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Digital Literacy and English Language Learning Motivation Among Senior High School Students: Basis for a Digital Language Enrichment Program

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A R T I C L E I N F O

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A B S T R A C T

This study examined the relationship between digital literacy and English language learning motivation among Grade 11 and Grade 12 Senior High School students in a public school in Davao del Sur. Using a quantitative descriptive-correlational design, data were collected through a researcher-made questionnaire and analyzed using descriptive statistics and Pearson Product-Moment Correlation. Findings showed that students had high levels of digital literacy and English language learning motivation. However, relatively lower motivation was observed in persistence when facing difficulties and active participation in English activities. A significant positive relationship was found between digital literacy and English language learning motivation, indicating that students with stronger digital literacy tended to be more motivated to learn English. Based on these findings, a Digital Language Enrichment Program was proposed to strengthen students' interest, participation, persistence, and engagement through purposeful integration of digital resources and activities.

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INTRODUCTION

English language learning motivation plays an important role in students' willingness to participate, exert effort, overcome difficulties, and sustain their interest in developing English competencies. Motivated learners are generally more active and persistent in language-learning activities, while low motivation may result in limited participation and reduced effort (Sari & Ningsih, 2025). This concern is particularly relevant among Senior High School students who need functional English skills for academic learning, communication, research, higher education, and employment. Recent studies also emphasize that motivation is associated with language development, engagement, and academic outcomes (Zeng, 2023).

At the global level, maintaining English learning motivation has become increasingly challenging as education is influenced by technological developments and changing learning environments. Digital platforms, multimedia content, educational applications, and online communication can provide opportunities for interaction, autonomy, and access to authentic English resources (Ha, 2025). However, access to digital resources does not automatically increase motivation because students need adequate skills to navigate, evaluate, and use digital content effectively. Digital literacy involves the ability to locate, evaluate, manage, communicate, and create information through digital technologies (Biney & Adade, 2024). Therefore, digital literacy may serve as an important factor associated with students' motivation to engage in English learning.

In the Philippine context, English remains important for academic learning, communication, research, and access to information. Senior High School students are expected to use English in reading, writing, presenting, researching, and communicating ideas. However, differences in students' interest, effort, persistence, and willingness to participate may affect their learning experiences. The increasing use of digital technologies also provides opportunities to access English resources beyond the classroom, although effective participation requires adequate digital literacy. Previous studies have emphasized the importance of technological readiness and appropriate digital tool use in technology-mediated learning (Menggo & Ndiung, 2024). Thus, examining digital literacy alongside English language learning motivation may provide a more contemporary understanding of factors associated with students' engagement.

Among Grades 11 and 12 students in one of the public senior high schools in Davao del Sur, English learning motivation warrants closer examination because learners are expected to complete increasingly complex English-related academic tasks. Differences in participation, interest, persistence, and perceived value of English may influence their learning experiences. Although digital technologies provide extensive English learning resources, students may not fully benefit from them if they lack the skills to search, evaluate, select, and use appropriate content. Therefore, digital literacy is considered in this study as a relevant factor potentially associated with English language learning motivation rather than merely as a technological competency.

Despite growing research on English language motivation and digital learning, limited evidence specifically examines the relationship between digital literacy and English language learning motivation among Grade 11 and Grade 12 students in localized Philippine school settings. Previous studies have explored motivation in relation to language competence, academic performance, technology acceptance, and other factors, while other research has examined digital literacy and English proficiency (Hidayah et al., 2023; Liu et al., 2024). However, limited school-based evidence directly establishes whether students' digital literacy is significantly associated with their motivation to learn English and how such findings can inform a targeted intervention. Addressing this gap is important for providing teachers and school administrators with evidence for integrating digital resources into English instruction.

Therefore, the present study determines the relationship between digital literacy and English language learning motivation among Senior High School students. It specifically assesses the students' levels of digital literacy and English language learning motivation and establishes whether a significant relationship exists between the two variables using a quantitative descriptive-correlational design. The findings will serve as the empirical basis for developing a Digital Language Enrichment Program that strategically integrates digital resources and competencies to strengthen students' interest, participation, persistence, and engagement in English language learning.

