

Motivating EFL Learners in the Globalized Digital Revolution

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Abstract:

The current paper aims at examining the potential correlative link between establishing students' internal motivation and the implementation of up-to-date technology in the teaching-learning process. To meet the objectives of the study, the researchers adopted multi-approach methods, such as tests, class observations, interviews, and questionnaires. The samples were categorized into three divisions based on age. The results showed that there is consensus among students that the implementation of high tech in classes positively impacts the rate of inner motivation. Moreover, instructors played a decisive role because they are responsible for enhancing students' knowledge in both learning and technology use. It is highly important to recognize that using up-to-date technology is inevitable in the teaching process since it increases students' inner motivation. In addition, teachers are a vital factor in the implementation of technology in the teaching process.

Keywords

motivation, up-to-date technology, ICT, internal motivation

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1. Introduction

The role of technology has been in continuous increase to support the learning-teaching process. The association between internal motivation and Information Communication Technology, known as ICT, is the core focus of the current research. Technology has become inevitable in every aspect of the teaching process. Basic knowledge of computers is the key to success in various aspects. Since technology is in non-stop progress, the role of the teacher is to acquaint students with the latest technological developments. To gain a permeant learning impact, it is essential to enhance fundamental motivation in learners that is expected to inspire them to act individually. It is noticed that new solutions have been confirmed that might impact attainments and motivation. Former research proves that, unlike traditional teaching methods, the implementation of new technology has substantial positive roles in elevating students' understanding of complex topics, shortening learning time, implementing edutainment techniques. However, one of the drawbacks of using technology in teaching is students' and teachers' illiteracy or weakness in technology use. To overcome this impediment, it is essential to identify students' expectations, and potential to implement new solutions via the available skills to fulfil this objective. Although ICT is introduced in all Kuwaiti secondary schools, the practical implementation of ICT is not tangible. i.e., there is a gap between theoretical ICT and practical ICT (Buabbas&Medjdoub, 2010). As a result, many students are incapable of using technological learning tools. The current research focuses on the optimum type of lessons that is more convenient to students, traditional methods, or technology-based ones (Kukulska-Hulme, et al., 2017). Another aspect of this study is the age factor and its potential role in building internal motivation related to up-to-date technology. This study investigates if technology implementation boosts students' motivation towards attaining new knowledge and developing students' performance in tests. Moreover, the researchers aim at demonstrating how teachers should exert efforts in teaching to create and encourage motivation among EFL learners. Such aspects have not been collectively tackled earlier in Kuwait. The researchers implemented many tools such as interviews, class observation sheets, tests, and questionnaires. The advantages of utilizing the information and communication technology are believed to influence students' internal motivation to acquire a foreign language.

1.1 *Technology and Motivation*

Several researchers believe that motivation identifies and directs human behavior, but the interpretations of this are variable so many theories attempt to elucidate why people behave or act in the way they do (Csizér&Dörnyei, 2005).

If not motivated, people are unlikely to act. However, people are stimulated at different levels.

Scholars have identified two forms of motivation, external and internal. According to Pocztowski(2007), students need to examine and explore both types of motivation to establish an effective learning process. The first type of motivation is external which refers to the individual's engagement in an action where external factors are considered the resource of motivation. External motivation is obvious when people realize the benefits they might acquire from certain actions. It can be the quest for a prize on one hand or evading a penalty on the other hand. It may also lead to tangible consequences. However, external motivation is not influential in the long term. According to Głoskowska-Soldatow (2010), on the other hand, inherent motivation is a human response to a subjective value of a set objective. As a result, people's needs are the incentive for their behavior, interest, and needs. Scholars consider the motivation centered on interests as the most influential type of impetus for individual progress. Moreover, intrinsic motivation is a person's obligation to act, arising from people's satisfaction rather than from external considerations or aspects. Most people gain the best outcomes from internal motivation. In other words, the reward of intrinsic motivation is incubated in the actions or assignments people accomplish. On the other hand, external motivation rewards people with a lower sense of gratification when accomplishing certain tasks. However, both types of motivation may interact and lead to satisfaction.

According to Hale (2012), "attention" is fundamental to learning, so it is unlikely that learning is possible to occur without enough attention. The teacher is responsible for enhancing students' performance no matter how they are efficient or competent in technology use. The teacher is responsible for boosting students' attention, by implementing new activities or tasks in case students are distracted. Hence, teachers should recognize what attracts individual learners. This can be achieved by utilizing up-to-date technology in the learning process as technology is capable of capturing the attention of learners.

