



English learning motivation among students in grades 10 and 11 in digital learning contexts: current patterns and an experimental study

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Annotation. *Motivation to learn English among students in grades 10 and 11 can reflect academic goals, future opportunities, interest in the language, and enjoyment of learning activities. This study examines whether participation in a specified digital English learning experience is associated with changes in students' intrinsic and extrinsic motivation, while also considering instrumental and integrative reasons for learning. These forms of motivation are treated as distinct: interest or satisfaction during a task differs from pursuing an outcome such as a grade, and both differ from longer-term goals such as career prospects or communication. Previous research describes immersive digital environments that enable interaction through text or voice, avatars, and activities such as roleplay. Reviews report opportunities for communication beyond classroom time and place, alongside increased participation and reduced anxiety in the environments examined. These findings do not establish the effects of a particular activity on secondary students. The proposed study therefore calls for a defined intervention and comparison condition, with motivation assessed before and after participation. A quasi-experimental design may be appropriate where random assignment is impractical, although group comparability must be considered when interpreting differences. Student accounts should identify the activity, interactions, feedback, and perceived value they experienced.*

Keywords: *digital learning, learning motivation, intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation, immersive learning, interactive learning, learning activities, experimental research, quasi-experimental design.*

Мотивация учащихся 10 и 11 классов к изучению английского языка в условиях цифрового обучения: современные тенденции и экспериментальное исследование

Аннотация. *Мотивация к изучению английского языка у учащихся 10 и 11 классов может отражать академические цели, будущие возможности, интерес к языку и удовольствие от учебной деятельности. В этом исследовании рассматривается вопрос о том, связано ли участие в определенном цифровом обучении английскому языку с изменениями во внутренней и внешней мотивации учащихся, а также рассматриваются инструментальные и интегративные причины обучения. Эти формы мотивации рассматриваются по-разному: интерес*

или удовлетворенность в ходе выполнения задачи отличаются от стремления к результату, такому как оценка, и оба они отличаются от долгосрочных целей, таких как перспективы карьерного роста или общение. В предыдущих исследованиях описывались цифровые среды с эффектом погружения, которые позволяют взаимодействовать с помощью текста или голоса, аватаров и таких видов деятельности, как ролевые игры. В обзорах сообщается о возможностях общения за пределами учебного времени и места, а также о более активном участии и снижении тревожности в исследуемой среде. Эти результаты не позволяют установить влияние конкретной деятельности на учащихся средней школы. Таким образом, предлагаемое исследование требует определенного вмешательства и условий сравнения, при которых мотивация оценивается до и после участия. Квазиэкспериментальный подход может быть уместен в тех случаях, когда случайное распределение нецелесообразно, хотя при интерпретации различий необходимо учитывать сопоставимость групп. В отчетах учащихся должны быть указаны виды деятельности, взаимодействия, обратная связь и предполагаемая ценность, с которой они столкнулись.

Ключевые слова: цифровое обучение, мотивация к обучению, внутренняя мотивация, внешняя мотивация, инструментальная мотивация, интегративная мотивация, иммерсивное обучение, интерактивное обучение, учебная деятельность, экспериментальные исследования, квазиэкспериментальный дизайн.

Raqamli ta'lim sharoitida 10 va 11-sinf o'quvchilarining ingliz tilini o'rganishga bo'lgan motivatsiyasi: hozirgi tendensiyalar va eksperimental tadqiqot