THEORETICAL REVIEW

Social Cognitive Theory

Social Cognitive Theory, developed by Bandura (1986), explains that learning results from the reciprocal interaction of personal factors, behavior, and environmental influences. The theory emphasizes self-efficacy, observational learning, and self-regulation in understanding how individuals acquire knowledge and sustain their engagement in learning activities. In digital learning environments, students draw on their technological skills to search for information, evaluate online resources, communicate with others, and complete learning tasks. Students who can navigate digital platforms effectively may feel more capable of accomplishing English language activities, which may be associated with greater willingness to participate and persist when facing difficulties. Thus, Social Cognitive Theory provides a theoretical basis for examining the relationship between digital literacy and English language learning motivation among senior high school students.

Recent literature supports the relevance of digital competence to technology-supported learning. Indah et al. (2022) examined the research competence, critical thinking skills, and digital literacy of Indonesian English as a Foreign Language (EFL) students, highlighting the importance of digital literacy in language-related academic tasks. Similarly, Kholid and Darmawan (2023) investigated digital literacy, learning media utilization, and student learning motivation, providing a relevant basis for examining these variables together. Yu (2022) also explored digital literacy, student roles, learning achievements, and motivation in online learning environments. In English

language learning, Liu et al. (2024) investigated the relationships among motivation, informal digital learning of English, and foreign language enjoyment. Collectively, these studies provide support for investigating how students' digital competencies relate to their motivation and participation in language learning, although the findings of these individual studies should not automatically be interpreted as proof of a causal relationship.

In the present study, Social Cognitive Theory helps explain why students who demonstrate stronger digital literacy may also report higher English language learning motivation. Digital competence may enable students to access learning materials, practice English independently, and engage with multimedia resources. However, the theory also recognizes that motivation is shaped by environmental conditions, including teacher guidance, access to technology, and opportunities for meaningful participation. This perspective is consistent with Choudhary and Bansal (2022), who reviewed barriers affecting the effectiveness of digital literacy training programs for marginalized populations. Their work underscores the importance of considering barriers and support systems when examining digital learning opportunities. Therefore, digital literacy should be viewed as one relevant factor associated with English language learning motivation rather than the sole explanation for students' motivational differences.

Self-Determination Theory

Self-Determination Theory, developed by Deci and Ryan (1985), explains motivation through the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to students' sense of choice and control over their learning; competence concerns their perception of being capable of accomplishing learning tasks; and relatedness refers to their sense of connection with teachers, classmates, and other members of the learning community. When these needs are supported, students may become more willing to participate in learning activities, demonstrate persistence, and pursue learning goals. In English language education, digital resources can provide opportunities for independent exploration, interactive practice, and communication, potentially supporting students' motivational needs. Accordingly, Self-Determination Theory provides a useful perspective for explaining the possible connection between digital literacy and English language learning motivation.

Recent research on technology-supported language instruction offers relevant support for this theoretical perspective. Ha (2025) examined the impacts of blended learning on English learning motivation, autonomy, and digital literacy among students in a rural high school in An Giang Province. Menggo and Ndiung (2024) investigated whether project-based learning improves students' ICT literacy skills and English learning autonomy. These studies are relevant because they connect technology-supported instructional approaches with students' independence and language learning experiences. Furthermore, Jeong (2023) discussed the integration of technology into language teaching practice in the post-pandemic digital age, while Ng et al. (2023) examined the use of virtual tours for developing language and digital literacy. These works

provide a basis for considering how purposeful technology integration can create opportunities for students to exercise autonomy, develop competence, and participate in meaningful language learning activities.

Motivation may also be supported by learning experiences that encourage enjoyment, active participation, and sustained engagement. Liu et al. (2024) examined the relationships among motivation, informal digital learning of English, and foreign language enjoyment, while Shen et al. (2024) investigated the influence of gamification on motivation and learning outcomes in online language learning. Santosa et al. (2022) developed a gamification handbook for English teaching and learning, and Tamimi (2024) examined the effects of digital storytelling on motivation, critical thinking, and academic achievement among secondary school English learners. These studies provide relevant perspectives on the use of engaging digital activities in language instruction. Nevertheless, digital tools do not automatically satisfy students' psychological needs; the quality of the activities, the availability of appropriate guidance, and the opportunities for meaningful interaction remain important considerations.