Some scholars, such as (2008), believe that technology can elevate students' motivation and attendance. Other scholars, such as Prensky (2001), consider technology as the prime motivator to students that it can raise their involvement in the learning process to a level that is like their level in computer games or any other electronic games.

2. Methodology of Research

Foreign language learners' intrinsic motivation is likely to be built by modern technology, such as applications, tablets, iPads, and social media platforms. The sample language learners used these forms of up-to-date technology to perform certain language tasks. Therefore, utilizing different methods of technology is inevitable in the digital information age. Adopting daily-life technology is a sign of

innovation and creativity to teachers. This is because students need authentic material that is available in their everyday life. However, the range of adopted material should be interesting to students and their daily life needs as today's technological tools are part and parcel of most adolescents' daily life.

2.1 The Objectives of the Research

This paper sheds light on the role of technology in establishing students' intrinsic motivation. Initially, the focus of the research is to examine the potential use of technology in foreign language classrooms on one hand, and the possible positive influence of technology-based material on students' motivation on the other hand. Furthermore, the researchers compare two types of teaching methods – traditional and technology-based – and which method motivates students more to learn a foreign language. Traditional teaching schools presume that the teacher is at the core of the learning process, and the learning process can be achieved only by delivering classes using a board and a textbook. Modern teaching schools, on the other hand, adopt different beliefs. Textbooks and boards are substituted by cutting-edge technology. Students' attitudes towards using such technology are also very important because not all students are pleased or feel comfortable with the use of technology in education. In addition, the researchers will examine the age factor and its potential effect in building internal motivation by using modern technology. The researchers assume that older people might feel less comfortable when using modern learning tools compared with the current generation of technology maniacs who are believed to be addicted to social media platforms as well as electronic or computer games. Another aspect of the study is the potential impact of technology use on students' performance in tests and increasing students' motivation to acquire knowledge. The final objective of the study is to examine how teachers should act to raise students' inner motivation in learning a foreign language.

2.2 The Study Sample

The participants fall into three categories: adolescents, post-school students, and learners above 40 years. Each category was independently tested. The researchers distributed a questionnaire at the beginning of the study and asked the students about their desirable learning tools or methods that are likely expected to enhance their motivation that might influence their learning progress. However, the procedure of the study goes as follows: every group was taught two units of the syllabus, each with a different teaching method. The first group was taught using traditional teaching techniques of textbooks and board, while the other group was taught using modern technology. After the completion of the two units, the teaching methods were exchanged. Tests were designed and administered to the students to compare their level of acquisition of the taught material after each type of teaching methods. At the end

of the study, the researchers interweaved all age groups individually.

2.3 Methodology of Research

Prior to the research, a questionnaire was given to all students in all groups. The first group consisted of secondary school students aging 17 and 18; whereas the second group was formed by university students aging between 18 and 22. However, the third group consisted of learners (Center of Community Service and Continuing Education) aging between 40 and 45. The focus of the syllabus of the first group is basic grammar and composition; while the focus of the syllabus of the second group is on the four language skills (reading, writing, listening, speaking). However, the syllabus of the third group focuses on conversation (dialogues and group discussions) in addition to not basic grammar and writing. The focus of the questionnaire as follows: 1) to what extent are students acquainted with technology in general, 2) how much experience do students have in using technology in education, 3) students' opinions and attitudes towards technology, 4) students' favorite learning methods, and 5) students' best motivation. Furthermore, the questionnaire compares the results based on sex, age, education, or students' level in English. Some questionnaire items tackled were the focus of the interview that would be done at the end of the study. The purpose of this action to compare the results and analyze them. The questions would be MCQs labeled on Likert Scale, and open-ended to examine the topic more deeply.

While observing classes, the researchers and the assistant teacher took notes on the following: 1) students' attitudes towards current topics, 2) students' earlier knowledge, 3) students' motivation as they work on each given task, and 4) students' engagement in-class activities. To validate students' emotions and attitudes towards the topic, the teacher carefully observed students' body language, gestures, and facial expressions. Such observation might help the researchers to identify which techniques are more favorable and the impact of intrinsic motivation is left on the students.

Students took a language progress test after they completed two units. The test aimed at investigating the amount of progress students achieved in the four language skills in addition to vocabulary comprehension. As mentioned earlier, each group received two units using two different teaching methods. At the end of each unit, students from all groups took the same test. The researchers marked the tests. Then, the researchers compared students' results to identify whether the implementation of up-to-date technology played a positive role in both building students' motivation and developing students' performance.

The last stage of the research was to interview every group. A moderator interviewed students from each group. Students were invited to express their opinions about the best method of motivation.