Annotatsiya. Ushbu tadqiqot 10 va 11-sinf o'quvchilarida ingliz tilini o'rganishga bo'lgan motivatsiya akademik maqsadlarni, kelajakdagi imkoniyatlarni, tilga bo'lgan qiziqishni va o'quv faoliyatidan zavqlanishni aks ettirishi mumkin. Ushbu so'rovda belgilangan raqamli ingliz tilini o'rganish tajribasida ishtirok etish o'quvchilarning ichki va tashqi motivatsiyasidagi o'zgarishlar bilan bog'liqmi yoki yo'qmi, shuningdek, o'rganishning instrumental va integratsion sabablarini hisobga olgan holda o'rganiladi. Motivatsiyaning bu shakllari alohida ko'rib chiqiladi: topshiriq davomida qiziqish yoki qoniqish baho kabi natijaga erishishdan farq qiladi va ikkalasi ham martaba istiqbollari yoki muloqot kabi uzoq muddatli maqsadlardan farq qiladi. Oldingi tadqiqotlar matn yoki ovoz, avatarlar va rol o'ynash kabi harakatlar orqali o'zaro aloqani ta'minlaydigan immersiv raqamli muhitni tasvirlaydi. Sharhlarda sinfdan tashqari vaqt va joydan tashqari muloqot qilish imkoniyatlari, shuningdek, ko'rib chiqilgan muhitlarda ishtirok etishning ortishi va tashvishlarning kamayishi haqida xabar berilgan. Ushbu topilmalar muayyan faoliyatning o'rta maktab o'quvchilariga ta'sirini aniqlamaydi. Shuning uchun taklif qilingan tadqiqot motivatsiyani ishtirok etishdan oldin va keyin baholab, aniq aralashuv va taqqoslash shartini talab qiladi. Tasodifiy tayinlash amaliy bo'lmagan hollarda kvazi-eksperimental dizayn mos bo'lishi mumkin, ammo farqlarni talqin qilishda guruhning taqqoslanishini hisobga olish kerak. Talabalar hisoblari ular boshdan kechirgan faoliyat, o'zaro ta'sirlar, fikr-mulohazalar va qabul qilingan qiymatni aniqlashi kerak.

Kalit so'zlar: raqamli ta'lim, o'quv motivatsiyasi, ichki motivatsiya, tashqi motivatsiya, instrumental motivatsiya, integrativ motivatsiya, immersiv ta'lim, interaktiv ta'lim, o'quv faoliyati, eksperimental tadqiqot, kvazi-eksperimental dizayn.

INTRODUCTION

Motivation to learn English can be described in terms of learners' goals, interests, and reasons for participating in language study. Integrative motivation concerns interest in a language and its associated community, whereas instrumental motivation concerns practical purposes, such as completing an academic programme or improving career prospects. A separate distinction concerns intrinsic motivation, associated with interest or satisfaction in an activity, and extrinsic motivation, associated with an outcome beyond the activity itself. These distinctions provide a vocabulary for examining motivation among students in grades 10 and 11 without treating every reason for learning English as equivalent. The relevance of these distinctions to secondary education is illustrated by a study framed around instrumental and integrative motivation among grade 11 students at a Thai government school. Its account also distinguishes short-term goals, including examination results, from longer-term aspirations such as employment and communication. The reported mean English test score for grade 12 students in Thailand was 26.19 out of 100 in 2023, although that national result does not establish the motivation of any particular grade 11 group. More generally, motivation need not be treated as a fixed learner attribute: accounts of language learning identify teachers, classroom processes, curriculum, grades, peers, and wider social influences as relevant to how learners approach study. Digital learning environments introduce a more specific question about the conditions under which English is practised. Immersive virtual environments have been described as persistent spaces in which users interact with others through features that can include text or voice communication and personalised avatars. A review of studies of English as a foreign language reports opportunities for interaction with peers and English speakers beyond the usual time and place constraints of a classroom. It also reports increased motivation to participate and reduced anxiety about failure or judgement, while emphasising the instructor's role in designing activities and preparing learners to use them. Such findings make online interaction a relevant focus for investigation, but they do not by themselves establish the effects of a particular intervention with students in grades 10 and 11. The forms taken by digital activity also matter. Immersive environments may include online games, web applications, virtual reality programmes, and chatrooms; multimedia platforms can be designed to offer experiences unlike those provided by a conventional learning-management platform or video conference. One account identifies roleplay as a way users work together toward a common goal in digital spaces, while presenting further study of that activity as a research direction rather than an established result. Accordingly, an investigation of multimedia or gamified experiences should specify what students actually do, whom they interact with, and how an instructor supports that interaction. It should not assume that access to a digital platform alone reproduces the reported features of an immersive environment. Access is an essential qualification when examining digital participation. Research on adult English-language learners in England describes differences in reliable broadband access, available devices, and digital skills during the shift to online teaching in the COVID-19 pandemic. That account reports both households without internet access and households struggling to afford broadband in the United Kingdom, and it treats digital poverty as a concern when recruiting participants. These observations come from an adult learning context rather than from the grade 10 and 11 population considered here. They nevertheless identify access to technology as a condition that an investigation of online English-learning activities must document rather than presume to be uniform. An experimental study can address a narrower question than a general account of digitalisation: whether a specified digital learning intervention is followed by a change in measured motivation. Methodological guidance describes comparison with a group that does not receive the intervention, alongside measurements before and after treatment, as a means of assessing its effects. It also cautions that making groups comparable is difficult and that

