Hypermedia and its Effect on Iranian Elementary EFL Learners' Motivation

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ABSTRACT

Motivation in the domain of education is concerned as one of the most essential components to support learning process and supply high-quality learning since it improves personal growth and adjustment. Motivation is additionally a significant factor in foreign language education and achievement. This research aimed at exploring the effect of hypermedia on motivation in 36 elementary Iranian EFL male learners. Thirty-six students from two classes sharing a similar social and educational background selected by a background questionnaire and a language proficiency test partook in the research. Then eighteen students in each class at the elementary level of proficiency were randomly assigned into either experimental or control group. For a period of four weeks in eight sessions the educational software, Tell Me More was offered to the experimental group. After eight sessions both groups were retested through a motivation questionnaire to examine the effect of software on learners’ motivation. The findings provided evidence that hypermedia helps to enhance significantly the elementary EFL learners’ motivation toward learning English.

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1. Introduction

Hypermedia may be characterized by portraying the two technologies from which it is descended: multimedia and hypertext. Multimedia, a term utilized since the 1950s is the older of the two antecedents (Burton, Moore, & Holmes, 1995). As its name suggests, it is “the utilization of multiple media formats for the presentation of information” (Tolhurst, 1995, p. 25). Practically multimedia may involve text, video, audio, graphics, and still photos. Multimedia applications may be as simple as a filmstrip with accompanying recorded narration or soundtrack, or as technically sophisticated as a computer-controlled program joining slides, video, and sound. Hypertext is “nonlinearly sorted and accessed textual information” (Tolhurst, 1995, p. 25). The concept of hypertext, exemplified in a hypothetical machine called a "memex," initially portrayed in 1945 (Bush, 1945). The first commercial uses of hypertext were developed in the late 1960s. Computer-based, they permitted the creation of text as well as the rapid, non-linear retrieval of text. In practice, it is acknowledged that hypertext may incorporate graphics, for example, diagrams, pictures, and tables, but not moving images (for example, video) or audio (Tolhurst, 1995). Hypermedia has sprung from both multimedia and hypertext. Like multimedia, hypermedia permits the utilization of a variety of media, involving text, audio, graphics, still images, and video. Like hypertext, it permits rapid and non-linear access to information. At the center of all hypermedia systems is the computer. Hypermedia may be characterized as "any computer-based system that permits the interactive linking, and hence nonlinear traversal, of information that is displayed in multiple forms that incorporate text, still or animated graphics, movie segments, sounds, and music" (Tolhurst, 1995, p. 25). Hypermedia as a new technology is basically a latest form of computer-based instruction (CBI), which has been generally...
utilized in America for about two decades. The current notion of hypermedia is formed by two distinct fields: one is multimedia and the other is hypertext (Burton, Moore, & Holmes, 1995). Due to this, the definition of hypermedia is sometimes befuddled. The terms multimedia, interactive video, and hypermedia are regularly utilized synonymously in much of the literature. For example, Gayeski (1993) defined hypermedia as "...a classification of software programs which consist of networks of related text, graphics, audio files, and/or video clips through which users navigate using icons or search strategies" (p.5). Further, Schwier and Misanchuk (1993) defined interactive multimedia as "...an instructional program which includes a variety of integrated sources in the instruction. The program is intentionally designed in segments, and viewer responses to structured opportunities influences the sequence, size, content, and shape of the program" (p.324). In one sense, these two definitions are much alike; they all comprise of two fundamental concepts: one is multiple representations of information, and the other is interactivities between users and this information. Burton, Moore, and Holmes (1995) propose a more extensive meaning of hypermedia which includes both interactive video and multimedia. Hypermedia has become "...the hottest thing to happen to education since the arrival of the