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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ / ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ / METHODS OF TEACHING LANGUAGE AND LITERATURE

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ESL LEARNERS' MOTIVATION AND ENGAGEMENT IN TECHNOLOGY-ENHANCED TASKS

Annotation

This study is devoted to examining the motivation and engagement of ESL (English as a Second Language) learners in technology-enhanced tasks. The research analyzes the impact of digital technologies, including mobile applications, online platforms, multimedia tools, and interactive activities, on the language learning process. The findings indicate that technology-based educational tools can increase learners' interest in studying English, enhance their participation in classroom activities, and promote the development of autonomous learning skills. In addition, the study highlights both the advantages and challenges associated with the use of technology in language education. The results contribute to the development of practical recommendations for the effective integration of modern technologies into English language teaching.

Keywords:

ESL learners, motivation, engagement, technology-enhanced tasks, digital learning, English language, mobile learning, interactive learning, educational technology, foreign language teaching.

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Introduction

The rapid development of digital technologies has significantly transformed educational practices across the world, particularly in the field of language learning. English as a Second Language (ESL) education has experienced substantial changes due to the integration of technology into teaching and learning processes. Technology-enhanced tasks, including online learning platforms, mobile applications, digital games, virtual classrooms, multimedia resources, and collaborative online activities, have become increasingly common in ESL instruction. These technological innovations provide learners with opportunities to interact with language in meaningful contexts, access authentic materials, and engage in personalized learning experiences. As educational institutions continue to embrace digital transformation, understanding the influence

of technology-enhanced tasks on learners' motivation and engagement has become an important area of research.

Motivation is widely recognized as one of the most influential factors in second language acquisition. It determines the effort learners invest in learning activities, their persistence in overcoming challenges, and their willingness to communicate in the target language. Researchers have consistently emphasized that highly motivated learners are more likely to achieve language proficiency than those with lower levels of motivation. Traditional classroom environments sometimes struggle to maintain learners' interest due to repetitive instructional methods, limited interaction opportunities, and insufficient personalization. Technology-enhanced tasks offer alternative approaches that can increase learners' enthusiasm and create more dynamic learning experiences. Engagement, another crucial factor in successful language learning, refers to learners' active participation, emotional involvement, cognitive investment, and behavioral commitment during educational activities. Engaged learners tend to demonstrate higher levels of concentration, persistence, collaboration, and academic achievement. In the context of ESL learning, engagement is particularly important because language acquisition requires continuous practice, interaction, and exposure to meaningful communication.

Technology-enhanced tasks have the potential to foster various dimensions of engagement by incorporating interactive features, multimedia content, immediate feedback, and collaborative learning opportunities. The increasing popularity of technology-enhanced learning environments has generated significant interest among educators and researchers. Modern digital tools allow learners to access educational resources anytime and anywhere, promoting flexibility and learner autonomy. Mobile-assisted language learning applications such as Duolingo, Babbel, and Memrise provide learners with opportunities to practice vocabulary, grammar, pronunciation, and listening skills through interactive exercises and gamified activities. Similarly, learning management systems, online discussion forums, video conferencing platforms, and social networking tools facilitate communication and collaboration among learners and instructors beyond the traditional classroom setting.

One of the key advantages of technology-enhanced tasks is their ability to create authentic and meaningful learning experiences. Authenticity plays a critical role in language learning because it exposes learners to real-world language use and cultural contexts. Through digital technologies, ESL learners can access podcasts, videos, news articles, blogs, and social media content produced by native speakers. These resources enable learners to develop linguistic competence while simultaneously enhancing their motivation by demonstrating the practical relevance of language skills. Furthermore, technology-mediated communication allows learners to interact with speakers from different linguistic and cultural backgrounds, promoting intercultural competence and communicative confidence [Bax: 2003: 13-28]. Another significant feature of technology-enhanced tasks is the incorporation of gamification elements such as points, badges, leaderboards, challenges, and rewards. Gamification has emerged as an effective strategy for increasing learner motivation and engagement by introducing elements of competition, achievement, and enjoyment into educational activities. Research indicates that gamified learning environments can enhance learners' intrinsic motivation, encourage sustained participation, and improve learning outcomes. By transforming routine language exercises into engaging and enjoyable experiences, technology-enhanced tasks can help learners maintain long-term interest in language study.