The focus of the interview questions was on the problems of (1) modern technology, (2) teaching methods, (3) appropriate learning tools, (4) various applications that teach different skills, (5) updated knowledge and information, (6) and the role of the teacher in building students' inner motivation via the implementation of the existing tools and teaching resources. The purpose of this interview is to alleviate any anxiety students might have, so that they would be more comfortable to talk freely about their attitudes. In addition to his role in administering the interview, the moderator carefully observed students' non-verbal responses, facial expressions, and gestures.

3. Findings

Due to data taken from the pre-study questionnaire, the researchers could analyze students' attitudes towards the implementation of recent technology. Moreover, the current paper documented the answers to the questions about using recent technology in learning and the potential positive impact of technology in raising the levels of internal motivation of the students. The questionnaires are expected to support finding answers to whether the age factor is crucial to encouraging students to utilize technology in learning.

The other factor under examination is students' experience in technology and learning. The findings demonstrate that 38 students out of 40 have had previous experience. The other two students had never been exposed to technology in learning, although they are aware of websites, software, and many applications related to learning a foreign language. The justification for the illiteracy of the two students can be attributed to their inexperience in utilizing high-tech tools. Questionnaires showed that students are enthusiastic about using up-to-date technology in learning to improve their motivation to acquire a foreign language. Because of their age, about 25% of the participants avoided using new learning tools. It is worth mentioning that school pupils use ICT in schools. About 75% of the students think that every student should have some knowledge of technology. They believe that avoiding technology in the globalization era is impossible, and technology has become an inevitable component of people's daily life. However, even those who are not very familiar with modern technology would like to learn and use it. Despite the cognizance of the importance of technology and its applications in education, about 50% of surveyed students believe that there is no relation between high performance and the use of technology in learning. Pupils at the primary level hold a different point of view about using technology in education. Such striking difference in views towards technology may be attributed to the huge changes that have happened recently in favor of using technology. Today's adolescents accomplish most of their daily tasks using one form of technology. For example, they use the Internet to communicate with friends, play online games, and make virtual friendships via social media

applications. Therefore, adolescents logically aver that mastering up-to-date technology to learn is likely going to make their performance higher because being well acquainted with such technology is likely to positively impact their inner motivation for further and deeper learning. However, more than 50% of the participants in every group consider technology helpful in learning new things and developing their skills. Holding such belief is essential in implementing new technological tools to construct their internal motivation to learn other languages.

Furthermore, more than 50% of the participants disagree that technology is useless. Technology may be utilized regularly in language learning institutions, such as language centers, schools, and even self-study home programs. On the other hand, university students are concerned about technical sources such as the Internet. Such opinion might be caused by students' past school experiences since the technology was not that advanced compared with today's highly sophisticated and fast technology. Therefore, about 50% of the interviewed participants think that technical tools may fail, while slightly less than 50% of the participants believe that using technology is time-consuming. Such beliefs may prevent students from classroom tasks and influence their inner motivation. As a result, the teacher's role is a key issue as the teacher is responsible for introducing students to technology (the subject of ICT) and effectively acquainting students with recent tools.

Regarding the age factor and its relationship with the use of technology, it is believed that students of different age groups use technology differently. For example, university students usually use technology in the process of learning English. Moreover, students perform many other tasks using technology, such as watching movies, building social relations, searching for information, doing homework, entertaining themselves, and purchasing products and needs. Adolescents, on the other hand, use technology to play computer/electronic games and communicate with others via social media platforms. Elementary school pupils use technology differently because they have their own needs. The results of the tests following every module explained the role of using technology in boosting students' motivation to do better on tests. All groups took two different tests. The results were worse when students took their lessons traditionally regardless of the age of the students or their prior attitude towards using technology (Figure1 / A, B, & C).

