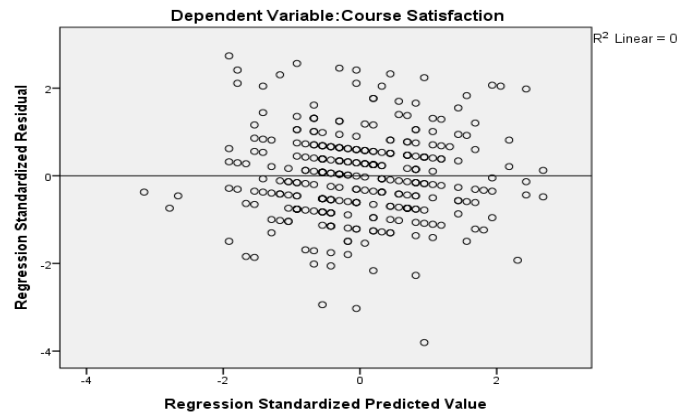
Hypothesis 3: Subjects' preference of learning with technology in language learning predicts their class satisfaction.

A simple regression was also conducted to find out if language learners' preference of learning with technology was able to predict their course satisfaction. According to the data, $r=.47$, $R^2=.22$, $b=.38$, $B=.47$. $F(1, 313)=86.57$ was larger than 1, p-value=.0002 which is $p<.05$ on a two tailed test, t-value=9.304

$R^2=.22$ which means learning with technology preference explained about 22% in course satisfaction.

Table 10 and Table 11 showed the regression analysis, and a histogram (Figure 14) and scatterplots (Figure 15) were created to visually show the results of predictability of technology experience and course satisfaction.

Table 10. *The Regression Results of Learning with Technology and Course Satisfaction*

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Learning with Technology	.47a	.22	.21	.50	86.75	.000[a]

Dependent Variable: Course satisfaction

Table 11. *Regression Coefficients: Relationship between Learning with Technology and Course Satisfaction*

Predictors	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
(Constant)	2.27		14.85	.000
Technology Experience	.38	.47	9.30	.000

Dependent Variable: Course satisfaction

Figure 14. *Histogram of Learning with Technology and Course Satisfaction*

Figure 15. *Scatterplot of Learning with Technology and Course Satisfaction*
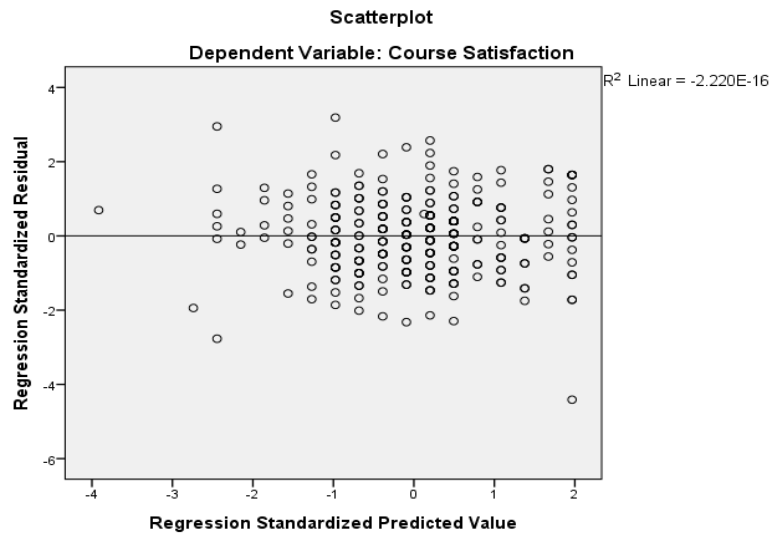
Hypothesis 4: There is a significant relationship between language learners' desire to learn a foreign language and their preference of using technology in classroom.

Correlation coefficients were used to find out the relationship between the language learners' desire to learn a foreign language and their preference of using

technology in language learning. According to the result, $p=.000$, $p<.05$ on a two tailed test, and the correlation between these two variables was. 37. The result showed in Table 12 , and Figure 16.

Table 12. *Pearson Correlations of Learning with Technology and Desire to Learn English*

		Learning with Technology	Desire to Learn English
Learning with Technology	Pearson Correlation	1	.37[**]
	Sig. (2-tailed)		.000
	N	315	315
Desire to Learn English	Pearson Correlation	.37[**]	1
	Sig. (2-tailed)	.000	
	N	315	315

** Correlation is significant at the .01 level (2-tailed).

Figure 16. *Scatterplot of Learning with Technology and Desire to Learn English*

Hypothesis 5: There is a significant relationship between language learners' preference to use technology and engagement in their language class.

Correlation coefficients were used to find out the relationship between language learners' preference to use technology and engagement in their language class.

According to the result, $p=.000$, $p<.05$ on a two tailed test, and the correlation between

these two variables was.33. The result showed in Table 13 and Figure 17.

Table 13. *Pearson Correlations of Learning with Technology and Activity Engagement*

		Learning with Technology	Activity Engagement
Learning with Technology	Pearson Correlation	1	.33[**]
	Sig. (2-tailed)		.000
	N	315	315
Activity Engagement	Pearson Correlation	.33[**]	1
	Sig. (2-tailed)	.000	
	N	315	315

**. Correlation is significant at the.01 level (2-tailed).

Figure 17. *Scatterplot of Learning with Technology and Activity Engagement*
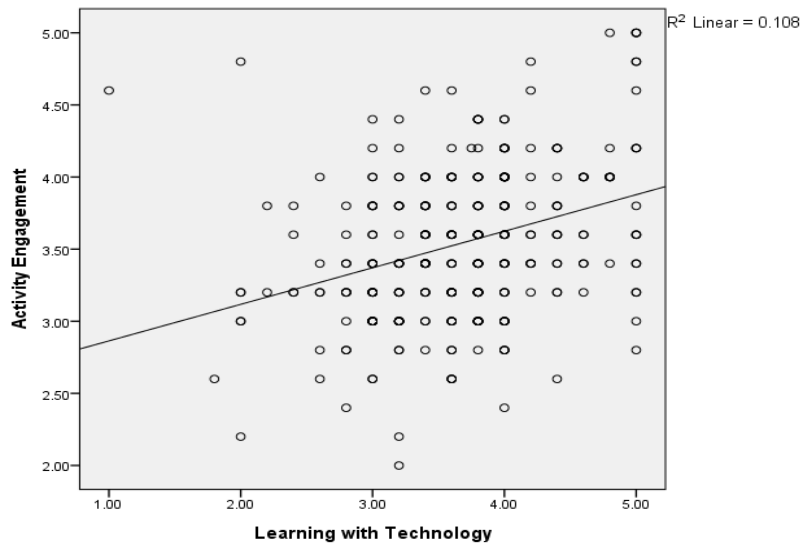
Hypothesis 6: There is a significant relationship between language learners' desire to learn English and their preferred social experience.

Correlation coefficients were used to find out the relationship between the language learners' desire to learn English and their preferred social experience. According to the result, $p=.000$, $p<.05$ on a two tailed test, and the correlation between these two variables was .35. The result showed in Table 14, and Figure 17:

Table 14. *Pearson Correlations of Desire to learn English and Social Experience*

		Desire to Learn English	Social Experience
Desire to Learn English	Pearson Correlation	1	.35[**]
	Sig. (2-tailed)		.000
	N	315	315
Social Experience	Pearson Correlation	.35[**]	1
	Sig. (2-tailed)	.000	
	N	315	315

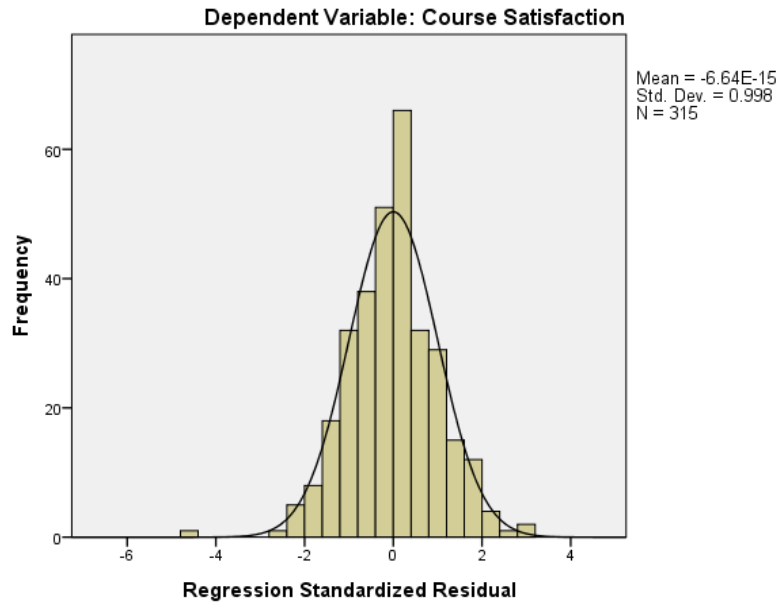[**]. Correlation is significant at the .01 level (2-tailed).

