

ПЕДАГОГИКА / PEDAGOGY

УДК

English Language Learning Motivation in Non-Linguistic Contexts: The Influence of Educational Environment and Digital Media

Tattybubu Turatbekovna Turatbekova

Master's Student, Osh State University, Kyrgyzstan, turatbekovnat9@gmail.com

Burulcha Kozhonovna Koilubaeva

Ph.D., Associate Professor, Osh State University, Kyrgyzstan, burulcha69@gmail.com

Abstract

This article explores the influence of the educational environment and digital media on students' motivation to learn English in non-linguistic contexts. It highlights how classroom atmosphere, teacher-student interaction, and the integration of digital platforms such as mobile applications and online communities impact learners' engagement. Special attention is paid to intrinsic and extrinsic motivational factors shaped by personalized learning environments and interactive technology. The findings support the idea that contextual and technological adaptations are critical in enhancing motivation and language acquisition outside of native English-speaking settings.

Keywords: English learning, motivation, educational environment, digital media, non-linguistic context, mobile learning, personalized learning

For citation: Turatbekova T.T., Koilubaeva B.K. (2026). English Language Learning Motivation in Non-Linguistic Contexts: The Influence of Educational Environment and Digital Media. *Open Journal of Eurasian Issues*, no. 2, pp. 69-75. doi: 10.65469/eijournal.2026.2.8

Introduction

In the 21st century, the study of English as a foreign language has evolved far beyond traditional classroom instruction. English has become a global lingua franca, essential not only for academic and professional success but also for cultural exchange and personal development. Despite this importance, many learners in non-linguistic contexts—where English is not widely spoken in daily life—face significant challenges in maintaining motivation and achieving language proficiency.

The educational environment, including the classroom atmosphere, teaching methods, and institutional support, plays a crucial role in shaping learners' attitudes and motivation toward



language learning. Moreover, with rapid technological advances, digital media have emerged as powerful tools to enhance language education. Mobile applications, online learning platforms, and social media communities offer personalized, interactive, and flexible learning experiences that can complement and extend traditional instruction (Sharipova & Ysmailova, 2026; Sagimbayeva et al., 2024).

This article focuses on how these two factors—the educational environment and digital media—influence motivation among students learning English in non-linguistic contexts, such as Kyrgyzstan. These learners often have limited opportunities for natural language exposure and rely heavily on institutional frameworks and technology for practice and engagement. Understanding the interplay between classroom dynamics and digital tools is therefore essential for designing effective language learning programs that foster sustained motivation and better outcomes.

Literature review. Research into motivation in second language acquisition emphasizes the interaction between personal, contextual, and technological factors. Dörnyei (2001) argues that classroom dynamics, including teacher support and student autonomy, are essential to sustaining motivation. Similarly, Ryan and Deci's Self-Determination Theory (2000) differentiates between intrinsic and extrinsic motivation, highlighting the importance of learner agency in educational success.

Ushioda (2011) introduces the concept of the “self” in language learning, suggesting that motivation is deeply tied to learners' identity and future goals, particularly in non-immersive settings. Lai et al. (2015) support the integration of digital media, showing that learners engaged in out-of-class technology use (e.g., YouTube, language apps) demonstrate higher motivation and improved performance.

Lamb et al. (2019) further emphasize cultural and contextual influences on English learning motivation. In non-linguistic environments such as Kyrgyzstan, learners depend on institutional support and digital connectivity rather than natural exposure. These findings support the premise that educational design and digital access are critical in motivating students to acquire English language skills.

Method and Materials. This study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews to gain a comprehensive understanding of how the educational environment and digital media affect motivation to learn English in a non-linguistic context.

The research involved 120 second-year students from Osh Technological University, specializing in non-linguistic fields such as engineering, economics, and natural sciences. Participants

were aged between 18 and 22 years, with varying levels of prior exposure to English learning. Additionally, 10 students and 3 English language instructors participated in semi-structured interviews to provide deeper insights.