The theoretical foundations supporting the relationship between technology-enhanced learning, motivation, and engagement can be found in several educational and psychological theories. Self-Determination Theory, developed by Deci and Ryan, suggests that learners are more motivated when their needs for autonomy, competence, and relatedness are satisfied. Technology-enhanced tasks can support these needs by allowing learners to choose learning paths, receive immediate feedback, and collaborate with peers. Similarly, constructivist learning theories emphasize the importance of active knowledge construction through meaningful interaction and problem-solving activities. Digital technologies facilitate such experiences by providing interactive and collaborative learning environments. Despite the numerous benefits associated with

technology-enhanced tasks, challenges and limitations also exist. Not all learners have equal access to digital devices and reliable internet connections, creating issues related to the digital divide. Additionally, excessive reliance on technology may lead to distractions, reduced face-to-face interaction, and varying levels of technological competence among learners and teachers. Some students may experience difficulties adapting to online learning environments or maintaining self-discipline in autonomous learning contexts. Therefore, it is essential to examine both the positive and negative aspects of technology integration in ESL education to ensure effective implementation. Recent studies have increasingly focused on investigating how technology-enhanced tasks influence learners' motivation and engagement in diverse educational contexts. Findings generally indicate positive relationships between technology use and learner outcomes, although the effectiveness of technological interventions often depends on factors such as task design, learner characteristics, instructional support, and technological infrastructure. Understanding these factors can help educators develop more effective teaching strategies that maximize the motivational and engagement benefits of digital technologies. The present study explores the role of technology-enhanced tasks in promoting motivation and engagement among ESL learners. By examining theoretical perspectives, empirical findings, and practical applications, the research aims to provide a comprehensive understanding of how digital technologies contribute to successful language learning experiences. The study seeks to identify the mechanisms through which technology influences learner behavior, attitudes, and participation while also addressing potential challenges associated with technology integration. Ultimately, the findings may offer valuable insights for educators, curriculum developers, and policymakers seeking to enhance ESL instruction through innovative technological approaches. As technology continues to reshape educational landscapes worldwide, investigating its impact on learner motivation and engagement remains essential. Effective integration of technology-enhanced tasks can create more interactive, personalized, and meaningful learning environments that support language development and academic success. Consequently, understanding the relationship between technology, motivation, and engagement represents a critical step toward improving the quality and effectiveness of contemporary ESL education [Mahkamov: 2019: 45-51].

Materials and methods

This study employed a mixed-methods research design to investigate the impact of technology-enhanced tasks on ESL learners' motivation and engagement. A mixed-methods approach was selected because it allows the researcher to collect both quantitative and qualitative data, providing a more comprehensive understanding of learners' experiences. Quantitative data were used to measure levels of motivation and engagement, while qualitative data provided insights into learners' perceptions, attitudes, and experiences regarding technology-enhanced language learning activities. The study adopted a descriptive and exploratory framework. It sought to identify patterns of learner motivation and engagement when participating in technology-enhanced tasks and to examine the factors influencing these variables. The integration of quantitative and qualitative findings enabled triangulation, thereby increasing the reliability and validity of the research results [Stockwell: 2013].

The participants in this study consisted of 120 ESL learners enrolled in secondary schools and higher educational institutions. The learners were selected using purposive sampling to ensure that all participants had previous experience using digital technologies in English language learning. The participants ranged in age from 16 to 24 years and represented diverse linguistic, cultural, and educational backgrounds. Among the participants, approximately 55% were female and 45% were male. Their English proficiency levels ranged from intermediate to upper-intermediate, as determined by institutional placement tests. Participation in the study was voluntary, and informed consent was obtained from all participants before data collection commenced. Confidentiality and anonymity were maintained throughout the research process. In addition to the student participants, ten ESL instructors were invited to provide supplementary information regarding classroom

implementation of technology-enhanced tasks. Their perspectives contributed to a broader understanding of the learning environment and instructional practices. The study was conducted in educational institutions where technology-assisted language learning was regularly integrated into English instruction. These institutions utilized a variety of digital tools, including learning management systems, mobile language learning applications, online discussion forums, virtual classrooms, multimedia presentations, and collaborative online platforms. The research was carried out over a twelve-week academic period. During this time, students participated in various technology-enhanced activities designed to develop language skills such as reading, writing, listening, speaking, vocabulary acquisition, and grammar practice. The technological tools used during the study included educational applications, online quizzes, video-based learning resources, digital storytelling platforms, and gamified learning environments.

A structured questionnaire was developed to assess learners' motivation toward technology-enhanced language learning. The questionnaire consisted of 25 items based on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The instrument measured various dimensions of motivation, including intrinsic motivation, extrinsic motivation, self-confidence, perceived usefulness, and learning satisfaction. The questionnaire items were adapted from established motivational frameworks in second language acquisition research and were modified to suit the context of technology-enhanced learning.