Figure 18. *Scatterplot of Learning with Technology and Activity Engagement*
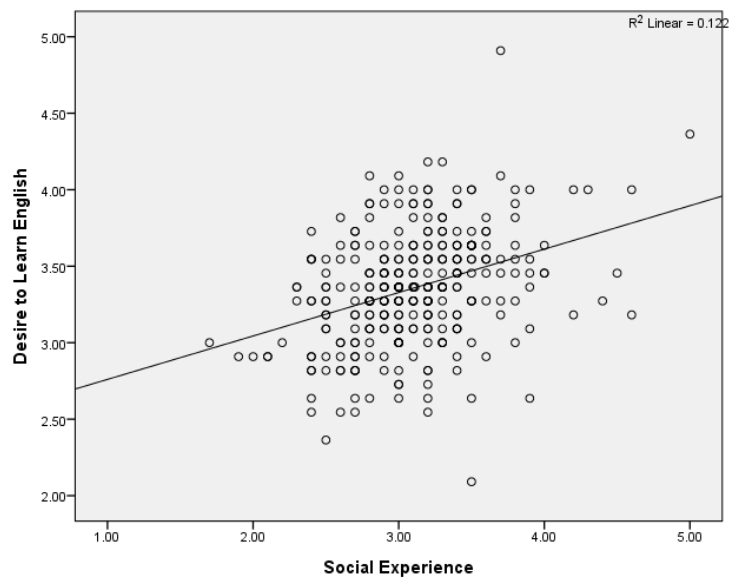
Hypothesis 7: There is a significant relationship between language learners' preferred social experience and course satisfaction.

Correlation coefficients were used to find out the relationship between the language learners' preferred social experience and course satisfac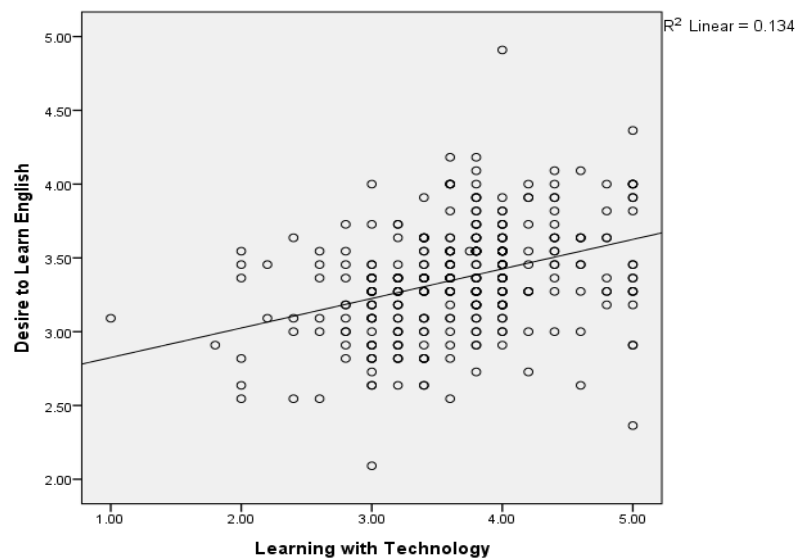tion. According to the result, $p=.000$, $p<.05$ on a two tailed test, and the correlation between these two variables was .55. According to Cohen (1977), it was a large and positive relationship between learning with preferred social experience and course satisfaction. The results showed in Table 15 and Figure 19.

Table 15. *Pearson Correlations of Social Experience and Course Satisfaction*

		Social Experience	Course Satisfaction
Social Experience	Pearson Correlation	1	.55[**]
	Sig. (2-tailed)		.000
	N	315	315
Course Satisfaction	Pearson Correlation	.55[**]	1
	Sig. (2-tailed)	.000	
	N	315	315

**. Correlation is significant at the .01 level (2-tailed).

Figure 19. *Scatterplot of Social Experience and Course Satisfaction*
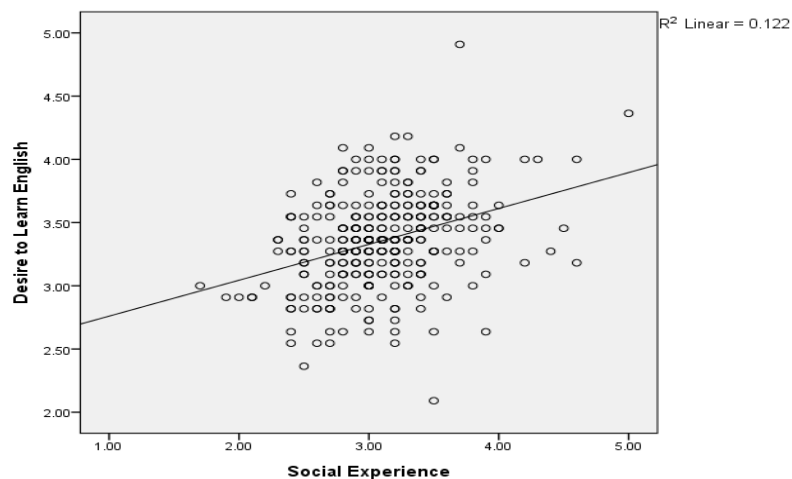
Hypothesis 8: There is a more positive correlation between subjects' course satisfaction

and their preferred learning strategies with technology than with traditional methods.

Multiple regression analysis was conducted to find the relationship between the

subjects' course satisfaction and their preferred learning strategies with technology or

traditional methods. According to the data, the mean of course satisfaction was 3.37,

with .56 SD, mean of learning with technology was 3.66 with .68 SD, and mean of

learning traditional methods was 3.35 with .61 SD; both of the indicators showed $p=.000$

on a 1-tailed test, learning with technology shows .47 correlation and learning traditional

methods shows .49 correlation

Table 16 showed the results of the descriptive statistics, Table 17 showed the

Pearson Correlation, Table 18, and present regression analysis, and a histogram (Figure

20) and scatterplots (Figure 21) were created to visually show the results of

predictability of technology experience and course satisfaction.

Table 16. *Descriptive Statistics of Course Satisfaction and Preferred Learning Strategies*

Variables	Mean	Std. Deviation	N
Course Satisfaction	3.67	.56	315
Learning with Technology	3.66	.68	315
Learning with Traditional Methods	3.35	.61	315

Table 17. *Pearson Correlation of Course Satisfaction and Proffered Learning Strategies*

		Course Satisfaction	Learning with Technology	Learning with Traditional Methods
Pearson Correlation	**Course Satisfaction**	1.000	.47	.49
	Learning with Technology	.47	1.000	.450
	Learning with Traditional Methods	.49	.450	1.000
Sig. (1-tailed)	**Course Satisfaction**		.000	.000
	Learning with Technology	.000		.000
	Learning with Traditional Methods	.000	.000	
N	**Course Satisfaction**	315	315	315
	Learning with Technology	315	315	315
	Learning with Traditional Methods	315	315	315

Table 18. *The Regression Results of Course Satisfaction and Preferred Learning Strategies*

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Learning with Technology	.47[a]	.22	.21	.50	86.57	.000[a]
Learning with Technology and Traditional Methods	.56[b]	.31	.31	.46	71.22	.000[b]

Dependent Variable: Course Satisfaction

Table 19. *Regression Coefficients: Relationship between Course Satisfaction and Preferred Learning Strategies*

Predictors	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
(Constant)	2.27		14.85	.000
Learning with Technology	.38	.47	9.30	.000
(Constant)	1.68		9.93	.000
Learning with Technology				
Learning with Traditional Methods	.32	.35	6.63	.000