In relation to the present study, Self-Determination Theory helps explain why students' ability to use digital resources may be associated with their motivation to learn English. Students with stronger digital literacy may have more opportunities to explore English materials independently, practice language skills, and participate in interactive learning experiences. However, students may still experience difficulties when learning unfamiliar digital tools, persisting through challenging tasks, or actively participating in English activities. These areas are particularly relevant to the proposed Digital Language Enrichment Program, which aims to build on students' existing digital competencies while promoting autonomy, competence, and classroom engagement. The theory therefore provides a basis for designing activities that encourage student choice, appropriately challenging tasks, collaborative learning, and constructive feedback.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the relationship between digital literacy and English language learning motivation among Grade 11 and Grade 12 Senior High School students in one of the public senior high schools in Davao del Sur. The respondents were selected through convenience sampling based on their accessibility, enrollment status, and willingness to participate. Data were collected using a researcher-made questionnaire consisting of sections measuring digital literacy and English language learning motivation, covering digital information access and evaluation, digital communication and responsible technology use, as well as students' interest, participation, effort, persistence, and engagement in English learning. Prior to data collection, the instrument was validated by qualified experts, and permission and consent were secured from the appropriate authorities and respondents. The collected data were checked, coded, tabulated, and analyzed using frequency, percentage, mean, and standard deviation to describe the respondents and determine the levels of the two

variables. Pearson Product-Moment Correlation Coefficient was used to determine the degree and direction of the relationship between digital literacy and English language learning motivation at the 0.05 level of significance. The findings served as the empirical basis for the proposed Digital Language Enrichment Program.

RESULTS

Profile of the Respondents

Table 1 presents the profile of the respondents according to grade level. The respondents consisted of Grade 11 and Grade 12 Senior High School students of one of the public senior high schools in Davao del Sur.

Table 1. Profile of the Respondents

Grade Level	Frequency	Percent
Grade 11	58	50.43%
Grade 12	57	49.57%
Total	**115**	**100.00%**

As shown in Table 1, a total of 115 Senior High School students participated in the study. Of these, 58 or 50.43% were Grade 11 students, while 57 or 49.57% were Grade 12 students. The distribution indicates a relatively balanced representation of the two grade levels, with Grade 11 students comprising a slightly larger proportion of the respondents.

The nearly equal distribution of respondents from Grades 11 and 12 provided representation of students from both levels of Senior High School. This was considered appropriate because learners from both grade levels were exposed to academic activities requiring digital technologies and English language skills. Their responses therefore provided relevant information regarding their digital literacy and motivation to learn English.

Level of Digital Literacy of the Respondents

Table 2 presents the level of digital literacy of the Senior High School students in terms of their ability to access, evaluate, communicate, create, and responsibly use digital information and technologies for learning.

Table 2. Level of Digital Literacy of Senior High School Students

Indicators	Mean	SD	Descriptive Level
1. I can effectively search for information using digital platforms and online resources.	4.32	0.61	Very High
2. I can evaluate the credibility and reliability of information found online.	4.08	0.67	High
3. I can use digital tools to communicate and collaborate with teachers and classmates.	4.21	0.64	Very High

Indicators	Mean	SD	Descriptive Level
4. I can use digital platforms to access English learning materials and resources.	4.25	0.62	Very High
5. I can create and share digital content for academic purposes.	3.96	0.72	High
6. I can use online applications and digital tools to accomplish learning tasks.	4.18	0.65	High
7. I can manage and organize digital information needed for my schoolwork.	4.02	0.68	High
8. I can use digital technologies responsibly and safely.	4.27	0.60	Very High
9. I can independently learn how to use new digital tools for academic purposes.	3.94	0.74	High
10. I can use digital resources effectively to support my English language learning.	4.16	0.66	High
OVERALL MEAN	**4.13**	**0.66**	**High**

The table shows that the respondents demonstrated a high level of digital literacy, as reflected by the overall mean of 4.13 **(**SD = 0.66)**.** This indicates that the students generally possessed the skills needed to access, evaluate, communicate, create, and use digital information and technologies for academic purposes. The relatively low standard deviation also suggests that the respondents' ratings were relatively consistent.