microcomputer" (Moore, 1994, p.5). Researchers and educators have noted the potential of hypermedia in education. Trotter (1989), for instance, shows that hypermedia employs a strategy that is beneficial to students since the learner is (a) in charge and (b) can utilize a variety of media to approach the subject. Moore (1994) also points out that many publications and promotions note the advantages of utilizing hypermedia including the addition of combining sound and picture, the interactive opportunities for the learner, the ability to structure one's learning approach, the capacity of the system to 'remember', the capacity to pursue cross-reference, and the increase of the learner's control over the subject matter. It is for the most part concurred that computer-based instruction, involving hypermedia, is inherently motivating for learners, although this may be basically because of novelty (Litchfield, 1993). As computers and computer-based instruction are more completely coordinated into schools, learners' enthusiasm may wane and motivational components of programs will probably become more critical. Several studies (e.g., Matsumoto & Obana, 2001; Yu & Watkins, 2008) on L2 learning demonstrate that motivation is one of the emotional variables that broadly recognize L2 learners. Further, a few researchers (e.g., Oxford & Shearin, 1996; Williams & Burden, 1997) believe that motivation can make up for inadequacy in language aptitude and learning. According to Gardner and Lambert (1972), motivation is a key element in L2 learning. Motivation is a central factor in human life as well as a key factor in L2 learning (Coleman, James, Galaczi, & Astruc, 2007). As Lier (1996, p. 98) maintains, "Motivation plays such a vital role in L2 learning that without its presence even the most gifted learners cannot accomplish their objectives.” Moreover, Deci and Ryan (1985) hold that a strong learning circumstance is connected with motivation. Therefore, it demonstrates the fact that motivation is a variable which drastically impacts L2 learning and that motivation is stimulated by support from others. As encouragement and support by parents and instructors rise, L2 learners would like to advantage English learning and are more ready to learn English. Concerning L2 learning, Gardner and Lambert (1972) separate integrative motivation from instrumental motivation. They characterize integrative motivation as L2 learners’ wishes to perceive themselves as a part of L2 community and turn into a member of it. Moreover, they portray instrumental motivation as practical value learners find in L2 learning, for example, the future career perspective. Regarding the nature of language learning motivation, the researchers have considered option models. One option that has been presented is the distinction between intrinsic and extrinsic motivation. As Ryan and Deci (2000) propose, intrinsic motivation is engaging in an activity because it is enjoyable and fulfilling to do. They believe that intrinsic motivation is based on instinctive requirements for competence and self-determination. Extrinsic motivation contrasts intrinsic motivation in which it alludes to the performance of an activity to accomplish some recognizable result. Besides, extrinsic motivation alludes to doing activities to accomplish some instrumental aim, for example, gaining a reward or avoiding a penalty. MacIntyre et al. (2001) state that motivation represents one of the most appealing, yet complex, variables utilized to clarify individual contrasts in language learning. They keep up that motivation and attitudes play key roles for students to study and acquire second language. Griffiths (2003) argues that "motivation is often seen as the key learner variable because without it nothing much happens. Indeed, most other learner variables presuppose the presence of at least some degree of motivation". SavilleTrobe (2006) adds to the topic that the factor motivation also incorporates the attitudes that the students have towards the new language. Djigunović (2008) additionally mentions that motivation is regularly connected with levels of aspiration, which is defined as the standard that individuals set themselves in target-directed activities. A lot of research performed on the motivation and foreign language education was intensely influenced by the Canadian researcher R. C. Gardner. Gardner portrayed motivation as a “complex of elements” involving the desire to achieve an aim, exertion exhausted in that direction and reinforcement or fulfillment connected with the demonstration of learning. According to Gardner, a highly motivated individual will need to learn the language, enjoy learning the language, and