Dependent Variable: Course satisfaction

Figure 20. *Histogram of Course Satisfaction and Preferred Learning Strategies*
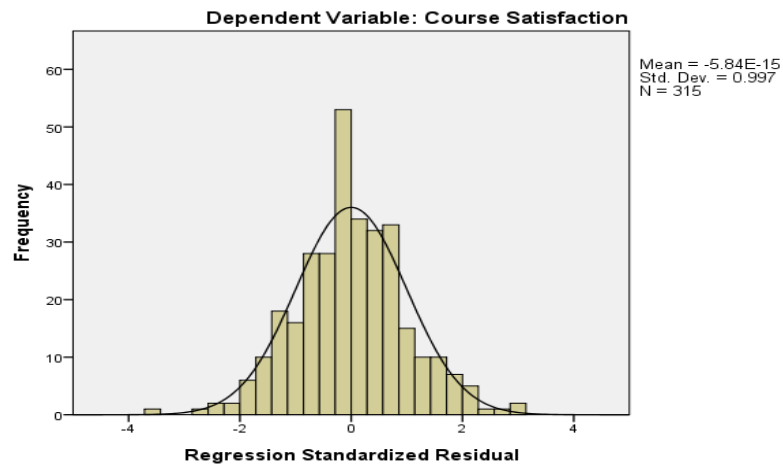
Figure 21. *Scatterplot of Course Satisfaction and Preferred Learning Strategies*
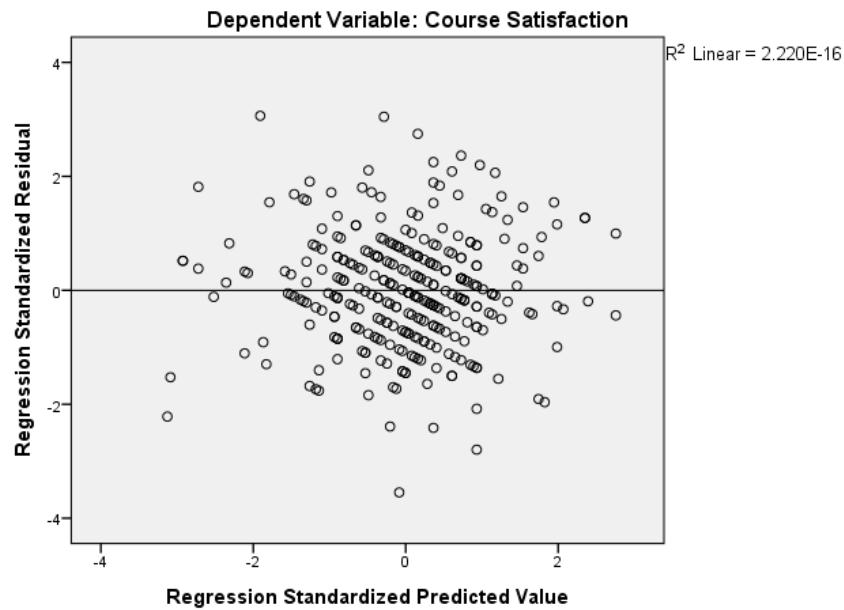
Qualitative Results from Open-Ended Questions

Two open-ended questions were included in the course satisfaction category to ask for additional comments regarding their opinions of strengths and improvement. For the question " Overall, what do you think good about the course?", out of 315 valid samples, 177 students provided additional comments about the strengths of the course (56%); for the question " What could be done to improve the course?", out of 315 valid samples, 222 students provided additional comments about the improvement of the course. For the summary of the strengths of the course, English ability, Ideal Self, and Social Experience, there were three categories included in the table. For the summary of the improvement of the course, English ability, Ideal Self, Social Experience, and Technology, there were four categories included in the table. Table 20 and Table 21 provided brief summaries of these two questions.

Table 20. *Summary of Strengths of the Course*

Category	Selected Verbatim Excerpts
English ability	"My listening comprehension has improved, and I can use English to think" "I have improved my listening comprehension" "It helps my grammar learning" "English is not hard that I imagined before"
Ideal Self	"I can understand more about American culture" "I learned a lot American culture and vocabulary words" "I learned a lot information that is not in the textbook" "Learned the differences between Eastern and Western cultures" "It is good for my English and for my future "
Social Experience	"This class let me have deeper thinking of using proper English to communicate with others" "I learned a lot practical English daily-life knowledge" "I learned more about the ways to communicate with people"

Table 21.*Summary of the Improvement of the Course*

Category	Selected Verbatim Excerpts
English ability	"Hope this class can integrate more listening practice and reading lessons " "spelling and reading are too hard to me" "I feel struggle on learning grammar and pronunciation " "The vocabulary words are way too difficult in this class"
Ideal Self	"Hopefully I can learn more topic about fashion" "I need more practice" "The teacher should use more Chinese to help learning" "can be more energetic and creative " "I should work harder"
Social Experience	"Group projects are a little bit too hard" "Can be more practical group working" "Fewer activities" "can be more related to daily life and I should be brave enough to use English to communicate in real life situation "
Technology	"Hopefully, we can watch more foreign movies in English" "If the textbook can include CD will be easier for me to learn" "If it is possible, we can watch more short films and TV programs (such as Sponge Bob, The Suite Life of Chock and Cody) in English to learn how foreigners

	communicate in real life situation" "Hope we can watch more daily-life movies or showbiz shows in English"

Chapter Summary

The purpose of this study was to discover the impact of integrating technology into language learning in terms of motivation and social experience. This chapter presents the results of the statistical analysis of data collected from 315 EFL students in two universities in Taiwan. It covers statistical methods, descriptive statistics of the data, and findings for eight hypotheses SPSS 18 was used to analyze descriptive statistics, correlations, simple and multiple regression analysis of the study. Chapter Five provides more depths of discussion based on the findings. The researcher also includes recommendations, implications and suggestions for future research.

CHAPTER V

DISCUSSION AND SUMMARY

The main purpose of this chapter was to describe more detailed discussions of

research questions based on the findings. Hence, summary of study, hypothesis review,

the implications of the study for professional practice, recommendations, suggestions for

future research, and conclusion were also included in this chapter.

Study and Hypothesis Overview

The primary purpose of this study was to explore the factors that influence the

motivation, course satisfaction, and activity engagement of EFL learners toward

integrating technology and social experience into language learning. Participants (N=315)

are EFL language learners from two universities in Taiwan.   This data is collected from

these participants who responded to the survey (see Appendix D) including seven main

categories. The first category includes Desire to Learn English with ten items. The

rationale of this part is to use Gardner's (2001) Integrative Motivation (motivation),

Gardner's Socio-Educational Model (Instrumentality), and Dörnyei's L2 Motivation Self-

System (2005) to explore the participants' motivation of learning English. The second

category of this study consists of English learning with Technology and Traditional

Methods. These two sections are used as two independent variables, which are based on

Gardner's (2001) Integrative Motivation (attitudes towards learning the language). The

third category is Social Experience (10 items), which is based on social construction,

communicative competence, and cooperative learning. The forth category contains

Course Satisfaction and Level of Engagement sections (19 items) which are adopted from

Gardner's Integrative Motivation (attitude to learning situation for both sections), and

Socio-Educational Model (motivational intensity for activity engagement). The sixth

category contains Technology Experience with 13 items to serve as independent variables

in this study. The last category includes 11 independent variables of participants'

Demographic Information. The study includes eight research hypotheses. This study is

guided based on the following hypotheses:

1. The selected demographic variables (gender, academic major, academic year, and

    English language level) predict the language learners' desire to learn English.

2. Language learners' experience with using technology predicts positive course

    satisfaction.

3. Subjects' preference of learning with technology in language learning predicts their

    class satisfaction.

4. There is a significant relationship between the language learners' desire to learn a

    foreign language and their preference of using technology in language learning.

5. There is a significant relationship between language learners' preference to use

    technology and engagement in their language class.

6. There is a significant relationship between language learners' desire to learn English

    and their preferred social experience.

7.   There is a significant relationship between the language learners' preferred social

    experience and course satisfaction.

8. There is a more positive correlation between subjects' course satisfaction and their

    preferred learning strategies with technology than traditional methods.

The findings of the data analysis were used to examine each hypothesis have been mentioned previously. The following section the researcher did further discussions of the meanings, and implications as related to each hypothesis that has been mentioned in this study.

Discussions of Research Hypotheses Findings

Discussion of the findings for each research hypothesis is showed below:

Hypothesis 1: The selected demographic variables (gender, academic major, academic year, and English language level) predict the language learners' desire to learn English.

This hypothesis was tested to check whether the selected demographics (gender, academic major, academic year, and English language level) are strong predictors of language learners' desire to learn English or not. However, this study did not support this hypothesis since the results of the multiple regression were significant results, which means the linear combination of these selected demographics were not strong predictors of the language learners' desire to learn English: $r=.22$, $R^2= .05$, $F(10,304)=1.22$ was larger than 1, but $p=.26$, which was higher than .05 on a two tailed test. $R^2=.05$ which means it was the total proportion of variance accounted for in desire to learn English by the linear combination of demographics. Among these independent variables, none of the P-value was smaller than.05. Therefore, none of the selected demographic variables were significant predictors to the language learners' desire to learn English. Moreover, the reliability coefficient of Desire to learn English was low (. 41). The researcher did not remove items from the sub-scale since every question was designed to fit in the content validity.   If more items had been added, the results might have been showed differently.