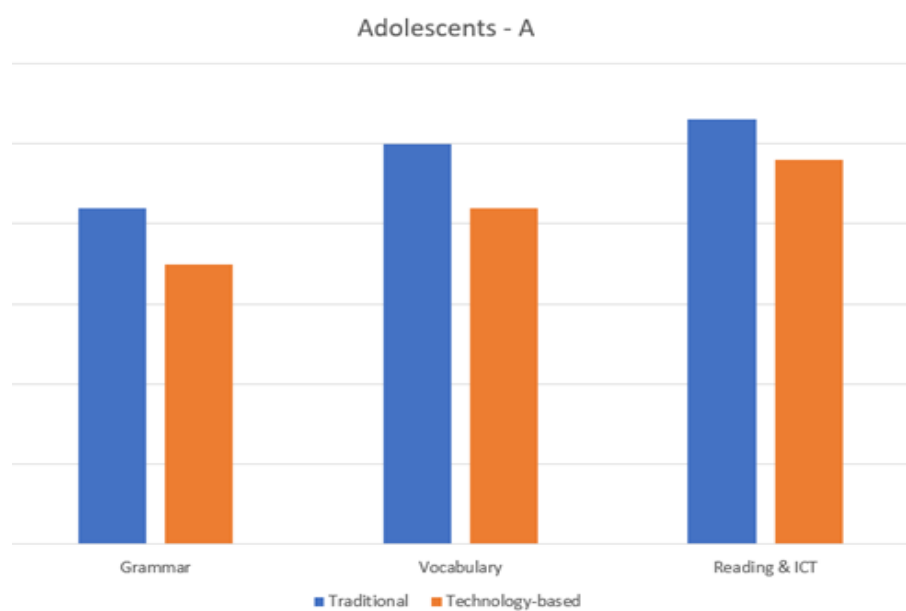


Figure 1 - A

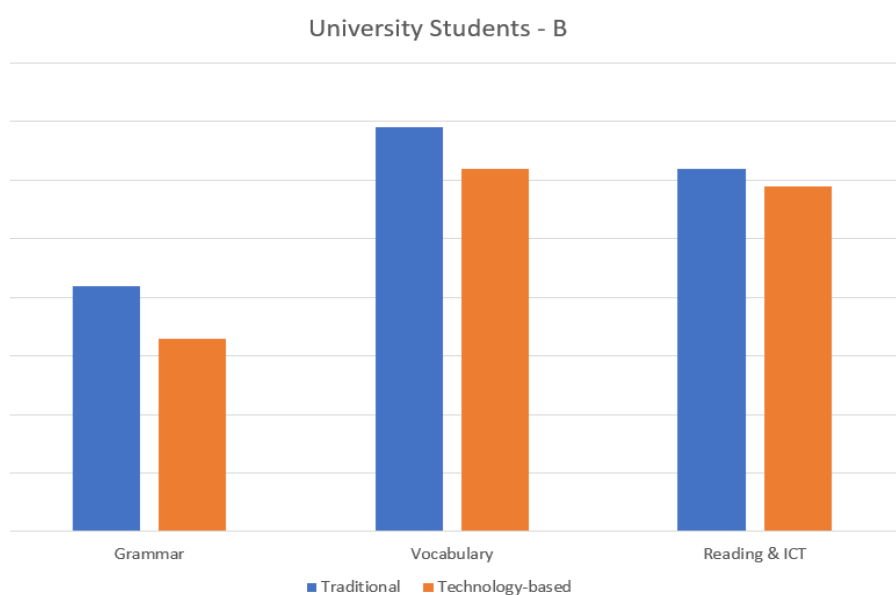


Figure 1 - B

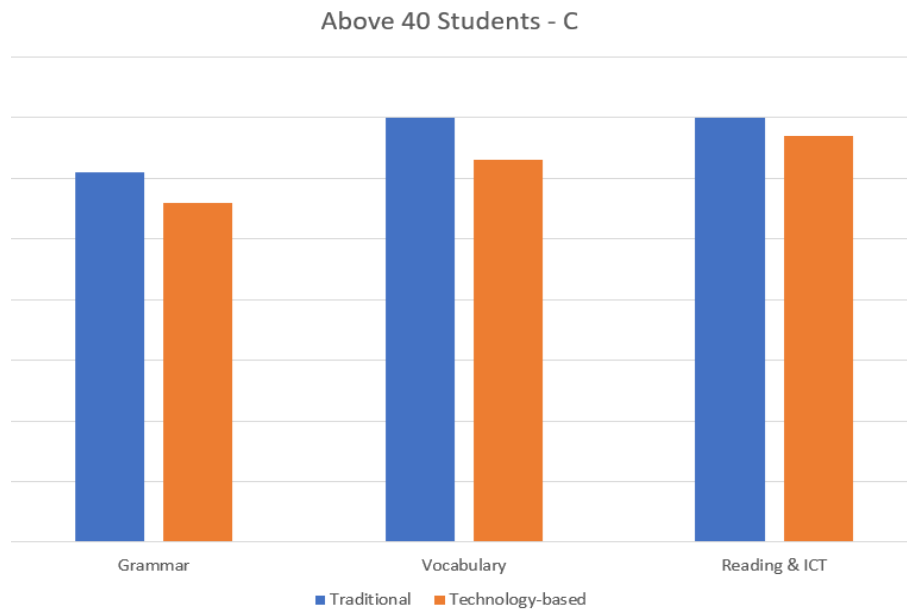


Figure 1 - C

Figure1.Tests Results

After being exposed to modern technology classes, students' performance elevated noticeably. The findings revealed that technology plays a decisive role in students' proficiency level because of the accessibility to various modes of learning on one hand, and the possibility of students' choice of the modes that best fit him/her. Due to the time that is saved by using up-to-date technology, students could have extra time to learn, so that they had the chance to upgrade their level. On the other hand, traditional classes are boring, and the repetition of tasks might make classes not inviting. Therefore, the implementation of modern technology has made the learning process more attractive, leading to more willingness to learn and study independently, so inner motivation is likely to be established.