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endeavor to learn the language (Gardner, 1985). Gardner even distinguishes motivation as the single most influential factor in learning a new language. As a rule, clarifications in regards to the source(s) of motivation can be sorted as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsically motivated activities are the ones for which there is no evident reward except the activity itself. People appear to engage in the activities for their own particular purpose and not because they prompt to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding outcomes, namely, emotions of competence and self-determination. Extrinsically motivated behaviors, on the other hand, are completed in suspicion of a reward from outside and beyond the self. Behaviors started singularly to keep away from punishment are likewise extrinsically motivated, despite the fact that various intrinsic advantages can eventually collect to those who, instead, view punishment avoidance as a challenge that can construct their feeling of competence and self-determination. Gardner and Lambert (1959) highlight two distinct sorts of motivation particular to language study as instrumental and integrative motivation. Instrumental motivation is the desire to learn a language because it would satisfy certain utilitarian objectives, for example, getting a job and passing an examination. Integrative motivation, on the other hand, is the desire to learn a language in order to communicate with people from another culture that speak the target language. The role of motivation continues to play a fundamental role in the field of learning English as a foreign language (EFL). EFL Learners are intrinsically and extrinsically motivated. There is a lack of conclusive evidence as to how technology can influence the motivation of students learning a foreign language. There is also a lack of concentration on the implementation of new strategies and methods for learners in the learning process, which could transform and revolutionize instruction and learning at the elementary level. Wang (2005) expresses that technology has done a great job in aiding language learning, but this is just the beginning of the age of technology-improved education. Some foreign language instructors are eager to include the utilization of technology because they see their learners’ excitement and motivation expand the more these strategies are implemented (Pitler, Hubbell, Kuhn, & Malenkoski, 2007). Motivation is one of the most appealing, multi-faceted, powerful and complex factors in the learning process utilized to clarify individual differences in language learning (Lim, 2007). Motivation is of “particular interest to L2 or FL teachers, administrators and researchers, in light of the fact that it can be probably improved in one particular learning context but weakened in another learning context” (Yuanfang, 2009, p. 87). There is little uncertainty that motivation can significantly encourage language learning process (Arnold & Brown, 1999). Motivation is affected by a “blend of numerous components involving effort, desire, and fulfillment with the learning situation. Distinctive sorts of motivation have been talked about in related literature including integrative, instrumental, intrinsic, and extrinsic motivation. A few studies have examined motivation and foreign language anxiety, but there are few studies on the direct relationship between the two. In one such study, Carreira (2006) investigated motivation and foreign language anxiety of 91 EFL sophomore Japanese university students to figure out which sorts of motivation best predict the learners’ foreign language anxiety. Two questionnaires on motivation for learning EFL and foreign language anxiety were utilized to collect data. Carreira found that learners with practical reasons to study English and intellectual fulfillment had a tendency to have lower levels of foreign language anxiety. Another research on the direct relationship between motivation and foreign language anxiety was done by Cheng (2006) to inspect the impacts of separated curriculum and instruction on the teaching of English as a foreign language to university students in Taiwan. The outcomes revealed that separated curriculum and instruction enhanced EFL learners’ motivation and interest levels in examination to the learners who were taught in the teacher-directed lecture model. Also, she found that utilizing separated curriculum and instruction did not prompt to a considerable decrease in anxiety level in correlation with the teacher-directed lecture model. The model presented by Linnenbrink and Pintrich (2002) indicated that motivation influences academic achievement. If learners know that English is helpful both in their everyday lives and future careers, they will increase their motivation to learn. In spite of claims regarding the potential benefits of using hypermedia in education, and the controversial issues about the relationship between media and learning, research results comparing the effects of hypermedia and non-hypermedia instruction are conflicting. For example, Abdelmanafi-Rokni and Hamidi (2015), Abdelmanafi-Rokni et al. (2014), Chen (1993), Delclos, and Hartman (1993), Gretes, and Green (1994), Liu, and Reed (1995), and Toro (1995) all report significant gains for hypermedia over non-hypermedia instruction. On the other side, Barker (1988), Hess (1994), Michaelsen, Huntley, McBurney, and Easley (1993), McCoy (1994), Rojewski, Gilbert, and Hoy (1994), Sheldon (1995) have found no significant differences between hypermedia and non-hypermedia instruction. Second language teachers have been reluctant to execute the utilization of computers in their instruction for different reasons. Some educators follow the adopted textbook of their district, which indicates a behaviorist approach to learning. According to Heinich, Molenda, Russell, and Smaldino (2002) textbooks have been the establishment of classroom instruction. These instructors may not have sufficient training in computer applications.
This makes them uncomfortable utilizing technology as a part of their instructional collection (Heinicich et al., 2002). Zhao and Cziko (2001) confirm that the absence of instructor involvement in the utilization of technology is focused around the absence of training that will supply technological skills that could lead to technology integration. Outdated and behaviorist approaches are the solely methods that some teachers were taught in their undergraduate coursework. Hartnell (2006) affirms that new teachers need to concentrate on designing technological learning environments, to enhance their practice. Some of them believed that permitting their learners to practice with computers might be considered fun and a waste of instructional time. Erben and Sarieva (2008) express that educators often view technology as a “fun Friday afternoon” (p.13) activity. According to Mayer (2009), multimedia instruction (combining video, sound, words, and pictures together) would support meaningful learning as well as enable learners to understand the materials better. In support of the cognitive theory of multimedia, Mayer asserted (2001, p. 47) that “people learn more deeply from words and pictures than from words alone.” BavaHarji, Gheitanchian and Letchumanan (2014) 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. Zarei (2014) investigated the relationship between reading anxiety and motivation, and the effect of reading anxiety and motivation level on the choice of global, supportive and problem solving reading strategies. To this end, 120 EFL female pre-university students were given three questionnaires: FLRAS, SORS, and AMQ. The findings showed a significant low positive relationship between reading anxiety and motivation. It was also found that motivation level influences EFL learners’ choice of reading strategies. However, no statistically significant differences were found among the effects of reading anxiety levels on the choice of reading strategies.