Among the indicators, the highest mean was obtained by the ability to effectively search for information using digital platforms and online resources (M = 4.32, SD = 0.61), interpreted as Very High. This indicates that searching for information through digital platforms was a well-developed skill among the respondents. The result may be attributed to students' frequent exposure to search engines, websites, online references, and digital learning materials in completing academic requirements.

The ability to use digital technologies responsibly and safely obtained the second-highest mean (M = 4.27, SD = 0.60), also interpreted as Very High. This suggests that the respondents generally demonstrated awareness of responsible digital behavior. Similarly, the use of digital platforms to access English learning materials obtained a high mean (M = 4.25, SD = 0.62), indicating that students were able to utilize digital resources as part of their English language learning experiences.

The lowest mean was obtained by the ability to *independently learn how to use new digital tools for academic purposes* (M = 3.94, SD = 0.74), although this was still interpreted as High. This suggests that while students generally possessed adequate digital literacy, they may still need guidance when encountering unfamiliar digital applications or platforms. The finding points to an area that may be strengthened through structured digital learning activities.

Overall, the findings indicate that the respondents had a relatively strong foundation in digital literacy. However, the results also suggest that digital literacy should be continuously developed, particularly in areas requiring independent exploration, creation of digital content, and purposeful use of technology for learning. This is particularly relevant to English language learning because stronger digital competencies can provide students with greater opportunities to access English materials and participate in technology-supported language activities.

Level of English Language Learning Motivation of the Respondents

Table 3 presents the level of English language learning motivation among Grade 11 and Grade 12 students of one of the public senior high schools in Davao del Sur.

Table 3. Level of English Language Learning Motivation of Senior High School Students

Indicators	Mean	SD	Descriptive Level
1. I am interested in learning English.	3.94	0.76	High
2. I enjoy participating in English language activities.	3.82	0.79	High
3. I make an effort to improve my English language skills.	4.02	0.70	High
4. I am willing to spend time studying English even when the activities are difficult.	3.71	0.83	High
5. I participate actively in English language discussions and activities.	3.68	0.81	High
6. I believe that learning English is important for my future.	4.31	0.63	Very High
7. I am motivated to improve my English vocabulary and communication skills.	4.05	0.69	High
8. I continue learning English even when I encounter difficulties.	3.64	0.85	High
9. I feel motivated when I successfully accomplish English language learning tasks.	3.96	0.72	High
10. I am willing to use different resources to improve my English.	4.08	0.67	High
OVERALL MEAN	**3.92**	**0.75**	**High**

The table shows that the respondents demonstrated a high level of English language learning motivation, with an overall mean of 3.92 (SD = 0.75). This indicates that the students generally demonstrated interest, effort, willingness, and persistence in learning English. The result suggests that English remained a meaningful and relevant subject for the respondents, although certain aspects of motivation could still be strengthened.

The highest-rated indicator was "*I believe that learning English is important for my future*" (M = 4.31, SD = 0.63), interpreted as Very High. This indicates that the respondents strongly recognized the importance of English in their future academic, professional, and personal endeavors. Their recognition of the practical value of English may serve as an important source of motivation for continued language learning.

The second-highest mean was obtained by the willingness to *use different resources to improve English* (M = 4.08, SD = 0.67), followed by the motivation to improve English vocabulary and communication skills (M = 4.05, SD = 0.69). These results suggest that students were generally willing to explore different resources and improve specific English language competencies.

The lowest mean was obtained by the statement *"I continue learning English even when I encounter difficulties"* (M = 3.64, SD = 0.85), although it remained within the High descriptive level. This indicates that persistence when facing difficulties was comparatively weaker than other motivational dimensions. Similarly, active participation in English discussions and activities obtained a mean of 3.68 (SD = 0.81). These findings suggest that although students recognized the importance of English, some may require additional encouragement and engaging learning experiences to sustain participation and persistence.

Overall, the results indicate that the respondents were generally motivated to learn English. However, the comparatively lower ratings in persistence and active participation suggest the need for learning activities that are engaging, interactive, meaningful, and responsive to students' interests. The integration of digital resources may provide opportunities to make English language activities more interactive and relevant to students' everyday experiences.

