People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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The Effect of Technology Use in Learning on Students' Motivation

The Case of EFL Students in Algeria.

A dissertation Submitted in Partial Fulfillment for the Requirements of the Degree of

Master in didactics of Foreign Language

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2022

Dedication

We would like to dedicate this work to our families who brought us up with their love,

encouragement and all the support:

To all Beddiaf family

To all Lamri family

Acknowledgments

All thanks and sincere gratitude are sent to our supervisor Dr. Bennacer Fouzia for her guidance, support and help .

We render fraternal greetings to the members of the jury, Dr. Zourez Layla and Dr. Aggoune Amina, in addition to all teachers in the department of English over the five years.

Finally, we would like to thank our great teachers,

may God bless you all.

Abstract

This research seeks to explore the effect of using technology on students' motivation to learn English as a foreign language. Its aim is to explore the extent to which technology increases or decreases students' motivation and interaction in English as a foreign language learning. The questions of this research are: What are the students' perceptions towards the role of technology in enhancing their motivation? , What are the technological materials that increase the EFL learners' motivation? , How does technology affect students' motivation? And, Is there a relation between the learners' motivation and the use of technology in learning?. The hypothesis raised is that The use of technology in learning may affect learners' motivation (it may increase their motivation). To collect data, a questionnaire was administered to 185 EFL students in Algeria. The findings of the investigation revealed that the integration of technology tools in foreign language learning is an effective learning method and a motivating factor in EFL students' learning process. Specifically, the majority of respondents reported that using technology is a powerful learning strategy that boosts learners' motivation, interaction, and performance. The study ends up with essential suggestions for the future research and basic guidelines for the implementation of technology in order to motivate EFL learners and to facilitate the process of learning.

Key words: Technology, EFL Students, Motivation, learning, effect.

List of Abbreviations

EFL: English as a foreign language

ICT: Information and Communication Technology

L2: Second language

LMD: License, Master, Doctorate.

 (P): Page

(PP): pages

Q: Question

ERG: Alderfer's existence, relatedness, and growth theory.

SDT: Self Determination Theory

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<div align="center">**General Introduction**</div>

Background to the Study

The term motivation is concerned with the question: why does an organism behave as it does? as Gardner (1985) stated. It refers to the reasons that urge certain actions to happen. Motivation is considered as a substantial factor in EFL learning particularly; Guilloteaux (2008) declared that motivation provides the primary impetus to initiate second or foreign language and later the driving force and later to sustain the long and often the tedious learning process. (p.55). On that account, EFL teachers often utilize various strategies in language classroom to enhance learners' motivation. One of the most prominent strategies used is the use of technological tools in EFL classrooms. This strategy aim at developing and promoting the students' motivation to learn the language.

It cannot be denied that English language assumes a prominent position in the linguistic landscape of our world today (House, 2003). Whether   in education, trade, politics, or even casual interaction with people from other parts of the world. In fact, modern EFL teaching approaches mainly revolve around developing learners' motivation in order to foster and improve the learning process. On that account,   researches investigating the effects of the use of technology on the learners motivation has greatly increased recently.

In line with the present investigation, numerous learning theories such as Behaviorism and constructivism have supported the use of technology in EFL teaching by clarifying the relationship between them and the technological materials . According to Mary and Dina (2012), online activities can provide the learners with positive verbal feedback.

Statement of the Problem

Nowadays, the integration of Technology in the educational environment has been regarded monumental especially in the context of teaching and learning foreign languages. Technology has become within a very short time one of the most important aids of modern society. For many countries understanding skills and concepts' of technological tools and mastering them are essential elements of education. Although Technological tools are not fully utilized for many reasons in Algerian universities, the country is still encouraging and promoting the implementation of these technologies to improve the development and modernization of the educational system. The correct manipulation of technology devices in language learning experience can be stimulating and engaging for learners, empowering them to control the experience themselves. This empowerment can further motivate students towards language learning. Since one of the outstanding problems that Algerian EFL students face is the lack of motivation which hinders their performance in the learning process, this research seeks to investigate their perceptions towards the role of technological means in improving their motivation.

Aims of the Study

The overall aim of this study is to investigate the effectiveness of the use of technology at enhancing the learners' motivation. The study also attempts to figure out the EFL student's perceptions towards the role of technology in enhancing their motivation.

Research Questions

In order to have reliable answer to the already stated problem , this research seeks to answer the following questions:

- What are the students perceptions' towards the role of technology in enhancing their motivation?

- What are the technological materials that increase the EFL learners' motivation?

- How does technology affect the students' motivation?

- Is there a relationship between the learners' motivation and the use of technology?

Hypothesis

- The use of technology in learning may affect learners' motivation (it may increase their motivation)

Methodology

The data collection procedure is carried out through a quantitative method with a questionnaire administered to EFL learners in order to explore their perceptions towards the role of technology in enhancing the students' motivation. Data is collected during the second semester from the scholar year 2021/2022. The learners involved in this study are the learners of English as a foreign language In Algeria, their total number is around 185 learners of different classes.

Structure of the Study

This research work consists of two chapters**.** The first one is devoted to the theoretical background while the second is for the practical framework. The first chapter is further divided into two sections:

The first section starts with an overview of the concept of motivation: its definition, its main types, sources and theories. This section ends up with presenting the relationship between motivation and technology in EFL learning

The second section discusses the use of technology in foreign language classrooms; its definition, the history of using technology in EFL teaching, the main technological tools currently used in learning, the benefits of using technology in language learning, some learning theories and teaching methods related to the use of technology in EFL learning in addition to the drawbacks of the use of technology in EFL learning.

The second chapter represents the practical part of our study. It clarifies the population studied, the instruments used, in addition to the analysis, interpretation and discussion of the data collected.

Chapter One: Technology and Motivation

Section One: General Overview about Motivation

Introduction

This section aims at illustrating that motivation is an important concept in foreign language learning. First, it starts by providing a number of definitions given by researchers in the field of motivation. In addition, there is little conformity in the literature with regard to its exact meaning. Second, it examines the main types of motivation. Third, it highlights the main sources of motivation. Then, it reviews the main motivation theories: the behaviourist, humanistic, attribution, expectancy value and the goal theory. Finally, it shows how technology has very positive effects on learner's motivation.

1.1.1. Definition of Motivation

Motivation is an easy concept but in fact it is very difficult to be defined the word motivation itself is complicated. Nakata (2006) noted that "Motivation cannot be explained by a single definition. Because of the complexity in defining the term, there has been a paradigm shift in our understanding of motivation over the last 50 years." (P.24). Motivation for Gardner (1985) is concerned with the question, "why does an organism behave as it does?" (p.50). That is to say, motivation is what behind the dealings that the individual does. It is regarded as a key power to success in FL learning. Particularly, because "Languages are unlike any other subject taught in the classroom in that they involve the acquisition of skills and behaviour patterns which are characteristics of another community"(Gardner, 1985, as cited in Bencharef , 2009, p.13). This indicates that foreign language learners' motivation is of high importance for their success.

In same line of thought, Dörnyei and Guilloteaux (2008) pointed out "Motivation provides the primary movement to initiate second language learning (L2) and later the driving force to sustain the long and often the tedious learning process" (p.55). Likewise, Oxford and Shearin (1994) argued that motivation defines the degree of the learner's active engagement in L2 learning. According to Brophy (2004), "students' motivation is a concept that describes their degree of attention and effort to achieve their goals, which may not be necessarily desired by their teachers" (p.4). Harmer (2001) said that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (p.51). Therefore, it is the determinant factor of the individuals' behaviour.

Eventually, the above mentioned definitions and thoughts confirmed that the study of motivation is not an easy task, and that researchers did not agree on its components. On the other hand, it is indisputable that "motivation" has lots of definitions because there is no universally consent about it. But, most researchers agree that it has an essential role in determining the educational success or failure in any learning process.

1.1.2. Types of Motivation

In the field of educational psychology many studies have been conducted to understand the concept of motivation. In fact, these studies have led to several distinctions. The distinction of Intrinsic versus extrinsic motivation is among the most commonly known distinctions of motivation (Dörnyei and Ushioda, 2011). These two constructs are set by the Self Determination theory (SDT) which was produced by Richard Ryan and Edward Deci (1985).

According to Ryan and Deci (2000), the motivated behaviour is a result of either doing something because it is inherently interesting (intrinsic motivation) or because of it leads to spreadable outcome (extrinsic motivation) .

1.1.2.1. Intrinsic Motivation

Intrinsic motivation is an important type of motivation. Therefore, numerous studies have been carried out to describe and explain this construct. Ryan and Deci (2000) defined intrinsic motivation as, "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p.56). Hence, the "intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination" (Deci, 1975, p.23). In other words, the intrinsically motivated person is the one who moves to act for something without any external pressures or rewards, these rewards are rather internal.

In classroom context, student's intrinsic motivation is associated with their enjoyment of school learning which is identified by a mastery orientation towards learning and task involvement, curiosity, persistence, learning of challenging, difficult, and novel (Salkind, 2009). Seifert and Sutton (2009) noted that the intrinsically motivated student would develop goals, particularly, mastery goals which are associated with enjoyment and interest in learning the material in hand. In addition to that, intrinsic motivation promotes students' responsibility and independency in learning. Moreover, it makes learning enjoyable and effective that is why motivational researchers emphasized its crucial role in the process of learning (Reid, 2007).

1.1.2.2. Extrinsic Motivation

Extrinsic motivation is a second type of motivation set by the Self-determination theory. Unlike intrinsic motivation that is based on the assumption that the person's internal interest and enjoyment determine his/her motivation to act, extrinsic motivation is "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p.60). That is to say, extrinsic motivation is based on the

existence and intervention of external factors. In fact, viewing extrinsic motivation from that regard may mean that extrinsically motivated behaviour is non self-directed.

However, self determination theory suggests that extrinsic motivation can differ in the degree to which it is inclusive of autonomy. So, extrinsic motivations may be more or less internalized since internalization is defined as the process of taking in a value or regulation (Ryan and Deci, 2000). Extrinsic motivation also differs from intrinsic motivation in its goals orientations. According to Seifert and Sutton (2009) extrinsic motivation is associated with performance goals unlike intrinsic motivation which is associated with mastery goals. In fact, students with performance goals do really get higher grades than students with mastery goals but their learning is not deep or permanent as much as students who are mastery orientated.

Many motivational researchers could not agree about whether intrinsic or extrinsic motivation is the most important in the learning process. Nevertheless, Seifert and Sutton (2009) asserted that a combination of the two is necessary for successful learning .

1.1.3. Sources of Motivation

"Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford and Shearin, 1994, p.15). Therefore, it is important to determine the different sources of motivation. Generally speaking, motivation that brings EFL learners to the task can be affected by the attitudes of a number of people. The culture we live in, significant individuals, the instructor, and the technique, according to Harmer (2001), are four sources of motivation.

The primary source of motivation for learners is the society in which we live. Where attitudes outside the classroom influence language acquisition, particularly English learning. As a result, the importance of learning English in the learner's culture and cultural

representations of that language will have a good or negative impact on his or her attitude toward the language being studied. The type and strength of this attitude, in turn, will have a significant impact on the pupils' motivation levels.