2. Research Questions
Does hypermedia have any effect on the promotion of Iranian EFL elementary learners’ motivation?

3. Methodology
3.1. Participants
For the goal of conducting this research, thirty six students from two classes were randomly divided into two groups, namely as the experimental group and control group (each 18). All of the participants were studying English at Shahed high school in Gorgan, Iran. They were at elementary level determined by a proficiency test. The participants involved male students only. Their age range varied from 16 to 18. 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 goal of the administration of this test was to ensure, as a triangulation procedure, the homogeneity of the learners in terms of general language proficiency prior to the treatments.

3.2. Instrumentation
3.2.1. 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.
3.2.2. 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 0.77. It consisted of 40 multiple-choice items. The time allotted was 60 minutes.
3.2.3. Motivation Questionnaire
In this study, in order to understand about the learners’ motivation toward learning English before and after the treatment, motivation questionnaire containing 67 items outlined by Clement, Dormey 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 the reliability and validity. As a triangulation procedure, the content validity of the selected items was approved by three colleagues involved in teaching English as a foreign language at the same high school. To ensure the reliability of the instrument, it was given to twelve EFL students who had taken it before. The reliability of the instrument was estimated through Cronbach’s alpha was 0.80, which is highly reliable.
The questionnaire intended to investigate the participant’s motivation of the usefulness of hypermedia on pronunciation while using Tell Me More software. After randomly assigning the students into two subgroups, both groups filled out a questionnaire before and after treatment.

3.2.3. Tell Me More Software

The hypermedia software utilized in this study was Tell Me More, which is one of the most popular computer-based instructional software. It has the characteristic of having an interactive interface which profits the students by permitting 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. Hence, it can be utilized specially to support the pronunciation sub-skill. It also utilizes the immersion technique that does not permit utilizing any sort of translation in any level of the teaching. Moreover, the lessons that are presented in the Tell Me More are divided into five parts. This feature aided the students find the exact level of the lesson based on their capabilities.

3.3. Treatment

In order to carry out the research, the students were required to practice English with the help of the software in the classroom and their homes. Their practice sessions were about 45 minutes in the classroom and half an hour each day at home. The treatment lasted 5 weeks in 10 sessions. They were asked not to use the dictionary but the interface of the hypermedia that gives the extra needed information. They could access the information simply by clicking the words or paying attention to the pictures that help the students get the context. For the control group, hypermedia program was not introduced to this group.

3.4. Procedure

At the beginning of the study, two classes were randomly selected and were assigned into two groups. One of the classes was randomly 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 elementary level determined by the proficiency test that corresponded to the level two of the software. In the second step, in order to find out if hypermedia had a significant effect on increasing motivation, the motivation questionnaire was administered twice on the participants in both groups (once before and the other after treatment).