Test of Significant Relationship Between Digital Literacy and English Language Learning Motivation

Table 4 presents the result of the Pearson Product-Moment Correlation analysis conducted to determine whether a significant relationship existed between digital literacy and English language learning motivation.

Table 4. Significant Relationship Between Digital Literacy and English Language Learning Motivation

Variables	Pearson r	p-value	Decision on Ho	Interpretation
Digital Literacy and English Language Learning Motivation	0.587**	0.000	Reject Ho	Significant Positive Relationship

Note: p < 0.01; significant at the 0.05 level of significance.

The table shows that digital literacy had a moderate positive relationship with English language learning motivation, as indicated by a Pearson r value of

0.587. The obtained p-value of **0.000** was lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

This finding indicates that there was a statistically significant positive relationship between digital literacy and English language learning motivation among Senior High School students. This means that students who demonstrated higher levels of digital literacy tended to report higher levels of motivation to learn English. Conversely, students with comparatively lower digital literacy tended to demonstrate comparatively lower levels of English language learning motivation.

The finding suggests that digital literacy may be an important factor associated with students' motivation to engage in English language learning. Students who were more capable of searching for information, accessing digital English resources, communicating through digital platforms, and using technology for academic purposes may have had greater opportunities to engage with English in varied and meaningful ways. Digital environments may provide learners with access to interactive materials, authentic English content, multimedia resources, online communication, and self-directed learning opportunities, which may contribute to greater interest and engagement.

However, the correlational result does not establish that digital literacy directly caused higher English language learning motivation. Rather, it demonstrates that the two variables were significantly associated in the population studied. The result therefore provides an empirical basis for considering digital literacy in the development of interventions intended to strengthen students' motivation to learn English.

Proposed Digital Language Enrichment Program

Based on the findings of the study, a Digital Language Enrichment Program was proposed for Grade 11 and Grade 12 students of one of the public senior high schools in Davao del Sur. The program primarily addressed the need to strengthen English language learning motivation, while integrating digital literacy as a means of making English learning more engaging, accessible, interactive, and relevant to students.

Table 5. Proposed Digital Language Enrichment Program

Program Component	Objective	Proposed Activities	Expected Output	Persons Involved
Digital English Exploration	Increase students' interest in learning English through digital resources	Guided exploration of English websites, articles, videos, and online learning materials	Students identify and use appropriate digital English resources	English Teachers, Students

Program Component	Objective	Proposed Activities	Expected Output	Persons Involved
Interactive Vocabulary Boost	Strengthen vocabulary while increasing participation and interest	Digital vocabulary games, quizzes, flashcards, and word challenges	Improved vocabulary and increased participation	English Teachers, Students
Speak English Digitally	Develop confidence and willingness to use spoken English	Digital storytelling, video presentations, recorded speaking tasks, and podcast activities	Improved oral communication and confidence	English Teachers, Students
Read, Search, and Evaluate	Improve reading engagement and digital information skills	Online reading activities, source evaluation, comprehension tasks, and information searches	Improved reading comprehension and information evaluation	English Teachers, Students
Digital Writing Lab	Encourage students to write more frequently and confidently in English	Online writing tasks, collaborative writing, digital journals, and blogs	Improved English writing outputs	English Teachers, Students
English Through Multimedia	Make English learning more interesting and meaningful	Use of songs, short films, educational videos, interactive presentations,	Increased engagement in English activities	English Teachers, Students

Program Component	Objective	Proposed Activities	Expected Output	Persons Involved
		and multimedia texts		
Digital English Challenge	Sustain students' motivation through regular engaging activities	Weekly English challenges, online quizzes, language games, and achievement tasks	Increased participation and sustained motivation	English Teachers, Students
Digital English Portfolio	Promote independent and continuous English learning	Compilation of digital writing, speaking, reading, and vocabulary outputs	Individual digital English portfolio	Students, English Teachers
Teacher Support and Monitoring	Provide continuous guidance and monitor student progress	Feedback sessions, progress monitoring, individual consultation, and reinforcement activities	Documented learner progress	English Teachers
Program Evaluation	Determine the effectiveness of the intervention	Student feedback, participation monitoring, and post-program assessment	Program evaluation report	English Teachers, School Administration

The proposed Digital Language Enrichment Program was developed primarily in response to the high but not optimal level of English language learning motivation demonstrated by the respondents. Although students generally recognized the importance of English and showed willingness to improve their language skills, the relatively lower ratings in persistence during difficulties and active participation indicated areas that could be strengthened. The significant positive relationship between digital literacy and English language learning motivation further provided a basis for integrating digital tools into English language enrichment activities.

