

**THE INFLUENCE OF TECHNOLOGY ON LANGUAGE LEARNING AND
MOTIVATION WITH UZBEK EFL AND UNITED STATES ESL STUDENTS**

by

Feruz Akobirov
M.A., Bukhara State University, Uzbekistan, 2004
B.A., Bukhara State University, 2002
B.A., University of Mysore, India, 2000

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Dr. Ronald Aust
Academic Advisor

Dr. Young-Jin Lee
Committee Member

Dr. Bruce Frey
Committee Member

Dr. Paul Markham
Committee Member

Dr. Susan Rice
Committee Member

Date Submitted

This dissertation is dedicated to my parents, my sister, my wife and my brothers for their love, patience and support.

ABSTRACT

This study had two aims. The first aim of the study was to investigate the English language learning motivation level of the upper level English as Foreign Language (EFL – junior and senior) college students at Bukhara State University (BSU) in Uzbekistan and Kansas City Kansas Community College (KCKCC) upper level English as a Second Language students (ESL - Levels 3 and 4), and the second aim of the study was to analyze if the usage of technology, including social media, social networking websites instant messaging applications and online learning platform had a positive influence on students' English language learning. By investigating Motivation level of the students, the motivation was divided into two levels; Instrumental and Integrative. The sample consisted of 129 (n=129) BSU EFL students and 38 (n=38) KCKCC ESL students. The study was conducted on the premises of the English Philology Department at Bukhara State University in Uzbekistan and Kansas City Kansas Community College, Kansas, the United States. At Bukhara State University the data was collected with the assistance of the experienced English language instructors Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova, and at Kansas City Kansas Community College, the assistance was from the ESOL Coordinator Dr. Michelle Overholt. Three instruments were used in this study, the Attitude/Motivation Test Battery by Gardner (1985), Binnur's (2011) Motivation and Technology Questionnaire and Social Media, Social networking, Instant messaging applications and Online Learning platform related questions prepared by the researcher. The study did not combine these three separate instruments but rather interpreted the results of this quantitative study. The gathered data was statistically analyzed using Multiple Analysis of Variance (MANOVA) and Single Sample T-test (ANOVA). The results showed that

KCKCC ESL students are more Instrumentally and Integratively motivated in learning English than their peers at BSU. But on the technology related questions, BSU EFL students scored higher than KCKCC ESL students. BSU EFL students also scored higher on Social Media, Social Networking Websites and Instant Audio and Video Messaging Applications, while KCKCC ESL students supported the use of Online Learning Platform to increase their English Language Learning. This research study was statistically significant on all aspects, except Instant Messaging Application Telegram, Online Networking Website “Facebook” and Online learning website “MyReadingLab”.

Key words: Motivation, L2, EFL, ESL, Social Media, Social Networking Website, Instant Messaging Applications, Technology, MANOVA, Single Sample T-Test, ANOVA

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CHAPTER 1

BACKGROUND OF THE PROBLEM

1.1 English as a Global Language

The English language is becoming the global language of the twenty-first century. As early as 1780, John Adams, one of the founding fathers of the United States and its second president, commented that “English is destined to be in the next and succeeding centuries more generally the language of the world than Latin was in the last or French is in the present age” (Adams, 1852). Throughout the 1800s, others echoed his prediction. But it was not until the second half of the twentieth century that his prediction became a reality (Crystal, 2012). English is the international language of business, and it is increasingly true as international trade expands every year, bringing new countries into contact with each other. Many of the best MBA programs are taught in English, and most multinational companies require a certain degree of English proficiency from their employees (Wil, 2015). According to englishlive.ef.com, English also opens doors in the academic world. Of course, if the best program in your field is in an English-speaking country, skills in English will give you the opportunity to study with the top scholars. Western universities are attracting more and more visiting scholars, students, and professors from all around the world, and their common working language is English. As well as studying and teaching, attending international conferences and publishing in foreign journals are key steps to success in academia; in order to speak at these conferences or publish in these journals, excellent English is essential. Dörnyei (2005) states that wherever two people meet who do not speak the same mother tongue, chances are that English will be the common ground for communication between them.

After the proclamation of the independence of Uzbekistan on September 1, 1991, the government of Uzbekistan has paid special attention to the teaching and learning of the English language. According to Hasanova (2007) who made a thorough analysis on the importance of the English language in Uzbekistan, all college and university students are required to take foreign-language classes. Based on their background in learning foreign languages at secondary schools, students can choose English, German, or French as their foreign language in college. However, a number of departments in higher educational institutions have, since the late 1990s, been including English as a required subject in their teaching curricula. For example, at Tashkent State University, in the Departments of Economics, Management, International Relations, and Sciences, intensive courses in English are compulsory.

At Bukhara State University, students in the department of economics are expected to know English, not only to do well at their foreign-languages classes, but also since they are taught in English to pass some core subjects. Needless to say, English is the most popular major in the faculties of foreign languages (Hasanova, 2007) A survey conducted in spring 2005 revealed that in Bukhara State University, in the Faculty of Foreign Languages, out of 771 students 528 (68.5%) majored in English, while 120 (15.5%) majored in German, 75 (9.7%) majored in French, and only 48 (6.2 %) majored in Russian. In the Uzbek State University of World Languages in Tashkent city, out of 3,801 students enrolled in the Faculties of English Philology, German Philology, Romance Philology, and Russian Philology, and Education, approximately 60% of students majored in English.

1.2 Motivation and Technology in EFL and ESL Environments

Motivation as a theoretical construct helps us understand why and how individuals learn something. While learner motivation is a key variable in any field of education, it is particularly important for learning a second or foreign language, both referred to as L2 (Anwaruddin, 2013; Gardner 1985; Cheng & Dörnyei, 2007; Ushioda, 2011). Masgoret and Gardner (2003) have also shown that motivation is highly related to L2 achievement; it supports successful learning of the target language. Gardner (2007) mentions that by language learning motivation, he means the motivation to learn (and acquire) an L2. This type of motivation is considered in the socio-educational model of L2 acquisition (Gardner, 1985), the social context model (Clément, 1980), the self-determination model (Noels, & Clément, 1996), the willingness to communicate model (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the extended motivational framework (Dörnyei, 1994). A general form of motivation is relevant in any L2 learning context. It is not a trait, as some individuals contend, but it general characteristic of the individual that applies to any opportunity to learn the language. Kelly (2005) mentions that motivation is only one of the several factors influencing language acquisition, but a very important one (p.33) He shares the definition of motivation by William and Burden (1997), where they state motivation as “sustained efforts towards a set goal, where the value the individual places on that goal will determine the effort directed towards attaining it” (p.120) A major feature of Gardner’s socio-educational model of second language learning is the proposition that attitudes play a role in language learning through their influence on motivation (Gardner & MacIntyre, 1991; Gardner & Smythe, 1975)

Gardner's motivation construct has often been understood as the interplay of two components, integrative and instrumental motivations. The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of the community (Dörnyei, 1994; Gardner 1985) According to Kitjaroonchai and Kitjaroonchai (2012), this type of motivation is defined by Deci and Ryan (1985) as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude (p. 23) Integrative oriented learners demonstrate interest in learning a foreign language in order to better understand the culture, tradition, and community of the other people who speak that language. The integrative oriented learners have positive attitudes towards the community or people and their culture who speak that language. Integrative oriented learners show more persistent and intense motivation than other learners (Gardner, 1985). They have a strong desire to learn the language and have positive attitudes toward the learning situation, and they are more likely to expand more effort and efficiency in learning the language. Likewise, Clement, Dörnyei, and Noels (1994) found that learners with high integrative motivation tend to work harder and learn faster than those who have low integrative motivation (Kitjaroonchai & Kitjaroonchai, 2012). Gardner and MacIntyre (1993, p.159) also state that language learners reflect their willingness and interest in social interaction with members of other groups.

1.3 Gap in the Knowledge

As it is mentioned briefly in the Background of the Study, the researchers analyzed the Motivation and Technology separately, whereas we would like to present combined version of Motivation + Technology analysis. We will be asking our respondents about the connection between technology and four language learning skills, such as Listening, Reading, Speaking and

Writing. We want to investigate two aspects simultaneously, which are investigating upper level students' motivation level both here in the United States and abroad and we will also research if and how Social Media helps them to learn English language better.

1.4 Statement of Problem

A lack of empirical evidence exists in the area of foreign language education regarding the effects of social media. As Golonka (2012, p.15) states, “social networking on language learning and the implication for instruction and curriculum development are as yet unknown.” In reviewing the literature, these researchers did not find any studies on the use of social networking for language learning that included data on language use (e.g., number of contributions per user, length of contribution, types and distribution of negotiations, and feedback).

Teaching English Language at Bukhara State University in Uzbekistan is different than it is in the United States. Students learn English as a Foreign Language rather than an L2. There is no social interaction outside of the classroom. People speak three different languages in Bukhara, but not the English language. Uzbek students do not have exposure to English outside of the classroom unless they go to the English Club or the English Language Center. The only means that students use is technology such as TV and the Internet. As Bahrani (2011) states in his article about Iranian students, TV as a kind of mass media technology can provide language learners with authentic materials.

In Uzbekistan, most people have a minimal need to speak English on a daily basis, so English is instructed as a foreign language (EFL), and learning happens without any immediate opportunity to use English for actual communicative functions. In addition, EFL teachers in

Uzbekistan continue to use outdated lecture and memorization methodologies. These environments generally do not include meaningful interactions with native speakers of English or authentic materials that relate to the target culture. The result is that students are often not internally or integratively motivated to pursue their study of English, resulting in lower proficiency.

Another important factor is the motivation of the students in using technology. Many the students in the English Department have accounts in Facebook, LinkedIn, Twitter, and YouTube. Using these social media accounts, students prepare their homework, interact in English language, and create short presentations. The interest in using a specific type of technology in learning English is popular nowadays. The university requires that both teachers and the students use educational technology while preparing for their class assignments, proposal defenses, and oral presentations. Just six or seven years ago, technology integration was not required at the university, but with the emergence of the Internet and other software materials, it has become important that students use these means.

ESOL classes at Kansas City Kansas Community College (KCKCC) are designed primarily for students who need to improve their English skills for studying at a college or university. Many of the students will begin their academic study at KCKCC when they have fulfilled the ESOL requirement. Students in advanced-level ESOL classes may also take college classes during the same semester. Other students are attending ESOL classes to strengthen their English skills for personal or professional reasons. I started teaching at KCKCC in January 2016 part time. I teach Reading 1 level and READ 0092 classes at both campuses, the main campus in Kansas City and Pioneer Career Center in Leavenworth, KS. During my teaching to non-native speakers of English I realized that it would be interesting to compare motivation types of the

non-native students who are in non-native English environment and the ones who are in English speaking country. I hypothesize that the motivation level and the usage of the technology between the students in Bukhara and here in Kansas will vary.

1.5 Purpose of the Study

This research design is a quantitative study. There are three Dependent Variables, Integrative Motivation, Instrumental Motivation and Technology scores. Our Independent variable is the University and KCKCC students. The population for the research will be chosen randomly among BSU EFL students and KCKCC ESL students. There are two locations for this research. BSU EFL students will be distributed survey on the premises of English Philology Department in Bukhara, Uzbekistan and KCKCC ESL students will receive survey questions on the premises of KCKCC in Kansas City, Kansas.

1.6 Significance of the Study

We believe that this research study is very significant, because all the aspects, namely student motivation in learning English language, student attitude toward technology and the usage of Social Media, Social Networking websites and Instant Messaging Applications are one of the main aspects of the Education field nowadays. ESL and EFL Instructors always thrive to motivate their student through different means, using technology, preparing top-notch syllabus and materials, and engage students in various class activities. We are confident that ESL and EFL instructors will benefit tremendously from the results of this study, because this research will answer to the gap in the knowledge and help the instructors create more resources for their students. Another important factor is the usage of Social Media and Social Networking Websites.

If not 100%, at least 90% of our students use Social Media inside and outside of the classroom. So why not to investigate if the usage of particular apps help our ESL and EFL students in learning English and what else can be done to further assist our students.

1.7 Research Questions

There are seven main research questions in the study

1. What is the motivation level of EFL students at Bukhara State University?
2. What is the motivation level of ESL students at Kansas City Kansas Community College?
3. How helpful is the usage of instant messaging, photo and video applications, such as Whatsapp, Telegram and Viber for the upper level students at Bukhara State University?
4. Does social networking website Facebook and video watching and sharing website YouTube help students to improve their writing and listening skills?
5. How helpful are social media platform Snapchat, and video and audio calling service Facetime in improving KCKCC students' speaking and listening skills?
6. Does social networking website Facebook and learning platform for improving reading and writing skills My Reading Lab help KCKCC students in improving their reading and writing skills?
7. Is there a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms?

1.8 Hypothesis

There are seven hypothesis questions in this research study

1. Upper level ESL students at Kansas City Kansas Community College are integrative motivated to learn English language
2. Upper level English Philology students at Bukhara State University are instrumentally motivated to learn English language
3. There is a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms
4. Upper level students at Bukhara State University will score more than 2.5 above the mean on the usage of instant messaging, photo and video applications, such as Whatsapp, Telegram and Viber to improve their reading and listening skills
5. Upper level English Philology students at Bukhara State University will score more than 2.5 above the mean on the usage of social networking website Facebook and video watching and sharing website YouTube to improve their writing and listening skills.
6. Upper level ESL students at KCKCC will score less than 2.5 above the mean on the usage of video and audio calling service FaceTime and social media platform Snapchat to improve their speaking and listening skills.
7. Upper level ESL students at KCKCC will score more than 2.5 above the mean on the usage of social networking website Facebook and learning platform for improving reading and writing skills My Reading Lab to improve their reading and listening skills.

1.9 Summary

In summarizing Chapter 1, it is noteworthy to mention that this research is based on theoretical framework of many well-known researchers. More than 100 articles were studied and a number of researchers, including Dr. Crystal in the United Kingdom were contacted in order to receive their perspective on the importance of the English Language. Besides, the contact was established with KCKCC administration, ESOL Coordinator and the ESOL Adjunct Faculty. At Bukhara State University two distinguished Instructors of the English Language, Head of the Department of Foreign Philology were contacted and substantial assistance had been obtained for the smooth collection of the data.

CHAPTER 2

LITERATURE REVIEW

Literature review for this study has been divided into the four language skills in learning the language, the differences and similarities between ESL and EFL, motivation in learning English language both in ESL and EFL contexts, the education system in the Republic of Uzbekistan, basic information about Bukhara State University and Kansas City Kansas Community College, and does technology motivates ESL and EFL students in learning English as a foreign and the second language.

2.1 Motivation and Technology in EFL and ESL Environments

Motivation as a theoretical construct helps us understand why and how individuals learn something. While learner motivation is a key variable in any field of education, it is particularly important for learning a second or foreign language, both referred to as L2 (Anwaruddin, 2013; Gardner 1985; Cheng & Dörnyei, 2007; Ushioda, 2011). Masgoret and Gardner (2003) have also shown that motivation is highly related to L2 achievement; it supports successful learning of the target language. Gardner (2007) mentions that by language learning motivation, he means the motivation to learn (and acquire) an L2. This type of motivation is considered in the socio-educational model of L2 acquisition (Gardner, 1985), the social context model (Clément, 1980), the self-determination model (Noels, & Clément, 1996), the willingness to communicate model (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the extended motivational framework (Dörnyei, 1994). A general form of motivation is relevant in any L2 learning context. It is not a trait, as some individuals contend, but it general characteristic of the individual that applies to

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Gardner’s motivation construct has often been understood as the interplay of two components, integrative and instrumental motivations. The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of the community (Dörnyei, 1994; Gardner 1985) According to Kitjaroonchai and Kitjaroonchai (2012), this type of motivation is defined by Deci and Ryan (1985) as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude (p. 23) Integrative oriented learners demonstrate interest in learning a foreign language in order to better understand the culture, tradition, and community of the other people who speak that language. The integrative oriented learners have positive attitudes towards the community or people and their culture who speak that language. Integrative oriented learners show more persistent and intense motivation than other learners (Gardner, 1985). They have a strong desire to learn the language and have positive attitudes toward the learning situation, and they are more likely to expand more effort and efficiency in learning the language. Likewise, Clement, Dörnyei, and Noels (1994) found that learners with high integrative motivation tend to work harder and learn faster than those who have low integrative motivation (Kitjaroonchai &

Kitjaroonchai, 2012). Gardner and MacIntyre (1993, p.159) also state that language learners reflect their willingness and interest in social interaction with members of other groups.

Dörnyei and Clement (2000) found that integrative motivation is “the most powerful general component of language-related affective disposition, determine language choice, and level of effort language learners intended to invest in the learning process” (Kitjaroonchai & Kitjaroonchai, 2012).