The implications from these findings might be caused from other factors because these target students were from different ages (even when there were in the same academic year), different backgrounds, and they studied in night school after working every day. They had their own purpose of learning. Most of them have worked for a few years and come back to school in order to earn a degree for getting a better job and salary. Moreover, about 60% of the students thought English was a hard subject and 55 % of them felt pressure to learn English, which might result from their previous learning experience, e.g., they did not have the opportunity to use and practice English in their daily life. Even 66% of the students learned English because people who were around them believed learning English was important, about 86% of the students wanted to speak English fluently, and 52% of the students wanted to use English in the future, but only 18 % of the students had a strong motivation to learn English. This might be because their previous learning experiences did not provide the motivation for them to learn English. Therefore, there were other factors that might affect their desire to learn English, not only limited to their gender, academic year, academic major, and their English proficiency.

Hypothesis 2: Language learners' experience with using technology predicts positive course satisfaction.

This hypothesis was tested to check if participants' previous technology experience was strong predictors of course satisfaction. The mean of the 13 items of technology experience was 3.34 with .62 SD, and based on the demographic information (the percentages having internet and computer access at home are 98.7%, have internet access at school is 58%, and a computer at school is 56.3%). The descriptive data

showed that the percentages of technology experience were considered high to these

students. The results of the study showed participant' experience explain their

satisfaction of the course: $r=.17$, $R^2=.03$, b=.16, B=.17, F (1, 313)=9.50 was larger than

1, $p=.002$ which was $p<.05$ on a two tailed test, t-value=3.08. The unstandardized (b)

coefficient was .16. This means that for every unit of technology experience that every

student had; students' course satisfaction went up.16 points. The standardized coefficient

(B) was.17, which means that for every unit SD increased in technology experience,

students' over all course satisfaction went up.17 SD. $R^2=.03$ which means it was the total

proportion of variance accounted for in course satisfaction by the linear combination of

technology experience. This might result from some lower average items (such as item 8,

9, 11, and 12 of this section). Even though it showed a very low R^2, the result can still

testify to the technology experience as a predictor to participants' satisfaction toward the

course based on the P-value and F-value.

This finding was similar to the results of Mason and Weller's study (2000), who

found that with different level of computer experience, the majority of students were very

satisfied with the course they were taking.

Hypothesis 3: Subjects' preference of learning with technology in language learning
predicts their class satisfaction.

This hypothesis was tested to check if participants' learning with technology is a

strong predictor of the course satisfaction. The mean of the 5 items of preference of

learning strategies was 3.66 with .68 SD. The results of the study showed participants

who preference to learn with technology was a strong predictor of their satisfaction of

the course: $r=.47$, $R^2=.22$, b=.38, B=.47. F(1,313)=86.57 was larger than 1, p-

value=.0002 which was *p*<.05 on a two tailed test, t-value=9.3. The unstandardized (b) coefficient was .38. This means that for every unit of preference of using technology, students' course satisfaction went up .38 points. The standardized coefficient (B) was .47, which means that for every unit SD increased in technology preference, students' over all course satisfaction went up .47 SD. R^2= .22 which means it was the total proportion of variance accounted for in course satisfaction by the linear combination of preferring to learn with technology. Therefore, learning with technology was a strong predictor of course satisfaction.

These findings are related to Cotton's (1991) study , which indicated learning with technology can improve students' attitudes toward themselves as learners toward the use of computer in education and in general, and toward course subject matter. He also indicated that integrating technology into learning results in higher levels of self-efficacy, higher school attendance rates, increased time on activity engagement, and increased social behaviors in class.

Hypotheses 4: There is a significant relationship between the language learners' desire to learn a foreign language and their preference of using technology in language learning.

Bivariate Correlation coefficient was used to find out the positive relationship between language learners' desire to learn a foreign language and their preference of using technology in language learning. Based on the result, the correlation showed a significantly result: *p*=.000, (*p*<.05 on a two tailed test). The correlation between these two variables was .37, which means the relationship between the desire to learn English and English learning preference with technology was positive and moderate (Cohen , 1977).

These findings show that technology use can increase students' motivation to learn. According to Underwood & Brown (1997), students can increase motivation with computers since with computer-based instruction, students are able to ease of error correction, semi-private environment, increase self-esteem, actively control their immediate environment, and ability to work at their own pace. Hence, Kulik (1994) reviewed 500 studies and found out that students who develop more positive learning attitudes toward technology, usually learn more in classes in which they receive computer-based instruction.

Hypotheses 5: There is a significant relationship between language learners' preference to use technology and engagement in their language class.

Bivariate Correlation coefficient was used to find out the positive relationship between language learners' preference of using technology in language learning and engagement in English class. Based on the result, the correlation showed a significantly result: $p=.000$, ($p<.05$ on a two tailed test). The correlation between these two variables was .33, which means the relationship between the desire to learn English and English learning preference with technology was positive and moderate (Cohen, 1977).

Hypotheses 6: There is a significant relationship between language learners' desire to learn English and their preferred social experience.

Bivariate Correlation coefficient was used to find out the positive relationship between language learners' desire to learn English and social experience. Based on the result, the correlation showed a significantly result: $p=.000$, ($p<.05$ on a two tailed test), and the correlation between these two variables was .35, which means the relationship

between desire to learn English and English learning preference with technology was positive and moderate (Cohen , 1977).

The findings of this hypothesis supported the results of Hui et al. (2008), who stated that "In technology-assisted learning, perceived learning community support is positively correlated with perceived effectiveness." (p.12)

Hypotheses 7: There is a significant relationship between the language learners' preferred social experience and course satisfaction.

Bivariate Correlation coefficient was used to find out the positive relationship between language learners' course satisfaction and social experience. Based on the result, the correlation showed a significant result: $p=.000$, ($p<.05$ on a two tailed test) and the correlation between these two variables was .55, which means the relationship between social experience with course satisfaction was positive and moderate (Cohen , 1977).

These findings also supported the results of Hui et al. (2008), who stated that "In technology-assisted learning, perceived learning community support is positively correlated with learning satisfaction." (p.12)

Hypotheses 8: There is a more positive correlation between subjects' course satisfaction and their preferred learning strategies with technology than with traditional methods.

Multiple regression analysis was conducted to find the relationship between the subjects' course satisfaction and their preferred learning strategies with technology or with traditional methods. According to the data, both learning preferences were significant ($p < .05$). Moreover, based on the Pearson Correlation table, the correlation between Learning with traditional method (.49) was a little bit higher than learning with technology (.47). Both of the results showed high correlation with course satisfaction.

The correlation results from the findings might be caused from other factors, since as mentioned earlier, these target students were from different ages, different backgrounds, and they studied in night school after working every day. No matter what their preferred learning strategies were, the class integrated technology and social experience that they might not have had a chance to experience before; the results showed they had positive course satisfaction.

Implications of the Major Findings

This study targeted the impact of integrating technology and social experience on language learning. Both technology experience and preference of learning with technology were predictors of course satisfaction. Social experience and preference of learning with technology also had a positive relationship with course satisfaction. These combined findings indicate that technology integration and social experience may improve satisfaction in language learning courses.

A somewhat expected outcome was that those who like to learn more had more course satisfaction. That is, course satisfaction was higher: 1) the more the students like to learn with technology, 2) the more they like to learn with traditional methods and 3) the greater their desire to learn English. Desire to learn English also had a positive relationship between preference of learning with technology, and social experience which suggests that integrating technology and social experience may motivate students to learn English and in the end have a cumulative benefit for language learning. Learning with technology was also positively related to activity engagement. Thus integrating technology into language learning courses might improve how much students engage in course activities.

Results from the two open-ended questions indicated that when teachers integrate technology and social experience their students had 1) positive improvement on their English ability, 2) they increased their knowledge of English language and culture, and 3) they felt confident that they could use the language in proper situations.   The open-ended questions also had suggestions for improving the courses by provide more audio files, movies, and TV programs in English for more authentic expressions.

The findings suggested that using technology and social experience can help language learners to improve their motivation to learn English as well as their activity engagement and course satisfaction. These results indicated these two elements could be added into language teaching as an additional way to help them learn a foreign language.

Suggestions for Future Research

There are several opportunities to further research that appear below. They include: 1) The categories of technology learners' preference of learning strategies and course satisfaction. 2) How language learners' technology experience relates to their course satisfaction and course engagement. 3) How selected demographic characteristics relate to the desire to learn English. 4) How to redesign the Desire to Learn English scale given the low reliability coefficient in this study.

Preference of Learning Strategies and Course Satisfaction

Both learning strategies (with technology, and traditional methods) seemed to be related to course satisfaction since both of the independent variables showed high and positive course satisfaction in this study. Further research is needed in order to obtain a better understanding of which learning strategy can be better correlated to course

satisfaction. The National Educational Technology Standards or possibly another method might categorize the learning strategies. For example, how will course satisfaction and learning differ with approaches of involving authentic online social experiences with native speakers, or from learning through captions or learning through drill and practice activities for vocabulary development?   Developing this understanding and correlation can help language teachers to design effective course plans and class activities to motivate students.