The survey questionnaire consisted of 25 items designed to measure students' usage patterns, preferences, and perceived effectiveness of digital language learning tools. The questions included multiple-choice, Likert scale, and open-ended items covering:

- Frequency of use of apps such as Duolingo, Quizlet, Kahoot, and YouTube channels for language learning.
- Perceived motivation levels before and after using digital tools.
- Satisfaction with classroom environment and teacher support.
- Self-reported improvement in specific English skills (vocabulary, grammar, speaking, listening).

Semi-structured interviews focused on students' and teachers' experiences with digital tools and educational practices. Interview questions aimed to explore:

- Challenges in maintaining motivation for English study.
- Specific features of digital media that enhance or hinder motivation.
- The role of classroom dynamics and teacher encouragement.

The questionnaire was distributed online via university email and student groups over a two-week period. Participation was voluntary and anonymous to encourage honest responses. Interviews were conducted face-to-face and via video calls, lasting approximately 30–40 minutes each. All interviews were recorded with consent and transcribed for thematic analysis. Data from the surveys were analyzed quantitatively using descriptive statistics to identify usage trends and correlations between digital media use and motivation.

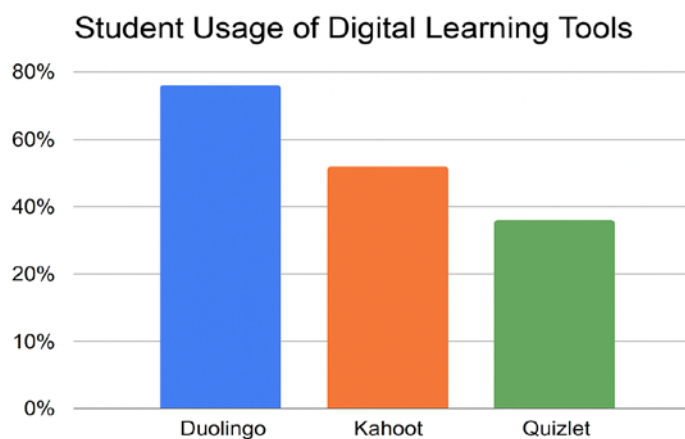


Figure 1. *A bar chart displaying student usage of digital learning platforms.*

This bar chart illustrates the frequency with which second-year students at Osh Technological University use various digital tools for learning English. The most widely used application is Duolingo, followed by Quizlet and Kahoot. The data indicates that mobile-based and gamified platforms are preferred, highlighting their accessibility, interactive nature, and motivational potential in non-linguistic contexts.

Results. The survey revealed that 78% of the students regularly used at least one digital language learning app, with Duolingo being the most popular. Students reported a 70% increase in motivation when digital media was integrated into their learning process. The classroom environment, characterized by interactive and collaborative activities, was also rated positively by 85% of respondents, correlating with higher motivation scores.

Interviews highlighted that teacher encouragement and digital engagement tools like Kahoot and Quizlet fostered a sense of autonomy and competence among learners. Students expressed that gamified and multimedia-based learning methods increased their intrinsic motivation, making language study more enjoyable and effective.

Conclusion. This study has shown that a positive educational environment and the integration of digital media significantly enhance student motivation to learn English in non-linguistic contexts. The results from second-year students at Osh Technological University indicate that teacher support, peer collaboration, and the use of interactive tools such as Duolingo, Quizlet, and Kahoot contribute to greater engagement, vocabulary retention, and learner autonomy. Gamified and multimedia-based learning fosters intrinsic motivation and creates a more enjoyable learning experience.

The findings suggest that blended learning approaches—combining traditional instruction with digital tools—are essential in supporting language development in non-immersive environments. Educational institutions should invest in relevant technologies and teacher training to effectively implement these strategies and ensure sustained learner interest and success in English language acquisition.

References

1. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
2. Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210.

