



**THE IMPACT OF DIGITAL LEARNING TOOLS ON YOUTH
MOTIVATION IN LEARNING ENGLISH**

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Abstract:

This paper analyzes the impact of digital learning tools on youth learning motivation with regards to learning English. In the world we live in today, we rely on English to some extent for communication globally, for accessing knowledge, and continuing our professional development journey. Digital platforms that involve mobile applications and online resources that are increasingly part of the educational process influence how young learners engage with and undertake language-learning endeavours. This study engaged students in a survey in order to understand the role of these digital learning tools on increasing motivation. The study findings highlighted that while it could be established that students' motivation, engagement, and interest was greatly increased using digital learning tools, and there remained an audience of students that encountered challenges, such as, being over-reliant, and being distracted. The conclusions that could be drawn from the study suggest that there is a need to build greater awareness amongst students of both the traditional and digital ways to support learning in order to establish sustainable learning outcomes.

Introduction:

In the 21st century, proficiency in English is an important skill for academic engagement and career opportunities, globally. In Uzbekistan, the government has



prioritized the education of foreign languages, especially English, as a strategic reform effort (Ministry of Public Education, 2020). The sustained motivation of students to learn English is still difficult in several educational settings.

The rapid growth of information and communication technologies (ICT), in its various forms, has changed how people learn languages. Digital innovations such as mobile applications (e.g., Duolingo; Memrise), online courses (e.g., Coursera, EdX), and interactive classroom spaces (e.g., Zoom; Google Classroom) offer students thoughtful and contextualized learning experiences in time and space (Godwin-Jones, 2018). Motivation in second language acquisition (Dörnyei, 2001) can also be heavily influenced by the technology available to the students. That said, understanding how digital learning tools in education for leisure learners, specifically adolescents, can motivate motivation in youth is imperative.

Problem Statement:

As digital technologies are increasingly used in education, challenges remain. Traditional classroom methods for motivating students to learn languages do not always translate into sustained interest in language learning. Alongside this, even though digital tools and resources are proliferating, their impact on motivation in use has not yet fully been investigated in the Uzbek context. This presents a research gap: Do the use of digital learning tools actually promote youth motivation, or do they sometimes lead to dependence and a lack of focus?

Aim and Objectives:

The focus of this study is to study the motivation of young learners of English due to digital learning tools.

The objectives are:

1. To explore the type of digital tools used most frequently by young learners.
2. To assess how young learners perceive the impact of these tools on their motivation.
3. To investigate any possible disadvantages of relying on digital tools.



4. To provide useful recommendations about how to implement digital tools in language learning.

Methodology:

The study deployed both quantitative and qualitative methods, using a survey with quantitative data and interviews with qualitative data. The questionnaire was completed by 120 university students studying English in Uzbekistan. The questionnaires were designed to measure:

- Intrinsic motivation (interest, enjoyment, personal goals),
- Extrinsic motivation (grades, career opportunities, parental pressure), and
- Perceived achievement in English.

Finally, 15 of the students were interviewed to gain a more rounded understanding of their motivational experiences. All data taken together was analyzed using descriptive statistics and thematic analysis.

Results:

The data showed an interesting relationship between motivation and success in language learning, which many students with high levels of intrinsic motivation indicated was key to performing at a high level academically and developing competent skills in communication. Those individuals described learning the English language as a 'fun' and intrinsically valuable and motivating pastime. The students who were mainly extrinsically motivated learned for the tests/exams but did not have a long-term motivational connection to the process of learning the language.

The qualitative interviews and examples from their learning experience confirmed that motivated students implemented aspects of learning strategies ranging from specific personal goals, e.g. practising outside of the classroom, connecting with and working with others in online English communities. Teacher encouragement (and occasionally carefully planned group interaction or group work) played a major role in keeping these students motivated. When comparing motivated language learner data to the theoretical concepts of intrinsic versus



extrinsic motivation and motivation in general, intrinsic motivation is certainly the greatest predictor of long-term success in language learning, compared to extrinsic motivation although extrinsic motivation plays a vital role there are very few things (or no things) that will turn into long-term motivation. Possible challenges: 34% of participants acknowledged that often excessive use of digital platforms impaired their ability to focus and led to distraction.

Conclusion:

The findings of the study make clear that motivation has a substantial impact on the success of learning languages. Therefore, it is crucial for teachers to emphasize motivating environments, student autonomy support, and goal-setting. Although extrinsic motivation initiates motivation, intrinsic motivation sustains progress. Future studies could explore how technology-enhanced learning environments support and promote student motivation.

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