Another type of motivation explained by Gardner is instrumental motivation. According to Dörnyei (1994), instrumental motivation is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Gardner et al. (1983) define instrumental motivation as “learning a language because of some more or less clearly perceived utility it might have for the learner.” The learner desires to learn the language in order to accomplish some non-interpersonal purpose. Kitjaroonchai and Kitjaroonchai (2012) continue that the learner is motivated by external factors such as appraisal, gratification, pledge, or money to compel them towards accomplishment without realizing their genuine interest. They perform mainly for the attainment of a desired external reward (p.23)

Dörnyei (1994) states that the popularity of the integrative- instrumental system is partly due to its simplicity and intuitively convincing character, but partly also because broadly defined “cultural affective” and “pragmatic instrumental” dimensions usually emerge in empirical studies of motivation.

Gardner (1985) defined L2 motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). Gardner (1985) also proposed a more comprehensive and accurate explanation for the concept of motivation. He noted that motivation is conceptualized as a set of variables.

That is, it is a combination of effort plus desire to achieve the goal of learning and also a combination of the language plus favorable attitudes towards learning the language. In addition, motivation is hypothesized to have a direct effect on L2 achievement and is itself purportedly influenced by a number of other social-psychological variables. Brown (2001) in his study stated that motivation simply refers to the intensity of one's impetus to learn. It is conspicuous in all these definitions that learner's attitude, degree of effort, investment of time, and amount of energy contributes to determining the extent to which one is motivated in language learning.

However, there are various taxonomies as to different types of motivation. One common categorization divides motivation into two types of instrumental and integrative-oriented types of motivations. Instrumental motivation refers to the situations where the purpose of language learning is to get a benefit, for example, to get a job, or to get a higher pay raise. Integrative motivation, in contrast, is considered the opposite of instrumental motivation. The purpose of this motivation is not to get a benefit from learning the language, but language is learned just to be integrated into that language and its culture. Another classification divides motivation into two types, extrinsic and intrinsic. To make a relationship between this classification and the Instrumental and Integrative motivation, it could be assumed that extrinsic motivation is somehow related to instrumental motivation and intrinsic motivation is related to integrative motivation. Therefore, extrinsic motivation is related to the purpose of getting something in the outside world like getting a prize. In contrast, intrinsic motivation pertains to internal factors and learning the language just for itself. In regards to the relationship between motivation and learning strategies, some studies found that motivation has a far-reaching relationship with the learners' use of different types of strategies. Oxford and Nyikos (1989), for example, asserted

that the degree of motivation of students is the single most powerful influence on the choice of language learning strategies.

2.2 The Four Language Learning Skills

In traditional teaching, the emphasis tends to be on the students doing reading and writing. Similarly, most teachers probably do most of the talking, while the students do most of the listening, with a questionable amount of understanding. In real life, it is not so easy to separate these four skills, as most language skills are preceded or followed by a different skill. This integration is constant and confusing for language learners to understand and practice themselves. However, these teaching guidelines for the skills of language do separate the skills. The main reason for this is to organize learning activities into some order and to assist teachers in deciding what the aim of their lesson is and choices as to how to do it. Each skill is subdivided into several sub-skill activities, and listening, speaking, reading or writing is emphasized, but with other skills an integral part of the activities (APSchools & College System website)

In the field of English Language learning, there are four basic language skills, known as listening, speaking, reading, and writing.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can (APSchools & College System website)

Speaking is the second of the four language skills. According to the English Club Website, speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue." Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. In fact, some English learners practice speaking standing alone in front of a mirror.

Reading is the third of the four language skills. According to the English Club website, reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces), and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill, because through it we receive information. But the complex process of reading also requires the skill of speaking so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Writing is the fourth of the four language skills. According to the English Club webpage, writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. Generally, we write using a pen or pencil (handwriting) or a keyboard (typing). With a pen or pencil, we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer, or mobile device. Voice recognition programs allow those who can't see or use their hands to have their

thoughts transcribed. To write clearly it is essential to understand the basic system of a language. In English, this includes knowledge of grammar, punctuation, and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

The English Club webpage further represents the skills using the following chart:

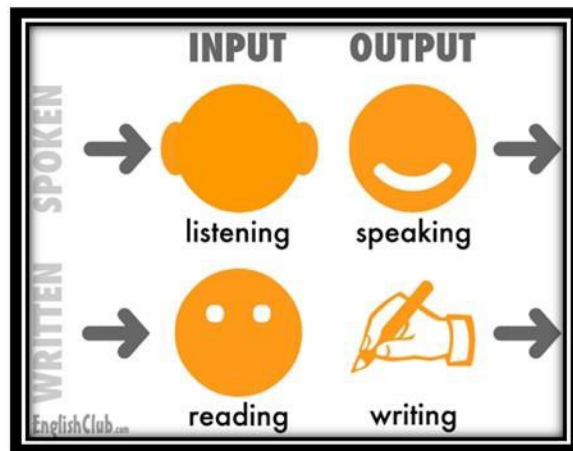


Image: englishclub.com

According to the Montgomery Coalition for Adult English Literacy, the ability to use a language in a communicative way is not just a single unified skill. Most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. Listening and reading are known as the receptive skills, while speaking and writing are known as the productive skills.

According to SIL International (1999), the four basic skills are related to each other by two parameters: the mode of communication,; oral or written the direction of communication, receiving or producing the message.

The SIL's webpage further represents the skills using the chart reproduced below:

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other due to the course and learner objectives (Oxford, 2001). When learning new language material, the order of acquisition generally follows this format for both L2 learners and children learning their first language:

Listening: The learner hears a new item (sound, word, grammar feature, etc.).

Speaking: The learner tries to repeat the new item.

Reading: The learner sees the new item in written form.

Writing: The learner reproduces the written form of the item.

When a teacher is planning to present a new teaching item (sound, grammar point, vocabulary word, etc.), he or she needs to keep the order of acquisition in mind. It is best to expose the learners to the item in that same order so that they are exposed to it as a listener before they are called on to use it as a speaker and that they hear it before they see it in text. In this way, the order of learning a L2 is similar to the way a child learns his or her first language. He or she will be able to understand the new item for a while before being able to produce it and

use it in communication (Laubach Literacy Action, 1996). In technical terms, the difference between being able to understand an item and being able to produce it is known as passive versus active knowledge. So it is important to expose learners to a large amount of material using the new item before they are able to actually employ it in communication. Even though it is not apparent, learners will be absorbing the new items on an unconscious level. Consequently, teachers should expect that the learners will go through a period of being exposed to new language and internalizing it before they can produce.

They will be able to understand, but will not be able to produce. It is because of this so-called “silent period” that many recent approaches to language teaching are “comprehension-based.” This means that the instructor presents material that does not require the students to respond verbally but rather allows them to show comprehension without having to actually produce speech in the target language (Larsen-Freeman, D.2000)

2.3 The Differences and Similarities between ESL and EFL

According to the English Club webpage, EFL is an abbreviation for English as a Foreign Language. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country (for example, a Chinese person learning English in China).

ESL is an abbreviation for English as a Second Language. This is mainly used to talk about foreign students learning English while living in an English-speaking country (for example, a Chinese person learning English in Canada).

Similarly, the Oxford University Press shares that an ESL classroom is in a country where English is the dominant language. The students are immigrants or visitors. The class is

usually of mixed nationalities, so students don't share a native language or a common culture. Outside the classroom, students have a specific, practical need for English, and ample opportunity to use it. Students have extensive daily exposure to English-speaking culture, although their understanding may be limited by their language skills.

An EFL classroom is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom, students have few opportunities to use English. For some, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture, most often through a distorted lens like TV or music. Based on these definitions, there are important differences in the student population. Effective lesson planning must take them into account.

ESL students need the following:

1. Hands-on English lessons suitable for their immediate needs. If there is a class full of recent immigrants struggling with how to fill out forms, they need to be taught to fill out forms. A group of foreign doctoral students need to be taught how to talk to their academic advisors. There may be a place for general grammar instruction but not until more pressing needs are met.
2. Explicit cultural instruction. These students come from many places, all very different from your classroom. They need to be taught about cultural norms and they need to be taught to get along in your society. They need to be told how people from your culture see their culture. While this might not appear to be traditional English teaching, it will generate discussion. Understanding culture is an invaluable step towards fluency.

3. Bridges towards integration. ESL teachers are not guidance counselors, but they need to be ready to suggest concrete ways for students to address their daily problems in the local community. Whether that means referring them to an immigrant assistance association or helping them apply for a job online, the ESL teacher is likely to be the first person they ask for help (Oxford University Press).

EFL students need the following:

1. Lots of practice using English, especially orally. They need to speak in the classroom, but also they need to be taught where to find opportunities to practice speaking English outside of class.
2. Exposure to living English. Never lead students to believe that English is a set of rules and words to memorize. It is the living, breathing creation of cultures and communities around the world. Pen pals, non-traditional teaching materials, and field trips are great ways to make English come alive for your students.
3. Reasons to learn English and motivation to stick with it. English can be theoretical when a person is growing up in a village in Belarus. Find out about each student's other passions and tie English into them. There are so many English communities online and off that it is possible to find a tie-in for almost any other area of interest. Social networks are powerful tools (Oxford University Press).

2.4 Technology in ESL and EFL Contexts

In recent decades, technology has dominated the world by providing a variety of programs to both instruct and entertain the audience in informal setting. The impressive developments in audio, video, and computer mediated communications programs offer many possibilities for teachers to construct activities around listening and watching different programs (Bahrani, 2011; Bell, 2003; Ishihara & Chi, 2004; Bedjou, 2006). Besides video and audio materials, teachers can use other educational technology software programs, such as Scratch, Camtasia, Etoys, Audacity, iMovie, iBook, and Audacity. The usage of technology motivates students, and even a simple tool such as Power Point creates a different learning atmosphere in the classroom. Social media helps students share, keep in touch with each other, and fosters a constructivist learning environment. Wikis can be seen as an example. Through Wikis, students can create a useful learning space and share their ideas with their peers. Anwaruddin (2013) points that many empirical studies within the tradition of New Literacy Studies (Lankshear & Knobel, 2003) have examined students' use of Web 2.0 (social media) technologies within and beyond academic settings. They have demonstrated how learning can occur on and with interest-driven social networking sites such as Facebook (Mills, 2010). Others have shown how social media may foster students' critical literacy development (McLeod & Vasinda, 2008).

The researchers for this study carried out an Internet search and found many websites that demonstrate and guide teachers how to use Facebook for classroom teaching and learning. Also, articles of different length and depth on Facebook appear in various educational as well as personal web pages, discussing the advantages and disadvantages of Facebook, reasons to use Facebook for teaching and learning, and different teaching ideas based on Facebook (Wasoh,

2014) Wasoh's idea is similar to the view of Godwin-Jones (2008) that states tools and platforms such as Facebook "that enhance communication and human interaction can potentially be harnessed for language learning" (p.7). Blattner and Fiori (2009) also note that Facebook can be utilized for authentic language interaction and can be used to increase motivation and improve that performance of English language learners. Roblyer et al. (2010) points that university students are open to the possibility of using Facebook and similar technologies to support classroom work. In terms of writing, Facebook has been a platform for students to write, but this writing is different from the writing done in school for academic purposes. Students regard the informal writing outside school (Facebook, blogs and Twitter) as "communication," and the school writing as "writing," which is an exercise in test taking. Facebook and similar tools such as blogs and online forums can be used so students can see writing done in these new media as "writing," and they can make use of these media to become better writers (Yancey, 2009).

Based on the above circumstance, issues, and background leading up to the problem, this research will investigate the following:

- a) The motivation level of the English major students
- b) If and how technology motivates English major students in learning English as a foreign language.

Using technology in ESL or EFL classes generally is enjoyable and appreciated. Technology can help students learn the language faster if technology is used properly. Not all the technology can be useful, so English Language instructors need to be aware which technology to use and how to use it and evaluate the outcomes of the used technology.

Eady and Lockyer (2013) state that not all the information in multimedia support learning. According to the authors, for learning to occur the resources themselves need to be designed using sound educational principles and need to be purposefully integrated into the learning experience by the teacher. Similarly, Dr. Ronald Aust from the University of Kansas said in his class that “Technology is just a tool to make the class interesting, but the main source should be the instructor.” Educational theory provides direction for both the effective design of the resources and how a teacher can best use those resources with students. Cognitive load theory, developed by Sweller (1988), states that learning resources must be designed to reduce the load on our working memory in order for us to be able to construct schema. Effectively designed digital learning resources do the following:

1. Exclude information and activities that are not directly related to schema construction.
2. Focus on information and activities that directly relate to schema construction.
3. Clearly identify the complexity of learning materials and experience of learner.

These principles guide teachers in evaluating the digital learning resources that they might want to use with their students. Teachers can assess resources for how directly they cover the topic being taught, how clearly the information is conveyed, and how directly activities within the resources support student learning. Teachers can ensure that the lessons they design using these resources are also focused on the topic and take their students’ abilities and experience into consideration (Eady & Lockyer, 2003)

Eady and Lockyer (2013) state that teachers use digital resources for a variety of purposes and in many ways, including the following:

- As a way to introduce students to a topic
- As part of a teacher lecture or demonstration

- As a stimulus to group or whole-class discussion
- To provide students with access to different text types
- To engage students in activities that are not possible in the classroom
- To allow students to work at their own pace as a review or extension activity

It is important not to use technology for its sake, but rather to embed technology appropriately. Here, teachers draw upon their expertise and experience in what to teach and how to teach it. A teacher has many considerations and influences in designing learning experiences for students, and the appropriate use of technology is only one of those considerations. Just as teachers keep up to date with curriculum developments, new educational policies, and advances in the art and science of teaching practice, they need to keep up to date with the technological tools that are available to them. This means that sometimes experimentation and trial and error are just as important as experience in what influences teachers' lesson plans (Eady & Lockyer, 2003)

Cuban (2003) states that the role and expertise of teachers are critical because teachers are at the frontline of designing and delivering the learning experience. It has been argued that just making technology available in schools does not mean that teachers will make use of the technology, nor will it necessarily be used effectively.

According to Wang (2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and technological equipment gives students a sense of freedom and encouragement. With the help of technology, students can be active, motivated, and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology and increase the popularity of distance education. Crystal (1997) assumes that educational

technology takes a great role in EFL classrooms because of the current position of English as a global language. Jonassen (2000) discusses that technology in EFL classroom encourages not only the students but the teacher in a positive way. Brown (2003) explains that Internet and distance education increase the quality of language learning and provide available education.

2.4.1 Challenges of Using Technology in the Classroom

The barriers to using technology in the classroom are many and include, among others, resource limitations, teacher knowledge and skills, and teacher attitudes and beliefs (Hew & Brush, 2007). Hew and Brush (2007) say that resource barriers are being overcome with an increasing number of computers and software applications and faster, more reliable networks in schools. But teachers tend not to use technology if they become frustrated when it does not work properly or when there is a lack of technical support in their school. Teachers also report having limited time to review and learn about new technology tools that they can use in their teaching.

Teacher knowledge of technology is important in the classroom. Lack of specific technological skills is a common reason teachers give for not using technology (Hew & Brush, 2007). However, those teachers who take the opportunity to build skills through professional development activities are much more likely to integrate technology into their teaching than those who do not (Mueller et al., 2008).

But teachers realize that the knowledge and skills they need to be able to use technology in the classroom goes beyond understanding what functions are under the menu items and what buttons to click. Using technology effectively to promote student learning means thinking about effective learning strategies and effective classroom management. Teachers are faced with challenges and barriers all the time. Technology's place in society causes teachers to consider the

implications for them in their role as educator and as lifelong learners themselves. The constant challenge for teachers is to draw upon their continually developing knowledge and skills about what to teach and how to teach. Technology is just one, but an important, consideration in that equation (Eady & Lockyer, 2003)

2.4.2 Resources

Technology helps English language learners find a voice, easing the transition to a new language. To help students learn as much as possible and to demonstrate that knowledge, it is important to fully and creatively use what advances technology has to offer (Brozek & Duckworth, 2011). Many resources are available for ESL/EFL instructors, but not all are useful for ESL/EFL classrooms. First of all, it depends on the level of the ESL classroom, the size of the class, and the knowledge of the instructor. As the global community becomes more technologically savvy [MITESOL C1], ESL students at the university level arrive with increasing technological knowledge. To stay ahead of the game, ESL instructors must be aware of emerging technology and how to use it to an effective purpose in the classroom. In the digital age, to avoid using technology in the classroom is to, at best, be considered a dinosaur, and at worst, to be ineffective at communicating with “digital native” students (Prensky, 2011)

2.4.3 Wikis

A wiki is Web 2.0 software that allows collaboration among those chosen by the creator of the wiki. In layman’s terms, it is a website that anyone can contribute to, depending on the access granted by the site administrator. This means that a wiki can be edited by multiple people, sometimes at the same time, depending on the host site (Homuth & Piippo, 2012) Homuth and Piippo (2012) also give ideas on how to work with Wikis.