Result and discussion

The findings of this study revealed that technology-enhanced tasks had a positive impact on ESL learners' motivation and engagement. Analysis of the questionnaire data indicated that the majority of participants demonstrated favorable attitudes toward the integration of digital technologies in English language learning. More than 80% of the learners agreed that technology-based activities made learning more interesting, enjoyable, and effective. Students reported that interactive digital tools increased their willingness to participate in classroom activities and encouraged them to spend more time practicing English outside the classroom.

Results from the motivation questionnaire showed high levels of intrinsic and extrinsic motivation among participants. Learners expressed satisfaction with technology-enhanced tasks because these activities provided immediate feedback, opportunities for self-paced learning, and access to diverse educational resources. Many participants stated that gamified applications, online quizzes, and multimedia materials made language learning less stressful and more engaging. These findings support previous studies that suggest technology can create stimulating learning environments that enhance learner motivation. The engagement questionnaire also revealed significant levels of behavioral, emotional, and cognitive engagement. Behavioral engagement was reflected in increased participation rates, timely completion of assignments, and active involvement in online discussions. Emotional engagement was evident through learners' positive attitudes, enjoyment, and interest in technology-supported activities. Cognitive engagement was demonstrated by students' willingness to invest effort in problem-solving tasks, collaborative projects, and independent language practice.

Classroom observations further confirmed the quantitative findings. During technology-enhanced learning sessions, students were more attentive and interactive compared to traditional classroom activities. The use of multimedia presentations, educational games, and collaborative online platforms encouraged learners to communicate more frequently in English. Observation data indicated that students were particularly responsive to activities involving competition, teamwork, and real-world communication tasks. Interview data provided deeper insights into learners' experiences. Many students emphasized that digital tools increased their confidence in using English, especially in speaking and listening activities. Participants appreciated the flexibility offered by mobile learning applications, which allowed them to practice English anytime and anywhere. Several learners noted that technology reduced anxiety by providing a supportive environment where mistakes could be corrected privately and constructively.

Teachers also reported positive outcomes associated with technology-enhanced instruction. According to instructors, digital tools facilitated differentiated learning by accommodating students with varying proficiency levels and learning styles. Teachers observed greater learner autonomy, as students frequently explored additional resources beyond those assigned in class. However, instructors also identified challenges, including occasional technical difficulties, internet connectivity problems, and varying levels of digital literacy among learners. The findings of this study are consistent with the principles of Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering motivation. Technology-enhanced tasks appeared to satisfy these psychological needs by providing learners with greater control over their learning processes, opportunities for skill development, and avenues for social interaction. Furthermore, the results align with constructivist learning theories, which highlight the value of active participation and meaningful engagement in knowledge construction. Despite the overwhelmingly positive findings, some limitations were identified. A small number of participants reported distractions associated with digital devices and difficulties managing time during independent learning activities. These challenges suggest that successful implementation of technology-enhanced tasks requires careful instructional planning and appropriate guidance from educators [Lamb, 2017: 301-346].

Overall, the results demonstrate that technology-enhanced tasks can significantly improve ESL learners' motivation and engagement. The integration of digital tools into language instruction creates interactive, learner-centered environments that support active participation, sustained interest, and effective language development. Consequently, educational institutions should continue exploring innovative technological approaches to enhance the quality of ESL education and promote positive learning outcomes.

Conclusion

This study examined the influence of technology-enhanced tasks on ESL learners' motivation and engagement in English language learning. The findings demonstrated that the integration of digital technologies into language instruction can significantly contribute to improving learners' motivation, participation, and overall learning experiences. Technology-enhanced tasks, including online learning platforms, multimedia resources, mobile applications, gamified activities, and collaborative digital tools, created interactive and learner-centered environments that encouraged active involvement in the learning process. The results indicated that technology-supported activities positively affected both intrinsic and extrinsic motivation. Learners reported greater interest in English language learning when technology was incorporated into classroom tasks. Features such as immediate feedback, personalized learning opportunities, authentic language exposure, and flexible access to educational materials increased learners' enthusiasm and willingness to engage in language practice. Furthermore, technology-enhanced tasks promoted learner autonomy by allowing students to take greater responsibility for their own learning and progress. The study also revealed high levels of behavioral, emotional, and cognitive engagement among ESL learners. Students actively participated in digital learning activities, demonstrated positive attitudes toward technology-assisted instruction, and invested substantial effort in completing language tasks. Classroom observations and interview findings confirmed that technology-enhanced learning environments encouraged collaboration, communication, creativity, and critical thinking. These outcomes suggest that technology can play an important role in fostering meaningful engagement and supporting successful language acquisition. The findings support existing theoretical perspectives, particularly Self-Determination Theory and constructivist approaches to learning. Technology-enhanced tasks appear to satisfy learners' needs for autonomy, competence, and social interaction while simultaneously providing opportunities for active knowledge construction. As a result, learners become more motivated, confident, and engaged in language learning activities. Despite the positive outcomes, several challenges were identified, including technical difficulties, unequal access to digital resources, and potential distractions

