

THE IMPACT OF INTEGRATING TECHNOLOGY AND SOCIAL EXPERIENCE IN THE COLLEGE FOREIGN LANGUAGE CLASSROOM

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ABSTRACT

Technology has been used widely in the field of education for a long period of time. It is a useful tool which could be a mediation to help language learners to learn the target language. In order to investigate how technology and social experience can be integrated into courses to promote language learners' desire to learn English, the researcher combined Gardner's socio-psychological system and students' social experience (social construction, cooperative learning, and communicative competence) as guides to explore their motivation (desire to learn English). 315 students from two Taiwanese universities taking English courses were involved in this study. The data included 35 Likert-scaled questions, 11 demographic information questions, and two open-ended questions. Regression analysis, and correlation coefficient were conducted to analyze the data. Based on the findings, learning with technology, technology experience and social experience had positive relationship with their desire to learn English, and learning with technology and social experience were also strong predictors of desire to learn English. Because integrating technology and social experience in language learning appeared to benefit desire to learn English, educators might consider including these elements throughout their language-learning curriculum to promote students' learning motivation.

Keywords: EFL, CMC, social constructivist approach, socio- education model

INTRODUCTION

Because of the accessibility and improvement of using technology nowadays, the educational landscape in the current era has been changed. Technology also provides an effective technique for students to think, research, and present in an enriched and more powerful way. As a result, the Computer-Mediated Communication (CMC) is used as a tool to enhance the effectiveness of education. As elaborated by Liu et al. (2002), the CMC involves use of three communicative modes: interpretive, interpersonal, and presentational, and it consists of the application of computer and Internet technology in human communication (Thurlow et al., 2004). It creates a peer social interaction language environment where peer interactions are used to help learners acquire new strategies of learning, construct knowledge, and strengthen their content area proficiency.

Dewey (1916) mentioned, in order to help students apply what they have learned in real situations, and to assist them thrive in the real world in the future, the curriculum design should integrate the knowledge in the content area with a balance of learner, subject matter and society. Maxwell (1998) also indicated that using technology in a classroom provides interesting ways to connect the students with the target language and culture, and build a community standard of language learners around the world. Martinez-Lage & Herren (1998) mentioned benefits of using technology in a language-learning classroom which indicated technology provides a better and more effective use of class time since students can do additional activities outside the classroom. It can also 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 final 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.

Since technology used in education has become more popular and more sophisticated, integrating technology into education has become a useful and alternative agenda to educators. Moreover, it has been more than two decades since the Canadian social psychological approach has energized the field of language learning motivation studies, such as Gardner's Integrative model. 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 (social construction, cooperative learning, and communicative competence), most of current studies have been done primarily to compare the relationships between motivation, language learning, technology and individual social perspective (e.g. Dörnyei & Otto, 1998; Lamb, 2004, 2007) separately. Thus, the researcher conducted this integrated study to explore whether there were significant relationships between language learners' motivation (desire to learn English) of using technology in language learning toward the following categories: 1) learning with technology and technology experience; 2) social experience (social construction, cooperative learning, and communicative competence) 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. Thus, 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 because applying technology and social experience in a language classroom could promote this approach.

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 offered some ideas that provided 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, et al. (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 Kilpatrick'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 is 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.

Gardner's Socio-Psychological System

Gardner (1985) asserted that language learning should be socially and culturally bound. Gardner (2001) also used three major factors that were related to social psychology to explain motivation: Integrativeness, Attitudes toward the Learning Situation, and Motivation. "Integrativeness represents a socially relevant, yet was opposed to an educationally relevant construct" (Gardner, 2005, p.8). Hence, based on Dörnyei (1994, P.78), "It is a positive disposition toward the L2 group and desire to interact with and even become similar to valued members of that community." It is crucial because it is related to L2 (second language) learners' future pragmatic proficiency. Hence, Dörnyei (1994) also added three related components into integrative motivational subsystem: 1) interest in foreign languages, cultures, and people; 2) desire to broaden one's view and avoid provincialism; and 3) desire for new stimuli and challenges. 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. 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, the attitudes toward the learning situation involve attitudes directly related to the learning process to explain how much the language learner enjoys the teachers and the materials. Motivation is the third factor that illustrates 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 an essential role in support of 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.

