**RESEARCH ARTICLE**

THE EFFECT OF HYPERMEDIA ON IRANIAN PRE-INTERMEDIATEEFL LEARNERS' MOTIVATION

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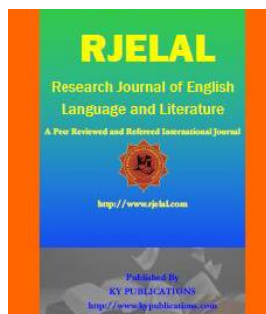
ABSTRACT

This study aimed at investigating the effect of hypermedia on motivation of Iranian EFL Learners.A total of thirty two students from two classes sharing a similar social and educational background selected by a background questionnaire and a language proficiency test participated in the study. Then sixteen students in each class at the pre-intermediate level of proficiency were randomly assigned into either experimental or control group. Next, the two classes were administered a motivation questionnairebefore using hypermedia software. For a period of six weeks in twelve sessions the educational software *Rosetta Stone* was offered to the experimental group. After twelve sessions both groups were reexamined via amotivation questionnaire. The independent samples t-test and paired samples t-test were used to determine whether there were significant differences between two groups. The results provided evidence thathypermedia helps to significantly enhance the pre-intermediate EFL learners' motivation.

Keywords:*Rosetta Stone, Hypermedia, EFL learners, Motivation*

INTRODUCTION

MacIntyre,MacMaster and Baker (2001) maintains that motivation represents one of the most interesting, yet complex, variables utilized to illustrate individual differences in language learning. They maintain that motivation and attitudes assume key roles for learners to study and acquire second language.Cohen and Dörnyei (2002, p.172) argue that "motivation is often seen as the key learnervariable because without it nothing much happens. Indeed,most other learner variables presuppose the existence of atleast some degree of motivation."

SavilleTroike (2006) add to the topic that the factor motivationalso includes the attitudes that the learners have towards thenew language. Djigunović (2008) also mentions thatmotivation is often connected with levels of aspiration,which is defined as the standard that individuals setthemselves in target-directed activities.

There is still little research regarding the efficient utilization of technological tools to improve motivation in the foreign language. According to Marty (1985), CALL or computer assisted language learning was introduced during 1960s as the project of PLATO at the University of Illinois and furthermore with the invention of microcomputers in 1970s using and developing of software for instructional purposes expanded.

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Serdiukov (2001) states that the distinction was made between computer courses, learning programs, computer games, software for teaching and learning that are the main techniques of computer-based materials, and distance courses and online teachings which are categorized in web-based materials.

Although there are not a lot of studies of oral performance improvement through the use of multimedia tools, there is an absence of research findings available for how use of technology can motivate and change attitudes of learners learning a foreign language, expanding academic achievement. If the study results were as predicted by the researcher, the implications of the results would bring in changes in curriculum and instructional methodology in foreign language classrooms across the country.

Barzegar, Farjad and Hosseini (2013) stipulate that the technique of multimedia and network of using new computerized methods in education and teaching had so many positive effects. This technique has built a creative environment for learners through twofold and interactional relation. This research aimed to compare the effect of new teaching model and traditional models on learning. In other words, the study triedto compare the amount of learning, according to new and traditional models of teaching. The research method was descriptive and the necessary data and information were gathered by questionnaire. The population included all students of guidance schools in Tehran, Iran and nearly 234 students were selected through clustering method of sampling. The results of research show that by using the teaching model based on multimedia and network, student's learning was significantly higher than the situation in which traditional teaching methods were used. In addition, the student's activity, participation, interest and creativity increased through using multimedia and network methods of teaching. Furthermore, the change of students learning method, their spent time for learning and optimizing of teaching structure were some of the advantages for teaching according to multimedia and network.

Abdolmanafi, Montazeri, and Karimi (2014) investigated the effect of utilization of educational software on English as a foreign language student's listening skill. A total of thirty two students from two classes sharing a similar social and educational background determined by a background questionnaire and a language proficiency test participated in the study. Then sixteen learners in each class at the pre-intermediate level of proficiency were randomly assigned into either experimental or control group. Next, the two classes were administered a listening test. For a period of six weeks in twelve sessions the educational software, *Rosetta Stone* was offered to the experimental group. After twelve sessions both groups were reexamined through a listening test to investigate the effect of software on users' functions and its effect on the listening ability of the participants in the experimental group. The findings displayed a significant increase in the learning outcomes of experimental group from pretest to posttest in which their scores were significantly higher than those of the control group. Moreover, the participants in the experimental group perceived using hypermedia as an effective way for language learning, especially listening comprehension.