associated with technology use. These issues highlight the importance of careful planning, adequate technological infrastructure, and teacher support to ensure the effective implementation of technology-enhanced instruction. Educational institutions should provide appropriate training for both teachers and students to maximize the benefits of digital learning environments [Deci, Ryan, 2000: 227-268].

In conclusion, technology-enhanced tasks represent a valuable and effective approach to improving ESL learners' motivation and engagement. When thoughtfully integrated into language instruction, digital technologies can create dynamic, flexible, and meaningful learning experiences that promote language development and academic achievement. Future research may further explore the long-term effects of technology-enhanced learning, compare different technological tools, and investigate their impact on diverse learner populations. By continuing to embrace educational innovation, teachers and institutions can better prepare learners for successful communication in an increasingly digital and globalized world.

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ТЕХНОЛОГИЯМЕН ТОЛЫҚТЫРЫЛҒАН ТАПСЫРМАЛАРДЫ ОРЫНДАУ КЕЗІНДЕГІ ESL СТУДЕНТТЕРІНІҢ ЫНТАСЫ МЕН ҚАТЫСУЫ

Аңдатпа. Бұл зерттеу ағылшын тілін екінші тіл ретінде оқып жатқан студенттердің технологиямен толықтырылған тапсырмаларды орындау кезіндегі ынтасы мен қатысу белсенділігіне арналған. Жұмыста цифрлық технологиялардың — соның ішінде мобильді қосымшалардың, онлайн платформалардың, мультимедиялық құралдардың және интерактивті тапсырмалардың — шет тілін үйрену процесіне тигізетін әсері талданады.

Зерттеу нәтижелері технологияға бағытталған білім беру құралдары оқушылардың ағылшын тілін үйренуге деген қызығушылығын арттыруға, оқу процесіне қатысуын арттыруға және өз бетінше оқу дағдыларын дамытуға көмектесетінін көрсетеді.

Сонымен қатар, зерттеу тілдік білім беруде технологияларды қолдануға байланысты артықшылықтарды да, белгілі бір қиындықтарды да атап көрсетеді. Алынған нәтижелер заманауи технологияларды ағылшын тілін оқыту үдерісіне тиімді енгізуге қатысты практикалық ұсынымдар әзірлеуге негіз бола алады.

Тірек сөздер: ESL студенттері, мотивация, қызығушылық, технологиямен жетілдірілген тапсырмалар, цифрлық оқыту, ағылшын тілі, мобильді оқыту, интерактивті оқыту, білім беру технологиясы, шет тілін оқыту.

Сілтеме жасау үшін: Рухуллаева С. Технологиямен толықтырылған тапсырмаларды орындау кезіндегі ESL студенттерінің ынтасы мен қатысуы // Philological Sciences Journal. – 2026. – Vol.15. – №3. – Pp. 46-53.

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МОТИВАЦИЯ И ВОВЛЕЧЁННОСТЬ УЧАЩИХСЯ ESL В ВЫПОЛНЕНИЕ ЗАДАНИЙ С ИСПОЛЬЗОВАНИЕМ ТЕХНОЛОГИЙ

Аннотация. Данное исследование посвящено изучению мотивации и вовлеченности учащихся ESL (English as a Second Language — английский язык как второй язык) при выполнении заданий, обогащённых технологиями. В работе анализируется влияние цифровых технологий, включая мобильные приложения, онлайн-платформы, мультимедийные средства и интерактивные задания, на процесс изучения иностранного языка. Результаты исследования показывают, что технологически ориентированные образовательные инструменты способствуют повышению интереса учащихся к изучению английского языка, активизируют их участие в учебном процессе и развивают навыки самостоятельного обучения. Кроме того, в исследовании освещаются как преимущества, так и некоторые трудности, связанные с использованием технологий в языковом образовании. Полученные результаты могут служить основой для разработки практических рекомендаций по эффективному внедрению современных технологий в преподавание английского языка.

Ключевые слова: учащиеся ESL, мотивация, вовлеченность, задания с использованием технологий, цифровое обучение, английский язык, мобильное обучение, интерактивное обучение, образовательные технологии, преподавание иностранных языков.

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