Ideas for Wikis

1. Have students write stories using picture stories or storystarters.
2. Have students use a wiki page as a common space to collect information for group work.
3. Use a wiki for peer editing. Have students type their rough drafts on the wiki and then assign a peer editor to make suggestions.
4. Have students keep a wiki page as a writing portfolio.
5. Have students collect songs that illustrate relevant grammar points and post the titles (maybe even YouTube videos) on the wiki.
6. Create a wiki to be a “living document” from class to class, semester to semester. Students can add to the work of students in previous semesters.
7. Have students journal using a wiki and then provide feedback to students on the wiki.
8. Use a wiki as a class calendar and have students track progress on assigned tasks.

2.4.4 YouTube in ESL and EFL Classrooms

Video watching website YouTube videos are another useful technology in the classroom. Many, if not all instructors have been using or at least used YouTube videos once in their classroom. YouTube gives a teacher the opportunity to search for any content needed for the classroom. The resource, YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day (“Timeline,” 2011). While issues involving copyright infringement and obscenity standards have often made the website controversial, the vast array of diverse content and its organic community

interactivity make YouTube a tremendous resource for a multitude of educational endeavors (Watkins & Wilkins, 2011)

The two primary benefits to using YouTube in the classroom are the exposure to authentic English and the promotion of a learning style that is more autonomous and student-centered. When students regularly use a wide variety of English media, they are achieving a degree of L2 immersion that might otherwise be unavailable outside of a study abroad program (Johnson & Swain, 1997). Furthermore, immersion teaching and techniques to increase L2 input have generally positive effects on the language acquisition process (Mangubhai, 2005).

Additionally, incorporating technology into L2 classrooms is a way for students to connect seemingly abstract foreign language concepts to their actual experiences (Wang, 2005). Finally, incorporating technology into the classroom, particularly among low-level learners, has also been shown to generate greater student autonomy and instill lifelong language learning skills (Leung, 2004).

2.5 Other Online Resources for ESL and EFL Students

Boyle (2013) provides the following resources for ESL/EFL teachers and students. These eight online resources are taken from the webpage www.emergingedtech.com

1. SpeechPeek is an online portal that allows ESL/EFL teachers to create interactive speaking and listening exercises for students to complete and submit remotely. Using peripheral or embedded laptop microphones, students record themselves speaking the exercises you provide, and their results are saved on the site for you to listen to and grade. Teachers have the opportunity record “solutions” to the exercise in their own

voices, and a feature of the site allows teachers to provide personalized feedback to each student on each exercise.

2. BusyTeacher is an extensive repository of affordable e-books, downloadable classroom posters, informative education articles for ESL/EFL teachers and over 10,000 free printable worksheets in dozens of categories. Teachers can find innovative methods for coaching grammar and punctuation, new teaching ideas, timely lessons specific to the season, and more. Free online tools at BusyTeacher include applications for creating word search, jumble and letter tile puzzles as well as a daily warmer.
3. English Listening Lesson Library Online (ELLLO) contains hundreds of pre-recorded monologues and discussions on an enormous variety of topics, geared to English speakers at six distinct levels of skill from beginner to advanced. ELLLO recruits speakers from more than 60 countries, helping you introduce your students to a variety of different English accents, and some exercises contain comprehension games as learning aids. The lessons come in video as well as audio formats and can be sorted by topic, skill level, or speaker's home country.
4. ESLvideo takes an innovative approach to educational technology and turns something students probably do already into an ESL/EFL learning experience. Users register for an account, choose a YouTube video, and then create quizzes based on the video content, which learners can then watch, answer, and rate. Quizzes are ranked by recommended level of skill at English and contain a comment section for students to practice their written English. The diverse content on the site has been created by over 1,400 registered teachers, and registration for the site is free.

5. TEFLnet presents its materials mainly in British English, but nevertheless offers a broad spectrum of resources for ESL/EFL teachers in the United States and internationally. Features include a worksheet generator, downloadable lesson plans, and a discussion board for teachers, basic information about TEFL qualifications, and a job board for aspiring ESL/EFL professionals worldwide. The name of the site comes from the acronym TEFL (Teaching English as a Foreign Language) and the site's founder has helped produce a documentary on the subject, called "Talking TEFL."
6. FunEnglishGames.com is a resource for ESL/EFL teachers in early childhood education, offering a wide variety of teaching tools aimed at children. Features include a long list online interactive games and printable puzzles, quizzes and worksheets on numerous topics. The site also offers suggestions for fun classroom activities, jokes, anagrams, tongue twisters, and a healthy selection of videos focusing on vocabulary, grammar, history, and humor.
7. Tefltunes uses the principle that music is a useful teaching tool and memory aid educators in the ESL/EFL field instruct students on English grammar and topical vocabulary at multiple skill levels. The full site operates on a subscription basis, but a handful of lessons are available for free so a teacher can test out the concept. Songs can help relax the classroom atmosphere, introduce students to colloquial English, and provide an authentic cultural dimension to lessons.
8. Busuu provides online interactive lessons in English (and 10 other languages) using photos and recordings by native speakers and other types of audio-visual material. Busuu also offers a mobile app for Android and iOS that contains a vocabulary of over 3,000

words and covers 150 everyday topics in its lessons. Combining classroom work with Busuu work might help engage students in multiple ways.

Bridge and Faez (2012) investigated ESL learning by students at Quebec Collèges d'Enseignement General et Professionnel (CEGEPs). The research seeks to describe the positive outcome of computer assisted language learning (CALL) practices on the motivational level of students, their efficacy in helping students understand the cultural contexts of a second language, and their role in the achievement of proficiency in oral and written language skills. The main aim of the research is to investigate the role of new constructivist pedagogies and CALL practices in enhancing student motivation for continuous second language learning. Following qualitative case study methodology, the research consisted of a convenience sample of 41 students at a CEGEP in Quebec and used a survey and a focus group to obtain its data. The study found that students were generally motivated to learn English via CALL; however, there were shortcomings in this method of instruction. The findings of the research have implications for L2 teachers and their students both in Canada and globally. In Canada, the amalgamation of diverse linguistic and migrant communities encourages citizens to be proficient not only in their native tongues, but also in the official languages of the nation, French and English. In the global context, information and communication are the main ingredients of trade, commerce, and socialization.

Traore and Blankson (2011) found that many instructors are using literary texts along with language structure books in ESL classrooms. Since literature is often written to portray a particular cultural or authentic experience, the material presented may not be familiar to ESL students. Also, the students may find such texts structurally complex and impossible to understand. To overcome these challenges, instructors need to implement strategies that will make the literary materials relevant and useful to student learning. The current study describes

how multiple technologies were successfully employed in the presentation of Chinua Achebe's 1958 novel, *Things Fall Apart*. In addition, ESL students' reactions to the integration of technology in instruction were explored. Findings from this study have pedagogical implications for instructors who plan to incorporate literature and technology into their ESL curricula.

Ybarra and Green (2003) demonstrated that technology can be used as an effective teaching tool for English language learners. The authors discuss a variety of research illustrating how teachers can help English language learners develop their language skills through the use of technology.

Binnur (2009) states that in language classrooms, which are unnatural conversational situations, students need motivation more than other learning milieus. Teachers try to capture the attention of students through various methods and techniques. Many researchers in EFL teaching profession have stated that good motivation has a positive effect on foreign language learning. The purpose of Binnur's study is to explore how technology could be used to increase students' motivation in EFL classrooms. For this purpose, a questionnaire was administered to a group of students at Akdeniz University Preparatory Classes in the 2007-2008 academic year. It was found out that technology was a dynamic and challenging motivating factor in EFL classrooms and there may be some suggestions focusing on the achievement of learning objectives.

Hussein's (2010) study revealed the attitudes and behaviors of undergraduate students towards motivation and technology in a foreign language learning classroom. A descriptive survey research design was used to collect data through questionnaires which were formed of two sections: demographic information and 25 statements on a five point Likert scale. The questionnaires were distributed to 700 undergraduate students studying at Atatürk Education Faculty in the teaching departments. This study was carried out during the fall term of the

academic year 2009-2010 at Near East University in North Cyprus. The data of the research was analyzed by using the SPSS 13.0 software. After that, tables were formed with individually explanations. During the statistical analysis one-way analysis of variance and t-test were used to identify the difference between groups; the frequencies and the percentages of the statements were calculated as well. At the end of variance analysis, the difference between the groups was identified through Post Hoc LSD tests and results shown through tables of arithmetic mean, SD (standard deviation) and frequency. As a result of the analysis each statement was calculated through the average of the interval values of scale as: Strongly Agree between (4,20-5,00), Agree between(3,40-4,19), Neutral between (2,60-3,39), Disagree between (1,80-2,59) and Strongly Disagree between (1,00-1,79). Use of multi-media technology in the students' EFL learning environment in North Cyprus affects the students' motivation towards technology in addition to reflecting several behavioral reactions that might cause problems in the language learning process. The results of this study indicate that although technology may be playing an important factor in the education, participants studying EFL struggle to accept technology integrated in their learning.

Wu, Yen, and Marek (2011) state that teachers of EFL in Taiwan often use an outdated lecture-memorization methodology resulting in low motivation, low confidence, and low ability on the part of students. Innovative educators are exploring various uses of technology, such as videoconferences with native speakers, to enrich the classroom; however, few guidelines have been developed for effective videoconference instructional design. This study used a survey methodology, Exploratory Factor Analysis, and Structural Equation Modeling, to examine which elements of learning via videoconferencing most beneficially affect motivation, confidence, and ability. The study found that long-term changes in ability are best predicted by enjoyment of the

learning experience. The data also suggested that even a small amount of authentic interaction in English made students more comfortable in applying their skills, more confident in what they learned, and more inspired to make global, cross-cultural connections. Therefore, EFL instructors should strive to use student-centered active learning and to offer their students interactions with native speakers, including interactions via distance technology.

Pin-Hsiang and Marek (2013) conducted a case study and examined an innovative use of social media for the instruction of EFL literature. The instructional design included videos from a United States teachers providing cultural perspective on literature texts and social media interaction to discuss the lessons and construct knowledge. Data included content analysis of the students' social media comments and replies, exit interviews, and the perceptions of the authors as teacher/participants. Students embraced the instructional design and appreciated having the perspectives of two teachers, but cultural influences at times affected their willingness to disagree with other students.

Alfaki and Alharthy (2014) investigated the usage of social networks to promote learner's language by examining the possibility of using social networks to promote learners' English language. To do this, the experimental research method was used. Data were collected through pre- and posttests. The validity and reliability of both tests were computed first. Two groups of 80 subjects were randomly selected via simple random sampling. The results showed a remarkable progress of the experimental group that used social networks when compared to the control group that did not use these social networks. The main findings were that learning through social networks is more effective than traditional learning with no access to social networks and collaboration is a useful learning strategy in improving one's second/foreign

language. In the light of these findings, it is recommended that new technology and the internet should be utilized to suit today's digital learners.

Similar to Alfaki and Alharthy (2014), Chartrand (2012) conducted a study about the social networking for language learners: creating meaningful output with Web 2.0 tools. Chartrand stated that the Internet has the potential to provide language learners with vast resources of authentic written, audio, and video materials to supplement lessons. Educators can find a wide assortment of materials for learners to study in class or after class for independent learning and to encourage learner autonomy. More recently, however, the immense popularity of social networking websites has created new opportunities for language learners to interact in authentic ways that were previously difficult to achieve. Advances in technology mean that today learners of a language can easily interact with their peers in meaningful practice that helps foster language acquisition and motivation. That is, tasks that make use of Web 2.0 interactivity can significantly raise students' potential to generate meaningful output and stimulate their interest in language learning.

Warschauer (1996) in his study on motivational aspects of using computers for writing and communication points that the purported benefits of computer-assisted instruction is that it increases student motivation. This study researched the effects on student motivation of using computers for writing and communication in the language classroom. A 30-question survey investigated the attitude toward using computers of 167 ESL and EFL students in 12 university academic writing courses in Hong Kong, Taiwan, and the United States. It was found that the students overall had a positive attitude toward using computers and that this attitude was consistent across a number of variables, including gender, typing skill, and access to a computer at home. Further analysis showed that two variables in particular, self-reported knowledge of

computers and amount of experience using electronic mail, correlated positively with student motivation. In addition, a factor analysis was performed on the survey questions, revealing three common factors of student motivation, which were communication, empowerment, and learning. Finally, differences were found in student motivation among the 12 courses, and these differences were seen to be at due at least in part to the degree to which computer-based projects were integrated into the overall goals and structure of the course.

Skinner and Austin's (1999) study explores the results obtained from using a computer network for real-time synchronous discussion in a course for EFL students. The authors found that computer conferencing (CC) had noticeable effects on their students' motivation for language learning. Three reasons for motivation emerged from the students' responses to a survey: that CC provided an opportunity for "real" communication and community, that it improved personal confidence, and that it encouraged students to overcome writing apprehension. Their article also reflects on the relationship these motives have with the intrinsic vs extrinsic motivation distinction in education generally and with the traditional instrumental vs integrative classification of motivation in second language learning. The findings suggest that these motives may be able to contribute towards the support of newer classifications that have recently been proposed.

Wasoh (2014) conducted a study on the integration of social networking as a medium in writing classroom. She mentions that Facebook is now considered the most popular platform for online social networking among university students. She investigated whether Facebook would be an effective and easy teaching and learning tool in an EFL writing classroom in Prince of Songkla University, Pattani Campus. The data was collected from the students writing assignments on Facebook. The findings revealed that the use of Facebook in the teaching and

learning of EFL writing English has to a certain extent been effective. Teachers indicated that Facebook is not much different from other new teaching tools. Students showed a positive attitude toward using Facebook as a means of learning grammar and writing. As an alternative learning tool, Facebook offered students a convenient and attractive means to engross in discussion with the teacher and peers who had better grammatical and writing knowledge. Facebook could help them to increase their motivation and build confidence in learning EFL writing as well.

Bahrani (2011) posits that language learning can occur outside the classroom setting unconsciously through interaction with the native speakers or exposure to authentic language input through technology. An EFL context lacks the social interaction to boost language learning. Accordingly, this study aimed at investigating the effectiveness of exposure to audio/visual mass media as a source of language input in EFL context and social interaction as a source of language input in ESL context on speaking fluency. To achieve this purpose, a sample speaking test was administered to one hundred language learners in Iran, which is an EFL context, and one hundred language learners in Malaysia, which is an ESL context. Forty participants from each context were selected. During the experiment, EFL participants had exposure to audio/visual mass media, while the ESL participants had exposure to social interaction. At the end, both groups took another sample speaking test. The post-test showed that the EFL group performed better, indicating that exposure to technology promotes speaking fluency.

Online learning platforms, video and audio, instant messaging phone applications

MyReadingLab

One of the vastly used online applications in KCKCC is MyReadingLab. **MyReadingLab** is an online application that combines diagnostics, practice exercises, tests, and assessments to help you work with your students to improve their **reading** skills and **reading** levels

(Pearsoncmg.com)

According to Pearson Lab:

- Reading-skill diagnostic tests assess students' mastery of critical reading skills. Based on the diagnostic results, MyReadingLab recommends Study Plan topics that will help each student improve his or her reading skills.
- Reading-level diagnostics use the Lexile Framework® to accurately assess each student's reading level and help each student improve. The results of the initial diagnostic test (called the Lexile Locator) assign a Lexile measure to a student, from 400 to 1490. MyReadingLab can then offer the student a unique set of exercises that are designed to help the student improve his or her Lexile measure.

Whatsapp

This free to download messenger app is very famous among people living in Central Asia and Russia. WhatsApp is a free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services however, because WhatsApp uses the internet to send messages, the cost of using

WhatsApp is significantly less than texting. It is popular with teenagers because of features like group chatting, voice messages and location sharing. (Webwise.ie)

According to the Webwise.ie, with 700 Million users, as of January 2015, WhatsApp is currently the biggest online messenger app on the market. Founded in 2009 by ex-Yahoo employees it started as a small startup and swelled to 250,000 users in just a few months, growing so fast that they had to add a charge for using the service per year to slow the subscription rate down. In 2014 WhatsApp was acquired by Facebook.

How to use

To use WhatsApp you need: a compatible smartphone or tablet with a simcard, an internet connection and a phone number. The app uses your phone number as its username, and your account is locked to the phone, although you can transfer your contacts over to new devices. To use the app it costs €0.99 per year, with the first year being free. This cost is used as an InApp purchase. In January 2015 WhatsApp introduced a Google Chrome plugin to allow users to access their WhatsApp chats on their desktops (Webwise.ie)

Telegram

Telegram is a widely used messenger app among Bukhara State University students. The students started submitting their homework and other assignments using “Telegram”. According to Google, Telegram is a pure instant messaging — simple, fast, secure, and synced across all your devices. Over 100 million active users in two and a half years (Play.google.com)

FAST: Telegram is the fastest messaging app on the market, connecting people via a unique, distributed network of data centers around the globe. Here are some examples on what Google wants to say about this new app.