Zarei and Gilanian (2013) investigated the effect of various multimedia modes on L2 vocabulary comprehension and production. To this end, 52 male and female BA level students at Imam Khomeini International University in Qazvin majoring in English translation and English language teaching in three groups were selected. A general proficiency test was administered to homogenize the participants. The same movie was presented to each group with different combinations of multimedia: the first group received video, audio, and captions (VAC), the second group were presented with video and captions (VC), and the third group received video and audio (VA). At the end of the experimental period, the participants received vocabulary comprehension and production posttests. Two separate one-way ANOVA procedures were used to analyze the obtained data. The results indicated no significant differences among the effects of various multimedia

combinations on L2 vocabulary comprehension and production.

BavaHarji, Gheitanchian and Letchumanan (2014) also examined the effects of tasks, with varying levels of complexity, i.e. simple, + complex and ++ complex tasks on EFL learners' oral production in a multimedia task-based language teaching environment. 57 EFL adult learners carried out a total of 12 tasks, in sets of four tasks within three different themes and different levels of complexity. During the 16 weeks of the study, the students performed three oral test tasks that were assessed in terms of accuracy, fluency and complexity, using eight different measures. This study found that scaffolding learners in performing tasks with increasing levels of complexity in a multimedia task-based language teaching/learning context, results in improved second language oral production, particularly in terms of accuracy, fluency and complexity.

Research Question

Does hypermedia have any effect on the promotion of Iranian EFL pre-intermediatelearners' motivation?

Methodology

Participants

For the purpose of conducting this research, thirty two students from two classes were randomly divided into two groups, namely as the experimental group and control group (each 16). All of the participants were studying English at Bayan Institute in Gorgan, Iran. They were at pre-intermediate level determined by a proficiency test. The participants included female students only. Their ages range varied from 15 to 20. The native language of all the participants was Persian. After the selection of the participants, the English language proficiency, Oxford Test was administered to the participants of the study. The purpose of the administration of this test was to ensure, as a triangulation procedure, the homogeneity of the students in terms of general language proficiency prior to the treatments.

Instrumentation

Background Questionnaire

In order to elicit subjective information of participants, a background questionnaire was developed by the researcher. It covered issues such

as the participants' age, gender, and first language status.

Proficiency Test

In order to be assured of the homogeneity of the control and experimental groups in terms of English language proficiency, Oxford Test, was given to the students. It included grammar and structure as well as reading comprehension section so that students can be scaled in a continuum, arranged by their proficiency level. It proved to have a reliability of 0.79. It consisted of 40 multiple-choice items. The time allotted was 60 minutes.

Motivation Questionnaire

In this study, in order to understand about the students' motivation toward learning English before and after treatment, Motivational Questionnaire (MQ) containing 67 items outlined by Clement, Dornyei and Noels (1994) was used. The questionnaire was a likert-type scale coded on a 5-point scale. To validate, the questionnaire was piloted to check its reliability and validity. The content validity of the selected items was also approved by three colleagues involved in teaching English as a foreign language at the same institute. To ensure the reliability of the instrument, it was given to 10 EFL students who had taken it before. The reliability of the instrument was estimated through Cronbach's alpha was 0.78, which is highly reliable.

The questionnaire intended to investigate the participant's motivation of the usefulness of hypermedia on oral performance while using *Rosetta Stone* software. After randomly assigning the students into two subgroups, both groups filled out a questionnaire before and after treatment.

Rosetta Stone Software

The hypermedia software utilized in this research was *Rosetta Stone*, which is one of the most popular computer-based instructional software. It has the characteristic of having an interactive interface which benefits the students by allowing them to get extra information about the subject or the unknown word simply by clicking it. Another feature of this software is the capability of being easily adapted to the needs of the user. Therefore, it can be used particularly to support the speaking skill. It also uses the immersion technique that does not allow using

any sort of translation in any level of the teaching. Moreover, the lessons that are presented in the *Rosetta Stone* are divided into five parts. This feature helped the students find the exact level of the lesson based on their capabilities.

Procedure

At the beginning of the study, two classes were selected. Then, they were assigned into two groups.One of the classes randomly was selected as control group and the other served as the experimental group of the study. The study was carried out in the academic year 2014.In the first step, students were administered the background questionnaire as well as the proficiency test in order to determine their overall level of English proficiency. Both groups in the present study were at pre-intermediate level determined by the proficiency test that corresponded to the level three of the software.In the second step, In order to find out if hypermedia had asignificant effect on increasing motivation, the motivation questionnaire was administered twice on the participants in both groups, once before and the other after treatment.For a period of six weeks in twelve sessions the educational software *Rosetta Stone* was offered to the experimental group as treatment while the control group was not exposed to the software.