Technology Experience, Course Satisfaction and Activity Engagement

More studies are necessary to provide a better understanding of how language learners' technology experience and knowledge can support learning in a technology-integrated classroom. More studies are also need to investigate how student technology literacy can be improve and consequently course satisfaction. With high engagement and course satisfaction, language learners may be able to further increase their motivation and their language achievement.

Demographic Characteristics and Desire to Learn English

Although this study didn't find that demographic characteristics are significant predictors for the desire to learn English, there was not sufficient evidence to exclude that relationship. Other variables including, years of English, access to computers in home and schools and academic grades, might be considered in light of the learners' desire to learn English. Moreover, these participants were working adults who attended school after working hours (some of them went to work after class and work until the next morning), their demographic characteristics were not able to show their desire to learn

English. Further studies might consider whether or not students who studied in the daytime would have different results from these night class students.

The relationship between demographic characteristics and desire to learn English might also be influenced by other factors (e.g. their previous learning experience, their anxiety, etc.) that might exist in the language classes. Thus, other studies should also be done to determine how other factors might affect their desire to learn English.

Desire to Learn English Scale

Since the reliability coefficient in this sub-scale was low (.41), a new scale might be redesigned in order to increase reliability result. Even though the results showed a show a moderate (.35) but significant ($p< .05$) correlation between Desire to learn English and Social Experience, the result of Demographic information and Desire to learn English did not show a significant result, and had a low correlation (.05). Some of the items may need to be removed or redesigned in order to increase the reliability.

The focus of this study was on language learners' motivation when integrating technology and social experience into language learning. Further research could be designed to investigate technology integration and other factors (e.g., teacher immediacy, learning anxiety) that might influence language learners' motivation.

<div align="center">

Conclusion

</div>

The purpose of this study was to investigate language learners' motivation, course satisfaction, and activity engagement when integrating technology and social experience into language learning. Since support has been provided for the notion that a positive relationship exists between technology use and student motivation, this study suggested

that technology and social experience were able to explain motivation (desire to learn English), course satisfaction and activity engagement.

Based on the results of each hypothesis tested, the combination of technology experience and preference of learning with technology were predictors to course satisfaction. Social experience and preference of learning with technology and traditional methods also presented positive relationships with course satisfaction. Thus, with these findings, the participants' preference of learning strategies and social experience were related to their course satisfaction.

The more the students wanted to learn the higher their course satisfaction. That is, if the student wanted to learn more with technology and they wanted to learn more with traditional methods and they had more desire to learn English in all cases they had higher course satisfaction. Also, desire to learn English had a positive relationship between preference of learning with technology, and social experience, which explain that integrating technology and social experience into language learning could motivate students to learn English. In addition, learning with technology also showed positive activity engagement.

The results supported findings in previous studies, but additional research is required in order to validate the research. The first one is learners' preference of learning strategies and course satisfaction. The second one is how language learners' technology experience relates to their course satisfaction and course engagement. The third one relates to selected demographic characteristics and the desire to learn English. The last one is to redesign desire to learn English scale, since the reliability coefficient was low in this study.

Students with a higher preference for learning with technology are more likely to become actively involved in class activities, have greater desire to learn English, and gain a higher degree of course satisfaction. Because learning with technology appears to benefit motivation and course satisfaction, educators might consider integrating technology throughout their language-learning curriculum.

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APPENDIX A

Human Subjects Committee Approval

KU RESEARCH &
GRADUATE STUDIES
The University of Kansas

12/23/2010
HSCL #19117

Yu Lin Chen
4301 W. 24th Place, #314
Lawrence, KS 66047

The Human Subjects Committee, Lawrence Campus (HSCL) has received your response to its expedited review of your research project
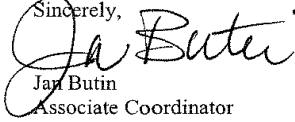
19117 Chen (C&T)/Aust (ELPS) The Impact of Technology in Language Acquisition

and approved this project under the expedited procedure provided in 45 CFR 46.110 (f) (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Since your research presents no risk to participants and involves no procedures for which written consent is normally required outside of the research context HSCL may waive the requirement for a signed consent form (45 CFR 46.117 (c) (2). Your information statement meets HSCL requirements. The Office for Human Research Protections requires that your information statement must include the note of HSCL approval and expiration date, which has been entered on the form sent back to you with this approval.

1. At designated intervals until the project is completed, a Project Status Report must be returned to the HSCL office.
2. Any significant change in the experimental procedure as described should be reviewed by this Committee prior to
   altering the project.
3. Notify HSCL about any new investigators not named in original application. Note that new investigators must take
   the online tutorial at http://www.rcr.ku.edu/hscl/hsp_tutorial/000.shtml.
4. Any injury to a subject because of the research procedure must be reported to the Committee immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of
   the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform HSCL when this project is terminated. You must also provide HSCL with an annual status report to maintain HSCL approval. Unless renewed, approval lapses one year after approval date. If your project receives funding which requests an annual update approval, you must request this from HSCL one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

Jan Butin
Associate Coordinator
Human Subjects Committee Lawrence

cc: Ronald Aust

Mediated Learning English Survey Consent Agreement

The Department of **Curriculum and Teaching** at the University of Kansas supports the

practice of protection for human subjects participating in research. The following

information is provided for you to decide whether you wish to participate in the present

study. You should be aware that even if you agree to participate, you are free to withdraw

at any time without penalty.

We are conducting this study to better understand how people prefer to learn English.

This will entail your completion of a survey that is expected to take approximately 15

minutes to complete.

The content of the questionnaires should cause no more discomfort than you would

experience in your everyday life. Although participation may not benefit you directly, we

believe that the information obtained from this study will help us gain a better

understanding **of designing** effective English education. Your participation is solicited,

although strictly voluntary. Your name will not be associated in any way with the

research findings. If you would like additional information concerning this study before

or after it is completed, please feel free to contact us by phone or mail.

Completion of the survey indicates your willingness to participate in this project and that

you are over the age of eighteen. If you have any additional questions about your rights

as a research participant, you may call 1(785) 864-7429 or 1(785) 864-7385 or write the

Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385

Irving Hill Road, Lawrence, Kansas 66045-7563, email mdenning@ku.edu.

Sincerely,

Yulin Chen   Dr. Ron Aust
1-785-979-4096   **1-785-864-3466**
Principal Investigator   Faculty Supervisor
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University of Kansas   408 Joseph Pearson Hall, 1122 West Campus Road
4301 W 24th Place #314, Lawrence, Kansas, 66047   University of Kansas, Lawrence, Kansas 66045-
                                                    3101

問卷調查同意書

親愛的同學:

堪薩斯大學課程與教學系支持與保護所有填寫問卷者參與此研究的人權與個人隱私。感謝您在繁忙的課業當中撥冗爲我的研究填寫這份問卷，本研究的目的是希望深入了解，您對多媒體輔助英語學習的看法，研究的結果將對於未來英語教學教師選用多媒體教材輔助英語教學之參考。

完成問卷的時間大約爲十五分鐘。本問卷所得資料純供學術研究之用，不會用於其他用途，請您安心填寫。若您想要了解此研究的結果，歡迎來函索取。誠摯感謝您的協助。

填寫問卷須年滿十八歲，完成問卷調查表示您願意參與這個項目。如果您有任何其他問題，可致電 1 (785) 864-7429 、1(785) 864-7385 或寫信到 Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563 或是 EMAIL 到 mdenning@ku.edu。
謝謝

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University of Kansas, Lawrence, Kansas 66045-3101

APPENDIX D

First Pilot Test

親愛的同學：

感謝您在繁忙的課業當中撥冗為我的研究填寫這份問卷，本研究的目的是希望深入了解，您對多媒體輔助英語學習的看法，研究的結果將對於未來英語教學教師選用多媒體教材輔助英語教學之參考。

完成問卷的時間大約為十分鐘。本問卷所得資料純供學術研究之用，請您安心填寫。若您想要了解此研究的結果，歡迎來函索取。誠摯感謝您的協助。

博士候選人：陳育琳

gsyulin@ku.edu

一、　基本資料

1.　　性別：( ) 男　( ) 女

2.　　科系：＿＿＿＿＿＿

3.　　學習英文的時間: ( ) 0-2 年; ( )2-5 年；( ) 6-10 年 ( ) 10 年以上

4.　　興趣 (藝術 / 音樂 / 運動 / 電影 / 旅遊 / 閱讀 / 其他):

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

二、以下各題，最多可選三個選項，並請將您認為最重要的選項標示為「一」，次重要的標示為「二」，其次重要的標示為「三」。

對英語教學用影片的看法：

5.　　您上這堂課的理由？

( ) 我覺得影片教學很有意思

( ) 我覺得對我的英文能力有幫助

( ) 影片教學能讓我學到日常生活用語

( ) 影片教學可以學到英語系國家的文化

( ) 我想要增進我的英文能力

( ) 其他：

_____

6.　　你認為用影片學英文，最大的好處是什麼？
( ) 可以幫助我得到教科書裡沒有提及的內容
( ) 影片裡的英文字彙比教科書有用
( ) 可以順便學習英語系國家的文化
( ) 比較有趣
( ) 從影片中，我可以學到正統的英文
( ) 跟教科書沒什麼兩樣
( ) 其他：_____

對語言學習的看法：
7.　　上英文課的時候，你比較偏好哪一種教材？
( ) 英語教科書
( ) 英美文學：小說、詩、短篇故事
( ) 英文報章雜誌
( ) 英語知識性節目：Discovery、國家地理頻道
( ) 英語新聞：BBC、CNN
( ) 英文戲劇：電影、電視劇
( ) 英文廣播電臺：ICRT、BBC Radio
( ) 英文歌曲
( ) 其他：

8. 你比較偏好上述的教材、因為....