SYNCED: You can access your messages from all your devices at once. Start typing on your phone and finish the message from your tablet or laptop.

UNLIMITED: You can send media and files, without any limits on their type and size. Your entire chat history will require no disk space on your device, and will be securely stored in the Telegram cloud for as long as you need it.

SECURE: Everything on Telegram, including chats, groups, media, etc. is encrypted using a combination of 256-bit symmetric AES encryption, 2048-bit RSA encryption, and Diffie–Hellman secure key exchange.

POWERFUL: One can create group chats for up to 5,000 members, share large videos, documents of any type (.DOC, .MP3, .ZIP, etc.), and even set up bots for specific tasks. It's the perfect tool for hosting online communities and coordinating teamwork.

RELIABLE: Built to deliver your messages in the minimum bytes possible, Telegram is the most reliable messaging system ever made. It works even on the weakest mobile connections.

FUN: Telegram has powerful photo and video editing tools and an open sticker/GIF platform to cater to all your expressive needs.

SIMPLE: While providing an unprecedented array of features, we are taking great care to keep the interface clean. With its minimalist design, Telegram is lean and easy to use.

PRIVATE: For those interested in maximum privacy, Telegram offers Secret Chats. Secret Chat messages can be programmed to self-destruct automatically from both participating devices. This way you can send all types of disappearing content — messages, photos, videos, and even files.

Secret Chats use end-to-end encryption to ensure that a message can only be read by its intended recipient. (Play.google.com)

Viber

Another Google product is called Viber. According to Google Play, Viber is a free messenger that keeps you connected to anyone in the world through your Internet connection. You can send a text message, but Viber also offers Share photos and videos, record audio messages and even send files.

Group chat with up to 250 people

With Viber messenger it's easy to create and participate in group chats - with up to 250 people at once. Get all of your favorite people in group chat, create work groups and organize events easily. You can also 'like' any user's voice or text message.

Why users worldwide are choosing Viber Free Messenger:

Long-distance calls - Viber Messenger is free international calling app. No need for a username or login information, simply activate by entering your phone number

Voice or video, free phone call – You can choose between the basic voice call or go with live video chat if you need a face-to-face! Whether you make a phone call domestically or have international calls to make, all phone calls boast HD sound quality.

Instant video messages - Tap and hold the instant video icon to capture the moment with 30-second videos, release to send.

Secured communications - Viber messenger automatically encrypts text messages, video and voice calls, photos, videos and group chats.

Trusted contacts - Manually authenticate contacts to make sure you are talking to who you mean to be talking to.

Express yourself with stickers - Bring your text message to life by sending playful emoji icons and cool stickers.

Your personal messenger with “damage control” - Delete a text message or voice message even after it was sent.

‘Hidden Chats’ feature - Choose to hide specific chats from your messaging screen and access them later.

Additional features - Viber Messenger to play Viber games with friends, follow Public Accounts, share your contacts, find out if people have seen your messages, turn on location and much more.

FaceTime

FaceTime is Apple's video and audio calling service. Think of it as a phone that uses your Wi-Fi or cellular data connection instead of traditional phone lines. You can use it from any iPhone, iPad, iPod touch or Mac, to call anyone else using any one of those devices. That's what makes FaceTime perfect for seeing and hearing family during the holidays, when you're on the road, keeping grandparents connected to grandkids, making international calls when you have no long-distance plan, getting a second opinion on that jacket while you're out shopping, sharing a show, making a meeting, and much, much more (imore.com)

Snapchat

According to Murphy & Casey (2016) Snapchat has evolved from being an app with a handful of obvious naughty uses to a social media platform where you can both broadcast your life and watch content from a wide range of sources. The messaging app's ability to let you control the privacy of the pictures and videos you send was integral to its popularity. Updates to the app allow users to make group chats, swap faces, send stickers, voice memos and GIF-like notes, as well as place voice and video calls. Power users can even up their game with Spectacles, Snapchat's sunglasses that feature a built-in camera for snapping 10-second fish-eye-style videos from the wearer's point of view to upload to the service.

Snapchat has become so popular so fast that there are more than 150 million active users watching 10 billion videos per day. Brands like BuzzFeed, ESPN, National Geographic and People magazine have made their way to Snapchat, giving fans an inside look at what's going on behind the scenes.

The reasoning behind talking about the aforementioned apps is to make a point that these apps might be helpful for ESL and EFL students. College age students love using apps on their phones. Thus we decided to find out if and how the aforementioned applications help ESL and EFL students in improving their English listening, reading, writing and speaking skills.

2.6 Motivation in ESL and EFL context

Numerous studies have been conducted on the motivation in ESL as well as EFL contexts. According to Dörnyei (1994), motivation is one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Much of this research has been initiated and inspired by two Canadian

psychologists, Gardner and Lambert, who, together with their colleagues and students, grounded motivation research in a social psychological framework. Gardner and his associates also established scientific research procedures and introduced standardized assessment techniques and instruments, thus setting high research standards and bringing L2 motivation research to maturity. Dörnyei (1994) continues that, although Gardner's motivation construct did not go unchallenged over the years, it was not until the early 1990s that a marked shift in thought appeared in papers on L2 motivation as researchers tried to reopen the research agenda in order to shed new light on the subject. The main problem with Gardner's social psychological approach appeared to be, ironically, that it was too influential. In Crookes and Schmidt's words, it was "so dominant that alternative concepts have not been seriously considered" (p. 501). This resulted in an unbalanced picture, involving a conception that was, as Skehan put it, "limited compared to the range of possible influences that exist." While acknowledging unanimously the fundamental importance of the Gardnerian social psychological model, researchers were also calling for a more pragmatic, education-centered approach to motivation research that would be consistent with the perceptions of practicing teachers and that would also be in line with the current results of mainstream educational psychological research.

Gardner's motivation construct has often been understood as the interplay of two components, integrative and instrumental motivations. The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. The latter is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. It must be noted, however, that Gardner's theory and test battery are more complex and reach beyond the instrumental and integrative dichotomy. As Gardner and MacIntyre state, "The important point is that motivation

itself is dynamic. The old characterization of motivation in terms of integrative vs. instrumental orientations is too static and restricted" (Dörnyei, 1994).

The goals of any L2 program are partly linguistic and partly nonlinguistic. The linguistic goals focus on developing competence in the individual's ability to read, write, speak, and understand the L2, and there are many tests available with which to assess these skills. Non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language, and an interest in learning other languages. Few tests have been made available to assess these non-linguistic aspects. The Attitude/Motivation Test Battery has been developed to fill this need. Its development follows more than 20 years of research, much of which has been directed to the investigation of English-speaking students learning French as an L2. As a consequence, the items comprising the battery are concerned primarily with French. (Gardner, 1985)

Other investigations have either modified these items or used comparable ones to study the learning of English by French-speaking students in Canada (Clément, Gardner & Smythe, 1977a), senior high school students in the Philippines (Gardner & Lambert, 1972), students in Finland (Laine, 1977), elementary students in Belize (Gordon, 1980), and the learning of Spanish by American high school students (Muchnick & Wolfe, 1982). Although these tests often make use of sub-tests with the same names, the validity and reliability data presented in this report may or may not be applicable to them. The items in this test were developed for the Canadian context and for English-speaking Canadians learning French in elementary and secondary school. Changing the setting, the language, or the general socio-cultural milieu in which the language program exists might necessitate major changes in the items to make them meaningful and relevant. At least, researchers should be concerned with the issues involved in transporting items

to other contexts. The Attitude/Motivation Test Battery has been used in many different forms. The original formulations of the major concepts as well as the original items were developed by Gardner (1958; 1960) and extended by Gardner and Lambert (1972). Full scale item development and concern with internal consistency reliability of the sub-tests which led to the present version was initiated by Gardner and Smythe (1975a). A summary of the initial cross validation is presented by Gardner and Smythe (1981).

Following Gardner's, Clement's, and Smythe's studies, a number of other researchers conducted the study on the motivation. Some are listed below.

Yu (2012) stated that the motivation theory of Gardner plays a driving force to enhance foreign language learning, but not much research have been done on less successful students who might not be equally motivated as those who are successful. Based on the theories on learning motivation and the actual situation of the less successful students, Yu explored the types of motivation and the correlation between the types of motivation and their performance. The study investigated 207 unsuccessful students through a questionnaire, and 20 were selected randomly to be interviewed. With the help of the software SPSS, the data was analyzed by the statistical analyses of factor analysis (principal component analysis with varimax rotation), descriptive statistics analysis, and correlation analysis. The results suggested there are nine motivation types, in which instrumental motivation affects the students the most and the intrinsic motivation the least. There is a significant correlation between language value and achievement. Therefore, effective teaching methods and measures are given on how to stimulate the learning motivation, which will stimulate students to improve academic performance in English learning and achieve the best result.

Kitjaroonchai (2013) investigated the English language learning motivation level of secondary and high schools students in Saraburi Province, and significant differences were found between the learning motivation of students with high academic achievement and that of other learners. A modified 20-item motivational survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 266 secondary and high school students in Education Service Area Office 4, Saraburi Province. The study results indicated that the students had high levels of motivation, both integrative and instrumental, to learn the English language, albeit their instrumental motivation slightly outperformed their integrative motivation. The study also showed that there was a significant difference (P-Value = 0.007) at the level of 0.01 between the learning motivation of students with high academic achievement (GPA \geq 3.20) and that of other peers (GPA $<$ 3.20).

Kelly (2005) posits that Japanese freshman university students can be classified into two groups, those who have chosen to study English, and those who have not. This study focuses on the relationship between motivation and foreign language acquisition for each group. More specifically, it attempts to discover what differences exist between the two groups according to three basic motivational criteria, and what consequences this has for English teaching in the Japanese university classroom. Using a questionnaire survey, student motivation is measured according to one of three general categories; integrative (personal), instrumental, and intrinsic. The questionnaire findings suggest that, as expected, English major students are highly motivated in all categories. In comparison, non-English major students perceive English as less relevant to their lives in general, but still enjoyed studying English and found it a worthwhile challenge. Based on these findings, suggestions were made to improve student motivation in each category.

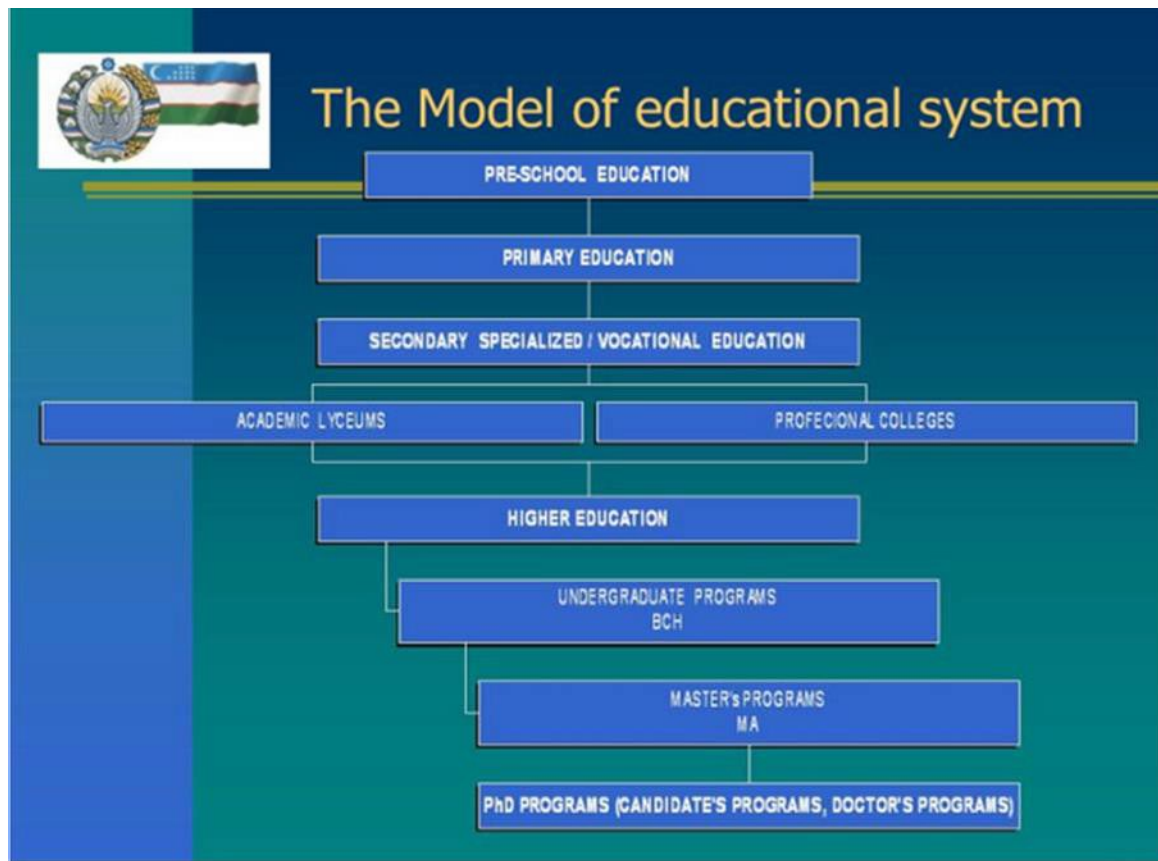
One of the important facts that Kelly (2005) discusses is the third motivation type, "Personal Motivation." He states that in monocultural societies such as Japan, a more useful classification than integrative might be personal motivation as defined by Benson (1991). He found that university students' motivation to study English sometimes could not be grouped as either integrative or instrumental forms of motivation. For this reason he constructed another category labeled "personal." This category included motivational reasons such as "pleasure at being able to read English, and enjoyment of entertainment in English" (Benson 1991, 36). Personal motivation involves a positive orientation towards the target culture, but not involving integration with this culture. For the purpose of this paper, it is considered to be a subcategory of integrative motivation, and is included in the same motivational category.

Cheng and Dörnyei (2007) investigated the use of motivational strategies in language instruction. According to the authors, because motivation is one of the key factors determining success in L2 learning, strategies in motivating learners should be seen as an important aspect of the study of L2 motivation. However, empirical investigations focusing on motivational strategies are scarce in L2 research, with one exception being Dörnyei and Csizér's (1998) study carried out in Hungary. The large-scale empirical survey reported in this paper is a modified replication of the Dörnyei and Csizér study: 387 Taiwanese teachers of English were asked to rate a list of comprehensive motivational strategies in terms of how much importance they attached to these and how often they implemented them in their teaching practice. The results indicate that the list of motivational macrostrategies that emerged in this study bears a certain amount of resemblance to the list generated by Dörnyei and Csizér's survey amongst Hungarian English teachers, which provides reassurance that at least some motivational strategies are transferable across diverse cultural and ethnolinguistic contexts. However, there are also

dissimilarities between the Taiwanese and the Hungarian findings, indicating that some strategies are culture-sensitive or even culture-dependent.

Soureshjani and Naseri (2011) studied the interrelationship of instrumental, integrative, intrinsic, and extrinsic motivations and the lexical-oriented knowledge among Persian EFL Learners. They state that it is axiomatic that affective factors play crucial roles in learning a language. Among the numerous affective factors, motivation had a salient role. The study attempted to understand any interrelationship between the four different types of motivation (intrinsic, extrinsic, instrumental, and integrative) and the lexical-oriented knowledge of Persian language learners. To do so, 360 Persian EFL language learners were randomly selected and three different instruments, two questionnaires on motivation, and a vocabulary test were administered. The results of the study revealed that first of all, there was a positive but weak correlation between the two main variables of the study. Second, it became evident that there was a significant difference just between the instrumental and intrinsic types of motivation. The results of the study provide substantial implications for better recognition of affective needs of language learners and consequently creating conditions for more effective language learning.

2.7 Education System in the Republic of Uzbekistan



During 15 years of independence, deep structural and substantial reforms and transformations in the system of higher education has taken place in the Republic of Uzbekistan. The main purpose of these reforms was to provide an adequate place for the Republic of Uzbekistan in the world community. Indeed, it was impossible to provide the independent economy, social and political stability, and development of intellectual and spiritual potential of the nation without rebuilding the system of education. The first President of Independent Republic of Uzbekistan, Islam Karimov, understanding this reality from the first days of

independence, stated the necessity of deep reforms in the education system and upbringing of new generation. (Irgashev, 2007)

Thus, beginning from 1991, the system of education has been reconstructed according to the requirements of an independent state meeting the needs of the new era. This process was carried out step-by-step in correlation with the types and forms of education: pre-school education, secondary school education, secondary specialized, professional (vocational) education, and higher education. Before the independence, 42 higher educational institutions, including 3 state Universities (Tashkent, Samarkand and Karakalpak), 14 pedagogical or language, 9 engineering-technical, 3 agricultural, 7 medical-pharmaceutical, and 3 culture and arts institutions, as well as 1 economical, cooperative, physical culture and sports were functioning in the republic. Almost half of these institutions were situated in Tashkent (19), and the rest were in Samarkand (5), Andijan (4), and Bukhara (3). Thus, a third of higher educational institutions of the republic were situated in four cities.