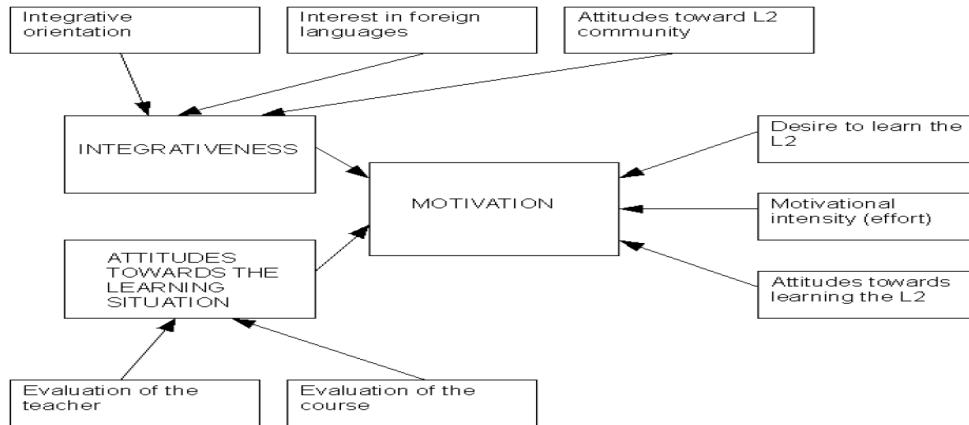


Figure 1: Gardner’s Conceptualization of the Integrative Motive (Dörnyei, 2001, p. 17)

Language learning motivation research was initiated in Canada and the research which 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 was 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

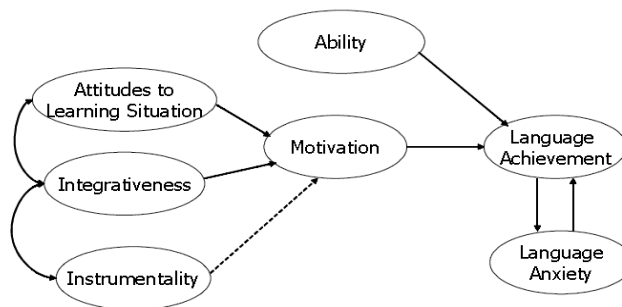


Figure 2: The Socio-Educational Model (Gardner, 2005, p. 6)

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). Integrativeness category included Integrative Orientation, Interest in Foreign Languages, and Attitudes toward French Canadians. The second category was Attitudes toward the Learning Situation. Evaluation of the French Teacher, Evaluation of the French Course belonged in

this category. Motivation was the third category, which included Motivational Intensity, Desire to Learn French, and Attitudes toward Learning French. Instrumental Orientation was the fourth category. The last category was Language Anxiety. It had been used in several data-based studies of L2 motivation (Dörnyei, 2001b).

Social Constructivist Approach

The Constructivist Learning Theory is theory affirms that learning is an active process of creating meaning from various experiences and different surroundings. This model consists of teacher, task, and learner. Constructivist theories propose positive social interactions and instigate intellectual growth (Piaget, 1965; Youniss & Smollar, 1989; Wentzel, 1999). This means that the students will learn best if they try to make sense of the content area on their own with the teacher as a guide to help them along the way. The teacher plays a facilitator to provide assistance to the students while they find the best ways to construct the meaning or knowledge on their own. Thus, the learning process takes place when learners are involved in the social interactions. Social interactionism focuses on the dynamic nature of the interplay between the teachers and the learners within the learning environment or context and tasks since language learning won't take place in isolation (Williams & Burden, 1997). Moreover, the students can also learn how to cooperate with the others to execute problem solving. Students will learn through activity-based instruction, and they acquire knowledge from other students as well as from their instructor. Cooperative learning is the key to helping students with successful discussions and group work (Johnson et al., 2002). Students obtain and construct important information or knowledge by working together and sharing ideas in various ways, such as using a discussion board, Wiki spaces and blogs 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. 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). Therefore, the social constructivist theory promotes student-centered curriculum that values students' interests and needs, and enhance their ability of problem solving. It can also promote social goals and combine social behavior to make an independent contribution to academic outcomes (Wentzel, 1999).

Communicative Competence

In accordance with Krashen and Terrell (1983), communicative competence means that learners' use of the target language in social communications and the meaningful interaction is more important than the conscious knowledge of the structure of the language. Communicative competence consists of both knowledge of linguistics rules and knowledge of the application of these rules in achieving communicative competency. Hymes (1972) defined communicative competence as a language ability, which includes knowledge of the grammar and competency of applying the acquired language in real-life social context. He asserted 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) also proposed that the language users should have "the ability to produce utterances which might be so much grammatical, but more importantly, appropriate to the context in which they are made".

The primary goals for the language learners are to use the target language in social communications as well as develop communicative skills. This is the concept of Willingness to Communicate (Yashima, 2003) which indicated the relationship between WTC, motivation, and communication. 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 connect with a person, interpersonal motivation, intergroup attitudes, motivation and climate, different aspects of social situations, communicative competence and experience, and various personality traits. It is a pyramid model 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.