Support teachers helped observe classes, making it possible for the researchers to identify the mode of teaching students prefer and actively involved in regardless of the teaching techniques that have been adopted. The researchers' hypothesis is proven true(Figure2).

| | TRADITIONALCLASSES | MODERNCLASSES |
|---------------------|--------------------|---------------|
| FIRST GROUP | 2,92 | 3,72 |
| SECOND GROUP | 2,47 | 2,97 |
| THIRD GROUP | 3,19 | 3,91 |

Figure 2

Figure2.LevelofMotivation Mean

Classes held using technology seem to be more appealing to the students and are likely capable of raising students' performance. The differences were striking between the youngest and oldest age groups. Since adolescents are more familiar with technology, they have become more interested in the classes taught by using technology. Moreover, because technology adds interest to classes, students become more interested to be involved in classes. On the other hand, classes delivered by using textbooks only are not very attractive, so that students are unable to focus on their studies and tasks for a long time. ICT-led classes enable the teacher to acclimatize classes to better match students' needs and performance so that they are easily and effectively motivated. Group three, however, experienced learning using technology for the first time. The fears of students in group three have changed to become an aspiration to learn and explore new tools in learning. With the passage of time, students in group three demonstrated noticeable increase in activities and knowledge about the tools that are likely to make learning more enjoyable and approachable.

The interview analysis of the third group, or the focus group, demonstrated how teachers should do in the classroom to establish students' intrinsic motivation in the globalization era and digital revolution. Moreover, participants agreed that learning a foreign language should not be restricted to traditional teaching methods and a textbook. Instead, foreign language classes should be conducted via exercises and presentations using up-to-date technology (Figure3).

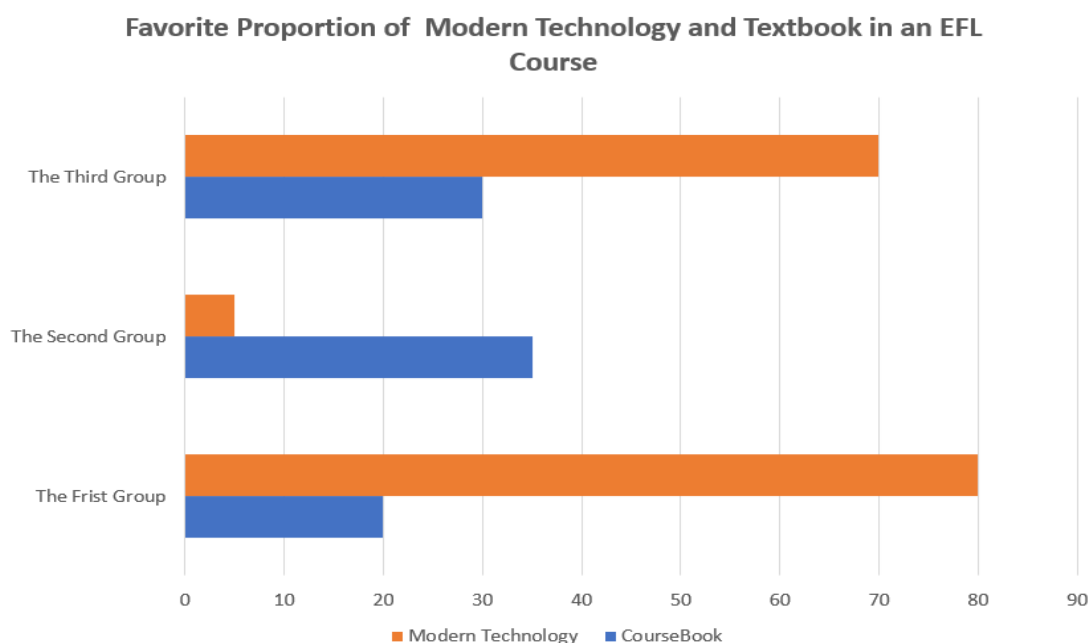


Figure 3

Figure 3. Favorite Proportion of Modern Technology and Textbook in an EFL Course

Classes based on textbooks only can be monotonous and can demotivate students. However, textbooks can be used in introducing the topic, but they should be replaced by an interactive form to solve problems. The variety of both tasks and forms of communication has given technology an advantage over paper-based teaching methods since students can receive instant feedback. Learners can do different tasks by using interactive boards or smart boards, certain applications or platforms designed for learning a foreign language or exercises interesting to them that meet their preferences. Moreover, participants suggested that language classes should include less formal everyday language in addition to the formal language of textbooks.