The existing structural system of higher education and fields of its activity did not meet the needs and requirements of the economic, national, natural-intellectual, and spiritual potential of the republic. Preparation of specialists for their actual specializations was mostly carried out in centralized higher educational institutions. Curricula and teaching programs on the subjects taught in the educational institutions of the republic were approved by the center, Moscow, and the republic was not allowed to make any changes taking into account the regional requirements. The way to prioritize education, transform education into a democratic system, make it humanitarian, and create an intellectual-social oriented system capable to open all the possibilities for a person was developed during the first years of independence. The task was to train the young generation in national traditions and common humanity values, to be patriots of

their country with high moral qualities, as well as become competent specialists possessing up-to-date knowledge and skills in their chosen field with initiative and creative thinking. The above-mentioned requirements were reflected in the decrees of the President, Resolutions of the Government, and concrete programs of actions to reform the system of higher education.

The first document, the Decree of the President dated September 17, 1991, called for releasing Republican state administrative bodies as well as the system of public education from political parties, and was dedicated to these goals. From this date on it was prohibited for political parties to interfere with the activity of educational institution (Irgashev, 2007)

Since 1991, the structural reconstruction of higher educational institutions has been commenced. Three independent institutions, the Tashkent State Technical University, the Tashkent Chemical-Technological Institute and the Tashkent Architecture and Building Institute, were established on the basis of the big Tashkent Polytechnic Institute. The Tashkent State University of Economics and the Tashkent Financial Institute were established on the basis of the Tashkent Institute of Public Economy. The Tashkent State Institute of Oriental Studies became independent from Tashkent State University. In 1992 the branches of higher educational institutions of Tashkent were established, which were the Jizzakh Polytechnic Institute, the Karshi Engineering-Economic Institute, the Namangan Engineering-Economic Institute, and the Navoi State Pedagogical Institute; appropriate regional pedagogical institutions were established in Andijan, Bukhara, Gulistan, Karshi, Namangan, Ferghana, and Urgench Universities. The status of university was also given to the Tashkent State Institute of Foreign Languages and the Tashkent Institute of Agriculture. New higher educational institutions were also established.

The University of World Economy and Diplomacy was set up to prepare economists and diplomatic personnel of international level. Tashkent Islam University prepares specialists on

Islam and rules of Islam. Each higher educational institution had a specific program of reconstruction of form and content of education according to its new status. With the purpose of providing the renewal of educational system, the first law, Law on Education of the Republic of Uzbekistan, was adopted on July 2, 1992. The priority of the sphere of education in social-economic and spiritual-cultural development of the country was stated in this law. The main directions of educational policy, structure and system of administration, and rights and obligations of participants of education were defined in this document.

“The Institute for Problems of Higher and Secondary school” was set up on the basis of the Resolution of the Government of 1995 and was considered to be the basic research organization dealing with the development of perspectives of the development of higher and secondary specialized education, which developed its content and regulative-methodical documents.

On the initiative of the Ministry of higher and secondary specialized education, a creative group to develop the complex republican program for the development of higher education was formed in 1996. This group, relying on analysis of local and foreign experience and the development of higher education, worked out the program in the form of “Concept of Higher Education.” After the discussions in higher educational institutions, this document was published in republican newspapers for discussions in order to take into account the wide strata of society. Numerous feedback confirmed the actuality of reconstruction of higher education along with all types and forms of education as a whole system. Development and approbation of bachelor’s program took place in 1996 in the Tashkent State University.

Under the initiative and active participation of the President of the Republic of Uzbekistan Islam Karimov, the “National Program for Specialist Training” was developed and adopted by

the Oliy Majlis (Parliament) in 1997. The main purpose of this program is to train spiritually rich and morally mature citizens who possess up-to-date knowledge and take an active civil position; they are independent thinking specialists who are capable of deliberating on decisions, or, in other words, who are a harmoniously developed generation who have the capability of bringing progress and prosperity to Uzbekistan in the new historical era. A system of continuing education aimed at training personnel was developed through wide scale studies of foreign experience and a critical analysis of the existing system of education. Thus, a continuing system of education of Uzbekistan was adopted. It included 12 years education consisting of 9 years of general secondary and 3 years secondary specialized vocational education. Following that is the higher education program that consists of two levels, a bachelor's and master's degree study program. The national model also includes pre-school education for the six and seven year old children, extracurricular (non-school) education to define the talents and interests of children, additional education for elderly people for retraining and upgrading their qualifications, and further education for preparation of scientific and scientific-pedagogical staff (Irgashev, 2007)

The implementation of the national program has been carried out in three phases. The structural reconstruction of the system of education and reorganization of existing educational institutions into principally new ones (academic lyceum and vocational colleges) were carried out during the first phase (1997-2001). As a result, now there are 63 higher educational institutions and about 1100 vocational colleges and academic lyceum (high schools) functioning in Uzbekistan. One million, two hundred and twenty thousand young people are studying in these educational institutions.

During 1997-2001, the normative-legal basis for the system of preparation of personnel were fully renewed and brought in line with the requirements of social and economic

development of the country and new educational standards were developed and introduced into practice, and thus a unique concept of creating educational literature for a new generation has been implemented.

Key elements of the first phase of implementation of the national program were the preparation and upgrading the qualification of pedagogical and scientific-pedagogical staff who could meet modern requirements. The structural reconstruction of the institutions was carried out with the aim of upgrading the qualification, while focusing on distance education on the scheme 2+2 or 3+3, which represents the work of the teacher in his or her work place on the tasks set by the institution for upgrading the qualification during two weeks and defense of individual papers during the other two weeks. The Republican Fund “Ustoz” (teacher) was set up in order to provide state support for upgrading the qualifications of the pedagogical staff. More than 600 teachers had a chance to upgrade their qualification in higher educational institutions of developed countries using grants from this fund. More than 3000 teachers could upgrade their qualification using the grants from other funds and institutions. In addition, almost 1000 foreign teachers and specialists were invited to Uzbek institutions for upgrading the qualification for short term teaching activities.

Introductions of new models and educational standards required the creation of textbooks and teaching methodological literature for the new generation. The government adopted a special resolution to solve this problem. This resolution stipulates the revision of existing textbooks and creation of new ones, and supporting authors of educational literature. It was decided to develop cycle of lectures with further publications. After the approbation, they were gradually changed into manuals and textbooks. Until the end of 2003, higher educational institutions were fully provided with the educational literature for all disciplines. The creation of electronic textbooks,

multimedia educational complexes including virtual laboratories was widely carried out. This type of textbook created the preconditions for approbation of distance education for the students of some disciplines. To discuss the content and quality of texts of lectures, textbooks, and manuals, their electronic versions were placed in the central portals (websites) of the Ministry of Higher and Secondary Specialized Education. Every teacher or student had a chance to use the materials from his or her institutions as well as educational materials from other educational institutions (Irgashev, 2007)

Practically all the higher educational institutions of the republic created their local area network and have an access to the Internet. Parts of higher educational institutions are already connected to the Republican educational network, which is widening and being modernized.

The basic libraries of higher educational institutions are equipped with computers, copying facilities, and the means of exchange and transmission of information. The system of automatic forming the funds and search for information “IRBIS” is introduced in these institutions. Modern libraries, along with traditional funds of paper forms, have e-books and e-textbooks that are developed by the higher educational institutions or purchased abroad (Irgashev, 2007)

International relations of higher educational institutions of Uzbekistan are developing year by year. Branches of the International Westminster University and Russian Academy of Economics named after Plekhanov were set up in 2002 in Tashkent. A branch of Moscow State University named after Lomonosov opened in Tashkent in 2006. The Ministry of Higher and Secondary Specialized Education is working on the establishment of the branch of Russian State University of Oil and Gas named after Gubkin. Samarkand State University is conducting Master’s degree courses together with Bologna University of Italy. Higher educational

institutions are also working on preparation of highly qualified specialists together with universities in Japan, China, France, Germany, Netherlands, and Spain. For instance, Weihenstephan University of Applied Sciences is conducting double degree master courses in agriculture and irrigation together with several agricultural institutions of Uzbekistan. Universities from Spain allocated a grant to develop joint forms of preparation for specialists together with the Uzbek State World Languages University. Close cooperation has been established with a number of leading universities of foreign countries such as the Belgian Institute of Translation/Interpretation in Brussels, Sorbonna University, Weihenstephan University of Applied Sciences, Humboldt, Berlin, and Munich Universities. The Government of Japan rendered assistance to the Tashkent Institute of Textile and Light Industry in the amount of 440 million yen to equip the Institute with modern textile equipment. Distance learning of educational programs is carried out in collaboration with Massachusetts Technological University and other universities from foreign countries. Many citizens of foreign countries are studying in the higher educational institutions of Uzbekistan. Reforms in the field of education conducted in the Republic of Uzbekistan allow the national system of continuing education integrate into world educational area (Irgashev, 2007)

The “Law on Education” and “National Program for Training Personnel” of the Republic of Uzbekistan, adopted on August 29, 1997, are the main normative-legal basis for determining the reforms and substance of education in the Republic of Uzbekistan. A number of sub-legislative directive and normative acts in the field of education have been adopted with the purpose to implement the above mentioned basic documents during the recent years: administering the system of education; reforming the content of educational process; financing and material-technical provision; training, retraining and upgrading the qualification of

pedagogical and scientific-pedagogical staff; development of labor market services; international cooperation in the sphere of education and personnel training; and the provision of social guaranties and state support in the sphere of education. Dozens of decrees and resolutions of the President of the Republic of Uzbekistan, more than 70 regulations and resolutions of the Cabinet of Ministers, and normative-legal documents adopted in the framework of the authority of the Ministry of Higher and Secondary Specialized Education of Uzbekistan are among them. The Ministry is conducting purposeful systematic development of new generation of state educational standards of higher education. Joint working groups of specialists are joining with the Ministry of Public Education to provide efficiency and quality of preparing specialists. This group began the work on the development of unique indissoluble model educational programs that cover the general secondary, secondary specialized, vocational, and higher education systems. It is worth noting that this has all followed the important “informatics and information technologies” that was the first subject the country started with (Irgashev, 2007).

2.7.1 Bukhara State University

Bukhara State University (BSU) is one of the largest scientific and academic centers in Uzbekistan. It has about 7500 students in seven faculties. BSU offers academic programs at all levels, from vocational training to post-doctoral studies, including bachelor, master, graduate, and post-graduate courses. Long-term scientific and educational international cooperation is based upon direct agreements with many universities and research institutes in the world. BSU was selected by the Ministry of Higher Education as one of the basis universities for the development of international relations and appointed as a member of Council for the Development of International Relations of Uzbek HEIs. Within this membership, BSU is

developing recommendations in this sphere for other universities of the republic. So far BSU has participated in ten Tempus and eight Erasmus Mundus projects. At the moment BSU is participating in three Tempus and two Erasmus Mundus projects. The BSU staff has gained expertise in international and national projects, related to its quality assurance in higher education, curricula reforms, and internationalization. The senior staff is actively participating in enhancement of standards in teaching and learning.

2.7.2 Adoption of Technology and E-education in Uzbek Higher Education

The resolution of the Cabinet of Ministers, "On measures for further development of computerization and introduction of information and communication technologies" dated June 6, 2002, determined the implementation of information and communication technologies in the educational process and the long-term plan for their performance. The official websites of all universities are connected to the Internet to meet the needs of students and faculty members.

At the initiative of the President of the Republic of Uzbekistan, a project of the "National Network of e-education" has been realized, and a network based on fiber-optic communication lines, that is connected all universities of the country, has been created. These lines are also equipped for video conferencing. Regular video lectures, training seminars, and courses of remote training of teaching and managerial personnel of higher education institutions are being organized on the basis of an electronic network. As a result of this project, in 2011, 80 university facilities were connected to the network. In 2012, 84 facilities of secondary special and professional education are connected to an "e-education" single corporate network. The Centre for the Implementation of e-learning in Educational Institutions at Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan is equipped with state-of-the-art

technologies. It was established in accordance with the Resolution of the Cabinet of Ministers of 25 July 2012.

2.8 Kansas City Kansas Community College

Kansas City Kansas Community College (KCKCC) is a public two year community college located in Kansas City, Kansas. KCKCC is accredited by The Higher Learning Commission, a commission of the North Central Association and the Kansas Board of Regents. KCKCC was founded in 1923 as part of the Public School System of Kansas City, Kansas. In 1965, in accordance with legislation governing two-year colleges in the State of Kansas, the name of the college changed to Kansas City Kansas Junior College. Then in 1979, legislative action created another name change for the two-year colleges in the State of Kansas. The term junior was dropped from their names and replaced with community; at this time the college officially became known KCKCC.

Kansas City Kansas Community College



Motto	<i>Making Life Better</i>
Type	Community College
Established	1923
President	Doris Pichon Givens, Ph.D.
Location	Kansas City, Kansas, US  39.121782°N 94.748622°W
Campus	Urban
Colors	Blue and Red 
Mascot	Blue Devil
Website	kckcc.edu

(en.wikipedia.org/wiki/Kansas_City_Kansas_Community_College)

According to KCKCC main website, a flexible schedule of course offerings is provided to meet the needs of its students. In addition to regular day and evening courses, KCKCC offers classes in the late afternoon, on Saturdays, in the summer, online, and at mid-semester. KCKCC has two extension sites at 1901 Spruce Street in Leavenworth, Kansas, and at the KCKCC Technical Education Center, 6565 State Avenue in Kansas City, Kansas, and it also offers classes at a variety of locations in the metropolitan area and in small towns surrounding Kansas City, Kansas.

KCKCC serves approximately 9,800 students annually with its programs and course offerings for both transfer credit and non-credit. Fifty-four percent of its students reside within the county, 42% come from other Kansas counties, 3% are from Missouri, and 1% are from other states.

The average age of students at KCKCC is 30. Sixty-two percent of the student body is female; 38 % is male. Culturally, 53% are Caucasian; 27% are African-American, 10% are Hispanic; 2% are Asian/Pacific Islander; and 1% are American Indian or multi-racial. Full time students comprise 37% of the student body; 63% attend part time. Fifty-eight percent attend day classes only, 20% attend night only, and 22% attend both day and night classes.

Faculty members at KCKCC are committed to the philosophy of a 2-year college, have studied at colleges and universities both in the United States and in foreign countries, and bring years of practical, “real-world” experience to the classroom.

Academically, KCKCC offers four Associate degrees that provide the foundation for nearly all 4-year degrees. In addition, many 1-year programs and Certificate programs are offered. Students may enroll in pre-professional programs (i.e., pre-dentistry) and transfer to a

four-year university or college or earn a 1-year Certificate or 2-year degree and enter the work force. (www.kckcc.edu/explore-kckcc/)

2.8.1 ESOL Program at KCKCC

English for the Speakers of Other Languages (ESOL) classes are designed primarily for students who need to improve their English skills for studying at a college or university. Many of the KCKCC students will begin academic study at KCKCC when they have fulfilled the ESOL requirement. Students in advanced-level ESOL classes may also take college classes during the same semester. Other students are attending ESOL classes to strengthen their English skills for personal or professional reasons (<http://www.kckcc.edu/academics/academic-divisions/humanities-fine-arts/esol-esl>)

2.9 Summary

Based on the review of the literature, the gap in the knowledge is the current subject that has not been studied before. Through extensive review of the literature one can see that English learning motivation, technology motivation and the use of current instant messaging applications and social networking websites can be researched together. The gap in the knowledge, based on this literature review is that, these three segments, such as English learning Motivation, Technology Motivation, Use of Instant video, audio and messaging Applications in learning four skills of English were not combined but rather studied separately. This research paper tried to investigate three segments together, based on the information given in over hundreds of articles. ESL and EFL motivation has been studied, investigated, researched many times by the prominent researchers as Gardner, MacIntyre, Clément, Dörnyei, Noels, Kelly and others, while Technology related motivation has been researched by Eady and Lockyer, Sweller, Cuban, Wang, Jonassen, Binnur and others. How about social networking websites, instant messaging application, video and audio calling applications, video sharing websites? Have they been researched in regards of ESL and EFL context? These types of technology is new and one of the focal points of this research paper is to investigate the usefulness of the above mentioned applications and websites.