Motivation

Motivation plays a crucial role in learning process. Without motivation, learning won't take place. Therefore, both intrinsic and extrinsic motivation is very important in learning process. Dörnyei and Otto (1998) mentioned self-determination theory accompany intrinsic and extrinsic motivation is the desire to be self-initiating and self-regulating. This combination is a prerequisite for anyone to be intrinsically rewarding and also the essence of

motivated action which is a sense of autonomy. In the framework of Self-Determination Theory (SDT), Deci & Ryan (1985, 2002) described intrinsic motivation takes place while learners feel enjoyment to perform in an interesting activity. According to Deci and Ryan (2000), intrinsic motivation is the natural motivational tendency, which contains cognitive, social, and physical development. 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. While doing hands-on activities, students are involved in the learning process. 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. In Ushioda's (2003) study, she mentioned 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 materials 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 in language learning can help them work at their own pace, have freedom to choose extra learning materials, and shift the learning environment to student-centered instead of a teacher-powered classroom where they might feel much more pressure.

The literature review introduced the background of the study and discussed the concepts of integrating technology and social experience in relation to the motivation of the language learners in the process of language learning. A researcher developed survey questionnaire was designed applying the Gardner's socio-psychological system and social experience (social construction, cooperative learning, and communicative competence) to examine the use of technology and social experience in a language learning environment in relation to the motivation of the language learners or their desire to learn English, given the importance of technology as extrinsic motivation to trigger the students' intrinsic motivation of learning

METHOD

Participants

A group of subjects English learners (N=315) were recruited from two Taiwanese universities including five English learning classes in the study. These classes were integrated technology (videos, audios, Internet, computer, projectors, camcorders, and etc.) as well as social experience (social construction, cooperative learning, and communicative competence) to involve students in language learning processes.

Data collection and analysis

The primary purpose of this study was to research the motivation of English foreign language (EFL) learners in relation to the implementation of the integrating technology and social experience. A self-administered paper form survey questionnaire was used to collect data in this study. Their instructors in class informed students to participate. Before assessing the questionnaire, participants read an Informed Consent Statement. 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 was confidential. The data was entered into a database and stored in an electronic format. The database in the computer was password-protected. Both the paper format files and electronic data files can only be accessed by the personnel directly involved in the research. 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. Each subject was only allowed to participate in the study once.

The survey consisted of five major sections and two open-ended questions to ask their perception after integrating technology into language learning courses. The first section was desire to learn English. The second section was about learning with technology. The third section was about the subjects' social experience. Section four was their previous technology experience. The fifth section was the demographic information. The first section included

desire to learn English with seven items. The rationale of this part was to use Gardner’s (2001) Integrative Motivation (motivation), and Gardner’s Socio-Educational Model (Instrumentality) to explore the participants’ motivation of learning English. The second section of this study consisted of English learning with Technology which was used as an independent variable, and was based on Gardner’s (2001) Integrative Motivation (attitudes towards learning the language). The third section was social experience (10 items), which was based on social construction, cooperative learning, and communicative competence. The fourth category contained technology experience with 13 items to serve as independent variables in this study. The last category included 11 independent variables of participants’ demographic information. The rationale, the number of items, and the validity of the reliability coefficient of each section of the questionnaire were illustrated in Table 1:

Table 1: Summary of Instrument

Sections	Rational	# items in scale	Reliability coefficient
<i>Desire to Learn English</i>	Gardner’s Integrative motivation (Motivation) Gardner’s Socio-Educational Model (Instrumentality)	7	.76
<i>Learning with Technology</i>	Gardner’s Integrative Motivation (Attitude towards the Learning Language)	5	.82
<i>Social Experience</i>	Social Construction	3	.70
	Cooperative Learning	3	
	Communicative Competence (Willingness to Communicate)	4	
<i>Technology Experience</i>	Learning Experience	13	.86
<i>Demographic Information</i>	Independent variable	11	N/A

RESULTS

Demographics

In the demographic sections, the researcher selected 11 items in the study to elucidate the demographic background of the subjects. There were 340 subjects participated in this study, but only 315 completed survey questionnaires were used for data analyses. The summary of the demographic information of the subjects was presented in Table 2 and Table 3.