9 您認為學英文、練英文最好的方法是什麼？

（ ）唸英語教科書

（ ）閱讀英文小說、詩或短篇故事

（ ）閱讀英文報章雜誌

（ ）聽英文廣播電臺

（ ）看英文電影

（ ）看英文新聞

（ ）看英文知識性節目：Discovery

（ ）多媒體互動光碟

（ ）網際網路之應用

（ ）和外國人或朋友用英文交談

（ ）其他：

10 你認為上述的方法比其他方法有用，因為....

11.你認為哪種方式可以幫助你增進英文學習的動機?

（ ）英語叢書: 教科書、閱讀英文小說、詩或短篇故事、閱讀英文報章雜誌

（ ）日常生活中的英語資源：英語新聞、英文電台、電影及其他。

（ ）和外國人或朋友用英文交談

（ ）其他：

12 你認為上述的方法比其他方法有用，因為..

請依照您的看法，在下列各四點量表中，選一個適當的數字。

對影片輔助英語教學的看法：

13. ( ) 您認為用影片上課很....

```
      1         2         3         4         5
◄────────────────────────────────────────────►
    無趣      不太有趣      普通      有趣     非常有趣
```

14. ( ) 您認為用影片上課，就英語學習而言很....

```
      1         2         3         4         5
◄────────────────────────────────────────────►
  不切實際    不太有用      普通      有用     非常有用
```

15. ( ) 上課的時候，影片教學的教材對您來說很....

```
      1         2         3         4         5
◄────────────────────────────────────────────►
  淺顯易懂    有點容易      普通    有點困難    非常困難
```
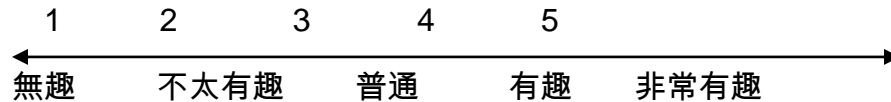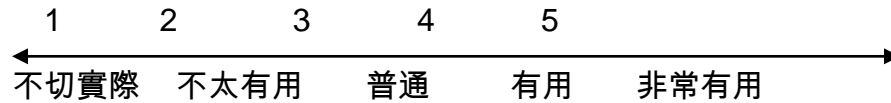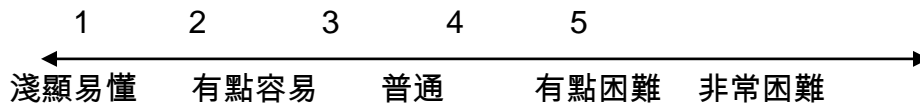
16. ( ) 你認為影片教學對理解課本教材是否有幫助

```
      1         2         3         4         5
◄────────────────────────────────────────────►
完全無幫助  沒有多少幫助  普通    有點幫助   非常有幫助
```

對語言學習的看法：

17. ( ) 您認為學英文很....

```
      1         2         3         4         5
◄────────────────────────────────────────────►
    無趣     有點無趣      普通    有點有趣    非常有趣
```
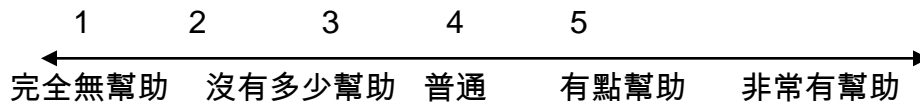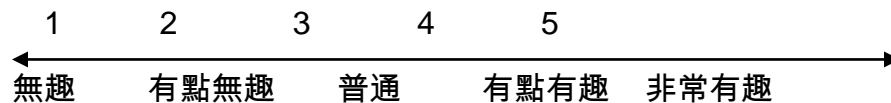
18 ( ) 使用影片輔助教學的您學習英文動機的感覺....

```
      1         2         3         4         5
◄────────────────────────────────────────────►
  完全沒用    不太有用      普通    有點有用    非常有用
```
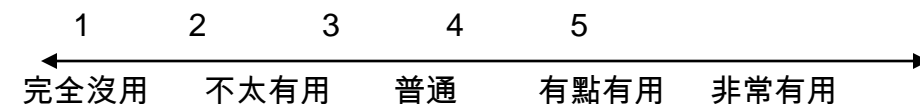
請依照您的看法，在下列問題中選出一個合適的答案。

對影片輔助英語教學的看法：

19.除了上課之外你常利用影片學習英文嗎？

( ) 有，很少，大約_____次而已

（　）有，經常，每個月大約＿＿＿＿＿次。

（　）在上那堂課之前，我就已經有影片學英文的習慣。

（　）沒有。

20 在英文課裡看影片，和自己看有什麼不同。

（　）因為有老師解釋，在英文課裡看，可以比較了解內容。

（　）沒什麼不同

（　）因為時間比較充裕，自己看可以比較了解內容。

（　）其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

對語言學習的看法：最多可選三個選項，並請將您認為最重要的選項標示為「一」，次重要的標示為「二」，其次重要的標示為「三」。

21.大致上來說，您認為哪一種教材較有趣？

（　）英語教科書

（　）英美文學：小說、詩、短篇故事

（　）英文報章雜誌

（　）英語知識性節目：Discovery、國家地理頻道

（　）英語新聞：BBC、CNN

（　）英文戲劇：電影、電視劇

（　）英文廣播電臺：ICRT、BBC Radio

（　）英文歌曲

（　）其他：

22.大致上來說，您認為哪一種教材較困難？

（　）英語教科書

（　）英美文學：小說、詩、短篇故事

（　）英文報章雜誌

（　）英語知識性節目：Discovery、國家地理頻道

（　）英語新聞：BBC、CNN

（　）英文戲劇：電影、電視劇

（）英文廣播電臺：ICRT、BBC Radio

（）英文歌曲

（）其他：

23. 　大致上來說，您認為哪一種教材較有用？

（）英語教科書

（）英美文學：小說、詩、短篇故事

（）英文報章雜誌

（）英語知識性節目：Discovery、國家地理頻道

（）英語新聞：BBC、CNN

（）英文戲劇：電影、電視劇

（）英文廣播電臺：ICRT、BBC Radio

（）英文歌曲

（）其他：

關於影片輔助英語教學，您還有什麼想要分享的嗎？誠摯的希望聽到您更多的意見。

誠摯的感謝您的協助！

English Survey

Part 1. Please describe your desire to learn English

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am strongly motivated to learn English.					
2. People surrounding me expect me to learn English.					
3. I feel pressure to learn English.					
4. My parents believe that it is important that I learn English.					
5. If I don't learn English it will have a negative impact on my life.					
6. I only study English because I need it to graduate.					
7. I don't want to learn English, but I have to.					
8. I hope I could speak English fluently.					
9. I will use English regularly in the future.					
10. English is an easy subject for me.					
11. I hope I could live abroad and using English to communicate.					

Part 2. I like to learn English:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.from textbooks on English.					
2.by writing stories in English.					
3.by listening to a lecture on English					
4.from authentic English readings (books, magazines.)					
5. by talking with English native speakers.					
6. with technology because it helps me to learn English in class.					
7. with technology because it helps me to learn English outside of class.					
8. while watching movies in English with subtitles					
9. with audio recordings (English radio, music, programs)					
10.by creating media (video) in English					

Part 3. Describe the social experiences you like while learning English?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I understand the content better while working with others.					
2. I always help my group members.					
3. My group members always help me.					
4. I would rather solve problems on my own than in a group.					
5. I like to present in English to a large group.					
6. I feel confident when I am asked to speak in my English class.					
7. I enjoy discussing my ideas with other students.					
8. I feel comfortable talking to foreigners.					
9. I like to talk with English speakers on social networks (facebook, bulletin boards...)					
10.I am willing to work in group because it helps to learn English.					