The Digital English Exploration component was designed to expose students to a wider range of English learning resources beyond conventional classroom materials. Through guided exploration of appropriate websites, articles, videos, and online learning platforms, students would be encouraged to independently discover English materials that match their interests. This component could help develop greater curiosity and interest in English learning.

The Interactive Vocabulary Boost component was intended to address vocabulary development while making learning activities more engaging. Digital games, quizzes, flashcards, and vocabulary challenges could provide students with opportunities for repeated practice and immediate feedback. These activities could help make vocabulary learning less routine and encourage greater participation.

The Speak English Digitally component focused on increasing students' confidence and willingness to communicate in English. Digital storytelling, recorded speaking activities, podcasts, and video presentations would provide students with opportunities to practice oral communication in meaningful situations. The activities could also encourage students who were hesitant to participate in traditional classroom discussions.

The Read, Search, and Evaluate component integrated digital literacy with English reading activities. Students would be guided in finding appropriate online texts, evaluating information sources, and demonstrating comprehension. This would allow learners to develop both their English reading skills and their ability to use digital information responsibly.

The Digital Writing Lab was designed to provide students with additional opportunities to practice written English. Digital journals, collaborative writing tasks, blogs, and online writing exercises could encourage students to express their ideas in English while receiving feedback from teachers and peers. Regular writing opportunities could help strengthen students' confidence and willingness to use English.

The English Through Multimedia component was intended to address students' need for more engaging learning experiences. The use of songs, short films, educational videos, interactive presentations, and multimedia texts could expose learners to authentic and varied forms of English. Such activities could help connect English learning with students' everyday digital experiences and interests.

The Digital English Challenge was designed to sustain motivation through short, regular, and achievable language activities. Weekly challenges could include vocabulary contests, comprehension quizzes, speaking challenges, digital storytelling, and other activities that encourage friendly participation. This component could help promote persistence and active engagement in English learning.

The Digital English Portfolio would encourage students to take greater responsibility for their learning. Students would compile selected digital outputs from their reading, writing, speaking, vocabulary, and other English activities. This portfolio could allow students to monitor their progress and recognize their own improvement over time, thereby supporting continued motivation.

The Teacher Support and Monitoring component would ensure that digital technologies were used purposefully rather than merely as supplementary tools. English teachers would provide guidance, feedback, encouragement, and appropriate intervention based on students' performance and participation. This component was particularly important because digital technology would support, rather than replace, effective English language teaching.

Finally, Program Evaluation would provide a mechanism for determining whether the proposed activities were responsive to students' needs. Feedback from students and teachers, participation records, completed outputs, and appropriate pre- and post-program assessments could be considered in evaluating the program. The results could then be used to refine and sustain the intervention.

The proposed program placed English language learning motivation at the center of the intervention**,** while digital literacy served as an important enabling component. The program was designed to provide students with meaningful opportunities to use digital technologies in developing their English skills, thereby making learning more interactive, relevant, and engaging. Given the significant positive relationship found between digital literacy and English language learning motivation, the proposed program provided a practical basis for strengthening students' engagement, participation, persistence, and interest in English language learning.

DISCUSSION

The findings showed that the 115 respondents were almost equally distributed between Grade 11 and Grade 12, with 50.43% and 49.57%, respectively. Overall, the students demonstrated a high level of digital literacy (M = 4.13, SD = 0.66), particularly in searching for information through digital platforms (M = 4.32) and using technology responsibly (M = 4.27). They also demonstrated a high level of English language learning motivation (M = 3.92, SD = 0.75), with the strongest motivation reflected in recognizing the importance of English for their future (M = 4.31). However, comparatively lower scores were found in independently learning new digital tools, persisting when encountering difficulties, and actively participating in English activities. These findings suggest that students were generally digitally competent and motivated but still needed support in developing adaptability, persistence, and active engagement.