Data Analysis

The mean, frequency, percentage were used to analyze the data taken from the questionnaire. The

researchers used the descriptive analytical method of research to carry out the study. To analyze the data, SPSS.16 Software was used for descriptive and inferential statistics.

Results from Motivation Questionnaire

In this study, the questionnaire was administered to both groups before and after treatment. The purpose of the questionnaire was to gather data related to differences in motivation of pre-intermediate level students towards learning English through a multimedia curriculum versus traditional curriculum. The questionnaire consisted of 67questions to investigate the participant's motivation of the usefulness of hypermedia on improving speaking while using *Rosetta Stone* software. The questionnaire was classified according to agreeing or disagreeingby the students about speaking activities in the English classroom, and scores based on a Likert scale ranging from "Strongly Agree" to "Strongly Disagree."Having collected the data through the questionnaires, the researchers applied the t-test formula to measure the differences, if any, between the experimental group and the control group. It is important to note that the researchers employed all the formulas with the level of significance set at 0.05 in all their applications. The results were shown in tables 1 and 2.

Table 1: Independent samples T Test Results of Experimental and Control Groups for Motivation Questionnaire in Pretest

Scope	Groups	N	Mean	SD	Std. Error Mean	Sig (P-value)
Pretest	Experimental	16	1.336875	4.65788	1.16447	0.314
	Control	16	1.314375	7.44731	1.86183	

As represented in table 1, the computed significance is equal to 0.314 which is bigger than the significance level set for the study (0.05). This

indicates that there was no statistically significant difference between the experimental and control groups in the pretest.

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able 2: Independent samples T Test Resultsof Experimental and Control Groups for MotivationQuestionnairein Posttest

Scope	Groups	N	Mean	SD	Std. Error Mean	Sig (P-value)
Posttest	Experimental	16	2.403125	7.964243	1.991061	0.000
	Control	16	1.331875	5.022864	1.255716	

As revealed in table 2, the computed significance equals 0.000 which is smaller than the significance level set for the study (0.05). This substantiates the fact that there was a statistically significant difference between the experimental and control groups in the posttest confirming the effect of hypermedia on improving the learners' motivation. Thus, there was a significant difference in motivation of pre-intermediate level students.

This study tried to examine the effects of multimedia on Iranian EFL learners' motivation toward learning English as a foreign language. Based on the results obtained through the statistical analysis on the collected data, it can be safely claimed that there is a significant difference between motivation of those students who are taught through multimedia learning and the other students.

Conclusion& Pedagogical Implications

This research was driven by the prompt that technology is an important part of education. Institutes are perhaps the neediest destination for multimedia. Instructors are required to be eager to accept multimedia, as they have seen their learners' excitement and motivation to enhance with the use of multimedia as a learning tool (Pitler, Hubbell, Kuhn, &Malenoski, 2007).Multimedia will induce radical changes in the teaching process during the coming decades (Vaughan, 2004).The aim was to utilize these findings as a foundation for addressing the utilization of multimedia technology in improving students' motivation at the institutes which is in congruence with the finding of the study conducted by Abdolmanafi-Rokni and Hamidi (2105).

Teachers in foreign language play a significant role in the implementation of new technology learning strategies in their curriculum with a wide variety of tools for learning. Multimedia supplies the opportunity to differentiate instruction and to change the classroom to a dynamic, student centered environment, motivating students to collaborative learning and supporting critical thinking and problem solving skills.

This research question was designed to obtain students' motivation toward learning English as a foreign language. The participants answered the questionnaire associated to motivation regarding the strategies used in the instruction process to improve learning English as a foreign language.

The data from the questionnaire specified that motivation of EFL students towards multimedia curriculum was significantly different from the motivation of EFL students towards traditional curriculum, and it was concluded that there was a difference in the average learning motivation score between the control and experimental groups.

This study dealt with exploring the influence of hypermedia on EFL learners' motivation to learn. In orderfor the findings of this study to be pedagogically valid andapplicable, they must be first subjected to replication andempirical validation.

Furthermore, the results indicated that multimedia was a suitable and useful tool for language teachers and students to obtain their aims based on the principles that Neo and Neo (2000) expressed concerning the profits of the utilization of multimedia: (a) multimedia changes and improves the traditional instructional approach, (b) multimedia permits instructors to display content in various formats reaching all the senses and making an interactive multisensory environment, and(c) multimedia alters the way instructors communicate with learners. Based on these principles, foreign language teachers need to open a new door and become technology oriented by incorporating multimedia technology into the classrooms to improve the teaching and learning process. Those

teachers can use the findings of this research and the literature to concentrate on students' attitude, motivation and achievement. Teachers are also required to be aware that school districts are empowering technology environments that will permit students to become active, independent, and lifelong learners.

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