The second source, according to Harmer (2001), is 'significant others.' Aside from cultural influences on pupils' attitudes toward language acquisition, the individuals closest to them have a significant impact. Their parents', elder siblings', and friends' attitudes will have a significant impact on their motivation, whether favorably or adversely. The third source is 'the instructor,' who plays an important role in maintaining student motivation. A teacher's clear enthusiasm for English learning would appear to be a need for a healthy classroom setting. The last source is 'the technique,' which determines both instructor and student trust in the teaching and learning process. As a matter of fact, many researchers have suggested different sources of motivation and the aforementioned are among the most common ones.

1.1.4. Theories of Motivation

Motivation has always been a topic of interest for scholars in a variety of sectors, including education. Educational psychologists have created a variety of incentive theories in order to better explain, predict, and manage human learning behavior. They concentrated on what inspires students. The majority of these theories accept the importance of motivation in the teaching and learning processes. However, each theory approaches motivation from a different angle in order to offer a full explanation of this complicated concept.

1.1.4.1. The Behaviourist Theory

Learning, as defined by behaviorists, is the act of linking a stimulus with a response. Learning theory focuses on the relation between stimuli (activities in the surrounding) and subsequent responses made by a person, as what Bentham said (2002). (p. 21). Because motivation and learning are both considered behaviors, behaviorists argue there is no genuine separation between the two. As a result, the same ideas are applied to both (Schunk, 2012). In reality, under the banner of behaviorism, there are three basic ideas.

The first one is the classical conditioning theory which was introduced first by the Russian scientist Ivan Pavlov (1927). It is founded on the notion that a neutral stimulus that does not generate a specific reaction might learn to elicit a response from a signal that normally delivers the desired response. Motivation is defined as a change in behavior that is rewarded by an external stimulation in classical conditioning, Ellof and Ebersöhn(2004).

The second is the Skinner's Operant Learning Theory, which claims that learning happens when a response continues to be produced because it receives positive reinforcement in the form of a reward or ceases being made due to a punishment. Skinner said that Acts that are supported by rewarding consequences are more probable to happen, and actions that are accompanied by negative or punishing outcomes are less likely to recur

The third is the Observational/Social Learning theory, which is linked to Albert Bandura, a notable theorist who concentrated his study on imitation or modeling, in which learning happens when an observer's behavior changes after witnessing a model's behavior. Modeling refers to doing or displaying a desired new behavior or ability, such as when a teacher or a student exhibits respectful behavior or the proper key to a problem, Seifert and Sutton (2009). The viewer's behavior might be influenced by the pleasant or unpleasant consequences of a model's behavior, known as vicarious reinforcement or vicarious punishment.

To summarize, motivation does not involve internal elements from the standpoint of behaviorists. Sometimes it is important to consider motivation not as something "within" a learner controlling the learner's behavior, but as similar to the student's external behaviors, Seifert and Sutton (2009) said in this context tha it is the behaviorist view . As a result, motivation may be defined by behaviorists as a rise in the degree of observable behavior as a result of external influences.

1.1.4.2. Humanistic Theories

Unlike behaviorism, which stresses what is clearly visible, the humanistic approach emphasizes the individual's inherent worth, the significance of human values, and human beings' dynamic, active nature. Humanism emphasizes the examination of students' behaviors, ideas, and feelings in educational environments in order to better understand their nature and how they learn. When making decisions, humanists examine pupils' self-awareness and analyze their capacities and potentials. This aspect of motivation is shown by three separate ideas. Maslow's Hierarchy of Needs, the Hierarchy of Motivational Needs, and the Self-determination Theory are three of them.

1.1.4.2.1. Maslow's Hierarchy of Needs

Abraham Maslow's (1970) hierarchy of needs theory is the most important theory among human needs theories of motivation (Dörnyei, 1998, p.120). Maslow's theory is based on the assumption that "all human beings, regardless of culture, have basic needs that can be arranged on a hierarchy according to prepotency or pressing drive for gratification" (Salkind,2009, p.633). These needs are classified in five levels.

The first level includes physiological requirements such as hunger and thirst. The second level includes safety requirements such as the demand for security, order, and

protection from pain and terror. The third level includes the needs for love and belonging. Then there are requirements for self-esteem, like the need to attain competence, acceptance, and acknowledgment. Maslow ranked self-actualization as the greatest need, meaning the desire to fulfill one's skills and talents, as well as acquire insight and perspectives. These five fundamental requirements are ranked in order of significance, from the most basic (physiological needs) to the most complex (emotional needs). (Arnolds and Boshoff, 2002.

As what is mentioned by Aggarwal (2011), the greatest requirements can be met just after the lowest ones have been met . Despite the fact that this theory gives a clear overview of human wants, it cannot be evaluated, and there is no method to determine how satisfied one level of need must be before the next higher level of need becomes operational. In this line, Landy (1985) stated that one among Maslow's most significant flaws is that it becomes a general theory of human growth rather than a statement of job motivation. Arnolds and Boshoff

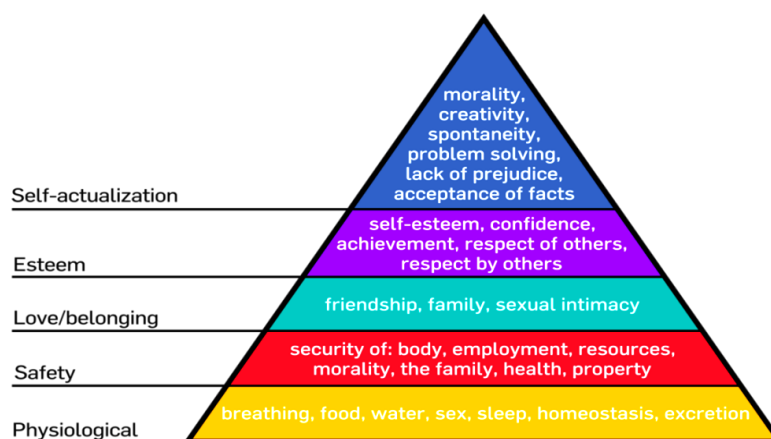Figure 01: Maslow's hierarchy of needs, retrieved from:

https://fr.m.wikipedia.org/wiki/Fichier:Maslow%27s_Hierarchy_of_Needs.svg

Figure 01 shows the five levels of Maslow's hierarchy of needs presented with as a pyramid with the more basic needs at the bottom.

1.1.4.2.2. Alderfer's Need Theory

The existence, relatedness, and growth (ERG) hypothesis of Alderfer is one of the need theories of motivation that was based on Maslow's hierarchy of needs' flaws .Arnolds & Boshoff, 2002. It is a motivating concept understanding and explaining the components that lead to individual human behavior and may be used to explain and/or anticipate challenges linked to the profession, relationship paradigms, and self improvement choices. Caulton (2012).

According to Arnolds and Boshoff (2002), Alfderfer's theory is based on the assumption that a man is motivated by three main groups of needs; these groups are classified from lowest level needs to highest level needs, existence, relatedness, and growth. Existence needs cover the basic human needs for existence, which are the physiological and safety needs. The relatedness needs concern individuals' will to create and maintain interpersonal relationships which are man's social acceptance, belongingness, and status desire. The third group of needs is the growth needs which stand for the individual's desire for personal development, self-fulfillment and self-actualization .

Unlike Maslow's theory, George and Jones (2012) claimed that under Alderfer's ERG theory, a greater level need can operate as a motivator even if a lower-level need is not totally met, implying that needs at multiple levels can function as continuous motivators. As a result, ERG theory allows a person to pursue higher-level desires even before lower-level demands are met.

Furthermore, Maslow's hierarchy says that once a lower-level need is met, it stops to be a motivational factor, but Alderfer claimed that when people want to meet a high-level need but are unable , their incentive to meet a lower-level need increases (p.162). Based on the

foregoing, one may conclude that Alderfer's need theory is well-known among psychologists, as it was developed in response to the flaws in Maslow's theory of needs.

1.1.4.2.3. Self Determination Theory (SDT)

Edward Deci and Richard Ryan (1985) established the self-determination theory as an extension of the intrinsic-extrinsic paradigm (Dörnyei, 1998, p.121). It emphasizes the significance of internal elements in human behavior. As a result, it appears that three major elements promote motivation and development: autonomy, competence, and relatedness. Autonomy refers to a student's desire to be free of extraneous influences that can limit his behavior. Deci, Connell, and Ryan (1989) asserted that to be self-determining refers to haveing a feeling of choice in beginning and managing one's own behaviors . Competence, on the other hand, is linked to the want to feel able or skilled, and sense of belonging to the desire to feel attached and involved and engaged with others. (Seifert and Sutton 2009, p125).

Whenever these three basic needs are met together, the intrinsic motivation will be increased, but if one need is not achieved, the learner's behaviour will be constrained by external factors. In this regard, Seifert and Sutton (2009) stated that the key idea of self-determination theory is that when people (such as you or one of your students) feel that these basic needs are reasonably well met, they tend to perceive their actions and choices to be intrinsically motivated or "self-determined". In that case, they can turn their attention to a variety of activities that they find attractive or important. It is to say that the individual will be motivated to engage in a given activity if he feels that the three basic needs are satisfied.

In sum, self determination theory is indeed a widely recognised theory; thus, numerous studies support SDT theory in the sense that the satisfaction of students' basic psychological needs for autonomy, competence, and relatedness is crucial for their internalization of motivation. One of which is the study of Chen and Jang (2010) in which they tested a model

of self-determination theory in two online teaching certificate programs to examine online learners' motivation and their results supported SDT theory.

1.1.4.3. Attribution Theory

Weiner (1974, 1986) developed attribution theory in order to investigate how people evaluate success and failure. That is to say, an individual's own explanations of his or her successes or failures will shape his or her expectations of future successes or failures, and hence his or her incentive to engage in tasks where success or failure is a possibility (Bentham, 2002, p.127). In plain terms, this idea proposes that the causes for people's prior achievements and failures determine their motivational disposition to a large extent (Dörnyei, 2001).

Students discuss their opinions about the causes for their success or failure in the classroom by referring to specific 'attributions.' These attributions might be internal or external, and they can be controlled or uncontrolled. Wade and Travis (1990) suggested a three-dimensional causality categorization system to explain attribution. First, there's locus of control, which indicates how much of a person's outcome is determined by internal or external elements like IQ, mood, or chance. Second, stability refers to an unchanging source, such as ability, which is stable since it lasts a long time; effort, on the other hand, is unstable because it changes greatly over time.

To sum up, attribution theory is currently in its middle years as a dominant idea in motivation, social psychology, and educational psychology, according to Bernard Weiner, the founder of the theory. To have lasted this long, it must have had both sufficient scientific backing and been sensitive to experimental tests, changing to address objections and issues. 2000.

1.1.4.4. Expectancy Value Theories

Expectancy value has been regarded as the most widely used notion in motivational psychology during the previous few decades (e.g., Atkinson and Raynor, 1974, as referenced in Dörnyei, 1998, p.119). Expectancy-value theory was created by Atkinson, who identified three motivating elements for learning, according to Reynolds and Miller (2003). The first element is anticipation, which expresses students' views about their skills and success expectations. The second is the value, which takes into account the motivations, aims, and needs of the students in accomplishing a specific goal. The final component is the emotive component, which refers to how learners feel about academic tasks. The degree to which the student is motivated will depend on the force of a variety of both expectancy-related and value-related components.