Another distinguishing feature of this research paper is to investigate two educational institutions which have completely different systems of Education, located in totally different continents and are completely different in nature, except both have English Language Program. The uniqueness

of this paper is that University students and Community college students will be compared based on the above spoken three segments.

Based on the literature review, this research paper wants to fill the gap in the knowledge, support the contemporary and past theory and present the results.

Deeper analysis of how the current research has been established and what steps were taken, what is the number of participants and what statistical measurement were used in this paper, will be discussed in Methodology Chapter.

CHAPTER 3

THE METHODOLOGY

3.1 Appropriateness of this research design

The research for the dissertation is quantitative. There are three dependent variables:

Instrumental Motivation, Integrative Motivation and Students' score on technology. Independent variable are KCKCC and BSU ESL students. The level of significance that will be used to reject or accept the hypothesis was set to 95%.

3.2 Pilot study

In a quantitative study, a survey instrument that is researcher designed needs a pilot study to validate the effectiveness of the instrument, and the value of the questions to elicit the right information to answer the primary research questions. (Dissertationwriting.com webpage). Thus, prior conducting the actual research, we decided to conduct a pilot study at the premises of Bukhara State University, Uzbekistan. The only difference between the actual research design and the pilot study was the participants. For the pilot study, we chose non-English major students, i.e. students whose major is different than English. These participants study English only 4-6 hours a week. For the pilot study we chose students from Russian Philology and the Department of Biology. The pilot study was conducted by Mrs. Nargiza Vokhidova, instructor of English language at the Department of Foreign Languages at Bukhara State University. The Dean of the Department also assisted in the process. He helped Mrs. Vokhidova to gather

students in the main study hall and explained the procedure of the research. Overall 97 students were gathered and only 77 students, mainly from the Department of Russian Philology agreed to participate. The instrumentation for the pilot study were Binnur's Technology Questionnaire and Gardner's English Motivation Questions. The study was analyzed using ANOVA. The purpose of the pilot study was to find out problems and shortcomings of the study. After conducting the pilot study we found out a number of shortcomings, such as irrelevant research questions, omission of the gender and the year of study questions. The purpose of committing aforementioned mistakes was due to the fact that, the researchers paid attention mostly to the survey questions and not to the demographic part of the questionnaire. After receiving a number of feedbacks, necessary changes were made and the demographic information had been enriched.

3.3 Setting and Participants

The groups were selected among the students of Bukhara State University, English Language Philology Department and ESOL students at KCKCC. The selected sample is the junior and senior level (upper level) English major students at Bukhara State University and English 2 and 3 level (upper level) ESOL students at Kansas City Kansas Community College. The samples were purposefully chosen to achieve the main objective of the study that assumes the possibility of using Social Media websites and other technology that helps improving their English language skills. The selection of the above mentioned samples are because those participants were at the third or fourth semesters at KCKCC and the fifth and sixth semesters at Bukhara State University specializing in English. The two groups are similar in many aspects, because both populations learn English as a non-native language. The only difference may be the

age difference and usage of English language, because KCKCC has a more diverse population of students than Bukhara State University and they reside in English speaking country.

Population for this research was estimated in the range of 200 students, 140 from BSU and 60 from KCKCC. The sample size was close to the population size and we received the questionnaire results from 129 students from BSU and 39 students from KCKCC.

3.4 Instrumentation

This study will be based on two sets of existing questionnaires and additional sets of questions prepared by the researcher, taking into consideration the cultural and geographical differences between the students, as noted in the Kelly (2004) study.

The first questionnaire is Gardner's (1985) Attitude/Motivation Test Battery that consists of 20 questions related to Motivation in EFL and ESOL classes, and the second questionnaire will be composed of Binnur's (2009) motivation and technology use in EFL classrooms, which consists of 15 questions.

The questionnaire was divided into four parts:

1. Demographic Information
2. Motivation and Use of Technology in ESL Classroom
3. Usage of Social Media and other Technologies in Learning English Language
4. Students' Motivation in Learning English Language (Integrative and Instrumenta

3.5 Survey Questions

The following Survey Questions were distributed to participants at Bukhara State University in Uzbekistan and Kansas City Kansas Community college.

Interest in Using Information Technology for Language Learning

Adapted from Binnur (2011)

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

#	Survey Item
1.	Use of technology in our language classrooms increases my motivation.
2.	We should use technology in our classroom for every lesson.
3	Authentic materials downloaded from the internet make me active in the learning process.
4	Computer-based teaching activities make the lesson more enjoyable.
5	Technology can be boring and unnecessary.
6	I can understand language better when my teacher uses technology in the class.
7	We always need technological devices in language classrooms.
8	Different technological devices should be used in the class to increase my motivation for learning English.
9	If my teacher uses power point presentations, lessons can be more enjoyable.
10	When we use technology every time, it makes the lesson boring.
11	Films, videos, CDs, and e-learning can be helpful to develop my language skills.
12	I should use technology during my project works in EFL/ESL classes.
13	If we have a chance of teleconferencing via distance education with other universities, this can be challenging for me.
14	My teacher should use more technology in the classroom.
15	Computer-based lessons are more enjoyable and effective than traditional questions.

**The Use of Social Media and Other Information Technologies in Learning English Language
Speaking, Reading, Writing and Listening Skills.**

Bukhara State University

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

#	<i>Survey Item</i>
1	Use of social media is useful for improving my speaking skills.
2	I use Facebook to improve my English writing skills.
3	I watch Youtube videos to improve my listening skills.
4	I use WhatsApp to improve my reading skills.
5	I use Telegram to improve my writing skills.
6	I listen to English songs to improve my listening skills.
7	I watch news in English to improve my listening skills.
8	I use Viber to improve my listening skills.

**The Use of Social Media and Other Information Technologies in Learning English Language
Speaking, Reading, Writing and Listening Skills.**

Kansas City Kansas Community College

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

#	<i>Survey Item</i>
1	I use specific computer program called "MyReadingLab" to improve my reading skills
2	I use MyReadingLab to improve my listening skills
3	Using Facebook improves my reading skills
4	Using Facebook improves my writing skills
5	I use Face Time to improve my speaking skills
6	I use Snapchat to improve my listening skills

Integrative Motivation in Language Learning
From Gardenr's Attitude/Motivation Test Battery (1985)

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

#	<i>Survey Item</i>
1	Studying English is important to me because I can understand the cultures and traditions of the English speaking countries.
2	Studying English is important to me because I can understand English stories, novels, and literature.
3	Studying English helps me to better understand the ways of life of the English speaking countries.
4	Studying English helps me easily make friends with foreigners.
5	Studying English helps me to associate with the people from English Speaking countries and learn about their values and beliefs.
6	Studying English helps me to be open-minded and friendly like native English speakers.
7	The Americans and British are kind and cheerful.
8	I enjoy watching English news and movies.
9	I enjoy reading English books, articles, newspapers, and magazines.

Instrumental Motivation in Language Learning

(Rated on a 4 point likert scale 4= Strongly Agree; 3= Agree; 4=Strongly Disagree)

#	<i>Survey Item</i>
1	Studying English can be important for me because I will be able to communicate with people from English speaking countries.
2	Studying English can be important for me because it will help me to get an ideal job in the future.
3	Studying English can be important for me because I will need it for my future career.
4	Studying English can be important for me because it will make me a more knowledgeable person.
5	Studying English can be important for me because other people will respect me more.

6	Studying English can be important for me because it will help me to further my studies.
7	Studying English can be important for me because it will help me search for information and materials in English on the internet.
8	Studying English is important to me because it will help me to achieve at school.
9	I study English diligently because I want to earn a university degree.
10	I study English diligently because it is an important tool for communication.
11	Studying English can be important for me because it will help me when I travel abroad.

3.6 Procedure

Both surveys were conducted when the schools were in session. The initial stage of the study was to travel to Bukhara State University in Uzbekistan and meet with the colleagues who would help me in conducting a survey. But, due to the time constraints and Visa issues, it was decided that I would Skype my assistants and help them as best as I could to conduct this research. Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova, both EFL Instructors with over 10 years of experience in the field, assisted in conducting the research, mainly obtaining IRB documents from BSU and distributing Survey Questions. I and my assistants used email, hugely popular instant messaging (IM) Whatsapp and the fastest messaging app Telegram to stay in contact. The Head of the Department of the Foreign Philology Department approved our study and Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova had gathered students at the Main Student Hall and explained the rules and procedures of the research. Any student who would not want to participate in the research could leave and it was mentioned several times that this research is based on the volunteer participation and that the result of the research and the students' performance would not in any case and in any circumstances have the effect on their grades. Out of 200 students, 129 gave their consent to participate in the research. The date for the Survey

distribution was scheduled in October, 2016 and all 129 students gave their honest responses to the questions. After the last student turned in his/her response, the Head of the Department, along with Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova sealed the envelope containing 129 responses and locked them at the Departmental Safe. Next morning the questionnaire was taken to the main post office in Bukhara city, called “Glavpochtamt” and were sent to the researcher’s address at the University of Kansas. We received student responses within 15 days.

The IRB Permission from Kansas City Kansas Community College took a bit longer period. It took us 3 months to get permission to conduct a study. After obtaining permission from KCKCC, we had an appointment with ESOL Coordinator Michelle Overholt in November, 2016 and also approached other Adjunct ESL Instructors to help distributing the survey. Ms. Overholt assisted us in obtaining 24 responses and two other Adjunct ESL Instructors collected 15 responses, making a total of 38 responses from KCKCC by the end of November.

3.7 Data Processing and Analysis

The data was analyzed with SPSS statistics software using MANOVA. Multivariate analysis of variance (MANOVA) is simply an ANOVA with several dependent variables. That is to say, ANOVA tests for the difference in means between two or more groups, while MANOVA tests for the difference in two or more vectors of means. The main objective in using MANOVA is to determine if the response variables are altered by the observer's manipulation of the independent variables. Therefore, there are several types of research questions that may be answered by using MANOVA:

1) What are the main effects of the independent variables? 2) What are the interactions among the independent variables? 3) What is the importance of the dependent variables? 4) What is the strength of association between dependent variables? 5) What are the effects of covariates? How may they be utilized?

MANOVA is useful in experimental situations where at least some of the independent variables are manipulated. It has several advantages over ANOVA. First, by measuring several dependent variables in a single experiment, there is a better chance of discovering which factor is truly important. Second, it can protect against Type I errors that might occur if multiple

ANOVA's were conducted independently. Additionally, it can reveal differences not discovered by ANOVA tests. However, there are several cautions as well. It is a substantially more complicated design than ANOVA, and therefore there can be some ambiguity about which independent variable affects each dependent variable. Thus, the observer must make many potentially subjective assumptions. Moreover, one degree of freedom is lost for each dependent variable that is added. The gain of power obtained from decreased SS error may be offset by the loss in these degrees of freedom. Finally, the dependent variables should be largely uncorrelated. If the dependent variables are highly correlated, there is little advantage in including more than one in the test given the resultant loss in degrees of freedom. Under these circumstances, use of a single ANOVA test would be preferable.

3.8 Assumptions

Normal Distribution: - The dependent variable should be normally distributed within groups. Overall, the F test is robust to non-normality, if the non-normality is caused by skewness rather than by outliers. Tests for outliers should be run before performing a MANOVA, and outliers should be transformed or removed.

Linearity - MANOVA assumes that there are linear relationships among all pairs of dependent variables, all pairs of covariates, and all dependent variable-covariate pairs in each cell. Therefore, when the relationship deviates from linearity, the power of the analysis will be compromised.

Homogeneity of Variances: - Homogeneity of variances assumes that the dependent variables exhibit equal levels of variance across the range of predictor variables. Remember that the error variance is computed (SS error) by adding up the sums of squares within each group. If

the variances in the two groups are different from each other, then adding the two together is not appropriate, and will not yield an estimate of the common within-group variance.

Homogeneity of Variances and Covariances: - In multivariate designs, with multiple dependent measures, the homogeneity of variances assumption described earlier also applies. However, since there are multiple dependent variables, it is also required that their intercorrelations (covariances) are homogeneous across the cells of the design. There are various specific tests of this assumption (French, Macedo, Poulsen, Waterson and Yu, 2014, San Francisco State University)

So, based on the above information, we decided to use MANOVA, since we have three dependent variables (DV) – Integrative Motivation, Instrumental Motivation and Technology Scores. Our Independent variable is (IV) BSU and KCKCC. We could use ANOVA – Analysis of Variance several times, but MANOVA combined the scores of all our DVs.

3.9 Ethical Considerations

Ethical concerns are important, particularly in reference to planning, conducting, and evaluating research (Dissertationwriting.com). This research study presented minimal risk to participants pertaining to experimental treatment or exposure to physical or psychological harm. Participants fully understood the nature of the study and the fact that participation was voluntary.

Confidentiality of recovered data will be maintained at all times, and identification of participants will not be available during or after the study.

40 Internal and External Validity

Validity is the criteria for how effective the design is in employing methods of measurement that will capture the data to address the research questions. There are two types of validity: internal, and external. Internal validity in quantitative studies refers to the study's ability to determine cause and effect (Dissertationwriting.com). While conducting this research we made sure that the study design had been chosen correctly. Prior conducting the original research, we conducted a pilot study, because, according to the dissertationwriting.com website, pilot testing of instruments is a procedure to enable the researcher to make modifications to an instrument based on results. After conducting a pilot study we made substantial amount of modifications, such as reviewing demographic questions, reliability of survey questions and taking into consideration geographical and cultural differences, diversity and life style between Bukhara State University and Kansas City Kansas Community College students.

4.1 Summary

Summarizing our research design, we would like to mention that this research design methodology is based upon volunteer participation of the respondents and participants' answers were entered into SPSS Database without any bias. Sample from the population of Bukhara State University in Uzbekistan is 129 Upper Level English Philology Students and the total sample of the KCKCC students is 38 Upper Level ESOL students. Confidence interval for the research has been set to 95%. Both MANOVA and ANOVA – Single Sample T-Test were conducted for both groups. Through using MANOVA and ANOVA this research paper tried to support or reject the hypothesis and give precise answers.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

The purpose of this chapter is to summarize the collected data and the statistical treatment of analysis. The findings relate to the research questions. Data were analyzed to identify and explore the English language learning motivation level of BSU upper level EFL students and KCKCC upper level ESL students. Also, data were analyzed to find out if the use of technology is the motivator for BSU and KCKCC upper ESL and EFL students to learn English language. Additionally, specific data were analyzed to find out if and how social media, social networking websites, audio, video and instant messaging applications and online learning platform improve English Listening, Speaking, Writing and Reading skills of the students.

A total of 167 questionnaires were received from both Educational establishments, 129 from BSU and 38 from KCKCC, with no missing data. The procedures of data collection are discussed in the previous chapter.

This research paper had the following research questions and hypothesis:

Research Questions

There are seven main research questions in the study

1. What is the motivation level of EFL students at Bukhara State University?
2. What is the motivation level of ESL students at Kansas City Kansas Community College?

3. How helpful is the usage of Whatsapp, Telegram and Viber for the upper level students at Bukhara State University?
4. Does Facebook and YouTube help students to improve their writing and listening skills?
5. How helpful are Snapchat, Facetime in improving KCKCC students' speaking and listening skills?
6. Does Facebook and My Reading Lab help KCKCC students in improving their reading and writing skills?
7. Is there a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms?

Hypothesis

There are seven hypothesis questions in this research study

1. Upper level ESL students at Kansas City Kansas Community College are integrative motivated to learn English language
2. Upper level English Philology students at Bukhara State University are instrumentally motivated to learn English language
3. There is a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms
4. Upper level students at Bukhara State University will score more than 2.5 above the mean on the usage of instant messaging, photo and video applications, such as Whatsapp, Telegram and Viber to improve their reading and listening skills
5. Upper level English Philology students at Bukhara State University will score more than 2.5 above the mean on the usage of social networking website Facebook and video

uploading, watching and sharing website YouTube to improve their writing and listening skills.

6. Upper level ESL students at KCKCC will score less than 2.5 above the mean on the usage of video and audio calling service FaceTime and social media platform Snapchat to improve their speaking and listening skills.
7. Upper level ESL students at KCKCC will score more than 2.5 above them mean on the usage of social networking website Facebook and learning platform for improving reading and writing skills My Reading Lab to improve their reading and listening skills.

Overall, three sets of questionnaire was distributed among 129 upper level BSU English major students and 38 upper level KCKCC ESL students. First set of questions were devoted to “Motivation and Use of Technology in EFL Classroom” and it consisted of 16 questions, so questions 1 through 16 comprised students motivation in using technology in learning English as a Foreign/Second language. Questions 16 through 23 analyzed the use of particular type of technology in improving reading, writing, listening and speaking skills and Social Media and usage of other technologies in learning English Language. Questions 24 to 32 analyzed students’ integrative motivation level in learning English language and questions 33 to 43 covered instrumental motivation questions. There was no missing data, all the questions were answered.