3. Lai, C., Zhu, W., & Gong, G. (2015). Understanding the nature of learners' out-of-class language learning experiences with technology. *Computer Assisted Language Learning*, 28(4), 292–313.
4. Lamb, M., Astuti, S. P., & Hadisantosa, N. (2019). Cultural and contextual influences on learners' motivation to learn English in Indonesia. *The Modern Language Journal*, 103(3), 509–524.
5. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
6. Sagimbayeva, Ja. E. Musabaeva, G. M. Tazhitova, G. Z. Mamrasulova, A. B. (2024). Use of Learning Apps in Teaching English at Universities. *Bulletin of Osh State University*. No. 2, pp. 336-344. DOI:10.52754/16948610_2024_2_33. EDN: IMAPNW.
7. Sharipova M., Ysmailova R. (2026). Methodological Foundations and Empirical Analysis of AI Integration in EFL Secondary Education: A Case Study of Osh, Kyrgyzstan. *Open Journal of Eurasian Issues*, no. 1, pp. 74-80. doi: 10.65469/eijournal.2026.1.9
8. Wang, Y., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412–430.
9. Godwin-Jones, R. (2015). Emerging technologies: The evolving roles of language teachers. *Language Learning & Technology*, 19(1), 10–22.

Евразия изилдөөлөрү ачык журналы, 2026, №2, бб. 69-75

doi: 10.65469/ejournal.2026.2.8

ejournal.ilimbilim.kg

ПЕДАГОГИКА / PEDAGOGY

УДК

Лингвистикалык эмес чөйрөдө англис тилин үйрөнүүгө мотивация: билим берүү чөйрөсүнүн жана санариптик медианын таасири

Туратбекова Таттыбүбү Туратбековна

магистрант, Ош мамлекеттик университети, Кыргызстан, turatbekovnat9@gmail.com

Койлубаева Бурулча Кожоновна

п.и.к., улук окутуучу, Ош мамлекеттик университети, Кыргызстан, burulcha69@gmail.com

Аннотация

Бул макалада англис тилин лингвистикалык эмес чөйрөдө окутуудагы студенттердин мотивациясына билим берүү чөйрөсүнүн жана санариптик медианын таасири изилденет. Сабактагы атмосфера, мугалим менен студенттин өз ара аракеттенүүсү, ошондой эле мобилдик тиркемелер жана онлайн-коомдоштуктар сыяктуу санариптик платформаларды интеграциялоо окуучулардын активдүүлүгүнө кандай таасир тийгизерин карайт. Персоналдаштырылган окутуу чөйрөсү жана интерактивдүү технологиялар аркылуу калыптанган ички жана тышкы мотивациялык факторлорго өзгөчө көңүл бурулат. Изилдөөнүн жыйынтыктары англис тилинде сүйлөгөн өлкөлөрдөн тышкары мотивацияны жогорулатуу жана тилди өздөштүрүү үчүн контексттик жана технологиялык адаптациянын маанилүүлүгүн тастыктайт.

Ачкыч сөздөр: англис тилин үйрөнүү, мотивация, билим берүү чөйрөсү, санариптик медиа, лингвистикалык эмес контекст, мобилдик окутуу, персоналдаштырылган окутуу

Открытый журнал евразийских исследований, 2026, №2, сс. 69-75

doi: 10.65469/ejournal.2026.2.8

ejournal.ilimbilim.kg

ПЕДАГОГИКА / PEDAGOGY

УДК

Мотивация к изучению английского языка в нелингвистических контекстах: влияние образовательной среды и цифровых медиа

Туратбекова Таттыбүбү Туратбековна

магистрант, Ошский государственный университет, Кыргызстан, turatbekovnat9@gmail.com

Койлубаева Бурулча Кожоновна

к.п.н., старший преподаватель, Ошский государственный университет, Кыргызстан, burulcha69@gmail.com

Аннотация

В данной статье исследуется влияние образовательной среды и цифровых медиа на мотивацию студентов к изучению английского языка в нелингвистических контекстах. Рассматривается, каким образом атмосфера в классе, взаимодействие между преподавателем и студентами, а также интеграция цифровых платформ — таких как мобильные приложения и онлайн-сообщества — влияют на вовлечённость обучающихся. Особое внимание уделяется внутренним и внешним мотивационным факторам, формируемым персонализированной учебной средой и интерактивными технологиями. Результаты исследования подтверждают, что контекстуальная и технологическая адаптация играет ключевую роль в повышении мотивации и освоении языка за пределами англоязычной среды.

Ключевые слова: изучение английского языка, мотивация, образовательная среда, цифровые медиа, нелингвистический контекст, мобильное обучение, персонализированное обучение