That is, Atkinson hypothesized that motivated behavior is dependent on a student's expectation of reaching a specific outcome or objective, which is influenced by how much he or she values this outcome. According to Seifert and Sutton (2009), the link between expectation and value is "nonlinear" rather than cumulative because, in order to be productive, a person must have at least a small expectation of success and give a task at least some positive value. You will not be motivated if you have high hopes of accomplishment yet do not value a task at all (consciously assign it a "0" value). Atkinson also believed that combining a strong desire for success with a low fear of failure was the greatest approach to boost accomplishment motivation (Schunk, 2012). According to Seifert and Sutton (2009), the major elements that impact students' expectations of success are their objectives and self efficacy. As a result, a student with mastery objectives and high task efficacy, for example, has a high expectation for success virtually by definition. Students' hobbies and sense of self-determination can influence their values. Simply put, if the student has a genuine interest in the topic or task that he wishes to master, he will be driven.

1.1.4.5. Goal Theory

The cognitive idea of aim, which represents the motivation and origination of motivated behavior, has largely supplanted the notion of needs in recent years. As a result, researchers concentrated on three primary areas. Goal-setting is the very first, goal-orientation is the second, and goal content and multiplicity is the third (Dörnyei and Ushioda, 2011, p.19). To begin, Locke and Latham (1990) created the goal setting theory within industrial and organizational psychology, with frequent allusions to working contexts (Pagliaro, 2002). It seeks to explain variations in individual performance in terms of target attribute differences (Dörnyei and Ushioda, 2011). Per this theory, performance is impacted by goals through use of four mechanisms. Goals, for instance, have a directional function: they drive attention and effort toward goal-relevant activities and away from non-goal-relevant ones. Second, objectives have an energizing function that encourages individuals to exert extra effort in proportion to the difficulties of the goal, such as activities that require physical exertion. Goals influence perseverance, and goals influence action unintentionally (Locke and Latham, 2002).

Unlike goal-setting theory, which was established to analyze motivation levels, goal-orientation theory was designed to explain teaching and performance in the classroom (Dörnyei and Ushioda, 2011). This theory focuses on the two basic academic orientations that students employ. Mastery orientation entails pursuing mastery goals (learning goals) with an emphasis on acquiring the topic, whereas performance orientation entails pursuing performance goals (ego-involvement goals) with an emphasis on demonstrating competence or receiving good grades (Ames, 1992). Although goal setting theory and goal-orientation theory are primarily concerned with personal effectiveness and results, other objectives may impact student motivation.

The aim content hypothesis has been stressed by many scholars. Wentzel (2000) conducted a study in academic settings to demonstrate how the embedded contribution of multiple social and academic goals affects students' academic achievement, notably how the quest of non-academic forms of competence such as social competence can maintain contact with the improvement of educational expertise. (as reported in Dörnyei and Ushioda, 2011.

Conclusion

In a nutshell, motivation is unquestionably one of the most essential factors that caught the eye of educational psychologists. As a result, several research have been carried out in order to comprehend this difficult idea. Even though, there is no definition of motivation that has been agreed upon by scholars. Most of those researchers, however, agreed that motivation is a determining factor in whether a learning process succeeds or fails. To achieve our study's goal, we must answer our research questions in the next chapter. That is, we will look at students' perspectives on the use of technology in improving EFL learners' motivation.

There have been numerous studies on how to motivate foreign learners in order to achieve better results. Some of them proved that the implementation of technology in educational settings has a very important role in improving learners' motivation.

Section2: The Use of Technology in EFL learning

Introduction

The need to new enjoyable facilitating techniques of EFL teaching has eventually lead to the use of some technological tools that serve these needs. Therefore, this section is concerned with the use of technology in EFL teaching and learning. First of all, it provides definitions and clarifications for the terms traditional and modern education as well as educational technology. Moreover, it presents a historical background about the use of technology in education over the years. Additionally, it covers some of the most popular technological tools used in teaching and learning. Furthermore, it spots the light on some learning theories and teaching methods related to the use of technology. Finally, this chapter is also concerned with the advantages and disadvantages of using technology in education.

1.2.1.Traditional and Modern Education

The term teaching refers to the process of providing information to learners through lectures and courses, while learning is the act of acquiring new knowledge or increasing existing knowledge, or skills. It occurs as part of education (Nomass,2013).

The teaching process has developed through time starting by the use of chalk till the use of computers. Therefore, there are many differences between the traditional and modern education. Traditional education is based on the teacher-centered approach. This means that the teacher is the active part in the class, the person who talks and provides information while learners are merely passive receivers of information. Traditional education relies on the method of memorization and ignores critical thinking. It depends on the use of simple teaching materials such as chalk and blackboard (Belias et al,2013).

The educational system and ways of teaching have changed because the technological revolution urges educators to look for appropriate technological materials to suit learner's needs. Therefore, modern education is based on technological tools for sharing information. The teacher here is considered only as a guide for the learners who rely on themselves in gaining information which helps in developing autonomy (Belias et al, 2013).

1.2.2. Educational Technology

It refers to the materials used to improve the learning- teaching process and make it more interesting. It concerns the development, organization and utilization of learning sources (Robinson et al.2008). Educational technology takes three aspects into consideration: the level of students, interest of teacher and the goals of the institute (Nomass,2013).

E-learning is a term related to Educational Technology; it indicates the use of technological equipments such as computers and digital technology for educational purposes (Asta, 2010). Watching a video that clarifies a specific mathematics lecture, for instance, can be labeled as an E-learning activity. With the help of this new way of teaching, it is possible today to bring the whole world into the classroom using tools like video conferencing, the internet and e-learning (Nomass,2013).

1.2.3. The History of Using Technology in EFL Learning and Teaching

Technology is defined as the application of scientific knowledge to the practical aims of human life (The editors of Encyclopedia).

Since technology is used in all the different fields of life, it is used in education too and in language learning specifically. With the proliferation of English around the world in modern life; the number of people learning English is increasing day after day which led to using new different teaching methods based on technological materials such as films or

videos. Technology brought out the language learning process from its traditional form to a broader and more effective form where the teacher becomes a guide or instructor instead of a determiner and information provider, and the learner becomes a researcher for information instead of a passive receiver. This shows how technology has affected the learning process. Graddol (1997.16) stated that " technology lies at the heart of globalization process affecting education, work and culture."

The early use of technology in language learning was traced back to pre-19th century with the use of books. Unlike nowadays, books before the nineteenth century were deemed the height of technology. They were considered as the most important tool for educating the nobles ,especially for languages, since it was a sophisticated art to pursue and learn a foreign languages in the medieval Europe, especially French and Italian(Glass,n.d).

In the 1800s, and because of the ideas stating the importance of including visuals and language sensation in the learning process, the magic lantern appeared. This tool which is a predecessor to today's projectors, was based on presenting and changing images in front of the learners on a screen which provides better understanding and clarification(Glass,n.d).

Technology continued to develop and flourish day after day replacing the basic tools by new ones such as slide projectors instead of the magic lantern, white boards instead of slates. However, communication, which is an important factor for language learning, was not taken into consideration. In order to speak a foreign language effectively, a learner needs to hear the language authentically spoken first. For that reason, the language labs appeared eventually in the 1950s. In a language lab, a record of the target language is to be played for the learners to listen to native speakers pronunciation and then provide them with questions to answer (Glass,n.d).

In the 1970s, hypertext, hypermedia, electronic mail system in addition to home computers appeared and started to be used in language learning. Home computers were used to practice languages in form of drill and repetition , in addition to offering learning items such as vocabulary drills. The problem here was that these computers were not made for the personal use, a problem that was solved in the in the 1980s by the first appearance of personal computers and microcomputers. Their appearance resulted in increasing the role of computers in learning since it gave the students more autonomy and control. These devices contained word processors, grammar checkers and other techniques which are really helpful for language learning. Other tools were available too such as electronic books, video cassettes recorders and CD-Roms (Grace and Kenney,2003).

After the 1980s, the internet eventually appeared as a revolutionary invention affecting the way computers were used for language learning. This new technology has provided access to a wide range of educational materials and facilitate communication between learners and native speakers from around the world in addition to many other advantages(Guazzi,2015).

In 2005, laptop computers were introduced and the internet became accessed through wireless and pocked computers. Later on, many technological devices were available in schools and universities (Grace and Kenney, 2003).

1.2.4. The Role of Using Technology in English Teaching and Learning

The globalization process has made English a universal language used in all the important domains which results in teaching English in many countries around the world as a second or foreign language. Graddol (1997.16) declared that:

"The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education".

The English language can be taught for both kids and adults for specific or academic purposes. Here technology has influenced EFL learning and teaching by making learning interesting and teaching more productive (Solanki and Phil,2012).

The main role of technology in EFL learning is facilitating, fostering the learning process and make it motivating and interesting. This happens through the use and integration of specific materials in the educational system. Educational technology supports EFL teaching by providing computers, language labs and audio visual aids. These technological tools enrich the teaching process in addition to making learners more interested and motivated which makes it essential to use technology in EFL learning. Educational technology can provide many devices which make the teaching and learning process more effective (Solanki and Phill, 2012).

Using educational technology in EFL learning and teaching provides many advantages. The different technological tools improve communication between learners in the first place such as the use of world wide web which has made it easy and instant to contact people that speak the target language with no need to move or travel. Additionally, there is the multimedia which offers authentic situations for practicing the language. This tool of communication suits learners who are too shy to show up and speak (Rodinadze and Zarbazoia,2012).

The use of technology in EFL classroom presents many advantages. It provides suitable activities that help learners to learn and practice the target language effectively. It

also offers a wider access of information. There is network chatting as an example. It provides a suitable environment to learn speaking and listening which fosters the development of their communicative capacities. When learners use the internet or a social media platform such as Facebook , they can learn about the English speaking communities and their culture which helps developing their communicative skills, and therefore, the way they use the language. (Rodinaze and Zarbazoia, 2012).

The use of technology can bring easiness and joy to learning even without the help of the internet . This happens through the use of images, graphics and other aids provided by the computer which makes learning an   exciting process .Thus, it can be claimed that the educational system had changed, because of technology, from the teacher centered approach in which learners are passive receivers of the information, to the student-centered approach in which the learners are more active and they can be independent enough to improve their critical thinking and problem-solving capacities(Rodinadze and Zarbazoia,2012).

1.2.5. Information and Communication Technology (ICT)

Nowadays, technology covers all aspects of our lives especially education. It is an important instrument for EFL teaching since it provides different materials including the following**:,** language laboratories, audiobooks and audio visual aids **.**

1.2.5.1 Language Laboratories

Language laboratories play an important role in language learning and specifically EFL learning. It is a space or a room equipped with technological materials and audio-visual aids such as computers, projectors, videos and audio-recorders with the aim of practicing and improving the listening- speaking capacities helping the learners to master the target language.

Language laboratories create a suitable atmosphere for language practice by making the learners more comfortable and the learning process more interesting and motivating. They provide several aids that facilitate the learning process as they allow listening to native speaker's conversations, songs and stories.(Cesar and Brenes,2006).

1.2.5.2 Audio-books

Audio-books showed up for the first time in 1931 as a tool to help blind adults to listen to books, but it's clear that the use of this tool has gone far beyond its original purpose: it started to be used to develop children's reading comprehension in addition to assist struggling readers (Kartal and Simsek,2017).

Audio-books present several opportunities and advantages that support their use in EFL learrning and teaching. First of all, they are not restricted in time or space, they can be listened to at any time everywhere. Secondly, computers, MP3 players, smart phones and walkmans are devices that audio-books are to be played on. Furthermore, audio-books are read by professional narrators, even the authors themselves. Thus, audiobooks are a very effective tool to be integrated into EFL teaching (Kartal and Simsek,2017).