Furthermore, students should be exposed to personalized examples when they learn a new thing, particularly grammar, and students should emphasize grammar presentations. However, the speaking skill should not be overlooked claiming that foreign language learners feel embarrassed as they practice speaking. Hence, the decisive factor here is teacher's role in inspiring students and motivating them. Moreover, teacher's role is to draw general guidelines for the students to speak on one hand, and the adviser who carefully listens to encourage them on the other hand. To maintain a positive impact on students' willingness to learn and be motivated, the teacher should understand the students and bridge any potential gaps, so that classes may be manipulated to fulfil students' needs and interests. One of the teachers' roles is to guarantee that his/her students are updated with recent knowledge, especially adolescent and university students. Social media can be the main domain in this concern as students are likely to be familiarized with much interesting educational content. Popular social media platforms, such as TikTok and Instagram, may help the teacher in the teaching process and support the students in finding the appropriate and useful accounts to follow. Several participants indicated that social media can be positively influential on the progress of the speaking skill, particularly fluency.

To recuperate, based on data analysis, it has been found that up-to-date technology plays a positive role in establishing and enhancing inner motivation of foreign language students. Students, who held negative opinion on the effectiveness of technology in teaching at the beginning of the study, increasingly started to show a positive attitude toward technology in education during the study procedure. These students justified their negative attitude towards technology at the beginning by saying that they are not familiar with modern technology. Therefore, foreign language instructors should be encouraged to use modern technology in the classroom because such technology can positively impact students' motivation. Furthermore, using the Internet and other high-tech forms in

the learning process of a foreign language is inevitable in the age of the digital revolution. Such motivation is expected to provoke students to independently learn more since motivation levels are high.

4. Discussion

This study focuses on the potential link between students' inner motivation and the implementation of ICT in the foreign language teaching process. The finding of the research proves that technology is likely to positively influence students' internal motivation during the English learning process. Furthermore, regardless of age, students utilize up-to-date technology in both the learning process and elevating their intrinsic motivation. Students taking part in the study expressed their satisfaction with the use of technology in learning over traditional learning of a foreign language. A simple analysis of the findings demonstrates that adopting technology in language learning boosts motivation to learn more and assist students to do better in tests. Eventually, students in the research group believe that the perfect lesson should rely on technology, vary, engaging, and altered to suit students. After collecting different qualitative and quantitative findings, the researchers could examine the problem more closely. The different instruments facilitated the investigation process of the research problems.

Questionnaire analysis conducted at the beginning of the research supports the supposition that learners of English language are fully aware of ICT role in foreign language learning since the Internet is an inevitable source of language learning. One of the questionnaire questions was "What is the inspiring teaching style for learners, traditional or technology-based style?" A profound analysis of the findings collected by the support teacher demonstrate that all students in all age groups showed willingness to take part in technology-based classes. Learners were involved in class activities as they responded to questions, took part in discussions, and worked on different exercises and tasks. Such findings provided valid answers to the third questionnaire item, which is about whether the materials adopted in technology-based classes are easier to be comprehended. However, tests were administered to students.

After completing the lessons as planned earlier, the researchers tested both groups of students, students took traditional classes and their counterparts who took technology-based classes. After marking the test, the researchers found that students who took technology-based classes understood the material carried out using technology more than they did with traditionally introduced materials, so that their test results were noticeably better.

The final item in the questionnaire was about the teaching method or style a language teacher should adopt to establish learners' internal motivation in the digital era. Participants in the focus group helped the researchers to examine the role of up-to-date technology in elevating motivation in language classes. The direct discussions with students enabled the students to state their opinions and direct teachers. Participants were invited to the interview, and teacher's role was a crucial factor in the process. Participants believe that successful classes are largely based on the teacher. Students think that for a teacher to be modern they should be always updated with the latest cutting-edge technology. Moreover, a modern teacher should variate innovative and new technology. Finally, a modern teacher is responsible for acquainting students with the use of modern technology to facilitate the self-learning process and inner motivation.