4.2 Findings

As mentioned before, MANOVA and Single Sample T-Test have been conducted for this research. The reason of conducting MANOVA is to combine all three dependent variables (DV – Instrumental Motivation, Integrative Motivation and Technology Motivation) and investigate the general score, thus protecting from committing Type 1 error. The following results were found after conducting Multivariate Analysis of Variance:

Based on Levene’s test value of $>.05$ Wilk’s Lambda was used, resulting in $F(3,163) = 25.95, p < .001, r^2 = .32$, meaning approximately 32% of the variance in scores is explained by the university location. Integrative Motivation significance level was $F(1,165) = 26.28, p < .001, r^2 = .14$. Instrumental Motivation significance level was $F(1,165) = 39.84, p < .001, r^2 = .20$ and technology motivation significance level was $F(1,165) = 18.14, p < .001, r^2 = .10$. Based on the aforementioned analysis, this part of research concludes that there is a significant difference between the answers of BSU students and KCKCC students.

Table 1. MANOVA results based on Levene’s test value.

Multivariate Tests ^a					
Effect	Value	F	Hypothesis df	Sig.	Partial Eta
University/ Wilk’s Lambda	.677	25.952 ^b	3.000	.000	.323 ^b

Table 2. The results of the Levene's Test of Equality of Error Variance

Levene's Test of Equality of Error Variances^a				
	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Integrative_Motivation	.329	1	165	.567
Instrumental_Motivation	.723	1	165	.396
Technology	1.811	1	165	.180

4.3 Motivation Means

Based on MANOVA, Mean score of BSU students in Integrative motivation was 29.74 (M=29.74, SD=3.15) out of possible range of 36.00, whereas KCKCC students' mean scores were 32.79 (M=32.79, SD=3.45). Thus we retain the Null Hypothesis and state that upper level KCKCC students are more integratively motivated in learning English than their peers at BSU. In the instrumental motivation questions, KCKCC upper level students scored more than BSU students did. KCKCC students' mean score was 40.76 (M=40.76, SD=3.69) out of the 44 points. BSU students' mean score was 36.31 (M=36.31, SD=3.86). Thus we reject the Null Hypothesis of our second hypothesis and state that KCKCC students are more instrumentally motivated than BSU students. This is an interesting conception, because in the beginning it was assumed that BSU students would be instrumentally motivated and less integratively motivated in learning English language, but the results showed the opposite.

Consequently, the average of each statistical scores on each question was calculated and the following results were obtained (Table 5).

BSU upper level English students scored 3.30 (M=3.30, SD=0.61) on Integrative scale of motivation, whereas KCKCC upper level students scored 3.64 (M=3.64, SD=0.57). On Instrumental scale, BSU students scored 3.30 (M=3.30, SD 0.64), whereas KCKCC students scored 3.71 (M=3.71, SD 0.52). Technology scale scores for BSU students was 3.01 (M=3.01, SD=0.78), while KCKCC students scored 2.81 (M=2.81, SD 0.77)

Table 3. Combined results of Instrumental, Integrative and Technology Motivation scores

Descriptive Statistics				
	<i>Institution</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Integrative_Motivation	BSU	29.74	3.15	129
	KCKCC	32.78	3.46	38
	Total	30.43	3.45	167
Instrumental_Motivation	BSU	36.31	3.86	129
	KCKCC	40.76	3.69	38
	Total	37.32	4.25	167
Technology	BSU	45.17	3.44	129
	KCKCC	42.28	4.39	38
	Total	44.52	3.86	167

Table 4. The average of each statistical scores on each question

Descriptive Statistics				
	<i>Institution</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Integrative_Motivation	BSU	3.30	0.61	129
	KCKCC	3.64	0.57	38
Instrumental_Motivation	BSU	3.30	0.64	129
	KCKCC	3.71	0.52	38
Technology	BSU	3.01	0.77	129
	KCKCC	2.82	0.77	38

4.4 Single Sample T-test

To understand how BSU upper level EFL students felt technology aided in listening and speaking, T-test was conducted on scores regarding an *American video-sharing website - Youtube, popular instant messaging (IM) app - Whatsapp, fast and secure messaging app - Telegram* and mobile application that allows you to make phone calls and send text messages - *Viber*. (Table 6). These variables were used and Single Sample t test was run. It showed that each of the answers were statistically significant, except Telegram Application result. The null hypothesis for YouTube, Viber and Whatsapp applications was rejected. The the following t values, degrees of freedom (df) and significance levels were reported: YouTube for BSU students was $t(128) = 38.71, p < .001$, Whatsapp for BSU students was $t(128) = -5.56, p < .001$, Telegram for BSU students was $t(128) = -0.18, p > .001$ and Viber for BSU students was $t(128) = -5.75, p < .001$.

Table 5. Single Sample T-test showing the results of You Tube, Whatsapp, Telegram and Viber on BSU upper level EFL students' English learning Motivation

One-Sample Statistics				
	N	Mean	Std. Deviation	P-value
Youtube_BSU	129	2.84	.754	.000
WhatsApp_BSU	129	2.19	.626	.000
Telegram_BSU	129	2.49	.730	.086
Viber_BSU	129	2.17	.651	.000

4.5 Other Means

Means (Instant video, audio and text messaging applications - Whatsapp, Telegram, Viber and video watching website - YouTube)

The descriptive statistics of the Single sample t - test related to the hypothesis # 4, showed that, upper level EFL students at BSU scored less than 2.50 on the use of messenger application “Whatsapp” to improve their reading and listening skills. Mean scores for BSU students was 2.19 (M = 2.19, SD = .62), thus we reject the Null Hypothesis and state that BSU students scored less than 2.50 on the usage of Whatsapp to improve their reading and listening skills. Though they scored less than 2.50, it is noteworthy to point that their score is not totally far from 2.50. BSU students do show some interest in using messenger app Whatsapp to improve their reading

and listening skills. BSU students' Mean score on the usage of Telegram to improve their reading and listening skills was also less than 2.50, ($M = 2.49$, $SD = .73$). This means that BSU students are neutral in the use of Telegram to improve their reading and listening skills. These answers were NOT statistically significant, because we have a $p > .001$. This shows that instant messaging application neither hurts nor helps BSU students. On the usage of the Viber to improve their reading and listening skills, BSU students scored less than 2.50, ($M = 2.17$, $SD = .65$) and thus we reject the Null hypothesis and state that BSU students scored less than 2.50 on the usage of Viber to improve their reading and listening skills.

Hypothesis # 5 stated that upper level English Philology students at Bukhara State University would score more than 2.5 on the usage of social media such as YouTube to improve their writing and listening skills. After conducting Single sample t-test, the following results were obtained: BSU students' Mean score for YouTube to improve their writing and listening skills was 2.84 ($M = 2.84$, $SD = .76$). Thus, we reject the Null Hypothesis and state that YouTube helps BSU students to improve their writing and listening skills.

Hypothesis # 5 also stated that upper level English Philology students at Bukhara State University would score more than 2.50 on the usage of social networking website "Facebook" to improve their writing and listening skills. The analysis showed that BSU students scored 2.49 ($M = 2.49$, $SD = .77$). Thus reject Null Hypothesis and state that upper level BSU students scored less than 2.50 on the usage of social networking website such as Facebook to improve their writing and listening skills. We can assume though that it does help, because BSU students' Mean score is very close to being more than 2.5 above the Mean, but based on the analysis we can see that the students were a bit less than 2.5 above the Mean.

Mean (Networking website – Facebook_writing) among BSU and KCKCC students

Comparing the results of KCKCC and BSU students’ results on using social networking website Facebook to improve their English writing skills, we obtained the following results. For Facebook, a One-Way ANOVA was run because we asked students at BSU and KCKCC this question which means our variable of university for the IV has two levels. This analysis will give essentially the same information as it would if an Independent Samples t-test was run. $F(1,166) = 6.98, p < .01$, meaning that there is a significant difference in how students at BSU and KCKCC answered the question. Looking at the means, it is apparent that students at BSU had a higher mean score on this question than students at KCKCC The Mean score for BSU students was 2.49 (M = 2.49, SD = .77) whereas KCKCC students’ Mean score was 2.11 (M = 2.11, SD = .83). The results can be interpreted that BSU upper level students’ answers are neutral, they simply don’t see that Facebook neither helps nor hurts them in improving their English writing skills. The analysis is not statistically significant ($p > .001$).

Table 6. BSU EFL and KCKCC ESL Students’ Means and Standard Deviations on whether Facebook helps them improve English Writing skills

Descriptives				
Test Value = 2.5				
I use Facebook to improve my English writing skills				
	N	Mean	Std. Deviation	Sig.
BSU	129	2.49	.772	0.883
KCKCC	38	2.11	.831	0.006

Means (Apple's video and audio calling service – Facetime, an application for chatting (text or video) on mobile phones – Snapchat and social networking website – Facebook_reading)

Investigating Hypothesis # 6, which states that upper level ESL students at KCKCC will score less than 2.5 on the usage of video and audio calling service - Face Time and an application for chatting (text or video) on mobile phones - Snapchat to improve their speaking and listening skills, we obtained the following results. KCKCC upper level students scored 1.89 ($M = 1.89$, $SD = .764$) on the use of Facetime to improve their speaking skills. Thus we reject the Null Hypothesis and state that KCKCC upper level students don't use Facetime to improve their English speaking skills. On the use of an application for chatting (text or video) on mobile phones – Snapchat to improve English listening skills KCKCC students' score was 1.68 ($M = 1.68$, $SD = .702$). We reject the Null Hypothesis and state that KCKCC students do not use Snapchat to improve their English listening skills. On the use of social networking website Facebook to improve KCKCC students' English reading skills, the students' mean score was 2.18 ($M = 2.18$, $SD = .801$). In this regard, we retain the Null Hypothesis and state that social networking website – Facebook is not very useful to improve KCKCC students' English reading skills. The following table 7 shows the results of One Sample t-test on KCKCC students' use of Apple's video and audio calling service – *Facetime*, an application for chatting (text or video) on mobile phones – *Snapchat* and social networking website – *Facebook*.

Table 7. One Sample T-Test of KCKCC students Facebook, Facetime and Snapchat use to improve their English listening and speaking skills.

One-Sample Statistics					
Test Value = 2.5					
	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T - value</i>	<i>Sig. (2-tailed)</i>
KCKCC_FB_READING	38	2.18	.801	-2.43	.020
KCKCC_FACETIME	38	1.89	.764	-4.89	.000
KCKCC_SNAPCHAT	38	1.68	.702	-7.17	.000

Single Sample t – test for the online application MyReadingLab

Investigating Hypothesis # 7, which states that upper level ESL students at KCKCC will score more than 2.5 on the usage of Facebook and My Reading Lab to improve their reading and listening skills, the following results have been obtained. KCKCC students’ Mean score regarding MyReadingLab application to improve their English reading skills was 2.42 (M = 2.42, SD = .889). The result was NOT statistically significant ($p > .001$). Thus we fail to reject the Null Hypothesis and state that KCKCC students scored less than 2.50 on the usage of online application called MyReadingLab to improve their English reading skills. On the second type of question whether online application MyReadingLab helps KCKCC students in improving their English writing skills, the Mean score was 2.58 (M = 2.58, SD = .889). This result was also NOT statistically significant ($p > .001$). The results clearly showed that KCKCC students do not feel that My Reading Lab either helps or hurts them.

Table 8. One-Sample Statistics of KCKCC students' use of MyReadingLab online learning platform to improve their English Reading and Writing skills.

One-Sample Statistics					
	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T-Value</i>	<i>Sig (2-tailed)</i>
ReadingLab_Reading	38	2.42	.889	-0.55	0.588
ReadingLab_Writing	38	2.58	.889	0.55	0.588

4.8 Summary

Summarizing Chapter 4, it is noteworthy to mention that the goal for rejecting or retaining all 7 hypothesis have been achieved. MANOVA was used to combine dependent variable, such as Instrumental Motivation, Integrative Motivation and Technology Motivation. The goal for running MANOVA instead of running several ANOVAs proved that MANOVA helped to see clearer picture in regard of BSU EFL and KCKCC ESL students' English learning motivation and their value of technology. Though the results are slightly surprising, especially on technology motivation, where the research hypothesized that BSU students would be less motivated in using technology in their classes, compared to their peers at KCKCC. But the analysis showed that BSU students value technology more than KCKCC ESL students. It can only be assumed that, probably, technology, such as internet usage, use of different messaging apps are not easily accessible for BSU EFL students and that may be the reason for them to learn English better using technology oriented tools. Another surprising result was the KCKCC ESL students' higher Mean scores in Instrumental and Integrative motivation scale. The analysis showed the KCKCC ESL students are both Instrumentally and Integratively motivated in learning English, compared to their BSU peers, and the scores are significantly different. Conducting One Sample T-test resulted in finding the Mean scores and Standard Deviations of BSU EFL and KCKCC ESL students' use of social networking website – Facebook to improve their writing skills. The findings showed that BSU students' use Facebook to improve their writing skills more than KCKCC ESL students' usage.

Another Single Sample T-test on whether instant messaging applications Whatsapp, Telegram and Viber help BSU EFL students to improve their English reading and listening skills, BSU students showed their interest in using those applications. The interesting fact here is the answers on Telegram. Students showed that Telegram is an application they may or may not benefit. The answers were neutral.

Single sample t-test on whether video watching website YouTube helps BSU EFL students to improve their English listening skills, the scores were significantly high. Hypothesis also stated that BSU EFL students would score high on this question.

Single sample t-test on KCKCC ESL students' use of mobile apps Snapchat and FaceTime showed that these applications do not help KCKCC ESL students in improving their English speaking and listening skills and scores were significantly low.

Single sample t-test on KCKCC ESL students' use of online reading application MyReadingLab to improve their reading and writing skills, the results were truly surprising. KCKCC ESL students scored more in English writing part than in English reading part in using MyReadingLab, which shows that MyReadingLab neither helps or hurts them in improving their reading or writing skills.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to determine three important aspects of learning English: the importance of English learning motivation and the value of technology and how technology motivates students in learning English language, precisely, what type of technology helps BSU and KCKCC students in improving their English listening, speaking, writing and reading skills. Determining what motivation and technology means and how they are connected to each other was shown during the literature review conducted for this dissertation. It was vitally important to encompass the overall human and technology interaction. After conducting initial pilot study with the non-English major students at BSU, and identifying initial shortcomings of the research process overall, this original research was able to go forward. This chapter reports the conclusions, limitations and recommendations that resulted from this research study.

Two reliable and valid instruments and one researcher's questions were developed for this study, taking into consideration the cultural and geographical differences between the students, as noted in the Kelly (2004) study. The first questionnaire was Gardner's (1985) Attitude/Motivation Test Battery that consisted of 20 questions related to Motivation in EFL and ESOL classes, and the second questionnaire was composed of Binnur's (2009) motivation and technology use in EFL classrooms, which consisted of 15 questions.

Both surveys were conducted when the schools were in session. The initial stage of the study was to travel to Bukhara State University in Uzbekistan and meet with the colleagues who would help me in conducting a survey. But, due to the time constraints and Visa issues, it was decided that I would Skype/Whatsapp/Viber my assistants and help them as best as I could to conduct this research. Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova, both EFL Instructors with over 10 years of experience in the field, assisted in conducting the research, mainly obtaining IRB documents from BSU and distributing Survey Questions. I and my assistants used email, hugely popular instant messaging (IM) Whatsapp and the fastest messaging app Telegram to stay in contact. The Head of the Department of the Foreign Philology Department approved our study and Mr. Mirzo Tursunov and Mrs. Nargiza Vokhidova had gathered students at the Main Student Hall and explained the rules and procedures of the research. Any student who would not want to participate in the research could leave and it was mentioned several times that this research is based on the volunteer participation and that the result of the research and the students' performance would not in any case and in any circumstances have the effect on their grades. Out of 200 students, 129 gave their consent to participate in the research. The date for the Survey distribution was scheduled in October, 2016 and all 129 students gave their honest responses to the questions.

The IRB Permission from Kansas City Kansas Community College took a bit longer period. It took us 3 months to get permission to conduct a study. After obtaining permission from KCKCC, we had an appointment with ESOL Coordinator Michelle Overholt in November, 2016 and also approached other Adjunct ESL Instructors to help distributing the survey. Ms. Overholt assisted in obtaining 24 responses and two other Adjunct ESL Instructors collected 15 responses,

making a total of 38 responses from KCKCC by the end of November.