Part 4. Please select the best statement which concerns your overall satisfactions of this course.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I will recommend this class to other students.					
2. I learned a lot from this class.					
3. This English class is really a waste of my time.					
4. All instruction and activities in this class were excellent.					
5. I feel positive about the group activities in this class.					
6. My experience in this class makes me want to take more English classes.					

Overall, what do you think good about the course?

What could be done to improve the course?

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Part 5. Describe your level of activity engagement with your English class.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I complete all assignments on time.					
2. I spend enough time to do a good job on all course activities.					
3. I do not participate in all class activities.					
4. I am well prepared for tests and other assignments.					
5. I like to engage in the activities and assignments in the class.					

Part 6. Describe your experience in:

	never	rarely	sometimes	often	very often
1. using cell phone.					
2. writing (word processing).					
3. using computers.					
4. using the internet.					
5. general communication (e-mail, online chat).					
6. social networking (video conferencing, facebook, discussion boards).					
7. watching English television or movies.					
8. electronic learning (CDROM or Internet tutorials).					
9. creating media (video, audio recording).					
10. creating presentations (powerpoint).					
11. creating websites.					
12. taking online courses.					
13. research (internet searches).					

Part 7. Demographic information

1. Gender : Male _____ Female_____

2. Number of years of learning English?_____years

3. Academic major? _____

4. Do you have access to the Internet at home? Yes_____ NO_____

5. Do you have Internet access at school? Yes _____ no_____

6. Do you use computer at home? yes_____ no_____

7. Do you use computer at school? yes_____ no_____

8. Academic year ? Freshman_____sophomore_____ Junior_____ Senior_____ other_____

9. Describe the quality of your English compare to your peers. ? very

bad_____Bad_____Neither good nor bad_____good_____very good_____

10. What is your midterm grade?

  Below 60 _____ 61-70 _____ 71-80 _____ 81-90 ____ 91-100 _____

11. If you receive a grade today for your work in this course, what would your grade

be?_____

Chinese Survey

一、請描述你對英語學習的動機與原因

	非常不同意	不同意	沒意見	同意	非常同意
1。我會主動學習英語。					
2。我周圍的人希望我學習英語。					
3。我學習英語時常感到壓力。					
4。我的父母認為學習英語很重要。					
5。如果我不學英語，對我的生活將有負面的影響。					
6。我學習英語只是希望我能畢業。					
7。我並不想學英語，但我別無選擇。					
8。我希望我能說一口流利的英語。					
9。我將來會經常使用英語。					
10。英語對我來說是容易的科目。					
11。我希望我以後可以住在國外並用英語進行交流。					

二、我喜歡學習英語的方式：

	非常不同意	不同意	沒意見	同意	非常同意
1.從英語課本。					
2.寫英文故事。					
3. 上課					
4. 實用性閱讀（書籍、小說、雜誌。）					
5。用英語和外國人交談。					
6。多媒體，因為它可以幫助我在課堂上學習英語。					
7。多媒體，因為它幫助我課外學習英語。					
8。看電影使用英文字幕					
9。聽英語廣播，音樂，節目，錄音。					

10。用英語製作多媒體視頻					

三、請選擇你喜歡在課堂上與同學的學習經驗？

	非常不同意	不同意	沒意見	同意	非常同意
1。與同學一起學習我更能理解上課的內容。					
2。我總是幫助我的小組成員。					
3。我的小組成員總是幫助我。					
4。比起小組合作，我寧可自己解決課業上問題。					
5。我喜歡在課堂上用英語來發表。					
6。當我在英語課被要求用英語來發言時我很有信心。					
7。我喜歡與其他同學討論我的想法。					
8。我可以很自在地與外國人交談。					
9。我喜歡用英語在網路上與人交談（臉書、論壇、部落格 等等 ...）					
10.我願意參與小組活動 ，因為它可以幫助我學習英語。					

四、 請選擇你對課程的整體滿意度。

	非常不同意	不同意	沒意見	同意	非常同意
1。我會推薦這堂課給其他學生。					
2。我從這堂課學到了很多。					
3。這堂英語課真是浪費我的時間。					
4。這堂課的所有上課內容和活動都很不錯。					
5。我對這堂課的小組活動評價很好。					
6。上過這堂課以後，我覺得我會想修更多的英語課。					

總體來說，這堂課對你的正面助益為何?

你覺得這堂課程可以改善的部分為何？

五、請選擇你上這堂英語課的參與度。

	非常不同意	不同意	沒意見	同意	非常同意
1。我完成了所有作業。					
2。我花足夠的時間來做好所有課程活動。					
3。我不參與所有課堂活動。					
4。我充分地準備考試和作業。					
5。我喜歡參與這堂課的活動及作業。					

六、 描述你使用多媒體的經驗：

	從來沒有	幾乎沒有	有時候	常常	總是
1。使用手機。					
2。寫作（Word）。					
3。使用電腦。					
4。使用網路。					
5。一般通信（電子郵件、網上聊天）。					
6。社交網絡（視頻會議、臉書、討論板）。					
7。看電視或電影。					
8。電子學習（互動光碟或網上教程）。					
9。建立媒體（視頻、音頻錄製）。					
10。製作投影片報告（PowerPoint）。					
11。架設網站。					
12。選修網路課程。					
13。研究（網路搜尋引擎）。					