1.2.5.3 Audio-Visual Aids:

Language classes which are equipped with audio-visual aids are usually preferred   by learners over the classical classes because they are interesting and enjoyable. Different types of audio-visual aids are presented. Among them, there are pictures, songs, videos, projectors, data show and power points presentations.

Pictures can be simply defined as images. They are considered as an important tool in teaching languages since it provides clarifications and makes the lecture more interesting and amusing.   There are different ways for presenting a picture; it can be presented as a slide show on a computer screen and on a display board by a projector (Abdullah,2014).

EFL teachers can use another effective aid which is songs in the teaching process. The use of songs provide the learners with a wide range of vocabulary and improve their pronunciation and listening skills(Veronika,2007).

The teacher can check if his students understand the song after listening to it by introducing different activities like asking them questions about what the songs talk about. Furthermore, the learners will find it enjoyable to listen to different songs because it motivates and helps them improve their listening and speaking skills (Veronika, 2007).

Educational videos, like pictures, have become more available and popular because of the internet. Thus, educational videos become a very helpful tool in EFL teaching and learning since they make the sessions more interesting, the lessons more comprehensible and help spotting the light on other people's cultures and traditions. "video in the classroom offers exciting possibilities for language teaching and learning" (Lonergan, 1995).

In addition to pictures and videos, there is another aid which is the projector. "it is a device which is designed to take the display of a computer screen and project a large version of it onto a surface. Students feel more interested about the lesson if it is presented through visual tools because it allows them to see pictures, maps and graphics. (Abdullah, 2014).

1.2.6. Learning Theories and Technology

Numerous theories in the field of psychology have dealt with how human beings learn. These theories spot light on the learning process and provide different points of view about how an individual can acquire and develop a new skill. Behaviorism and constructivism are the most prominent theories concerned with how humans learn.

Behaviorism was used in the early 20s in order to develop theories about the human learning. Scholars and researchers supporting this theory believed that learning is the acquisition of a new behavior through conditional process (stimulus). Skinner, who

developed this theory, believed that individuals learn through either a positive reinforcement or punishment. This means that the desired behavior is to be rewarded while the undesired behavior is to be punished or disputed. Therefore, Skinner developed a system called programmed instructions containing several learning theory-based programs. These programs give positive reinforcement when a desired behavior occurs and negative reinforcement when an undesired behavior occurs. The relation between Behaviorism and technology can be exemplified by the use of online activities that provide the learners with positive verbal feedback. (Mary and Dina,2012).

Constructivism, on the other hand, is developed in the field of pedagogy considering the teacher as a guide or facilitator who helps learners to construct the language on their own with the help of an active environment with engaging language activities. Thus, constructivists see that humans learn by participating and problem analysis. Rakes,et al. Stated that "Technology can provide the vehicle for accomplishing constructivist teaching practices" (1999.3).

This confirms that the use of technological tools in learning improves the learning process and supports the use the constructivist methods. For instance, there are the online activities that require collaboration between teachers and learners.

1.2.7.Teaching Methods and Technology

There are several teaching methods that spot light on the principles of Foreign language teaching. Each one of these methods presents a specific way of teaching.

The first method is the audio-lingual method. This method emphasized the teaching of listening and speaking but in a new modern way that includes the use of language labs. This method is based on repeating sentences which make it easier for learners to acquire the target language and to enhance their listening speaking capacities (Zaineddin et al.2011).

Another method showed up afterwards based on the idea of involving communication in learning in order to encourage the learners to use their natural capacities. This method is the communicative language teaching approach which is known as CLT. This method is more effective when the input used is authentic and the activities are meaningful. (Ansarey, 2012).

CLT is based on communication between the learners themselves or between the learners and the teacher, thus, technology can be deemed very useful as it facilitates the interaction through technological devices which provides a strong interaction between learners, learner/instructor and learner/content. (Desai et al, 1998.328).

1.2.8   Technology drawbacks in EFL teaching and learning

In Addition to all the privileges and advantages of using technology in EFL learning, There are numerous disadvantages standing out as well.

Abunowara(2016) stated that there are some drawbacks of using technology in EFL classrooms . First of all, technology use is time consuming. So, It requires making effort selecting authentic materials , changing software programs and picking effective ways of technology use (Solano et al,(n.d)).

Regarding learning, the internet connection is not available in a stable and fast way for everyone. Some learners live in regions where they have a limited access to internet. Furthermore, learning only via sitting down and receiving may create a generation of lazy, passive learners which hinder them from doing other activities (Turayeva & Kholmurodova, 2022).

Conclusion

This section has provided a general view concerning technology and how it is used in EFL teaching and learning .It has spotted light on the traditional and modern teaching as well as educational technology . It has also covered many points like the technological tools, in addition to some learning theories and teaching methods related to technology, the benefits and drawbacks of using technology in EFL teaching and learning. All the previously covered items demonstrate that the use of technology in EFL learning may, in a way or another, affect the learners' motivation and desire to learn.

Chapter Two: The Practical Framework

Introduction

The first chapter reviewed the related literature items of both variables: the use of technology and motivation in the EFL learning process. The second chapter, however, covers the practical framework of our research study which seeks to investigate students' attitudes towards the effect of technology on their motivation. This chapter clarifies and illustrates the method implemented to conduct the research work and the reasons behind choosing it. After that, it deals with the students' questionnaire with regard to its description, administration, analysis and discussion of findings. At the end of this chapter, some suggestions are provided for future studies, in addition to the limitations that faced the researchers when conducting this study.

2.1. Choice of the Method

Among the main challenges in conducting any research is the appropriate selection of the research method. Concerning our study, we have chosen a descriptive method where the questionnaire is the tool for collecting data.

According to Brown (2021), questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(as cited in Makey & Gass, 2005, p.92). We have chosen the questionnaire for a set of reasons. One of which is that motivation is proved to be an unobservable feature since it is a psychological construct that presents the learners' inner desires.

In fact, the questionnaire is commonly used among the researchers of motivation. In addition, the questionnaire is the appropriate instrument to investigate the perception and attitudes of the research participants. The questionnaire was designed to investigate students' attitudes towards the role of technological tools in enhancing EFL learners' motivation.

2.2. The Students' Questionnaire

2.2.1. The Sample

The population of this study covers all learners of English at different universities during the academic year 2021-2022. A sample of 185 students were part of the research. The participants were randomly selected from different groups of universities on Facebook and every participant got an equal chance to get in the Google platform to answer the questionnaire. Choosing different students to work with is due to their advanced level that enables them to provide our research with more credibility and reliability. also because of their years of experience at university where they have been using different Learning methods, including technological tools or ICT supported methods.

2.2.2. Description of the Questionnaire

This questionnaire is composed of 20 (twenty) questions which are organized and categorized logically in four main sections.

The first section covers the background information within which three main questions were used (Q1-Q3). The second section deals with the implementation of technological tools in EFL classes and it contains eight (08) questions (Q4-Q11). The third section is about the effect of technology usage on students' motivation. This section is composed of eight (08) questions (Q12-Q29). The last section covers one optional question where the students were asked to provide any further suggestions and comments. It is important to mention that the questionnaire is based on eight (08) closed ended type of questions which eliminate any kind of irrelevant or confused answers. These answers are also very easy to code and to be statistically analyzed. Hence, the questionnaire contains , as well, (11) multiple choices questions, where the students are required to tick the appropriate box (es) that best match (es) their opinion, and two one (01) open- ended question where they should provide a full answer.

2.2.3. Administration of the Questionnaire

The questionnaire of our study has been administered to participants from different groups of Algerian universities. A total number of (185) students participated in this study. The questionnaire was randomly delivered to them, to each group, to avoid any kind of bias and differences between the students' levels. The questionnaire was uploaded to the Google platform and shared its link with the different groups of English departments in different universities of Algeria. It was sent via Emails, Messenger and Facebook groups and pages.

This is the link to our questionnaire:

https://docs.google.com/forms/d/e/1FAIpQLSdCgvKDw3oVDRa78bYlshsBIye0YA9eFoGI VKrmo7Ni5MBYpQ/closedform

2.2.4. Analysis of the Students' Questionnaire

Section One: Background Information (Q1-Q3)

Q1: Was English your first choice?

The first question seeks to find out whether English was the first choice of the students or not. It aims at assessing students' interest and motivation in learning English.

**Figure 1.** English as a first language
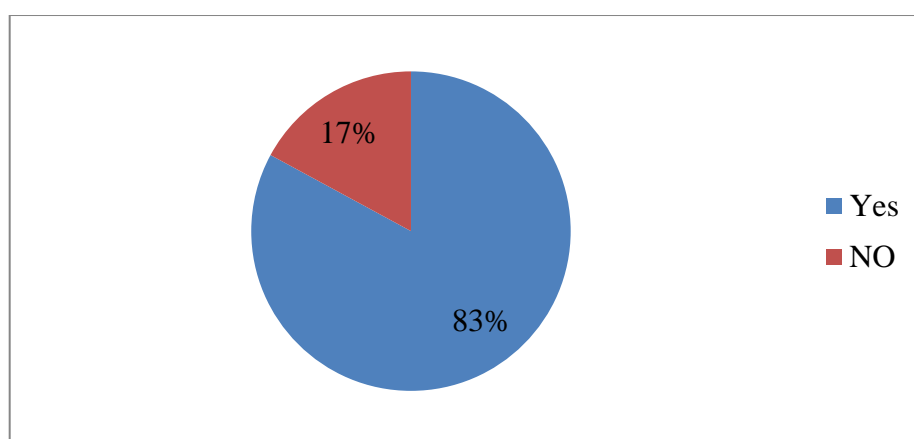
According to figure 1, there were 181 responses. Most of the respondents (150), i.e., (83, 7%) of the sample's population asserted that English was their first choice, which shows their interest and motivation to learn English. However, (17%) responded that English was

not their first choice, which may lead them to be less motivated or not motivated to learn English.

Q2: In your opinion, learning English is a difficult task or an easy task?

The second question deals with students' attitudes about learning English. It examines the easiness of the English language, since it determines the degree of students' motivation to learn this language.

Figure 2. Students' Attitudes towards Learning English Language
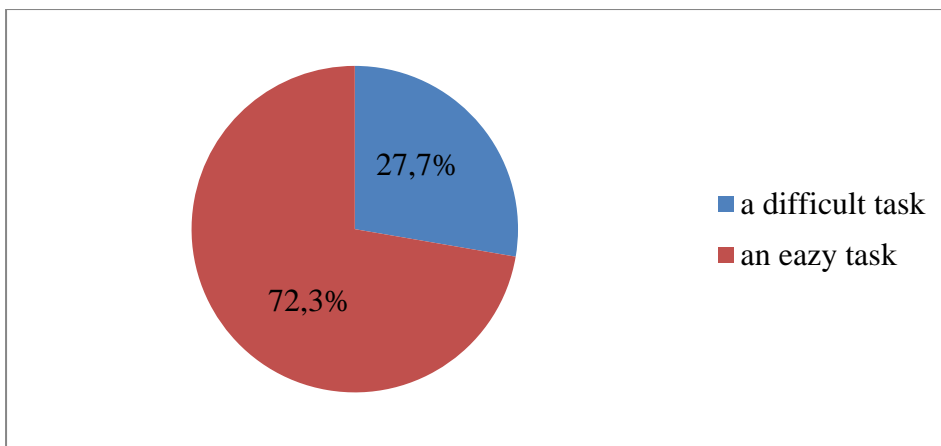
There were 184 responses on Q2. Results from (figure 2) show that (27, 7%) of the students consider that learning English is a difficult task, whereas (72, 3%) say that it is easy. This may indicate that more than half of the participants have higher levels of motivation compared to those who said that learning English is a difficult task.

