

The Impact of ICT in Increasing Language Learner's Motivation

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Abstract: *This study aims to investigate the impact of ICT on the learner's motivation, linguistic performance and vocabulary. The chosen college is Uqlat Al Soqur College of Arts and Sciences, which is a branch of Qassim University. The sample for this study was third level students. (26) students, who majored in English language for the academic year 2015/2016. To achieve the aims of this study, the researcher conducted an experiment on Saudi college students. Three tools used for data collection were a student's questionnaire, pre and post tests. The pre-test was given to measure the actual level while the post-test was given to check the progress made by the students after they learnt with ICT (projector, smart board and computer) for one academic term. Some of English teachers from different Universities in Saudi Arabia were interviewed. The findings revealed the influential impact of ICT on the students' motivation for learning, a better language performance and enriching students' vocabulary. In addition to the significant role that ICT plays on the students' linguistic performance. The study concluded with some recommendations for English teachers, learners and designers of English language syllabi.*

Keywords: ICT-motivation-linguistic performance

1. Introduction

(ICT) Information and Communication Technology is often used as an extended synonym or as an umbrella term for information technology (IT), but is a more specific term (i. e. more broad in scope) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

The aim of this study was to illustrate the vital role that ICT application play on increasing the language learner's motivation.

According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. However, there appears to be a misconception that ICTs generally refers to 'computers and computing related activities'. This is fortunately not the case, although computers and their application play a significant role in modern information management, other technologies and/or systems also comprise of the phenomenon that is commonly regarded as ICTs.

According to Aid (2014) in his PhD thesis he states that "Bullock (2001) carried out a case study about the effect of ICT use on the student's motivation and achievement in English. Results showed a great improvement in the motivation of the great majority of students. Cox (1997) studied elementary and secondary school students' use of technology and their attitudes towards ICT. The study was grounded in an analysis of the literature relating to motivation, as it indicates that the regular use of ICT for various topics can have a stimulating and beneficial effect on students learning. Students' responses showed their increasing commitment to the learning task, reinforcing

enjoyment, benefit and feeling of achievement in learning when using ICT, and emphasizing their self-esteem.

Nandin & Amarnath (July.2014), in a study entitled "Impact of ICT on Science Learning to Enhance Motivation of Secondary Level Students". Stated that in education sector, ICT i. e., Information and Communication Technology has a vital role to play. That is why the present study has emphasized to understand the impact of ICT on science learning to enhance motivation of secondary school students.

Sara Ahmed Elhebir (May2015) wrote a thesis under the title "Using Computer in Teaching EFL Classes". In her thesis she aims to find out the significant changes in teachers' approaches, methodologies and strategies in teaching foreign languages in language classes. It also, aims to get many practical benefits, both for EFL teachers and learners.

In addition to that, she aims at achieving objectives of EFL teaching and learning into EFL classroom. The findings of the study can be summed up in the following points:

- 1) The use of computer technology offers opportunities for language learning.
- 2) It is found that teachers are not the main source of knowledge.
- 3) Computers provide opportunities for self-directed learning.

The use of computer technology in EFL teaching motivates students and makes the learning environment is more enjoyable. In conclusion, the researcher's views on the related literature agree with the significant role that ICT plays in facilitating teaching and learning process, in enhancing students motivation, in supporting collaboration in spite of their different places of sources, times and authors.

Ul-Amin (2013), states that "ICTs can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic

skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner centered environment.

ICTs, especially computers and Internet technologies, enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. ICT has an impact not only on what students should learn, but it also plays a major role on how the students should learn. Along with a shift of curricula from “content-centered” to “competence-based”, the mode of curricula delivery has now shifted from “teacher centered” forms of delivery to “student-centered” forms of delivery.

ICT provides motivation to learn. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become more involved in the lessons being delivered. Some of the parents of the respondents opined that their children were feeling more motivated than before in such type of teaching in the classroom rather than the stereotype 45 minutes lecture. They were of the view that this type of learning process is much more effective than the monotonous monologue classroom situation where the teacher just lectures from a raised platform and the students just listen to the teacher.

ICT changes the characteristics of problems and learning tasks, and hence play an important task as mediator of cognitive development, enhancing the acquisition of generic cognitive competencies as essential for life in our knowledge society.

Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools Reeves and Jonassen (1996), the influence of the technology on supporting how students learn will continue to increase Learning approaches using contemporary ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered settings and by enabling learning to be related to context and to practice (Berge, 1998; Barron, 1998). The teachers could make their lecture more attractive and lively by using multimedia and on the other hand the students were able to capture the lessons taught to them easily. As they found the class very interesting, the teachings also retained in their mind for a longer span which supported them during the time of examination.