5.2 Conclusion

Before writing the conclusions let's set back to where it all started, meaning what is the theoretical base of this work. Theoretical basis of this work is Gardner's (1985) Attitude/Motivation Test Battery and Binnur's (2009) motivation and technology use in EFL classrooms. Gardner's test has a proven reliability and validity record, since it is being used multiple times, and his research based on Canadian ESL students. His test was so significant, that I decided to use it for our BSU students and find out their response. Initial pilot study showed marvelous results, though with some technical flows during the research process. But his Motivation Battery helped me to cement my research study. Next was the search for the right technology questions. I started searching for the right survey, but most of the surveys were conducted either here in the United States or in other technologically advanced countries. Finally, the search was stopped after finding Binnur's (2009) technology motivation questions, because his research was conducted in Turkey which is partly Asia and Turkey is also considered to be a part of Europe. So, Binnur's (2009) Technology Motivation Survey was the ideal Questionnaire for this research study. After finding two instruments, the research needed specific social networking and instant messaging related questions for both BSU and KCKCC students, to find out more about students' motivation in learning English. Separate sets of questions for BSU and separate sets of questions for KCKCC students were prepared.

The research was conducted and the results were obtained within 4 months period. Questionnaire was distributed to both groups and MANOVA, as well as ANOVA Single Sample T-test was conducted.

There were three goals set for this study:

1. To investigate English Motivation level of BSU and KCKCC students
2. To investigate whether technology motivates students in learning English better
3. If and how social media, social networking websites, and Instant messaging phone applications help students improving their English listening, speaking, reading and writing skills

The above mentioned goals are the main core of this research study. Based on the aforementioned goals, statistical analysis was conducted and the following results were obtained.

Hypothesis # 1 stated that Upper levele ESL students at KCKCC are integrative motivated to learn English. The results of the analysis also showed that KCKCC ESL students are indeed very much integrative motivated, but what was surprising is the significant different between BSU EFL students and KCKCC ESL students. KCKCC ESL students scored astonishingly higher than their peers at BSU. And we must also take into consideration that, KCKCC ESL students are Community College level students.

Hypothesis # 2 stated that upper level English Philology students at Bukhara State University were instrumentally motivated to learn English language. The results showed that they are indeed instrumentally motivated to learn English, but their scores were not as high as KCKCC ESL students. This part of the dissertation was surprising, because we assumed that upper level BSU EFL students would be more instrumentally motivated that upper level KCKCC ESL students, but the analysis showed the opposite and the difference was quite significant.

Hypothesis # 3 stated, there was a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms. Here we have another surprising result. We assumed that, upper level KCKCC ESL students would show that technology was the main motivator in learning English, but on the contrary BSU EFL students' scores were much higher than KCKCC ESL students' scores. So, what is the reasoning behind it? Is it because upper level EFL students at BSU value technology more than KCKCC ESL students? We can only assume, based on the statistical analysis, that there is a significant difference in the answers and probably KCKCC ESL students don't realize the importance of technology, since they use it on a daily basis. Whereas BSU students have the opportunity to use technology while they are at the University premises and have limited exposure to technology when they are at home. We think this can be another research idea for future researchers in this field.

Hypothesis # 4 stated that, upper level students at Bukhara State University will score more than 2.5 above the mean on the usage of instant messaging photo and video applications, such as Whatsapp, Telegram and Viber to improve their reading and listening skills. The results of the analysis were close to the hypothesis theory, except the Telegram, where the results were not statistically significant.

Hypothesis # 5 stated that, upper level English Philology students at Bukhara State University will score more than 2.5 above the mean on the usage of social networking website Facebook and video watching, uploading and sharing website YouTube to improve their writing and

listening skills. Another surprising answer from the students was acquired while investigating BSU EFL and KCKCC ESL students' mean score on social networking website Facebook and whether this website helps them in improving their English writing skills. As in the technology motivation section, BSU EFL students scored much higher than KCKCC students and showed that social networking website Facebook does help them in improving their English writing skills. We were assuming and were almost positive that KCKCC ESL students would score higher than BSU EFL students, since KCKCC students use Facebook almost all the time and they have access to internet most of the time, whereas BSU students have limited exposure to the internet. But the analysis proved that our assumption was incorrect. The only probable answer might be that KCKCC ESL students use Facebook to contact in their own language, or they simply don't see how Facebook could help them in improving their English writing skills, whereas for BSU EFL students Facebook is one of the main factors in improving their English writing skills. Regarding video uploading, watching and sharing website YouTube, BSU EFL students scored very high and showed that YouTube helps them to improve their listening skills.

Hypothesis # 6 was related specifically to KCKCC students and stated that upper level ESL students at KCKCC will score less than 2.5 above the mean on the usage of video and audio calling service FaceTime and social media platform Snapchat to improve their speaking and listening skills. The results aligned with the hypothesis and showed that video and audio calling service FaceTime and social media platform Snapchat does not help KCKCC ESL students to improve their speaking and listening skills. The students scored well below the mean of 2.5.

Lastly, hypothesis # 7 was also specifically addressed to KCKCC ESL students and stated that, upper level ESL students at KCKCC will score more than 2.5 above them mean on the usage of social networking website Facebook and learning platform MyReadingLab to improving reading and writing skills The results showed that learning platform MyReadingLab doesn't really help or hurt them in improving their English reading or writing skills.

5.3 Limitations

As in all research papers, this study have a number of limitations. Some of the limitations are followings:

1. This research study cannot be generalized to the Foreign Language Universities in Uzbekistan, because English Department is just a part of the Foreign Language School at BSU, whereas Tashkent city (capital of Uzbekistan) and Samarkand city (one of the biggest cities) have Foreign Language Universities.
2. The results of this study cannot be generalized to other Community Colleges in Kansas, because each Community College have different ESOL program.
3. This research study investigated upper level EFL and ESL students, precisely Junior and Senior students at BSU and level 3 and level 4 ESL students at KCKCC.

4. This research study used English major students, whose major is English language and literature only, and not non-English major students, such as Biology, Math or Physics major students.

5.4 Recommendations

There are number of recommendations that can be given to further improve this study. Probably it would be a good idea to compare Community College ESL students and Specialized English school students' English learning motivation and the technology use or even compare US University AEC program with Tashkent Foreign Languages University EFL program students. This research study gathered 38 ESL students at KCKCC and 129 EFL students at BSU. It would also be a good idea to somehow equalize the number of participants and we would probably get different results.

APPENDICES

APPENDIX A

Demographics for Bukhara State University EFL Students

Dear Research Participant,

We, the researchers would like to THANK YOU for agreeing to participate in our survey. This research study has two aims. The first aim is to identify the level of your **English Language Learning Motivation** and the second aim is to **find out if and how the technology motivates your English Learning**. Please, answer the questions to the best of your knowledge, because there is no RIGHT or WRONG answer.

But first, please complete the following demographic questions before proceeding to the actual survey questions. You can either underline or circle the right choice. Thank you very much once again!

Aziz Tadqiqot Ishtirokchisi,

Biz, ilmiy tadqiqot a'zolari sizga mazkur tadqiqotda ishtirok etishga rozilik bildirganingiz uchun minnatdorchilik bildiramiz. Mazkur tadqiqot ikki yo'nalishdan iborat. Birinchi yo'nalish sizning Ingliz tilini nima sababdan o'rganayotganingizni aniqlab bersa, ikkinchi yo'nalish ommaviy axborot vositalari, hamda boshqa texnologiyalar sizning Ingliz tilini o'rganishingizga naqadar ta'sir etishini belgilab berishga harakat qiladi. Iltimos, savollarga bilimingiz darajasida javob berishga harakat qiling, chunki so'rovnomada "TO'GRI" yoki "XATO" degan javob yo'q.

Asosiy so'rovnomani boshlashdan oldin, iltimos quyidagi demografik ma'lumotni to'ldirishingizni so'raymiz. Mos javobning ostiga chizing yoki aylnaga oling. Yana bir bor kata raxmat!

Age

What is your age? _____

Or

What is your month and year of birth? (MM/YYYY) _____ / _____

Gender

- Male
 - Female
-

Marital status

- Married
 - Divorced
 - Widowed
 - Separated
 - Never been married
-

Current residence

- Bukhara city
 - Bukhara region
 - Other (explain)_____
-

Employment status

- Employed
 - Self-employed
 - Not employed
 - Student
-

How many children live in your household?

- 1
 - 2
 - 3
 - 4
 - More than 4
-

Language/s spoken at home

- Uzbek
 - Tajik
 - Russian
 - Other (explain)_____
-

How long have you been using the Internet?

- Never used it
- Less than 6 months
- 6 to 12 months
- 1 to 3 years

- 4 to 6 years
 - 7 years or more
-

Survey Questions

ENGLISH: Dear Participant! This survey consists of three parts. The first part tries to define your motivation toward using technology. The second part is related to the use of Social Media and other types of technology and the third part tries to find out your motivational level in learning English as a Foreign Language. There is no WRONG or CORRECT answer. Please, answer the questions by putting “V ” or “+” to either you “Agree”, “Strongly agree”, “Disagree” or “Strongly Disagree”. Thank you very much indeed once again!

O’ZBEKCHA: Aziz Qatnashuvchi! Mazkur so’rovnoma uch qismdan iborat. Birinchi qismda Ingliz tili darsi jarayonida texnologiyalardan foydalanish siz uchun qanchalik turtki berishini aniqlashga harakat qiladi. Ikkinchi qism ijtimoiy ommaviy axborot vositalari va boshqa texnologiya turlariga bag’ishlangan bo’lsa, uchinchi qism Ingliz tilining o’rganilish sababini aniqlab berishga harakat qiladi. Mazkur savolnoma faqatgina sizning fikringizni aniqlashga qaratilgan. So’rovnomada “TO’G’RI” yoki “XATO” javob yo’q. Iltimos, “ROZIMAN”, “ANIQ ROZIMAN”, “ROZI EMASMAN” yoki “UMUMAN ROZI EMASMAN” degan katakchalarga istagan “V” yoki “+” shakllarini qo’yib chiqing!

Ushbu so’rovnomamizda ishtirok etganingiz uchun kattadan-katta RAXMAT!

APPENDIX B

Demographics for Kansas City Kansas Community College ESL Students

Dear Research Participant,

We, the researchers would like to THANK YOU for agreeing to participate in our survey. This research study has two goals. The first aim is to identify the level of your **English Language Learning Motivation** and the second aim is to **find out if and how the technology motivates your English Learning**. Please, answer the questions honestly, because there is no RIGHT or WRONG answer.

Please, complete the following demographic questions before continuing to the actual survey questions. You can either underline or circle the right choice. Thank you very much once again!

Age

What is your age? _____

Or

What is your month and year of birth? (MM/YYYY)_____/_____

Gender

- Male
- Female

Marital status

- Married
- Divorced
- Widowed
- Separated
- Never been married

Current residence

- Kansas City, KS
- Other (explain)_____

Employment status

- Employed
 - Self-employed
 - Not employed
 - Student
-

How many children live in your household?

- 1
 - 2
 - 3
 - 4
 - More than 4
-

Language/s spoken at home

- Spanish
 - English
 - Thai
 - Burmese
 - Arabic
 - Nepali
 - Other (explain)_____
-

How long have you been using the Internet?

- Never used it
 - Less than 6 months
 - 6 to 12 months
 - 1 to 3 years
 - 4 to 6 years
 - 7 years or more
-

Appendix C: Survey I.

Interest in Using Information Technology for Language Learning

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

BM = Mean Bukhara State; KM = Mean Kansas City Community College;

#	Survey Item	BM	KM
1.	Use of technology in our language classrooms increases my motivation.		
2.	We should use technology in our classroom for every lesson.		
3	Authentic materials downloaded from the internet make me active in the learning process.		
4	Computer-based teaching activities make the lesson more enjoyable.		
5	Technology can be boring and unnecessary.		
6	I can understand language better when my teacher uses technology in the class.		
7	We always need technological devices in language classrooms.		
8	Different technological devices should be used in the class to increase my motivation for learning English.		
9	If my teacher uses power point presentations, lessons can be more enjoyable.		
10	When we use technology every time, it makes the lesson boring.		
11	Films, videos, CDs, and e-learning can be helpful to develop my language skills.		
12	I should use technology during my project works in EFL classes.		
13	If we have a chance of teleconferencing via distance education with other universities, this can be challenging for me.		
14	My teacher should use more technology in the classroom.		
15	Computer-based lessons are more enjoyable and effective than traditional questions.		

Appendix C: Survey II.

The Use of Social Media and Other Information Technologies in Learning English Language Speaking, Reading, Writing and Listening Skills.

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)
BM = Mean Bukhara State; KM = Mean Kansas City Community College;

#	Survey Item	BM	KM
1	Use of social media is useful for improving my speaking skills.		
2	I use Facebook to improve my English writing skills.		
3	I watch Youtube videos to improve my listening skills.		
4	I use WhatsApp to improve my reading skills.		
5	I use Telegram to improve my writing skills.		
6	I listen to English songs to improve my listening skills.		
7	I watch news in English to improve my listening skills.		
8	I use Viber to improve my listening skills.		

The Use of Social Media and Other Information Technologies in Learning English Language Speaking, Reading, Writing and Listening Skills.

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)
BM = Mean Bukhara State; KM = Mean Kansas City Community College;

#	Survey Item	BM	KM
1	I use specific computer program called “MyReadingLab” to improve my reading skills		
2	I use MyReadingLab to improve my listening skills		
3	Using Facebook improves my reading skills		
4	Using Facebook improves my writing skills		
5	I use Face Time to improve my speaking skills		
6	I use Snapchat to improve my listening skills		

Appendix C: Survey III

Integrative Motivation in Language Learning

From Gardenr's Attitude/Motivation Test Battery (1985)

(4 point likert scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

BM = Mean Bukhara State; KM = Mean Kansas City Community College;

#	Survey Item	BM	KM
1	Studying English is important to me because I can understand the cultures and traditions of the English speaking countries.		
2	Studying English is important to me because I can understand English stories, novels, and literature.		
3	Studying English helps me to better understand the ways of life of the English speaking countries.		
4	Studying English helps me easily make friends with foreigners.		
5	Studying English helps me to associate with the people from English Speaking countries and learn about their values and beliefs.		
6	Studying English helps me to be open-minded and friendly like native English speakers.		
7	The Americans and British are kind and cheerful.		
8	I enjoy watching English news and movies.		
9	I enjoy reading English books, articles, newspapers, and magazines.		

Appendix C: Survey IV

Instrumental Motivation in Language Learning

(Rated on a 4 point likert scale 4= Strongly Agree; 3= Agree; 2=Neutral; 1=Strongly Disagree)

BM = Mean Bukhara State; KM = Mean Kansas City Community College;

#	Survey Item	BM	KM
1	Studying English can be important for me because I will be able to communicate with people from English speaking countries.		
2	Studying English can be important for me because it will help me to get an ideal job in the future.		
3	Studying English can be important for me because I will need it for my future career.		
4	Studying English can be important for me because it will make me a more knowledgeable person.		
5	Studying English can be important for me because other people will respect me more.		
6	Studying English can be important for me because it will help me to further my studies.		
7	Studying English can be important for me because it will help me search for information and materials in English on the internet.		
8	Studying English is important to me because it will help me to achieve at school.		
9	I study English diligently because I want to earn a university degree.		
10	I study English diligently because it is an important tool for communication.		
11	Studying English can be important for me because it will help me when I travel abroad.		

APPENDIX D

Research Questions

There are seven main research questions in the study

1. What is the motivation level of EFL students at Bukhara State University?
2. What is the motivation level of ESL students at Kansas City Kansas Community College?
3. How helpful is the usage of Whatsapp, Telegram and Viber for the upper level students at Bukhara State University?
4. Does Facebook and YouTube help students to improve their writing and listening skills?
5. How helpful are Snapchat, Facetime in improving KCKCC students' speaking and listening skills?
6. Does Facebook and My Reading Lab help KCKCC students in improving their reading and writing skills?
7. Is there a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms?

APPENDIX E

Hypothesis

There are seven hypothesis questions in this research study

1. Upper level ESL students at Kansas City Kansas Community College are integrative motivated to learn English language
- 2 Upper level English Philology students at Bukhara State University are instrumentally motivated to learn English language
- 3 There is a significant difference between KCKCC ESL students and BSU EFL students' ideas on technology usage for better motivation in English classrooms
- 4 Upper level students at Bukhara State University will score more than 2.5 above the mean on the usage of instant messaging, photo and video applications, such as Whatsapp, Telegram and Viber to improve their reading and listening skills
- 5 Upper level English Philology students at Bukhara State University will score more than 2.5 above the mean on the usage of social networking website Facebook and video uploading, watching and sharing website YouTube to improve their writing and listening skills.
- 6 Upper level ESL students at KCKCC will score less than 2.5 above the mean on the usage of video and audio calling service FaceTime and social media platform Snapchat to improve their speaking and listening skills.

7 Upper level ESL students at KCKCC will score more than 2.5 above them mean on the usage of social networking website Facebook and learning platform for improving reading and writing skills My Reading Lab to improve their reading and listening skills.

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