七、個人資料 請選擇最適合你的項目

1. 性別: 男＿＿＿＿ 女＿＿＿＿

2. 你學習英文的時間?＿＿＿＿＿年

3. 你的主修是什麼? ＿＿＿＿＿＿

4. 你在家會使用網路嗎？ 會＿＿＿＿ 不會＿＿＿＿

5. 你在學校會使用網路嗎? 會＿＿＿＿ 不會＿＿＿＿

6. 你在家裡會使用電腦嗎？會＿＿＿＿ 不會＿＿＿＿

7. 你在學校會使用電腦嗎？會＿＿＿＿ 不會＿＿＿＿

8. 你是幾年級的學生？ 大一＿＿＿ 大二＿＿＿ 大三＿＿＿ 大四＿＿＿ 其他＿＿＿

9. 你的英語程度如何？非常不好＿＿＿不好＿＿＿還好＿＿＿好＿＿＿非常好＿＿＿

10. 請問你期中考試成績為何？

低於 60 分_____ 61-70 分_____ 71-80 分_____ 81-90 分____ 91-100 分_____
11.你預測你這堂課的成績爲何？_____分

~~~~~~~~~~~~~~~~~~~~ 謝謝你的參與 !!! ~~~~~~~~~~~~~~~~~~~~~~~~~

AMTB Scale

Interest in Foreign Languages 1, 21, 42, 65, 85 12, 32, 55, 76, 95

1. I wish I could speak many foreign languages perfectly
2. 12. Studying foreign languages is not enjoyable.
3. 21. I wish I could read newspapers and magazines in many foreign languages.
4. 32. I really have no interest in foreign languages.
5. 42. I would really like to learn many foreign languages.
6. 55. It is not important for us to learn foreign languages.
7. 65. If I planned to stay in another country, I would try to learn their language.
8. 76. Most foreign languages sound crude and harsh.
9. 85. I enjoy meeting people who speak foreign languages. 1 2 3 4 5 6
10. 95. I would rather see a TV program dubbed into our language than in its own language with subtitles.

Motivational Intensity 13, 33, 56, 77, 96 3, 23, 44, 67, 87

1. 3. I don't pay much attention to the feedback I receive in my English class.
2. 13. I make a point of trying to understand all the English I see and hear.
3. 23. I don't bother checking my assignments when I get them back from my English teacher.
4. 33. I keep up to date with English by working on it almost everyday.
5. 44. I put off my English homework as much as possible. 1 2 3 4 5 6
6. 56. When I have a problem understanding something in my English class, I always have my teacher for help.
7. 67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.
8. 77. I really work hard to learn English.
9. 87. I can't be bothered trying to understand the more complex aspects of English.
10. 96. When I am studying English, I ignore distractions and pay attention to my task.

Parental Encouragement 2, 22, 43, 48, 57 , 66, 86, 103

1. 2. My parents try to help me to learn English.
2. 22. My parents feel that it is very important for me to learn English.
3. 43. My parents feel that I should continue studying English all through my life.
4. 48. My parents have stressed the importance English will have for me when I leave university.
5. 57. My parents urge me to seek help from my teacher if I am having problems with my English.
6. 66. My parents are very interested in everything I do in my English class.

7. 86. My parents encourage me to practice my English as much as possible.
8. 103. My parents think I should devote more time to studying English.

English Class Anxiety 16, 36, 60, 80, 98 4, 24, 45, 68, 88
1. 4. I don't get anxious when I have to answer a question in my English class.
2. 16. I never feel quite sure of myself when I am speaking in our English class.
3. 24. I feel confident when asked to speak in my English class.
4. 36. It embarrasses me to volunteer answers in our English class.
5. 45. I am calm whenever I have to speak in my English class.
6. 60. It worries me that other students in my class seem to speak English better than I do.
7. 68. I don't understand why other students feel nervous about speaking English in class.
8. 80. I get nervous when I am speaking in my English class.
9. 88. Students who claim they get nervous in English classes are just making excuses.
10. 98. I am sometimes anxious that the other students in class will laugh at me when I speak English.

English Teacher Evaluation 5, 25, 46, 69, 89 14, 34, 58, 78, 97
1. 5. I look forward to going to class because my English teacher is so good.
2. 14. I don't think my English teacher is very good.
3. 25. My English teacher is better than any of my other teachers.
4. 34. The less I see of my English teacher, the better.
5. 46. My English teacher has a dynamic and interesting teaching style.
6. 58. My English teacher is one of the least pleasant people I know.
7. 69. My English teacher is a great source of inspiration to me.
8. 78. I would prefer to have a different English teacher.
9. 89. I really like my English teacher.
10. 97. My English teacher doesn't present materials in an interesting way.

Attitudes toward Learning English 6, 26, 47, 70, 90 18, 38, 62, 82, 100
1. 6. Learning English is really great.
2. 18. I hate English.
3. 26. I really enjoy learning English.
4. 38. I'd rather spend my time on subjects other than English.
5. 47. English is a very important part of the school program.
6. 62. Learning English is a waste of time.
7. 70. I plan to learn as much English as possible.
8. 82. I think that learning English is dull.
9. 90. I love learning English.

10. 100. When I leave university, I will give up the study of English because I am not interested in it.

Attitudes toward English-speaking 7, 27, 40, 53, 49, 71, 91, 104

1. 7. If Iran had no contact with English-speaking countries, it would be a great loss.
2. 27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
3. 40. I wish I could have many native English speaking friends.
4. 49. Native English speakers are very sociable and kind.
5. 53. Native English speakers have much to be proud about because they have given the world much of value.
6. 71. I would like to know more native English speakers.
7. 91. The more I get to know native English speakers, the more I like them.
8. 104. You can always trust native English speakers. 1 2 3 4 5 6

Integrative Orientation 8, 28, 50, 72

1. 8. Studying English is important because it will allow me to be more at ease with people who speak English.
2. 28. Studying English is important because it will allow me to meet and converse with more and varied people.
3. 50. Studying English is important because it will enable me to better understand and appreciate the English way of life.
4. 72. Studying English is important because I will be able to interact more easily with speakers of English.

Desire to Learn English 9, 29, 51, 73, 92 17, 37, 61, 81, 99

1. 9. I have a strong desire to know all aspects of English.
2. 17. Knowing English isn't really an important goal in my life.
3. 29. If it were up to me, I would spend all of my time learning English.
4. 37. I sometimes daydream about dropping English.
5. 51. I want to learn English so well that it will become natural to me.
6. 61. I'm losing any desire I ever had to know English.
7. 73. I would like to learn as much English as possible.
8. 81. To be honest, I really have no desire to learn English.
9. 92. I wish I were fluent in English.
10. 99. I haven't any great wish to learn more than the basics of English.

English Course Evaluation 20, 41, 64, 84, 102 10, 30, 52, 74, 93

1. 10. My English class is really a waste of time.

2. 20. I would rather spend more time in my English class and less in other classes.
3. 30. I think my English class is boring.
4. 41. I enjoy the activities of our English class much more than those of my other classes.
5. 52. To be honest, I really have little interest in my English class.
6. 64. I like my English class so much; I look forward to studying more English in the future.
7. 74. To be honest, I don't like my English class.
8. 84. I look forward to the time I spend in English class.
9. 93. I have a hard time thinking of anything positive about my English class.
10. 102. English is one of my favorite courses.

English Use Anxiety 11, 31, 54, 75, 94 9, 39, 63, 83, 101
1. 11. I would get nervous if I had to speak English to a tourist.
2. 19. I feel very much at ease when I have to speak English.
3. 31. Speaking English anywhere makes me feel worried.
4. 39. It doesn't bother me at all to speak English.
5. 54. It would bother me if I had to speak English on the telephone.
6. 63. I would feel quite relaxed if I had to give street directions in English.
7. 75. I would feel uncomfortable speaking English anywhere outside the classroom.
8. 83. I would feel comfortable speaking English where both Iranian and English speakers were present.
9. 94. I feel anxious if someone asks me something in English.
10. 101. I would feel calm and sure of myself if I had to order a meal in English.

Instrumental Orientation 15, 35, 59, 79 N/A
1. 15. Studying English is important because I will need it for my career.
2. 35. Studying English is important because it will make me more educated.
3. 59. Studying English is important because it will be useful in getting a good job.
4. Studying English is important because other people will respect me more if I know English.

APPENDIX H

Grasha-Riechmann Student Learning Style Survey

Respond to questions below by using the following rating scale.
1 = strongly disagree | 2 = moderately disagree | 3 = undecided |
4 = moderately agree | 5 = strongly agree

1. I prefer to work by myself on assignments in my courses. 12345
2. I often daydream during class. 12345
3. Working with other students on class activities is something I enjoy doing. 12345
4. I want teachers to state exactly what they expect from students. 12345
5. To do well, it is necessary to compete with other students for the teacher's attention. 12345
6. I do whatever is asked of me to learn the content in my classes. 12345
7. My ideas about the content often are as good as those in the textbook. 12345
8. Classroom activities are usually boring. 12345
9. I enjoy discussing my ideas about course content with other students. 12345
10. I rely on my teachers to tell me what is important for me to learn. 12345
11. It is necessary to compete with other students to get a good grade. 12345
12. Class sessions typically are worth attending. 12345
13. I study what is important to me and not always what the instructor says is important. 12345
14. I very seldom am excited about material covered in a course. 12345
15. I enjoy hearing what other students think about issues raised in class. 12345
16. I want clear and detailed instructions on how to complete assignments. 12345
17. In class, I must compete with other students to get my ideas across. 12345
18. I get more out of going to class than staying at home. 12345
19. I learn a lot of the content in my classes on my own. 12345
20. I don't want to attend most of my classes. 12345
21. Students should be encouraged to share more of their ideas with each other. 12345
22. I complete assignments exactly the way my teachers tell me to do them. 12345
23. Students have to be aggressive to do well in courses. 12345
24. It is my responsibility to get as much as I can out of a course. 12345
25. I feel very confident about my ability to learn on my own. 12345
26. Paying attention during class sessions is difficult for me to do. 12345
27. I like to study for tests with other students. 12345
28. Trying to decide what to study or how to do assignments makes me uncomfortable. 12345
29. I like to solve problems or answer questions before anybody else can. 12345
30. Classroom activities are interesting. 12345

31. I like to develop my own ideas about course content. 12345
32. I have given up trying to learn anything from going to class. 12345
33. Class sessions make me feel like part of a team where people help each other learn. 12345
34. Students should be more closely supervised by teachers on course projects. 12345
35. To get ahead in class, it is necessary to step on the toes of other students. 12345
36. I try to participate as much as I can in all aspects of a course. 12345
37. I have my own ideas about how classes should be run. 12345
38. I study just hard enough to get by. 12345
39. An important part of taking courses is learning to get along with other people. 12345
40. My notes contain almost everything the teacher said in class. 12345
41. Being one of the best students in my classes is very important to me. 12345
42. I do all course assignments well whether or not I think they are interesting. 12345
43. If I like a topic, I try to find out more about it on my own. 12345
44. I typically cram for exams. 12345
45. Learning the material was a cooperative effort between students and teachers. 12345
46. I prefer class sessions that are highly organized. 12345
47. To stand out in my classes, I complete assignments better than other students. 12345
48. I typically complete course assignments before their deadlines. 12345
49. I prefer to work on class projects and assignments by myself. 12345
50. I would prefer that teachers ignore me in class. 12345
51. I am willing to help other students out when they do not understand something. 12345
52. Students should be told exactly what material is to be covered on exams. 12345
53. I like to know how well other students are doing on exams and course assignments. 12345
54. I complete required assignments as well as those that are optional. 12345
55. When I don't understand something, I first try to figure it out for myself. 12345
56. During class sessions, I tend to socialize with people sitting next to me. 12345
57. I enjoy participating in small group activities during class. 12345
58. I want teachers to have outlines or notes on the board. 12345
59. I want my teachers to give me more recognition for the good work I do. 12345
60. In my classes, I often sit toward the front of the room. 12345