Q3: How do you consider your level in English?

This question attempts to assess students' level in English. It seeks, mainly, to check students' proficiency in English language.

Figure 3. Students' Perceptions about their Level in English
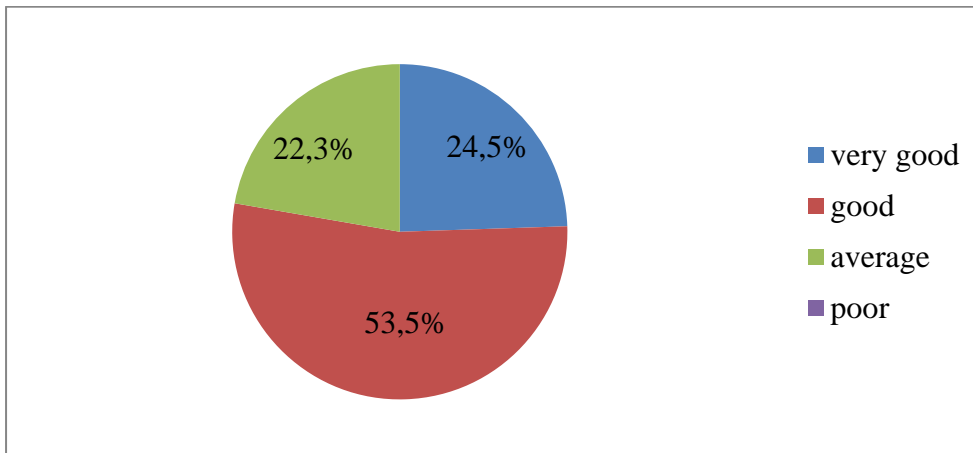
There were 184 responses on Q3. From a quick glance to (figure 03), we found that forty-five (45) students consider their level to be very good in English. (53.5%) say that their level is good. A percentage of (22.3 %) of the participants report that their level is average. However, only one student considers his/her level to be poor.

Generally, students associate their level with their capacity to understand and learn English.

Section Two: The Implementation of Technology in EFL Learning (Q4-Q11)

Q4:Do you use technology in learning?

Question four attempts to check if students use technology while learning or not. It aims to assess students' reliance on technology in their learning.

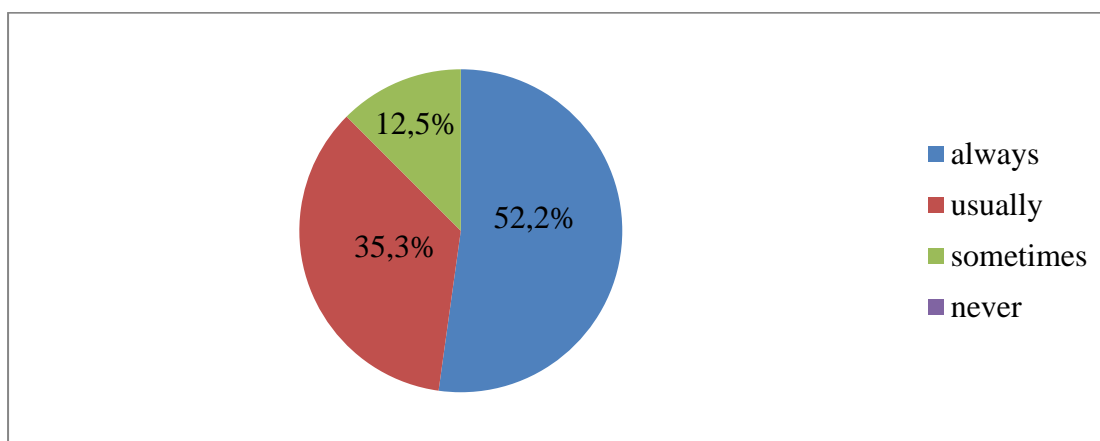**Figure 4**. Students' Use of technology in Learning
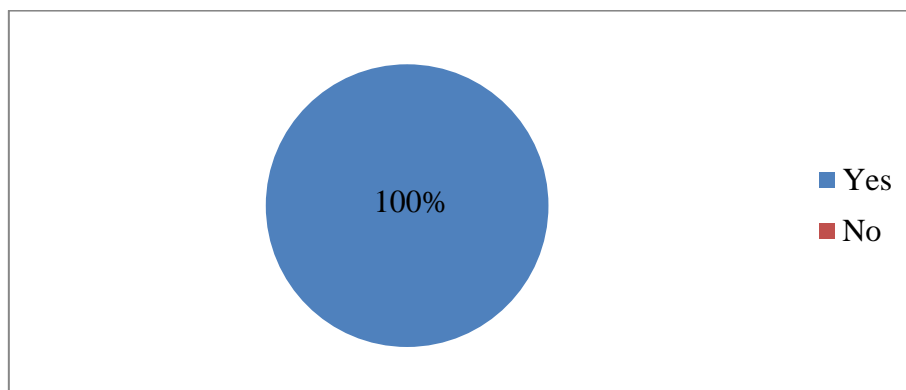
There were 185 responses on Q4. As shown in Figure 4, all the students (100%) reported that they use technology in learning. These results reveal that students are generally familiar with using these technologies since they shape the modern day way of learning.

Q5: If yes, how often?

This item is related to the previous one. It inquires about the frequency with which the students use technology. It aims at examining the importance of using technology in EFL learning.

Figure 5. Students' Frequency of Using technology

There were 184 responses on Q5. Figure 5 demonstrates that (52,2%) of the students always use technology in their learning, while (35,3%) note that they usually use it. (12,5%) stated that they use technology sometimes . These findings illustrate the importance and the usefulness of these technologies in modern days learning and teaching.

Q6: Which technological tools do you use in learning?

This question is to know about the different technological tools that are used by Learners in order to learn English.

Figure6: The Technological Tools That Are Used by Learners in Learning
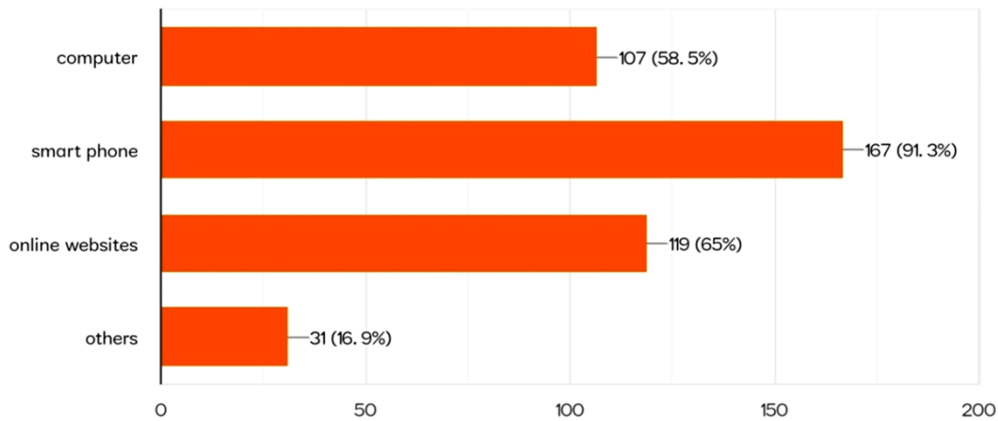
There were 183 responses on Q6. According to Figure 6 the learners use different technological tools in learning at the same time. A percentage of (91,9%) i.e. the majority of learners (167) use smart phone . some of these learners (65%) use online websites and (58,5%) of them use computers. On the other hand (31) students use other technological tools in learning. This shows that using technology in learning is really important and spread among learners.

Q7: To what extent do you think technology is helpful?

this question is to know how much using technology in learning is helpful.

Figure 7. To what extent technology is helpful
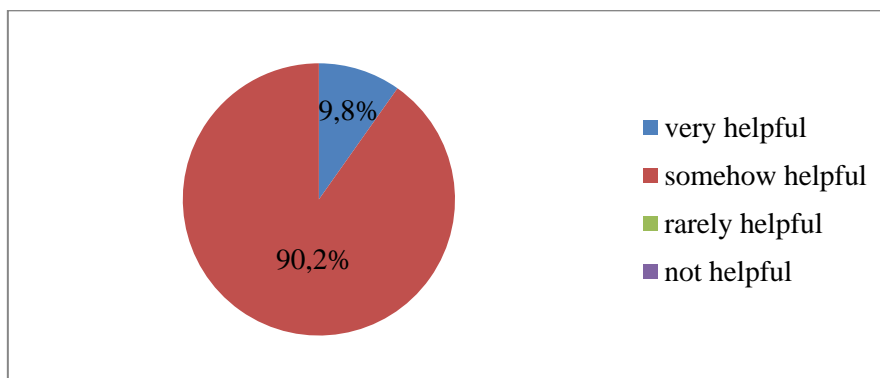
According to figure 7 (166) students out of 185ones said that using technology in learning is very helpful this makes them (90.2%). While (9.8%) of the population agreed that using technology in learning is somehow helpful. Yet, no one of the learners answered that it is rarely helpful or it is not helpful to use technology in learning. In other words, the majority of learners agreed that using technology is really helpful in a way or another in the process of learning.
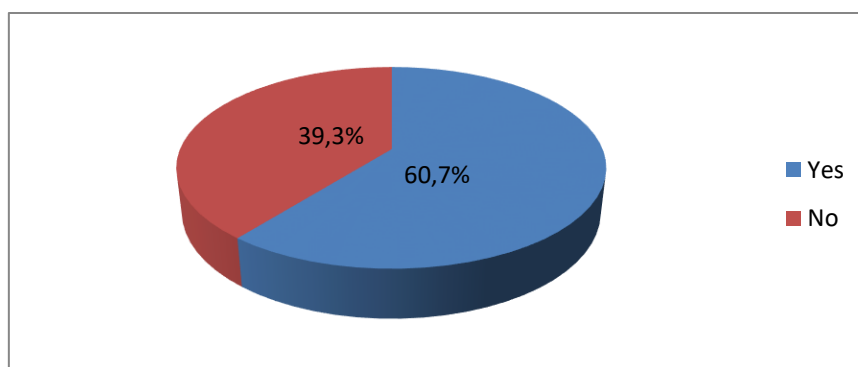
Q8: Do you use the Moodle Platform ?

This question aims to figure out whether EFL learners do use the Moodle platform in order to learn.

Figure 8. the use of the Moodle Platform

According to figure 8, 183 responses were submitted. the majority 60.7% of the population states that they use the platform, this makes a total number of 111, while the rest of 39,3% (72) declared that they do not use the mentioned platform in learning English. This is to say that the Moodle Platform is commonly used by EFL learners as a helpful tool.

During the period of Covid 19, a lot of learners relied on Moodle platform to get their lessons. It was widely used because it was one among the easy ways to learn. However, learners who do not use it, they rely on other tools mainly used through the internet, such as Zoom, Google meet and Microsoft teams.

Q9:To what extent do you think it is helpful?

This question is related to the pervious one aiming at discovering the extent to which EFL learners believe the Moodle platform is helpful.