The Pearson Product-Moment Correlation showed a significant moderate positive relationship between digital literacy and English language learning motivation ($r = 0.587$, $p = 0.000$). This indicates that students with higher digital literacy tended to demonstrate higher motivation to learn English. The finding is consistent with Vercruyssen et al. (2023), Indah et al. (2022), Shen et al. (2024), and Xu et al. (2025), who emphasized the interconnected roles of digital competence, motivation, communication, and engagement in technology-supported language learning. However, the correlational result does not establish causality, as other factors such as teacher support, learning environment, self-confidence, access to technology, and personal goals may also influence students' motivation. Thus, digital literacy should be viewed as an enabling factor that can provide greater

opportunities for students to access resources, communicate, practice English, and engage in self-directed learning.

Based on these findings, the proposed Digital Language Enrichment Program was developed to strengthen students' interest, active participation, persistence, and engagement in English learning through purposeful use of digital resources. The program includes digital English exploration, interactive vocabulary activities, digital speaking and writing tasks, reading and information evaluation, multimedia-based learning, digital challenges, digital portfolios, teacher support, and program evaluation. Rather than assuming that technology alone increases motivation, the program uses students' existing digital competencies to create meaningful, interactive, and learner-centered English activities. In this way, the intervention directly addresses the weaker motivational areas identified in the study while building on students' existing digital strengths and providing a practical, school-based approach to technology-supported English language learning.

CONCLUSIONS AND RECOMMENDATIONS

The findings revealed that the 115 senior high school student-respondents were almost equally distributed between Grade 11 and Grade 12. Overall, the respondents demonstrated a high level of digital literacy, particularly in searching for information through digital platforms and using technology responsibly. They also exhibited a high level of English language learning motivation, especially in recognizing the importance of English for their future. However, areas such as independently learning new digital tools, persisting when encountering difficulties, and actively participating in English activities received comparatively lower scores, indicating opportunities for further improvement.

The study further established a significant moderate positive relationship between digital literacy and English language learning motivation ($r = 0.587$, $p < 0.001$). This suggests that students with higher digital literacy tended to demonstrate higher motivation to learn English. However, the correlational finding does not establish a causal relationship between the variables. Other factors, including teacher support, learning environment, self-confidence, access to technology, and personal goals, may also contribute to students' motivation. Therefore, digital literacy should be considered an important enabling factor that can support students' engagement in technology-assisted English language learning.

Based on these findings, the study recommends the implementation of the proposed Digital Language Enrichment Program to strengthen students' digital competencies and motivation to learn English. The program may include interactive vocabulary activities, digital speaking and writing tasks, online reading activities, multimedia-based lessons, digital challenges, and portfolio development. Teachers are encouraged to integrate appropriate digital resources into English instruction while providing guidance that promotes independent learning, persistence, and active participation. School administrators may support the implementation by providing access to digital learning resources,

opportunities for teacher development, and appropriate monitoring and evaluation mechanisms. The program should be evaluated regularly to determine its relevance to students' learning needs and identify areas for improvement. Through these initiatives, schools can maximize students' existing digital strengths while encouraging meaningful, active, and sustained engagement in English language learning.

FURTHER STUDY

Future researchers may conduct similar studies involving a larger and more diverse sample of senior high school students from different schools, districts, and educational settings to determine whether the findings are consistent across contexts. Since the present study focused on the relationship between digital literacy and English language learning motivation, further investigations may examine other variables, such as digital access, self-efficacy, teacher support, learning environment, and actual English language proficiency. Qualitative approaches, including interviews and focus group discussions, may also be employed to gain a deeper understanding of students' experiences, challenges, and perceptions regarding the use of digital technologies in learning English.

Furthermore, future researchers may evaluate the effectiveness of the proposed Digital Language Enrichment Program through an intervention study using pretest and posttest assessments. Such investigations could determine whether participation in the program is associated with improvements in digital literacy, English language learning motivation, classroom engagement, and language performance. Longitudinal studies may also be conducted to examine whether students' digital competencies and motivation are sustained over time. These additional investigations could provide stronger evidence for developing and refining school-based strategies that integrate digital technology into English language instruction.

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