Table 2: Demographic Information (N=315)

Gender	Frequency	Percentage
Male	104	33
Female	211	67
Academic Year	Frequency	Percentage
Freshman	16	5.1
Sophomore	195	61.9
Junior	81	25.7
Senior	22	7
Other	1	.3
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
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
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 poor	69	21.9
Poor	86	27.3
Neither good nor poor	147	46.7
Good	12	3.8
Very good	1	.3
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
Anticipated Final Grade	Frequency	Percentage
Below 60	11	3.5
61-70	112	35.6
71-80	82	26
81-90	70	22.2
91-100	40	12.7

Table 3: Descriptive statistics for Instrument (N=315)

Sections	Min.	Max.	Mean	SD
<i>Learning Motivation (Desire to Learn English)</i>	2.09	5.00	3.36	.37
<i>Learning with Technology</i>	1.00	5.00	3.66	.68
<i>Social experience *</i>	1.70	5.00	3.10	.46
<i>Technology Experience</i>	1.38	5.00	3.34	.62

*Contains recoded items

Pearson Correlation analysis

In order to identify the language learners' desire to learn a foreign language in relation to their learning with technology, social experience, and technology experience, the *Pearson Correlation Coefficients* were used to reveal the associations. A two-tailed test revealed a significant association of the desire of language learners to learn a foreign language in relation to their learning with technology, social experience, and technology experience. The correlations among these variables were illustrated in Table 4:

Table 4: Pearson Correlations of Desire to Learn English and Learning with Technology, Social Experience, and Technology Experience (N=315)

Measure	1	2	3	4
1. Social Experience	--			
2. Technology Experience	.23	--		
3. Learning with Technology	.48	.26	--	
4. Desire to Learn English	.46	.17	.44	--

NOTE. All coefficients are significant at $p < .01$

Multiple Regression Analysis

A stepwise multiple regression analysis was conducted to reveal the relationship between the subjects' desire to learn English, learning with technology, technology experience, and social experience. The two-tailed test of multiple regression results were shown in Table 5.

Table 5: Stepwise multiple regression of Social Experience, Learning with Technology and Technology Experience

Variable	B	SEB	β
<i>Step 1</i>			
<i>Social Experience</i>	.59	.06	.46**
<i>Step 2</i>			
<i>Social Experience</i>	.41	.07	.32**
<i>Learning with Technology</i>	.24	.05	.29**

$R^2 = .21$ for step 1 . $\Delta R^2 = .06$ for step 2 (** $p < .05$)N

N=315

** $p < .01$

Two Open-ended Questions

Two open-ended questions were included in this study to ask for additional comments regarding their opinions of strengths and improvement of the course they were taking. 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(70%). For the summary of the strengths of the course, English ability, Integrativeness, and Social Experience were the three categories included in the Table 6. For the summary of the improvement of the course, English ability, Desire to Learn, Social Experience, and Technology were the four categories included in Table 7. Table 6 and Table 7 provided brief summaries of these two questions.

Table 6: Summary of Strengths of the Course

Category	Selected Verbatim Excerpts
English ability	“My listening comprehension has been 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” “My speaking ability is better now” “I think my overall English ability has improved ”
Integrativeness	“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” “I learned the differences between Eastern and Western cultures” “The class is good for my English and for my future ” “The class was full of fun”
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” “Using English to communicate with my classmates was the way to help me practice my English” “I learned a lot from team-work”

Table 7: Summary of the Improvement of the Course

Category	Selected Verbatim Excerpts
English ability	“I hope this class can integrate more listening practice and reading lessons ” “... ..spelling and reading are too hard ” “I feel struggle on learning grammar and pronunciation ” “The vocabulary words are too difficult in this class”
Desire to Learn	“Hopefully I can learn more topic about fashion” “I need more practice” “The teacher should use more Chinese to help learning” “The course can be more energetic and creative ” “I should work harder, and participate more”
Social Experience	“Group projects are a little bit too hard” “can be more practical group working” “can be more group activities” “can be more related to daily life and I should be brave enough to use English to communicate in real life situation ” “Team-work is good, but some people did not participate, we should have different grade”

Technology	<p>“Hopefully, we can watch more foreign movies in English”</p> <p>“If the textbook can include CD or CDROM will be easier for me to learn”</p> <p>“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 native speakers communicate in real life situations”</p> <p>“ Hope we can watch more daily-life movies or showbiz shows in English”</p>
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DISSCUSSION

Correlation Coefficient

The Bivariate Correlation coefficient was used to find out the relationship between language learners’ desire to learn a foreign language and their social experience, technology experience, and learning with technology. The correlation results of desire to learn English with other variables (social experience, technology experience, and learning with technology) all illustrated the significance ($p < .05$ on a two tailed test). The correlation between the desire to learn English and social experience and learning with technology were .46, and .44, which indicated a significant relationship between the desire to learn English and these two variables were positive and moderate (Cohen, 1988). Although the magnitude of the significant correlation between the desire to learn English and students’ previous technology experience was not as strong as compared to the correlation between the desire to learn English and social experience, but it still demonstrated a positive significant level. Based on the results, the subjects’ social experience, technology experience, and learning with technology had positive relationship with desire to learn English.