Figure 9. How helpful the Moodle Platform.
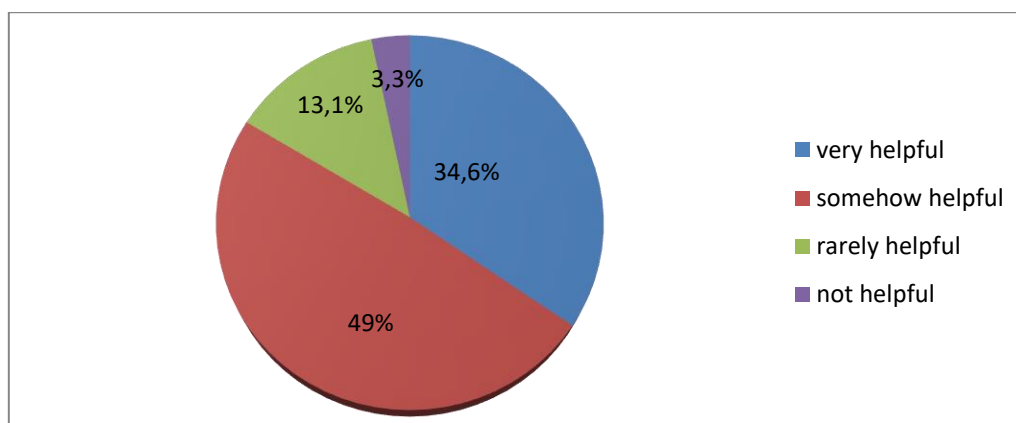
As it's clear in figure 9, about half the population (75) learners decided that the Moodle Platform is "somehow helpful", this makes a percentage of 49%. Meanwhile, the second biggest percentage of the population (34,6%) said that the platform is "very helpful " and this makes a number of 53 EFL learners. However, 20 learners believe that it's rarely helpful to use the Platform, it makes a percentage of 13,1%. Finally, 5 students see that this platform is not helpful at all, they make 3,3 % of the population. These results show that a majority of EFL learners take advantage of the Moodle platform.

Q10: Do you wish to spend more time using technological tools in your classroom?

This question shows how many students, from the studied population, wish or wish not to spend more time using technological tools in the classroom.

Figure10. Whether students wish to spend more time using technology in learning
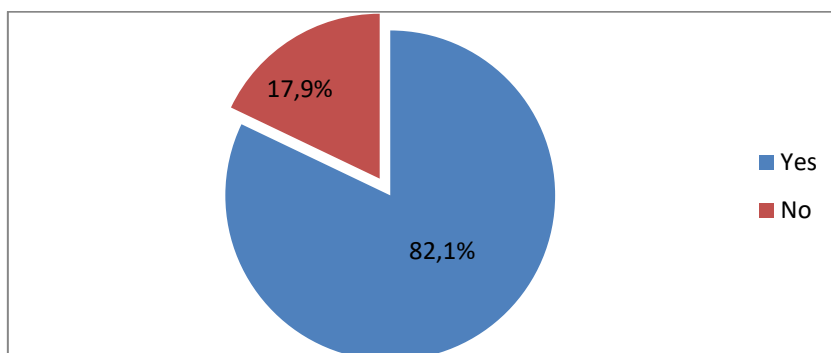
As shown in figure 10, the majority of learners, with a number of 151 answered with yes, indicating that they desire to spend more time using technological materials in the classroom making a percentage of 82,1% . However, the minority of 33 learners said they do not wish so, they make a percentage of 17,9%. This indicates that EFL learners enjoy and find it beneficial to use technology in the class.

Q11: Do you support the implementation of ICTs in your classroom?

This question, aims at understanding whether EFL learners support the use of ICTs in the classroom or not, and to figure out whether it is desirable or not.

Figure11: the percentage of learners who do/do not support ICTs use in classrooms
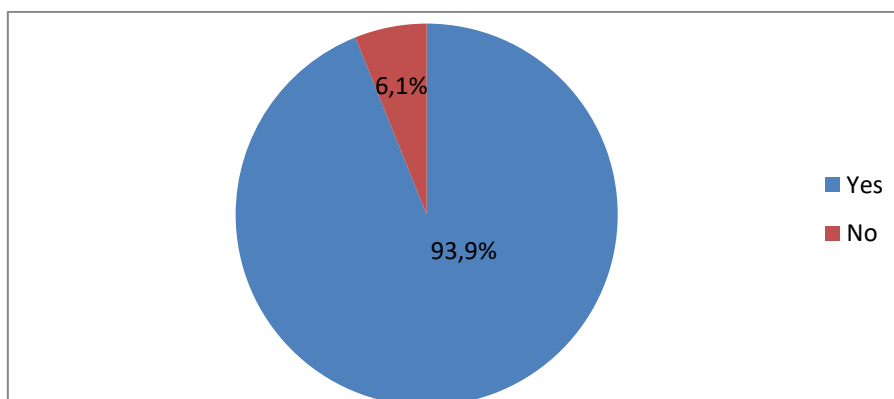
Figure 11 indicates that the majority of the population, making a total number of 169, stated that they do support the use of ICTs in EFL classrooms, forming a percentage of 93,9%. However, 11 students, with a percentage of 6.1%, declared that they do not support it. This shows how supported and desirable ICT's tools by the EFL learners.

Section Three: The Effect of The Technology Use on Students Motivation

Q12: Do you consider yourself an active learner when your teachers use technological tools in the classroom?

This inquiry seeks to figure out the effect of using technology on the learner's motivation and to find out whether it makes the learners active participants or not.

Figure 12: the effects of technology on motivating learners.
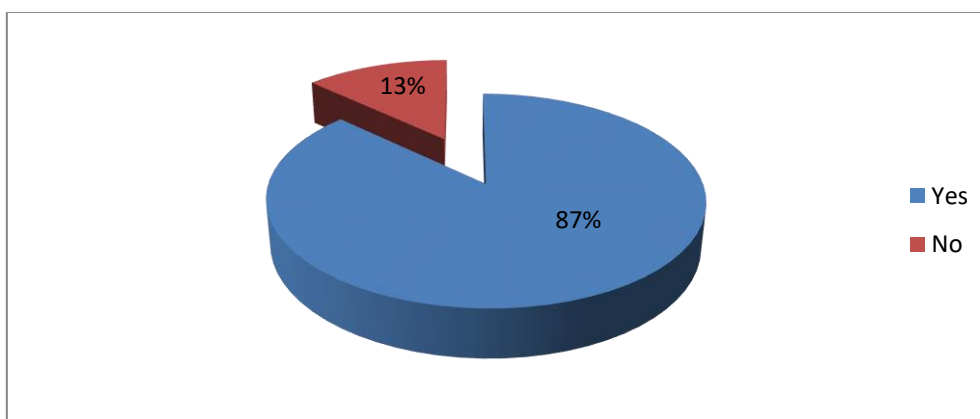
As clarified in the figure above, 87% of the population answered that yes, they consider themselves active learners when technological materials are used in the classroom, this makes a total number of 160 students. Whereas the rest, 24 students stated that they do not consider themselves so. Thus, this leads to claim that the use of technology in class affects the motivation of learners positively. These results in hand show that English learners believe that the use of technological devices in learning push them to become more motivated and active.

Q13:How often do you participate in the classroom ?

This question, as shown, seeks to investigate the level of participation of EFL learners in the classroom. It aims at discovering how technology urges students to participate in their learning session.

Figure13: The level of participation of EFL learners in the classroom
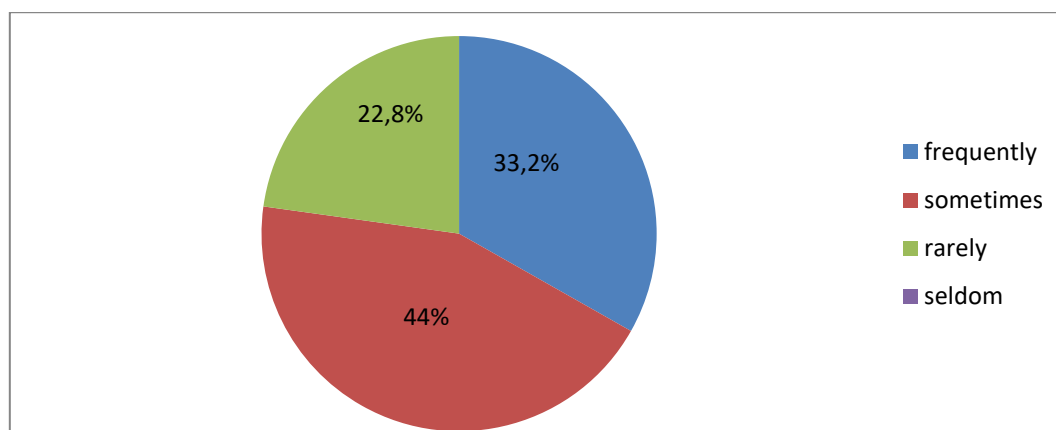
As clarified in Figure13, 81 learners, making the percentage of 44%, admitted that they participate in the classroom "sometimes". Moreover, 61 students said they participate frequently in the classroom, they make a percentage of 33,2%. Meanwhile, a minority(42) learners declared that they "rarely" participate in the classroom while no student answered that they seldom participate. This is to say that the use of technology in EFL classrooms urges and motivates learners to participate during the session.

Q14 :How would you react if you are asked to present a work with multimedia devices?

This question aims to figure out the reaction of learners when asked to present their works or projects using technological multimedia devices.

Figure14: The Reaction of Students Asked to Present their Work through Multimedia Devices.
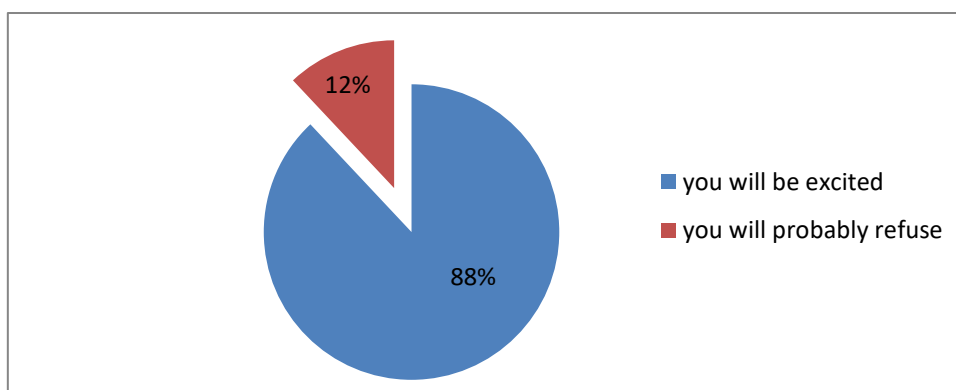
Figure 14 demonstrates that the majority of the studied population (88%) declared that they would be excited to present their work using the multimedia devices, this make a total number of 162 students. However,12% said they would probably refuse to present, it makes 22 students. Thus, we can deduce that the majority of EFL learners do have the interest and excitement to use and study using technological devices.

Q15: Do you enjoy using technology such as phone dictionaries or internet in your phone/tablet as a supporting strategy?

The presented question aims at understanding whether EFL learners do or do not enjoy the use of technological tools in learning as a supportive strategy.