Akele, (2013: 102) says that “Nomass (2013) asserts that multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills. Since multimedia use a combination of graphics, video, sound, text and animation, retention of content taught and relevance of subject matter to life, mastery of language skills, conservation of teachers’ energy and independence of learning are guaranteed.

Being a teacher today does not only mean standing in front of students with a book in one hand and a piece of chalk in the other. Due to the changes in the society and the rapid development of information technology, approaches towards teaching and learning have changed a lot. The importance of motivation and creative thinking has received more and more attention during the past couple of decades. In order to develop motivation and creativity in a student, a teacher has a variety of methods and textbooks to choose from.

In addition, Information and Communication Tools (ICT) are a good means to help raise the level of motivation in students. If a teacher wants to inspire and motivate a student, they have to keep up with the development of modern technology.

2. Statement of the Problem

ICT is very crucial for learners and particularly the students and teachers who deal with this area. As a matter of fact, many students are characterized with the poor knowledge of English. The study investigates the difficulties faced by both teachers and students. ICT learning can play an important role to tackle these difficulties.

3. Objectives of the Study

The main objectives of this study are:

- 1) To certify the efficiency of ICT in the promotion of student’s language performance.
- 2) To indicate the role of ICT in enriching students vocabulary.
- 3) To clarify the effects of the use of ICT (web-based reference material) on teaching and learning processes.
- 4) To ensure the importance of ICT in developing the sense of participation and creativity among students.
- 5) To illustrate the role of ICT in increasing students motivation.
- 6) To explain the problems which hinder ICT application and offer the suggested solutions.

4. Questions of the Research

This study is trying to find answer to the following questions

- 1) What are the consequences of ICT application on the students’ linguistic performance?
- 2) Does the use of ICT enrich student’s vocabulary?
- 3) What is the importance of ICT on the process of learning and teaching?
- 4) How ICT can encourage student’s engagement with collaborative learning?
- 5) How can the use of ICT increase the motivation for learners?

5. Significance of the Study

First, the study is supposed to add something new to the field of knowledge and then to be of a great importance to teachers, students, learners and researchers. Furthermore, the study will discuss how to deal with ICT to solve the problems that encounter teachers and students

6. Methodology

The researcher described the methodology used to conduct and accomplish this study. The first to be discussed are the subjects, the tools which are used to collect the data, procedures of data collection, validity and reliability of the research tools.

This study was conducted to identify the impacts of the application of ICT on the achievement of college students. To realize this objective, three types of tools were used to collect data:

- 1) (Pre-and Post) tests
- 2) Questionnaire.
- 3) Interview.

Population of the Study:

The study population was (104) female students majored in English language in level three in Qassim University (colleges for girls).

The Subjects of the Study

The sample of this study is female students who study English at Uqlat Al Soqour Faculty of Arts and Sciences, (3rd) level for the academic year 2015-2016. The total number of the students was (26).

Table 3.1: Distribution of age among Experimental Group

Age	Number	Percentage
Less than 20 years	3	11.5%
20 – 25 years	23	88.5%
Total	26	100%

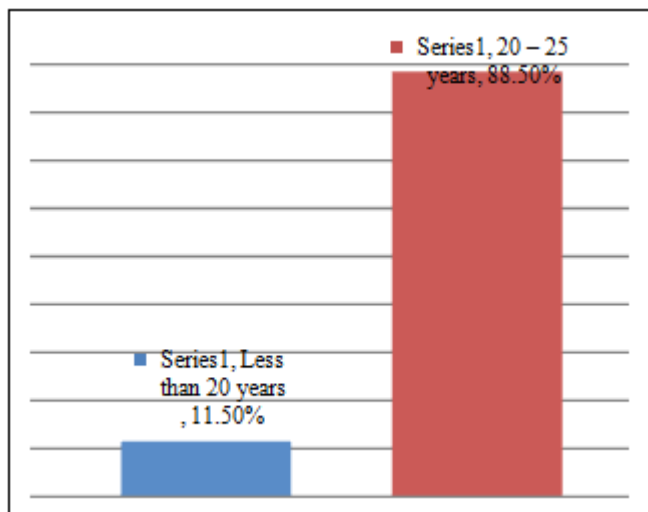


Figure 3.1: Distribution of age among Experimental Group

In Fig (3.1) and table (3.1) the range of ages of the experimental group was between 19 to 25 years.

The sample has studied English as a second language. They all shared the following characteristics:

- 1) All of them had the same educational background.
- 2) All of them were female.
- 3) They were of the same or nearly same age and in the same level (3rd level).
- 4) They were all EFL Learners.
- 5) They were all Saudi.

Research Tools

In this research, three types of tools were used to gather the required data and information. They are; A written tests (pre-test and post-test) given to college students. A questionnaire for students and an interview with college teachers.