Regression Analysis

A stepwise multiple regression analysis was used to check if participants’ previous technology experience, learning with technology, and social experience were strong predators of their desire to learn English. According to the data, social experience showed a significant level ($p < .05$). The result presented participants’ social experience was a strong predictor of their learning motivation: $R = .46$, $R^2 = .21$, $B = .41$, $\beta = .31$, $p < .05$ on a two-tailed test. The unstandardized (B) coefficient was .41. This means that for every unit of social experience, students’ desire to learn English went up .41 points. The standardized coefficient (β) was .32, which means that for every unit SD increased in social experience, students’ over all desire to learn English went up .32 SD. $R^2 = .21$ which means it was the total proportion of variance accounted for in desire to learn English by the linear combination of social experience. Therefore, participants’ social experience was a strong predictor of learners’ desire to learn English (motivation). Moreover, the result showed participants who learn English with technology-integrated was a strong predictor of their learning motivation: $B = .24$, $\beta = .29$, $p < .05$ on a two-tailed test. The unstandardized (B) coefficient was .24 which means that for every unit of learning with technology, the level of students’ desire to learn English goes up .24 points. The standardized coefficient (β) was .29, which means that for every unit SD increased in using technology for learning, students’ over all desire to learn English went up .29 SD. Moreover, the R^2 change from step 1 to step 2 has changed from .21 to .27 with a significant level. Therefore, learning with technology was a strong predictor of participants’ learning desire as well. However, students’ previous technology experience was not a strong predictor of their desire to learn English ($P > .05$) on a two tailed test. Since the correlation between language learners’ previous technology experience and their desire to learn English was only .17 which was considered low in Cohen’s Conventions, thus after combing learning with technology and social experience with desire to learn English, the result showed insignificant level. Based on the result, language learners’ previous technology experience was not a strong predictor of language learners’ desire to learn English.

The regression analysis conducted in the study revealed both social experience and learning with technology were the two strong predators of the desire to learn English of the English learners in addition to the significant correlation between the Students’ social experiences and learning with technology with their learning motivation.

Open-Ended Questions

The two open-ended questions were included to ask participants’ perceptions after integrating technology and social experience into their language course. The first question was to ask the strengths of the course, while the second question was to ask their suggestions for course improvement. Based on the results from the two open-ended questions, students tended to 1) have positive improvement on their English ability, 2) increase their knowledge of English language and culture, and 3) feel more confident to use the target language in proper situations after receiving technology and social experience integrated in the course. The answers to the open-ended questions also had suggestions for improving the courses by providing more audio files, movies, and TV programs in English for more authentic expressions and purposes.

Since support has been provided for the notion that a positive relationship exists between learning with technology and student motivation in this study, the results could provide an alternative teaching lesson to language instructors and language learners as well as enrich the theoretical concept of integrating technology and social experience into language courses. Hence, based on students' open-ended suggestions, they would like to receive more technology and social learning experience in their learning process to promote their language ability.

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

CONCLUSIONS

These findings strengthen the value of the integrating technology and students' social experience in relation to the students' motivation in learning a foreign language. According to Underwood & Brown (1997), the motivation of learning among students increased with the use of computers as a teaching strategy as with the use of computer-based instruction, the students are able to ease the process of error correction in the semi-private environment. This strategy will help increase self-esteem in learning; actively control their immediate environment, and their ability to work at their own pace. Kulik (1994) reviewed 500 studies and found out that the students who developed more positive learning attitudes toward technology usually learn better in the classes in which they receive computer-based instruction. Moreover, the findings of social experience, technology and desire to learn English 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)

The future research could also be conducted to modify their previous technology experience questions more related to their language learning since it showed low correlation with desire to learn English, and it was not a strong predictor to their desire to learn English in this study. Even their previous technology experience could not explain their desire to learn, their learning with technology and social experience still played roles to promote their learning.

This study targeted the impacts of integrating technology and social experience in language learning because learning with technology and social experience had positive relationship with their desire to learn English and they were also strong predictors of desire to learn English. These combined findings empower the value of technology integration and social experience in enhancing the desire or motivation of learning in language learning courses. Integrated technology is valuable and should be included in language teaching in enhancing the students' learning of a foreign language.

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