Figure15: do learners enjoy using technological tools
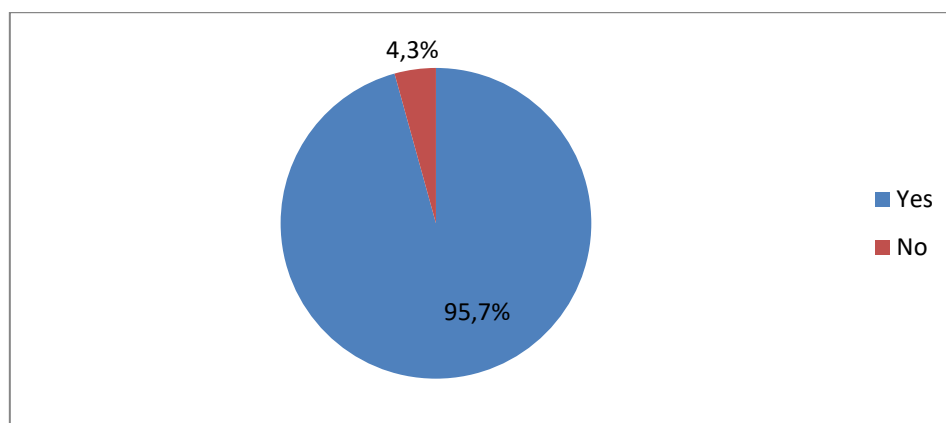
Figure15 indicates that the majority of the population states that they enjoy using technological tools as a supporting strategy of learning, they are 176 student with a percentage of 95,7%. Meanwhile, only 4,3% of the population answered that they do not enjoy the use of them, this is to be 08 learners. Therefore, it can be said that the present generation of learners and especially EFL learners prefer to use technological devices in learning because of its advantages.

Q16: If your teacher is using technology, do you feel excited for the next session ?

The question in hand seeks to figure out how excited EFL learners get when the teacher uses technology in teaching.

Figure16: How excited learners get when the teacher uses technology
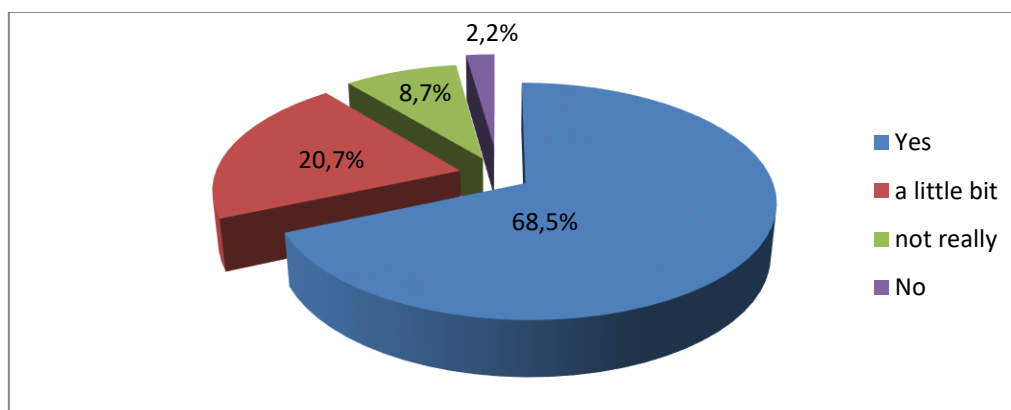
Figure 16 shows that the majority of participants (68,5 %) answered that yes, they get excited for the next session when the teacher uses technology, this makes 126 of the students. Moreover, the second biggest percentage, 20,7 %, represents the learners who feel a little bit excited when technology is used by the teacher, it is 38 students. Furthermore, 16 students declared that they do not really get excited for that, they make 8,7% of the population. Finally, a minority of 04 EFL students stated that they do not

feel excited for the next session although the teacher uses technology in teaching. This analysis demonstrates that the technological materials contribute in a big deal in enhancing the learners' excitement for learning.

Q17: Do you wish that your teacher(s) provide(s) you with more lessons relying on technological tools?

This question is to see if the learners desire to have more EFL lessons based on technological tools or not.

Figure17: learners' desire to receive more lessons based on technological tools.
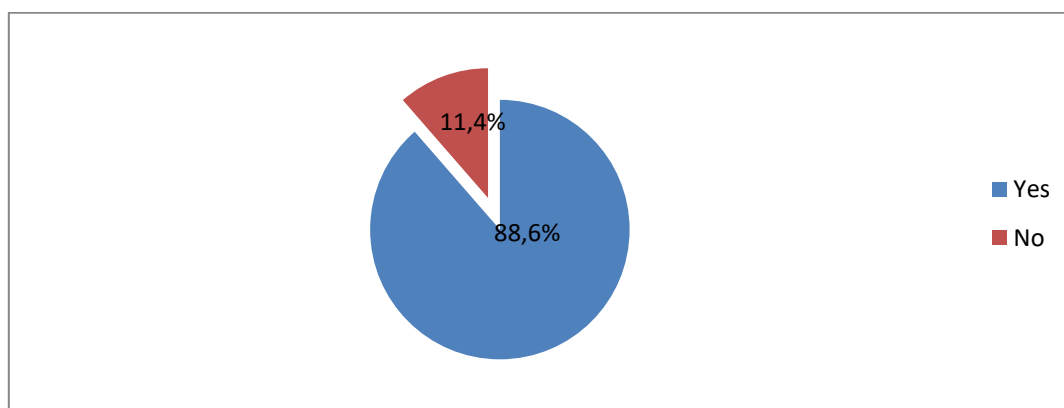
As clear in figure17, 163 learners, a percentage of 88,6%, said they wish their teacher provide them with more lessons based on technological tools. While the rest of the studied population, 11 learners declared that they do not wish so. This shows that the technological tools make the learning process more desirable. These results clarify the desire of the majority of EFL learners to study depending on the technological tools.

Q18: According to you, technology use in learning helps to:

This question investigates the importance or the effects of using technology in EFL learning.

Figure18: The Effects of Technology Use in Learning.
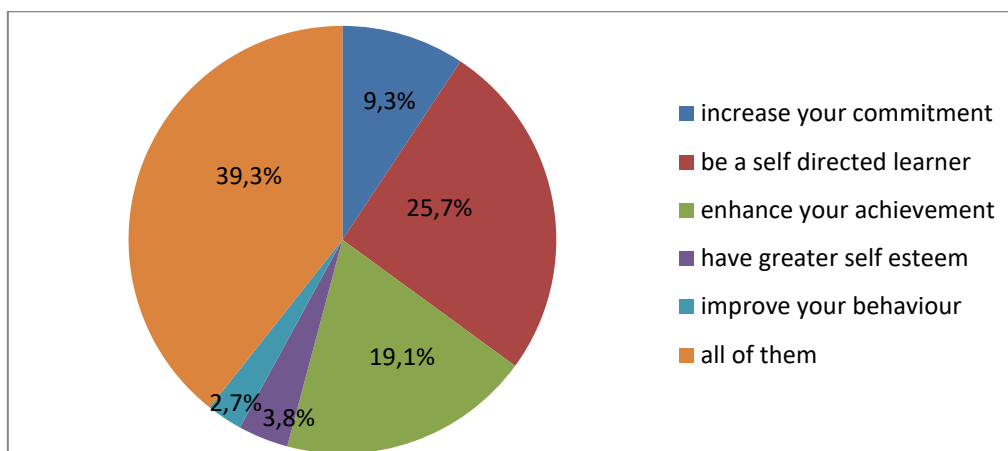
Figure 18 clarifies in what way the use of technology affects EFL learners. The majority of learners, a number of 72, believe that the use of technology helps in all the mentioned options. Meanwhile, the second biggest percentage of learners, 25,7%, declared that they think that using technology makes them self directed learners, a number of 47 participants. Additionally, 35 students stated that technology helps in enhancing the learner's achievements, this makes 19,1 %. Furthermore, 17 individuals see that the use of technology increases the learner's commitment. However, two minority percentages of the population, 2,7% and 3,8%, said they think that the use of technology in the learning process helps in improving the learner's behavior and having great self esteem. This makes 5 individuals for the first percentage, and 7 for the second one.

Q19: To what extent do you agree with this statement: "Using technology in EFL classes increases learners motivation"

This question in hand aims to understand if the EFL learners see that the use of technological materials do increase their motivation.

Figure19: The extent to which learners agree with the statement
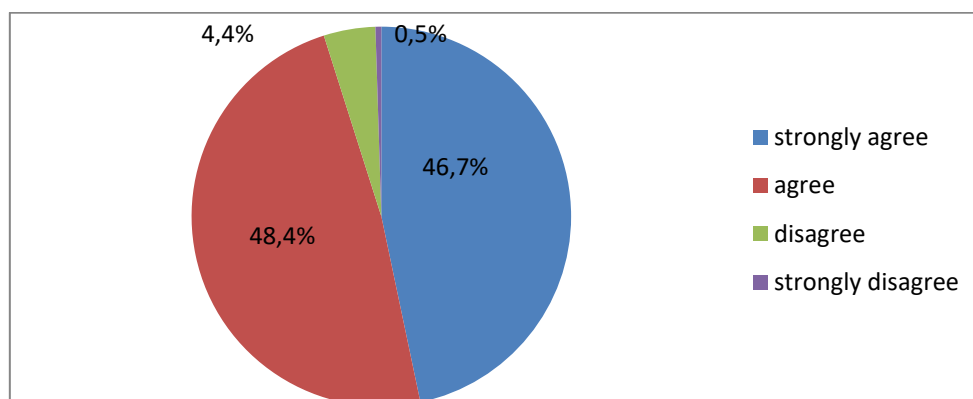
As figure 19 shows, most of participants ,88 individuals, said they agree that the use of technology enhance the learner's motivation, making a percentage of 48,4%. The second percentage (46,7%) stated that they strongly agree with the mentioned statement, this is a total number of 85 individuals. However, a minority number of participants disagree that the use of technology increases the learner's motivation to learn, it is to be 8 students, while only one learner strongly disagree with the above-mentioned statement. The results confirm that technological tools are so important in EFL learning since they do enhance the learners motivation.

Section Four: Further suggestions and comments (Q20)

Q20: If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

This question aims at knowing different learners' views regarding any other suggestions about this research. There were 57 answers. The majority of respondents agreed that technology became a master piece in the teaching and learning processes. It motivates the learner. As well, it helps to develop learning skills and to become an independent learner.

Some learners said that technological tools are among the very important things that help students in studying and of course that have a very positive effect on learners motivation and learners should use technology more and more because it helps to learn easily, to have fun while learning and to gain time. Yet, student mustn't always depend on it. It's all about the learner's ambition and the willing to make efforts in order to have better achievements.

Using technology in EFL learning provides more practical and authentic resources and it helps to improve students' four skills (listening, reading, writing and speaking). It encourages learners and enhances classroom ambience.

Using ICT tools such as black-board or oral expression tools could be an effective way to learn .

Teachers must be able to use technology properly and make it interesting. They should take into consideration the appropriate devices and set them earlier before any presentation, this motivates EFL learners a lot .

In addition, it depends on the teacher's skills and competence, as for technology it helps ease the process of learning and make it more effective for the learner to absorb as much information as possible.

It cannot be denied that technology boasts a plethora of advantages, yet it is not the tool, per se, that makes the difference, but rather how, when, and where it is employed. Herein, the roles of teachers is highly emphasized in making the best of technology, and knowing when to use it, and when not to.

However, some learners agreed that the lack of using technological tools in learning causes problems to them. They suggested to implement using technology and to create lectures mainly to teach how to use technology.