random assignment is often impractical in educational settings, where a quasi- experimental design may be necessary. For a study of students in grades 10 and 11, these points make the description of the intervention, comparison condition, and motivation measures central to interpreting any observed difference. The proposed inquiry therefore concerns both students' reported reasons for learning English and their experience of particular digital activities. Intrinsic and extrinsic motivation should be examined distinctly, while instrumental and integrative reasons offer another way to describe learners' goals. Evidence about online interaction, instructor preparation, and unequal access sets boundaries for interpreting an intervention's results; evidence from other learner populations cannot substitute for measurements from the students being studied.

Learners may value English for an immediate academic result, a future opportunity, or an interest in using the language. The distinction between short-term and long-term goals makes these reasons more precise. Passing an examination and earning good grades are examples of short-term goals, whereas improving career prospects and communicating with speakers of a language are longer-term aspirations. Instrumental motivation describes practical reasons for learning, including completing an academic programme or pursuing a career opportunity. Integrative motivation instead concerns interest in the language and in the culture of its native-speaker community. These categories describe different stated reasons for learning English; they do not establish how strongly any individual student holds them. A survey of 175 grade 11 students at public school provides a specific account of such reasons. Participants completed a questionnaire with nine instrumental and nine integrative items, using a five-point agreement scale. The reported mean for instrumental motivation was 4.27, compared with 4.14 for integrative motivation. Both means fell within the study's "high" category, and the difference between them was 0.13. Thus, the slightly higher instrumental mean should be read alongside the high integrative mean, rather than as evidence that the surveyed students lacked interest associated with integrative motivation. The results describe this sample at the time of the survey; they are not measurements of students in grade 10 or of the students proposed for the present investigation. Responses to individual instrumental items show what the aggregate score encompassed. The highest item mean, 4.49, concerned becoming more knowledgeable and educated. The means for obtaining a high-paying job and needing English for a future career were 4.48 and 4.43, respectively. Higher education received a mean of 4.34, while passing examinations and getting good grades received 4.26. Students also rated English as useful for overseas trips and for finding literature and reading materials for academic life, with means of 4.30 and 4.13. Gaining respect through knowing English had the lowest instrumental item mean, 3.65, although the study still classified it as high. These reported ratings identify several practical purposes within the same motivational category, rather than a single uniform goal. Perceived value can also be described at the level of a particular learning task. An account of motivation distinguishes interest, relevance, expectancy, and satisfaction. Interest concerns curiosity and a desire to know more. Relevance concerns whether instruction connects with a student's needs, values, or goals; at the level of a learning activity, it includes whether course content appears conducive to mastering the language. Expectancy concerns perceived likelihood of success and includes perceived difficulty, effort, available assistance, and familiarity with a task. Satisfaction concerns outcomes, including praise or good marks as well as enjoyment and pride. Extrinsic motivation describes acting toward a separable outcome, such as receiving good grades or avoiding punishment; an account of self-determination also distinguishes amotivation, or the absence of intrinsic and extrinsic motivation. The distinction can be considered at global, contextual, and situational levels, with the situational level referring to engagement in a specific activity at a particular time. Consequently, a statement that English is valuable for future employment records a reason for learning, but does not itself report whether a learner enjoys a particular English task.

