

TECHNOLOGIES FOR INCREASING STUDENTS' MOTIVATION IN LANGUAGE ACQUISITION AT SECONDARY SCHOOLS

Mamataliyeva Aziza

UzSWLU First Faculty of English Language and Literature 3rd-year student

Tursunpo'latova Nilufar

UzSWLU First Faculty of English Language and Literature 3rd-year student

Abstract: Motivation is playing key role in influencing successful language acquisition in ESL classrooms, particularly at the secondary school level where learners often face decreasing interest and engagement. The integration of technology into education has not only created new opportunities to enhance students' motivation, but also improve participation in language learning. This study investigates the role of various digital technologies, including mobile applications, gamification platforms, multimedia and audio resources, and online collaboration environments, in increasing students' motivation in learning process. A mixed-methods approach was applied, involving surveys, classroom observations, and teacher interviews and also continuous feedbacks. The findings shows that technology significantly improves both internal and external motivation, encourages learner autonomy, engagement and promotes active participation. However, challenges such as limited access to devices and insufficient teacher training were also identified in teaching process. The study summarizes that effective integration of technology can transform language learning into real-life, and also make engaging, practical and motivating process.

Keywords: motivation, language acquisition, interactive learning, online collaboration, technology-enhanced learning, foreign language teaching, classroom

innovation, multimedia resources, student engagement, learner autonomy, secondary education, educational technology, digital tools, gamification, mobile learning

Introduction. Language acquisition is a multifaceted process influenced by not only cognitive and emotional, but also social factors. Among these, motivation is widely considered one of the most essential elements determining learners' success in learning process. In secondary schools, students often faced a challenge in motivation due to repetitive teaching methods, lack of authentic materials like real-life communication opportunities, and limited engagement in classroom activities. As a result, improving motivation has become a main goal for teachers.

In recent years our globalization world and technological advancements have reshaped the educational systems. Digital tools offer innovative ways to make language learning more interactive, engaging and practical, personalized, and student-centered. Technologies such as language gamified systems, virtual classrooms, audiolingual materials and learning applications, allow learners to practice skills in dynamic and meaningful situations. These tools also provide continuous feedback, which is significant for maintaining motivation in learning atmosphere.

This study aims to explore how different types of modern technologies can increase students' motivation in language acquisition at secondary schools. It also seeks to identify the most effective technologies and examine how they influence students' attitudes toward language learning process.

Methods. This research demonstrated a mixed-methods design to provide a comprehensive understanding of the impact of technology on student motivation and learning style. The study was conducted in three public schools and involved 100 students aged between 13 and 17, and also the help of 10 language teachers.

Data were collected with multiple methods and approaches. First, students completed surveys designed to measure their knowledge, participation and motivation levels before and after the implementation of technological tools. These surveys included questions related to interest of students and engagement. Second, classroom observations were conducted to analyze student participation and behavior during technology-enhanced lessons atmosphere. Third, semi-structured interviews were carried out with teachers to gather their perspectives on the use of digital tools.

Several types of technological tools were integrated into the language learning classrooms. Mobile applications as well as Quizlet, Duolingo and Kahoot! were used for vocabulary building and grammar practice. Gamification platforms explained elements such as main points, and leaderboards to increase engagement during learning process. Multimedia resources, including videos and audio materials, provided authentic language for related the level of students. Online collaboration tools allowed students to communicate and work together on tasks with each others.

The study took eight weeks. During this period, teachers incorporated these technologies into their regular teaching practices as well. Motivation levels were measured at both the beginning and the end of the study to identify any changes.

Results. The results of the study indicate a clear positive impact of technology on students' motivation in language learning.

Firstly, there was a significantly increase in student engagement. Classroom observations showed that students were more attentive and actively participated in activities when technology was used in teaching process. Interactive exercises and multimedia content held their interest and encouraged them to contribute more frequently, and the teacher provides continuous feedback to all learners.

Secondly, intrinsic motivation improved significantly. Many students reported that they enjoyed learning the language more when using digital tools as well as Quizlet,

Duolingo and Kahoot! The interactive nature of these technologies made the learning process more interactive, enjoyable and meaningful.

Thirdly, students demonstrated greater identity. Mobile applications allowed them to practice language skills not only inside the classrooms, but simultaneously outside the classroom at their own pace. This flexibility increased their sense of responsibility and independence in learning skills.