2.2.5**. Discussion**

Analyzing students' questionnaires has revealed many facts on their attitudes towards the role of technology in enhancing EFL learners' motivation. Students' levels of English were generally acceptable which permits us to rely on their answers in our research work. Moreover, most of them noted that English was their first choice which indicated that they are motivated to learn this language. In the second section, most of the students' answers showed that they use technological devices in their learning which highlights the importance of using such technologies in the current days learning process. In addition to that, they considered that the English classes must be equipped with enough technological materials and the availability of these technologies in the English department facilitated learning and made them excited to be present into the next lesson.

The students acknowledged the role of technology in linking the classroom with the whole world and therefore the great majority of them showed their support to the integration of it in the EFL learning process.

Analyzing the results of section three revealed that students' motivation is largely influenced by technology, The students' answers valued the importance of technology on reducing their anxiety, raising their autonomy and their enjoinment of learning.
Additionally, they noted that the use of technological tools in allows them to become active learners because it encourages them to participate more during the lessons.
Moreover, almost all of the students affirmed that the usage of technological devices enhances EFL learners' motivation.

On the basis of the analysis above, it is illustrated that our research questions have been clearly well answered. In other words, students' attitudes have been investigated regarding the role of using technology in enhancing EFL learners' motivation, and they were highly positive.

Pedagogical Recommendations

The researcher proposes the following recommendations based on the above-mentioned findings:

1. Foreign language departments, particularly English departments, should be well-funded with a sufficient supply of technological materials.

2. Outside and within the classroom, students must be encouraged to use technology in learning.

3. A focus on developing and supporting modern pedagogies should be prioritized in order to encourages the use of ICT in the learning process.

4. The use of technological tools should be related to learning and professional practices to keep the learner in touch with of the continuous progress of world in different sectors.

5. Effective training on how to use technology in or/and out the classroom is required for students and teachers. This enables them to have good results.

Limitations of The Study

This study was conducted to get trustworthy data in order to achieve the major goal of this research. Our study topic was sufficiently and clearly answered by the good outcomes. However, there were some difficulties. One of them was the difficulty of finding relevant references to the independent variable, namely Technology. The second issue was time limits, which was the primary roadblock in our way carrying out this research. The third difficulty was the small number of Learners who answered the questionnaire.

Conclusion

This chapter was developed to provide an accurate overview of our research design, data collection and analysis. It spotted light on the method or instrument chosen for data collection. It was also concerned with data analysis method, description and administration of the questionnaire used and finally discussing the results found. The analysis of the questionnaire revealed that the use of technological materials in EFL learning classrooms is very helpful since it increases the learners' motivation to learn and make them more active and excited for the coming sessions. This is to say that the technological tools do have a clearly positive impact on the learners' motivation and desire to learn English.

General Conclusion

Technology has brought a lot of changes in the field of education and especially in learning languages. It causes clear transformations that cover the approaches of teaching and learning English as a foreign language. Thanks to the technological innovations, the language learning process has developed and has become easier, this eventually has affected the learners' motivation and interest for learning.

Nowadays, the use of technological tools in learning is increasing gradually. In schools and universities we can notice that EFL teachers and learners do rely on several types of technological tools in order to make the educational process successful, this may affect in a way or another the motivation and desire of students to learn. In this research work, the researchers seek to find the answer for the following research questions:

- What are the students' perceptions towards the role of technology in enhancing their motivation?

- What are the technological materials that increase the EFL learners' motivation?

- How does technology affect the students' motivation?

- Is there a relationship between the learners' motivation and the use of technology?

The above questions led to formulate the following hypothesis:

- The use of technology in learning may affect learners' motivation positively (it may increase their motivation)

The first chapter is a theoretical background; it is further divided into two sections. The first section presented a general overview of motivation including the definition, types, sources and theories as well. Meanwhile, the second section was concerned with the use of technology in education. As an entry, the researchers provided an overview of the terms

traditional and modern technology and educational technology. Additionally, it covered the history of using technology in EFL learning and teaching as well as its role. Furthermore, the researchers mentioned some technological tools used in EFL learning in addition to learning theories and teaching methods which are related in a way or another to technology, finally, the researchers presented a couple of points deemed disadvantages of using technology in EFL learning.

The second chapter which is the practical part dealt with the collection and analysis of the data and information related to the topic of the study. The research instrument used to collect data here is the questionnaire. For the data analysis, the method applied was quantitative data analysis. Concerning the area of research and the participants, the target population was EFL learners of different levels.

Based on the opinions of the participants, the researchers have tried to prove the research hypotheses. Through the previously mentioned instrument which is the questionnaire, the researchers dealt with questions concerning the effects of the use of technological tools on the EFL learners' motivation to learn.

As a concluding statement, one might add that the present study has attempted to investigate and confirm the positive impact of technology on enhancing the motivation of EFL learners to learn.

As a concluding statement, one might add that the present study has attempted to investigate the impact of technology on enhancing the motivation of EFL learners to learn. Hereby, It is confirmed that the use of technology has a positive effect on students' motivation. The more students use technology in learning the more they are motivated and the more they are excited to learn.

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Appendix 1

Students Questionnaire

Dear students,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a master degree. It aims at investigating students' attitudes towards the implementation of technological tools in EFL learning and their role in enhancing learner's motivation. We would be very grateful if you take part in this questionnaire. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest. Please tick (√) the box (es) that best match (es) your opinion or give a full answer wherever needed.

We thank you in advance for your cooperation and the time devoted to answer the questionnaire.

NB:

ICT: stands for information and communication technology or technologies, such as computers (software and hardware), tablets, audio devices, data projectors, etc.

EFL: English as a foreign language

Section One: Background Information

1. Was English your first choice?

 a. Yes ☐   b. No ☐

2. In your opinion, learning English is

 a. A difficult task ☐   b. An easy task ☐

3. How do you consider your level in English?

a. Very good ☐   b. Good ☐   c. Average ☐   d. Poor ☐

Section Two: The Implementation of Technology in EFL learning

4. Do you use Technology in learning ?

a. Yes ☐   b. No ☐

5. If yes, then how often?

a. Always ☐   b. Usually ☐   c. Sometimes ☐   d. Never ☐

6. Do you wish to spend more time using technological tools in your classroom?

a. Yes ☐   b. No ☐

7. Do you think that the English class is equipped with enough technological devices?

a. Yes ☐   b. No ☐

8. Do you support the implementation of ICTs in your classroom?

a. Yes ☐   b. a little bit ☐   c. Not really ☐   d. No ☐

9. What type of technology tools do you prefer ?

a. computer ☐   b.phone ☐   c. Tablet ☐

d. others   ………………   …………………..

10. do you use the Moodle platform?

a. Yes ☐   b. No ☐

11. If yes, to what extent do you think it is helpful?

a. very helpful ☐   b. somehow helpful☐   c. Rarely helpful☐   d. not Helpful☐

Section Three: The Effect of technology usage on students' motivation

12. Do you consider yourself an active learner when your teachers use technological tools in the classroom?

a. Yes ☐   b. No☐

13. If yes, how often do you participate in the classroom?

a. Frequently ☐   b. Sometimes ☐   c. Rarely☐   d. Seldom ☐

14. How would you react if you are given the chance to present a work with multimedia devices?

a. You will be excited to present it ☐   b. You will probably refuse ☐

15. Do you enjoy using technology such as phone dictionaries or internet in your phone/tablet as a supporting strategy?

a. Yes ☐   b. No ☐

16. If your teacher is using technology when the lesson is up, do you feel excited for the next session ?

a. Yes ☐   b. little☐   c. Not really☐   d. No ☐

17. Do you wish that your teacher(s) provide(s) you with more lessons relying on technological tools?

a. Yes☐   b. No ☐

18. According to you, technology use helps to:

a. Increase your commitment ☐   b. be a self directed learner ☐

c. Enhance your achievement ☐   d. have greater self esteem ☐

e. Improve your behaviour ☐   f. All of them ☐

19. To what extent do you agree with this statement: "Using technology in EFL classes enhances learner's motivation"

a. Strongly agree ☐   b. Agree ☐   c. Disagree ☐   d. Strongly Disagree ☐

Section Four: Further Suggestions and Comments

20. If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

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Thank you again of your cooperation.

Résumé

Cette recherche vise à explorer l'effet de l'utilisation de la technologie sur la motivation des étudiants à apprendre l'anglais comme langue étrangère. Son objectif est d'explorer dans quelle mesure la technologie augmente ou diminue la motivation et l'interaction des étudiants en anglais comme langue étrangère. Les questions de cette recherche sont les suivantes : Quelle est la perception des élèves quant au rôle de la technologie dans l'amélioration de leur motivation ? , Quels sont les matériaux technologiques qui augmentent la motivation des apprenants EFL ? , Comment la technologie affecte-t-elle la motivation des étudiants ? Y a-t-il une relation entre la motivation des apprenants et l'utilisation de la technologie dans l'apprentissage ? L'hypothèse avancée est que l'utilisation de la technologie dans l'apprentissage peut affecter la motivation des apprenants (elle peut augmenter leur motivation). Pour recueillir des données, un questionnaire a été administré à 185 étudiants de l'EFL en Algérie. Les conclusions de l'enquête ont révélé que l'intégration d'outils technologiques dans l'apprentissage des langues étrangères est une méthode d'apprentissage efficace et un facteur de motivation dans le processus d'apprentissage des étudiants EFL. Plus précisément, la majorité des répondants ont indiqué que l'utilisation de la technologie est une stratégie d'apprentissage puissante qui stimule la motivation, l'interaction et la performance des apprenants. L'étude se termine par des suggestions essentielles pour la recherche future et des lignes directrices de base pour la mise en oeuvre de la technologie afin de motiver les apprenants EFL et de faciliter le processus d'apprentissage.

Mots Clés : Technologie, Étudiants EFL, Motivation, apprentissage, effet.

الملخص

يسعى هذا البحث إلى اكتشاف تأثير استخدام التكنولوجيا على دافع الطلاب لتعلم اللغة الإنجليزية كلغة أجنبية. والهدف من ذلك هو اكتشاف مدى زيادة التكنولوجيا أو تقليصها لتحفيز الطلاب وتفاعلهم مع اللغة الإنكليزية كلغة أجنبية. والأسئلة المطروحة في هذا البحث هي: ما هي تصورات الطلاب تجاه دور التكنولوجيا في تعزيز تحفيزهم؟ ، ما هي المواد التكنولوجية التي تزيد من دافع المتعلمين ؟ كيف تؤثر التكنولوجيا على تحفيز الطلاب؟ وهل هناك علاقة بين تحفيز المتعلم واستخدام التكنولوجيا في التعلم؟. الفرضية المطروحة هي أن استخدام التكنولوجيا في التعلم قد يؤثر على تحفيز المتعلمين (وقد يزيد من تحفيزهم). ولجمع البيانات، أجري استبيان على 185 طالبا من طلاب اللغة الانجليزية في الجزائر. وكشفت نتائج التحقيق أن إدماج التكنولوجيا في تعلم اللغات الأجنبية هو طريقة تعلم فعالة وعامل محفز في عملية تعلم الطلاب . بالتحديد، أفاد أغلب المشاركين بأن استخدام التكنولوجيا هو إستراتيجية تعلم فعالة تساعد على تحفيز المتعلمين وتفاعلهم وأدائهم. وتنتهي الدراسة باقتراحات أساسية للبحث في المستقبل ومبادئ توجيهية أساسية لتنفيذ التكنولوجيا من أجل تحفيز المتعلمين في مجال تيسير و تطوير عملية التعلم

الكلمات المفتاحية :

التكنولوجيا، طلاب اللغة الإنجليزية كلغة أجنبية، الدافع، التعلم، التأثير