Likewise, enjoyment of one task does not specify the learner's longer-term goal. For adolescents, descriptions of future language use offer another way to articulate goals. Lamb describes an ideal second-language self as a personal vision of the language user someone would like to become. His discussion notes that, for some learners, English is associated less with a particular national group than with international English users. It also describes aspirations to broaden social, economic, and cultural options as blending integrative and instrumental motives.

Personal influences on language learning motivation extend beyond a learner's stated goals. A framework of second-language motivation identifies curiosity, perceived value, and a sense of agency among its internal factors. It also includes feelings of competence, awareness of developing skills, self-efficacy, and judgments about personal strengths and weaknesses. Confidence, anxiety, and fear appear alongside attitudes toward language learning, the target language, and its associated community. Developmental age and stage are included in the same framework. These categories provide distinct ways to describe a student's response to an English activity: interest in the activity, confidence in completing it, and concern about failure need not be recorded as the same response. Motivation also has a social setting. Accounts of language learner motivation identify parents, teachers, and peers as significant others, while distinguishing their presence from the nature of interaction with them. Relevant interactions include feedback, appropriate praise, rewards, and sanctions. The broader context encompasses family networks, cultural norms, and societal expectations. Ushioda's discussion further notes that research on language learning has increasingly attended to classroom environments, peer relations, teaching style, and task design. It presents learners' opportunities to enter conversations in their communities as important to understanding their situated experience, rather than treating learner characteristics alone as a complete account of success. For adolescent learners, expectations associated with significant others and experiences within school warrant separate attention. Lamb discusses tentative evidence from China, Japan, and Iran for a contribution of the ought-to second-language self to intended learning effort. In the same account, the second-language learning experience concerns classroom processes, teachers, curriculum, and grades. Its reported relationship with intended effort varies by context: classroom experience had a stronger effect for Hungarian secondary school students than for university students, whereas attitudes toward classroom experience had significantly less effect among the Chinese learners in a comparison of China, Japan, and Iran. Lamb also cautions that the studies summarized at that point concerned urban learners in higher secondary school or above. Their findings therefore should not be presented as direct measurements of every grade 10 or 11 setting. School conditions encompass more than the actions of an individual teacher. The motivation framework lists classroom and school resources, class size, school ethos, and the wider education system as external factors. It also identifies the amount and nature of feedback as features of learners' interactions with others. Evidence from a study of spoken Arabic in Israeli schools offers a specific example: the reported outcomes included more positive attitudes toward the language and its culture and increased motivation to study it. In that study, the quality of the teaching programme, student attitudes toward Arabic and its culture, and perceived parental support were the best predictors of intention to continue studying Arabic. The intervention concerned Arabic learners in grades 4 to 6, so its outcomes cannot be substituted for evidence about older students learning English. Evidence closer in age to the proposed grade groups also illustrates why social variables should be examined explicitly. A study described by Dörnyei and Ushioda involved 46 Hungarian students aged 16 to 17 who were studying English in five secondary-school classes. Its instruments addressed attitudes and motivation, group cohesiveness, relationships among learners, and willingness to communicate. The stated purpose was to explore motivational and social variables in engagement with oral

argumentative tasks. These details establish what the study examined, but the available account does not report its results.