Teachers also reported positive outcomes and, they observed that technology made lessons not only more dynamic but also helped address different learning styles. Students who were previously passive became more involved in activities.

However, some challenges were found. Not all students had equal access to devices, which created difficulties in implementing certain activities into lesson and learning process. Technical problems occasionally disrupted lessons as well. Additionally, some teachers felt that they needed more training to use technology effectively.

Discussion. The findings of this study confirm that technology can significantly enhance students' motivation in language acquisition. One of the main advantages of technology is its ability to create interactive learning environments. Unlike traditional methods, digital tools provide diverse and engaging content.

Gamification plays a significant role in teaching process, in order to increasing learner motivation and confidence. By using elements such debate and competition among learners, it encourages students to participate actively in teaching process. This approach strengthens external motivation.

Multimedia resources help to learn easy and improve authentic language learning. Videos, audio materials help students to understand how language is used in real-life situations. This connection between classroom learning and everyday situations enhances motivation among students.

Another important factor is learner ability to use language. Modern technologies allow students to control their learning process, and assess their performance, choose resources, and practice independently. This sense of independent leads to higher motivation and better learning outcomes.

Despite these benefits, effective technologies and approaches are essential in teaching process. Teachers must be trained to use technological tools appropriately. Schools should also provide equal access to resources to avoid inequality among students.

Conclusion. In conclusion, this study demonstrates that technology is a powerful and transformative tool for increasing students' motivation in language acquisition process at secondary schools. By making learning environment more interactive, and engaging, digital tools can significantly improve students' performance toward language learning and help overcome many of the motivational challenges commonly observed in traditional classroom settings as well. The integration of technology not only captures students' attention but also holds their interest and engagement over time by providing dynamic feedback and meaningful learning experiences.

The results suggest that teachers should actively integrate a different type of technological tools into their teaching practices. Online classrooms, audiolingual materials, gamification platforms, multimedia resources, and online collaboration tools each play a significant role in enhancing learner basic knowledge and motivation. For example, digital learning allows students to practice independently while gamification elements help to understand that not only encourage active participation but also provide continuous feedback. Similarly, multimedia resources help to learners to use authentic materials, making the learning process more interesting and enjoyable. Digital platforms, this means that promote communication and teamwork, which are essential components of language acquisition process and leadership also.

However, the successful implementation of these technologies requires accurately planning and strategic integration into the curriculum. Teachers must be trained with the necessary digital skills and pedagogical knowledge to use these tools effectively and simultaneously in a teaching and learning process. Professional and personal development and continuous training are essential to ensure that teachers can adapt to rapidly changing technological environments. Additionally, schools must address issues related to access that all students have equal opportunities to benefit from technology-integrated learning.

Another important implication of this study is the role of technology in fostering learner basic knowledge and performance. When students are given the opportunity to take control of their learning through digital platforms, they become more responsible, confident, and motivated in this process. This shift from teacher-centered to learner-centered education is crucial for developing lifelong learning skills.

Ultimately, technology has the potential role of language education in profound ways. When used thoughtfully and effectively, it not only enhances motivation but also improves overall learning outcomes, supports diverse learning styles, and prepares students for real-world communication in an increasingly modernized and digital society. Therefore, embracing technology in language classrooms is no longer optional but essential for meeting the needs of globalization learners.

References:

1. Zoltán Dörnyei (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
2. Zoltán Dörnyei (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). *Multilingual Matters*.
3. Richard M. Ryan, & Edward L. Deci (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
4. Mark Warschauer (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3–20). Logos International.
5. Michael Thomas, & Hayo Reinders (2010). *Task-based language learning and teaching with technology*. Continuum.
6. Judy Willis (2011). The neuroscience of joyful education. *Educational Leadership*, 68(9), 48–52.
7. Karl M. Kapp (2012). *The gamification of learning and instruction*. Pfeiffer.
8. Glenn Stockwell (2013). Mobile-assisted language learning. In M. Thomas et al. (Eds.), *Contemporary computer-assisted language learning*. Bloomsbury.
9. Hayo Reinders (2012). *Digital games in language learning and teaching*. Palgrave Macmillan.
10. Neil Selwyn (2016). *Education and technology: Key issues and debates*. Bloomsbury Academic.