The findings are in clear association with other earlier studies. For example, Hussain (2010) believes that the implementation of technology is significant in facilitating the comprehension process of complex topics. In addition, technology can be implemented in practice and revision classes. To cultivate the best yields from using technology, students should be well-acquainted with the means of implementation. However, students' opinions have changed rapidly in the recent past. In one study conducted in 2010, about 25% of the participants was neutral (Hussein, 2010). However, about 50% of the current participants was neutral. In addition, in the same study of 2010, students considered that they had negative self-esteem due to the implementation of up-to-date technology. The participants in the current study believed that their self-esteem was positively impacted by the use of technology.

One more inaccuracy between the two research papers is that using technology in class is time-consuming, making only 15% of the participants agreed. A possible interpretation of such results may be interpreted as students were less acquainted with up-to-date technology in 2010, when Hussein conducted his research, as they are today. People's prospect of technology has witnessed tremendous change recently. Technology has become inevitable need for students to use in modern time. Moreover, the findings of the current research demonstrate that language learners consider tasks based on communication methods, games, and other technology-based learning tools such as videos, the Internet and auto feedback are the most fascinating learning tools. Participants believe that using technology is less time consuming and more helpful. On the other hand, teachers can prepare and conduct their classes more effectively. They can also communicate or interact with students depending on their interests. Teachers can be more adaptable to attune teaching techniques that positively influence establishing and supporting students' internal motivation. Such findings support other research findings of Shadiev and Yang (2020). However, the findings do not associate with the current

research. In the 2020 research, the researchers focused on writing and vocabulary. However, the current study focuses on the speaking and communication skills. Such difference may be attributed to the differences between education systems and curricula.

Contrary to what is expected, Kuwaiti students are restricted in their written expressions during writing classes. This is because schools in Kuwait teach students writing to pass tests. Instead, students are obliged to abide by ready-made forms in writing individual statements to score as high as they can. Thus, participants are likely to be demotivated since they learn language appropriately. Instead, students focus on the tasks that satisfy the syllabus and help them to pass tests. The participants believed that communication and speaking are not the most important, viable, and sensitive aspects of learning a foreign language. Authentic materials should be implemented in the classroom. Students, on the other hand, believe that it is vital to acquire spoken language. Language learners need natural learning experiences to positively impact their motivation so that they can learn independently. Some researchers, such as Baretto (2018), believe that the majority of participants acquire a prestigious positive attitude to the implementation of technology in the learning process. Not all research findings correlate with the findings of the current study. The majority of participants, about three-quarters, are satisfied with the implementation of technology in the process of foreign language learning. The most likely interpretation of such inconsistency is the negligence of the importance of ICT. Instructors pay no concern to display attractive websites or useful applications that may simplify the language learning process.

If teachers or students have little or no information about the optimum tools, they will encounter difficulties in selecting the best options for them. To work independently and to be internally motivated, students need to develop their skills in implementing innovative up-to-date technology. Many scholars, like Wieking (2016), believe that adolescents usually prefer using high-tech devices, such as laptops, iPads, tablets, or smart phones. They use such devices for several purposes, like perfuming homework assignments, chatting with acquaintances, and giving presentations. However, other scholars, such as Ilter (2009), hold a different point of view, claiming that there is no consensus on these ideas. For example, some participants in other studies consider the overuse of technological devices is likely to make students feel bored. Therefore, textbooks are inevitable tools in the learning process. Nevertheless, the current participants consider textbooks not important at all, so that classes should be delivered by using high-tech technology to elevate their inner motivation. The logical interpretation of this is that teachers in Kuwait rely on textbooks in the classroom. Moreover, modern technology takes a small portion of classes compared with classical classes. This justifies students'

intrigued spirit towards classes of this type. According to old research, about 98% of participants believe that modern technology is useful in acquiring new ideas. However, only 60% of participants in the current research agree with this opinion. The striking difference in opinions may result from the lack of knowledge about modern technology and its effective uses.

Motivation is crucial in life in general. When people are motivated, they can perform certain actions to achieve a target. Motivation can be either internal or external. However, inner motivation is vital to attain long-lasting feats. Inner motivation is important to learn a foreign language, so that students can learn L2 effectively and efficiently. The researchers identified many variables to examine the effectiveness of the importance of modern and innovative technology in enhancing students' inner motivation in acquiring a foreign language. Although technology represented in ICT is widely used in Kuwait, teachers and students alike do not usually utilize the available technology in the classroom as well as at home. The objective of this paper is to educate and encourage teachers to implement the up-to-date technology since it is vital to the learning process. Teachers are encouraged to use technology to make information more accessible to students. The findings demonstrate the importance of related domains for learners and the most attractive tasks and practices that inspire learners regardless of their age and gender.