The Tests

Two English reading comprehension tests were designed and divided into pre-test and post-test. They were designed to suit the intended students. The pre-test was given to measure the actual level while the post-test was given to check the progress made by the students after they have been learnt with ICT for one academic term.

The Questionnaire

(Wilson & Mclean, 1994) stated that (*questionnaires are useful tools for gathering structured and numerical data*). And as we all know that, a questionnaire is one of the most influential tools of inquiry used in this study.)

One of the benefits of the questionnaire is that the researcher does not have to be present at the time of data collection. An additional benefit of using questionnaires is that they are easy to analyze.

(Creswell, 2005) defined a questionnaire as “*a form*” used in a survey, which participants in a study complete and return to the researcher”.

The questionnaire, in this study, was designed for students of the experimental group only. Its items concentrated on the significant role that ICT can play in teaching and learning processes when it was implemented in classroom, how it can support student’s engagement in collaborative learning, increase their motivation towards language learning, and how the students’ vocabulary is enriched.

The Interview

An interview was another tool for data collection. It was designed to collect Data from college teachers. The items of the interview concentrated on the effects of using ICT on students’ achievement, the students’ attitudes towards the use of ICT and its vital role that plays in teaching and learning.

A written interview of (5) questions was used as an additional tool for data collection. It was design for (10) college teachers, who used to have a long experience in teaching English at universities, their experiences range between 10-20years . The participants were (5) males and (5) females. The questions focused on the effect of ICT on the students` performance. Also, it concentrated on how the use of ICT in class motivated students for language learning, and encouraged collaborative learning. In addition to that, ICT was proved to enrich students` vocabulary and enhance teaching and learning process. The participants in the interview were told about the aims and objectives of it. They were also informed that their participation would be confidential. Their participation was used for the purposes of the study. The experience of the participants was put into consideration.

Two of the interviewees explained that, ICT plays an important role in supporting students' engagement in collaborative learning. Another two interviewees confirmed the role of ICT in enriching and deepening skills. One of the interviewed teachers illustrated how the ICT can develop some writing skills: spelling, grammar, punctuation, editing and re-drafting. Most of interviewees agreed with the researcher that learning with ICT motivates the students to learn language more than the usage of the traditional ways. The interviewed teachers answered clearly most of the questions in the study and they were provided chances to talk about their opinions and attitudes towards the use of ICT in the field of education. The participants were helpful

Data Collection Procedures

Data collection procedures included a collection of questionnaire's data, tests data and the data of teachers' interview

7. Findings of the Study

This study aimed to investigate the impact of ICT on the students' motivation.

The findings of the study can be summed up in the following points:

- 1) Using ICT increases EFL learner motivation for more and better learning.
- 2) The adoption and use of ICTs in education have a positive impact on teaching, learning, and research.
- 3) The use of ICT will increase flexibility so that learners can access the education regardless of time and geographical barriers.
- 4) ICT helps in the adaptation of the students with teaching materials.
- 5) ICT tools facilitate or enhance active learning as well as it encourages collaborative and interactive learning, creative learning and integrative approach to learning.
- 6) It would provide the rich environment and motivation for teaching and learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement.
- 7) Using of authentic materials.
- 8) Attracts the students during learning process.
- 9) Most learners have no previous background about ICT.
- 10) Teacher training plays a great role in using ICT adequately in EFL classrooms.
- 11) Using ICT in education is very important to every teacher.

8. Recommendations

According to the findings of the study, some recommendations are offered:

- 1) Teachers of English language are recommended to expand the use of ICT in classes for better linguistic performance and for excellent achievement.
- 2) Teachers of English language should consider the important role that ICT plays in promoting vocabulary learning.
- 3) Teachers of English language should be provided with visual aids to help them use ICT for better learning.

- 4) Ministries of education are expected to train and equip teachers with ICT requirements.
- 5) Annual Seminars, conferences and workshops on ICT learning should be held to certify its necessity and importance.
- 6) Teachers of English language are recommended to persuade their students to lean for fun by using ICT.
- 7) Educational centers should send English teachers abroad to gain more knowledge in the latest methods used in ICT learning.
- 8) Curricula designers should make a plan to adopt learning with ICT in curricula.

9. Suggestions for Further Studies

Of course, the researcher missed some points that related to the role of ICT on language learning. So, further studies are expected to

- 1) Complete the ICT missing areas related to the impacts of ICT on the performance of learners.
- 2) Extra research on the importance of ICT in promoting students' standard in terms of performance, vocabulary enrichment, motivation and collaborative learning.
- 3) Further research is urgently needed to illustrate the significant role of ICT in promoting learning processes.

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