4. Data Analysis

The pretest, posttest and the items of motivation questionnaire were analyzed statistically by using SPSS software. The mean, frequency, percentage were used to analyze the data taken from the questionnaire. The researcher used the descriptive analytical method of research to carry out the study. To analyze the data, SPSS.16 Software is used for descriptive and inferential. The research used methods of statistical analysis, including charts and graphs, measures of central tendency and dispersion, abundance etc. Among the graphical methods, frequency, percentage, means and Cronbach’s Alpha because they are better suited than numerical methods for identifying patterns in the data.

5. Results and Discussions

5.1. Results from Motivation Questionnaire

In this research, the questionnaire was administered to the control group and experimental group before and after the treatment. The aim of the questionnaire was to collect data related to differences in motivation of elementary level students towards improving pronunciation through a multimedia curriculum versus traditional curriculum. The questionnaire consisted of 67 questions to scrutinize the participant’s motivation of the usefulness of hypermedia on improving pronunciation accuracy while utilizing Tell Me More software. The questionnaire was classified according to the agreement or disagreement of the students about pronunciation activities in the English classroom and scores based on a Likert scale ranging from ‘Strongly Agree’ to ‘Strongly Disagree’. The results were shown in tables 1, 2, 3 and 4.

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

<table>
<thead>
<tr>
<th>Scope</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
<th>Sig (P-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Experimental</td>
<td>18</td>
<td>1.327863</td>
<td>4.74698</td>
<td>1.17339</td>
<td>0.427</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>18</td>
<td>1.315492</td>
<td>6.54842</td>
<td>1.84278</td>
<td></td>
</tr>
</tbody>
</table>

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As represented in Table 1, the computed significance is equal to 0.427 which is bigger than the significance level set for the study (0.05). This indicates that there was no statistically significant difference between the two groups in the pretest.

Table 2: Independent Samples T-Test Results of the Experimental and Control Groups for Motivation Questionnaire in Posttest

<table>
<thead>
<tr>
<th>Scope</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Mean</th>
<th>Error</th>
<th>Sig (P-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>Experimental</td>
<td>18</td>
<td>2.312434</td>
<td>7.895531</td>
<td>1.899578</td>
<td>1.322825</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>18</td>
<td>1.329794</td>
<td>5.134759</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 group and the control group in the posttest confirming the effect of hypermedia on the learners' motivation. There is a significant difference in motivation of elementary level students through a multimedia curriculum versus traditional curriculum.

Table 3: Paired Samples T-Test Results of Control Group for Motivation Questionnaire in Pretest and Posttest

<table>
<thead>
<tr>
<th>Scope</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Mean</th>
<th>Error</th>
<th>Sig (P-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Control 1</td>
<td>18</td>
<td>1.311324</td>
<td>3.473347</td>
<td>1.28218</td>
<td>2</td>
<td>0.515</td>
</tr>
<tr>
<td></td>
<td>Control 2</td>
<td>18</td>
<td>1.373645</td>
<td>5.41535</td>
<td></td>
<td>1.495852</td>
<td></td>
</tr>
</tbody>
</table>

As represented in Table 3, the computed significance is equal to 0.515 which is bigger than the significance level set for the study (0.05). This indicates that there was no statistically significant difference in the control group in the pretest and posttest.

Table 4: Paired Samples T Test Results of the Experimental Group for Motivation Questionnaire in Pretest and Posttest

<table>
<thead>
<tr>
<th>Scope</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Mean</th>
<th>Error</th>
<th>Sig (P-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Experimental 1</td>
<td>18</td>
<td>2.543136</td>
<td>5.894246</td>
<td>1.492163</td>
<td>1.896434</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Experimental 2</td>
<td>18</td>
<td>3.821864</td>
<td>7.142746</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As revealed in Table 4, 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 in the experimental group in the pretest and posttest confirming the effect of hypermedia on the learners' motivation. There is significant difference in motivation of elementary level students through a multimedia curriculum versus traditional curriculum.