In immersive virtual environments, interaction can take place through text and voice channels while participants use personalised avatars. Shipko describes these environments as persistent spaces that support communication in real time and maintain a record of user interaction. His review reports that learners can interact with peers and English speakers both at school and at home, beyond the time and place constraints of a traditional classroom. These characteristics concern opportunities for communication, not simply the availability of digital material. They also distinguish an immersive space from a conferencing programme or learning management platform that functions mainly as an extension of the classroom. The people with whom learners communicate are important to the account of those opportunities. Shipko's review reports that immersive environments can provide exposure to native English speakers and opportunities to build relationships with them. It also reports increased motivation to participate and reduced anxiety about failure or judgement in the studies reviewed. Anonymous avatars are described as a possible aid to practising oral communication without judgement. These findings concern the environments included in the review; they do not establish the response of students in grades 10 and 11 to a particular platform. Shipko further describes roleplay as an activity in which users work together toward a common goal, while identifying its advantages as a subject for further research rather than a settled finding. Feedback adds another dimension to interaction, whether it occurs through a digital environment or within a classroom. A framework of language learning motivation identifies parents, teachers, and peers as significant others and treats the nature and amount of feedback as a feature of learners' interactions with them. The framework also identifies appropriate praise, rewards, and sanctions. It does not, in the provided account, report that any one form of online feedback raises motivation among secondary school English learners. Its contribution here is to make feedback distinguishable from the mere presence of other participants: an account of an online activity can describe who responds to a learner and the form that response takes. Responses from others may also be relevant to how learners judge their own capabilities. Dörnyei and Ushioda describe self efficacy as a person's judgement of the ability to perform a specific task and relate it to the choice of activities attempted, effort, and persistence. They note that such beliefs are only indirectly related to actual competence, because they draw on sources including other people's opinions, feedback, evaluation, encouragement, and past experience. Their account contrasts approaching a difficult task with confidence against treating it as a personal threat. These are claims about self efficacy, not evidence that a particular digital feedback feature produces either response. For an online English activity, a report of receiving feedback should therefore remain distinct from a report of feeling more capable of completing the task. Participation itself should likewise not be treated as a single measure of motivation. Intrinsic motivation concerns pleasure or satisfaction in an activity, whereas extrinsic motivation concerns a separable outcome, such as good grades or avoiding punishment. Ushioda observes that learners may have strong reasons for wanting to use a language while deriving little intrinsic pleasure from the learning process. She also distinguishes enjoyment, challenge, and skill development within that process from personal goals and aspirations beyond it. Consequently, a learner's wish to communicate with an English speaker and enjoyment of the interaction describe different aspects of motivation. Reports of increased participation in immersive environments do not, on their own, identify which of those aspects changed. Finally, interaction depends on the conditions under which an activity is provided. Shipko identifies the instructor's role in designing immersive environments and preparing students to engage in them as crucial, while noting that the instructional load involved needs further investigation. His review also calls for inexpensive and equitable ways to make these technologies available. In a different population, Sidaway documents

adult ESOL learners who could not readily afford broadband or access devices and describes online lessons that may have been unfamiliar to teachers and students during the pandemic. Neither account measures the conditions of grade 10 or 11 participants. They do, however, provide grounds for describing the platform, preparation, access, opportunities to interact, and forms of feedback when reporting a specific digital English learning activity, rather than attributing its outcomes to online interaction in general. The proposed study asks whether participation in a specified digital English learning activity is associated with a change in motivation among students in grades 10 and 11. It asks separately whether students report a change in intrinsic motivation, understood as interest or satisfaction in the activity, and in extrinsic motivation, understood as motivation connected to outcomes beyond the activity. Dörnyei and Ushioda describe an intervention study in which a group receives an instructional treatment and its observed development is compared with that of a group that does not receive it.

This inquiry addresses a specific question: whether a defined digital English-learning activity is followed by changes in intrinsic and extrinsic motivation among students in grades 10 and 11. These forms of motivation should be considered separately from instrumental and integrative reasons for learning English. Interest or satisfaction during an activity, motivation connected to outcomes such as grades, practical goals such as future employment, and interest in English and its associated community describe distinct aspects of students' experiences. Keeping these distinctions clear will help ensure that measures and interpretations match the questions being asked.

The strength of any interpretation will depend on a clear description of the activity, its comparison condition, and the measures collected before and after participation. Reporting the platform, communication opportunities, task design, instructor preparation, and any rewards will help specify what students experienced. Access to devices and reliable connections, along with students' familiarity with the software, also needs to be recorded rather than assumed. A comparison group can help assess change, though differences between groups and the limits of a quasi-experimental design must remain visible when interpreting results. Ultimately, conclusions about motivation should follow from the participating students' own measured responses and accounts. Findings from adult ESOL learners or other age groups can identify questions to examine, but they cannot replace evidence from these students.

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