The findings refer to the fact that the participants have been exposed to technology earlier. In addition, by looking at the findings more profoundly, the researchers found that students initially holding unfriendly opinions about the use of technology in learning demonstrated a positive attitude to technology-based classes. They also believe that their language performance has noticeably developed. However, most students believe that textbooks are not important and should be excluded from the teaching process. Instead, they believe that technology is the optimum tool for learning as it meets students' interests. In general, the variability of classes can positively build inner motivation. ICT may provide several options in choosing tasks and accepting them to the participants and their predilections. Appropriate technology practice is able to hasten the learning process and make it more interesting. After students have become more acquainted with technology since they have known some applications and websites. Participants wanted to work independently after they had acquired enough knowledge about using technology in the classroom. In the process of the study, participants mentioned that they started using Quizlet flashbacks in learning English since this application is easy to use. They just need a connection to the Internet to be use Quizlet. Moreover, other applications were also part of the students' learning process such as the apps that provide instant feedback.

Teachers' role in language learning using ICT is crucial to the learning process. Participants believe that the role of the teacher is supervisory. The teacher is responsible for encouraging students to build self-confidence in using technology in learning a foreign language. Teachers should also support students while they surf the Internet. Unfortunately, many teachers in Kuwait are not well-acquainted with the implementation of tech-based classes, so that they try to avoid technology in the classroom. Teachers' role is to continually update themselves with the latest technology to fulfil the needs of their students. Students need to be in accordance with their teachers' pace to build their inner motivation to become independent learners. Today's teachers are requested to educate themselves. They should also participate in training courses and find out interesting and useful sources of English practice. Then, they should profoundly pass their experience to their students and motivate them to work independently. Today's students, on the other hand, prefer technologically up-to-date teachers, who effectively use social media and other technological tools. Such tools enjoy more positive influence on learners and their skills. Students precisely know their expectations in language learning, so that they are requested to rely on ICT and enhance their existing skills like speaking and communication.

However, COVID-19 Pandemic imposed some restrictions on the implementation of the study in the beginning. In the bright side, in the beginning of the scholastic year, classes were maximized and introduced traditionally because of the fear of further restrictions. Most technology-based classes were held in schools, a few were held online. Language learners need teacher's support to solve any unwanted surprises during learning, but the limitation imposed by COVID-19 Pandemic obliged learners to independently use up-to-date technology. Therefore, students are accustomed to online learning and found that they could explore new applications, websites, and different platforms that could potentially expand the domains of the learning options.

In summary, a landslide majority of Kuwaiti students prefer technology-run classes. They think that technology competency is positivity influential in establishing inner motivation to learn a foreign language. Nevertheless, an example should be presented by the national curriculum and instructors. For the purpose of effectively familiarizing students with the recent developments worldwide, teachers are requested to be equipped with appropriate qualifications as well as money, skills and knowledge. Education authorities and decision makers should encourage and finance ICT training courses for teachers update and equip them with the latest technological developments. However, students' inner motivation is unlikely to be developed if teachers fail to meet up-to-date technology requirements.

المستخلص

تحفيز متعلمي اللغة الانجليزية كلغة أجنبية في عصر الثورة الرقمية العالمية

عباس هبر الشمري

أحمد علي صهيوني

الهدف الرئيسي للورقة البحثية هو البحث في العلاقة المحتملة بين بناء الحافزية الداخلية (الذاتية) للطلاب و تطبيق التكنولوجيا المتطورة في عملية التعليم و التعلم. لتحقيق اهداف الدراسة، تبنى الباحث طرق متعددة في البحث مثل الامتحانات، المراقبة الصفية، المقابلات الشخصية، و الاستبيانات. تم تصنيف عينات الدراسة الى ثلاثة فئات بناءً على العمر. اظهرت الدراسات اجماع الطلاب على أن تطبيق التكنولوجيا المتقدمة يؤثر ايجابياً معدل الحافزية الداخلية. لعب المعلمون دوراً محورياً لانهم مسؤولين عن عملية تعزيز المعرفة لدى الطلاب في استخدام التكنولوجيا في التعلم. من الاهمية بمكان ادراك بان استخدام التكنولوجيا الحديثة أمر لا مفر منه في العملية التعليمية كون استخدام التكنولوجيا يزيد بناء الحافزية الداخلية (الذاتية) للطلاب. كما انه للمعلم دور حيوي في تطبيق التكنولوجيا المتقدمة في العملية التعليمية.

الكلمات المفتاحية

الحافزية، التكنولوجيا المتقدمة، تكنولوجيا المعلومات و التواصل، الحافزية الداخلية (الذاتية)

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