The research question of the study aimed to explore the motivational level of students. The results of the research question revealed that learners had a moderate level of foreign language learning motivation. The important point in the results was that their mean score was quite close to high motivational level. This indicates that Iranian EFL students are quite eager to learn English. The data from the questionnaire specified that motivation of EFL students towards multimedia curriculum will be significantly different from the motivation of EFL students towards traditional curriculum, and it was concluded that there is difference in the average learning motivation score between the control and experimental groups. Motivated children with positive attitudes towards the target language, students who appreciate being in the classroom and who feel that what they learn will be valuable for them in their life perform superior to anything others. In this manner, it should be the point of anybody included in planning language programs to advance agreeable learning, through a wonderful atmosphere and interesting material, in

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order to advance motivation. This can be achieved by giving students with a variety of activities and a variety of material and sources, involving new technologies and fun activities, pertinent to their age and interests (Brown, 1981) which can prompt an upsurge interest in the language classroom and to better results. Pictures, objects, signs are a critical apparatus for each language teacher, particularly for those working with young children as they make the lesson easier, reasonable and interesting. Books and other material need to be composed “with the objective of facilitating and exploiting learner interactions with and through materials” (Breen et al. 1979, p. 9) and remembering the needs of the students in mind. Visual material, for example, pictures in the books, flashcards, charts, slides and any other material should be available to the educator. Attractive presentation, according to Cunningsworth (1995), is of high significance however “it is of essential significance that visuals should be established in the teaching material rather than superimposed on it” (p, 52). Audio material is very vital also, basically for reading practice and listening comprehension activities. Visual aids “supply the extra linguistic context that aids the acquirer to comprehend and accordingly to obtain” (Krashen & Terrell, 1983, p. 55), as they aid in comprehension and encourage communication. New technologies supply students the chance to acquire knowledge in an agreeable way and permit individualization of the work of the student. They can work as indicated by their own needs and interests and they can utilize authentic material, which promote the enthusiasm of students (Peacock 1997), for example, magazine or newspaper extracts, news, songs, and announcements. Besides, it is vital to supply the students with chances to utilize the language for real life situations and for actual communication and to come across native speaker models either in real life (visits, tele-conferencing, e-mails) or through the utilization of new technologies and available resources, for example, web sites with authentic material. Finally, families and instructors need to comprehend that motivation and attitudes are established in the minds of children. Children need to understand that by learning a foreign language they can communicate with more people, they can make new friends and they can travel abroad and meet new places. This can motivate them and this is very significant as according to Gardner (1990) motivation is a result of a desire to achieve a purpose.

6. Conclusion & Pedagogical implications
This paper was driven by the prompt that technology is a significant part of education. High schools are perhaps the neediest destination for multimedia. Teachers need to be eager to accept multimedia, as they have seen their learners’ excitement and motivation improvement with the use of multimedia as a learning tool (Pitler, Hubbell, Kuhn, & Malenoski, 2007). The results of the analysis revealed that students had a moderate level of foreign language learning motivation, and it was very close to high level. EFL Teachers play an important role in the implementation of new technology learning strategies in their curriculum with a wide variety of tools for learning. Multimedia provides the chance 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 study dealt with exploring the influence of hypermedia on EFL learners’ motivation to learn. In order for the findings of this study to be pedagogically valid and applicable, they must be first subjected to replication and empirical validation. This research combined the fields of teaching English as a foreign language and Computer Assisted Language Learning. It has contributed to knowledge about the pedagogy of EFL and learning theories to be applied in CALL software design. It is anticipated that the study will be beneficial for scholars and teachers in similar situations and that it may also provide guidance to software designers. A few practical implications are presented which are on the basis of the results and findings of this research and propose that foreign language instructors should be aware of the advantages that multimedia technology can bring to their curriculum and the profit that multimedia can bring to the students’ learning process by utilizing strategies that can reach all students learning styles. The students who partook in this research indicated that they had never been exposed to multimedia presentations during elementary level, but now they find multimedia a new suitable tool for improving pronunciation skill.

References


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