

Understanding the Dynamics of Motivation: Key Influencers on English Language Acquisition in EFL/ESL Contexts

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Abstract

Motivation has been the most critical factor affecting students' academic performance. Could we explore any therapy so far to reduce the influencing factors affecting motivation? The article tried to explore and analyze various factors that affect students' motivation to acquire English in Pakistan. In this study, the variables, based on the varied articles, having an influence on the student motivation have been investigated. The researcher has critically gauged more than twenty-five pieces of research foreign papers and five research dealing with students motivation in context to Pakistan and found that unproductive teaching methodologies to students learning styles, ineffective classroom environment, students behavior, students' unwillingness to participate in activities, biased feedback, and high expectations are the major contributing factors that affect students' motivation in the English language teaching and learning. The students can learn better if they adapt to the teacher's teaching style, learn intelligently and comprehend cohesively. These factors, if taken care of timely, may augment students' motivational level; consequently, invite and engage them in the language acquisition process resulting in attaining good language skills which are paramount in the 21st-century.

Keywords: Motivation; Language proficiency; Learning styles; Technology; Language acquisition; Teaching methodology.

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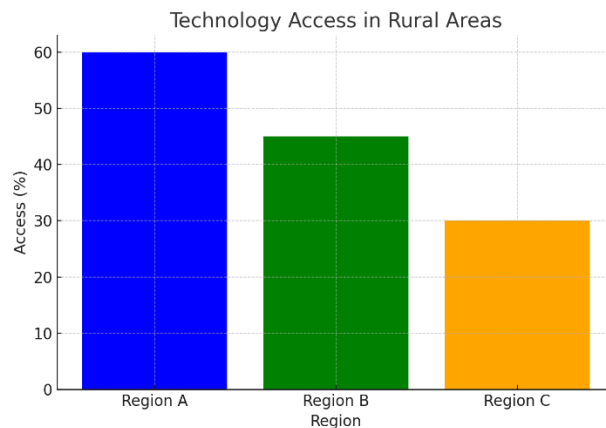
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1. Introduction

We Since pandemic has a pernicious impact on academia, the well-being, resilience, flexibility and motivational aspects related to student's learning in various scientific research are paramount to analyze the major influence factors that affect student's motivation and English language learning. The innovation and use of technology in the recent past have brought groundbreaking changes in global businesses, and education in Pakistan is no exception. The students have different learning abilities, and the learning process differs in pace and time taken to attain assured skills and knowledge. There have been many studies on motivational and other factors that are crucial in learning. Ignoring the subtle factors and inadequate attention usually lead objectives to jeopardy. Secondly, we need to investigate the changes and innovations taking place in and around academia to carefully examine and devise concrete plans to cater to the needs of the students and the market waiting for the best talent.

The bar chart titled "Technology Access in Rural Areas" provides a clear picture of the disparities in technological access across three regions. Region A emerges as the most technologically equipped, with 60% of its population having access to essential tools like smartphones and internet connectivity. Region B follows with moderate access at 45%, reflecting some infrastructural gaps that hinder widespread adoption. In stark contrast, Region C lags significantly, with only 30% of its population enjoying similar access, pointing to considerable

Figure 1: “Technology Access in Rural Areas”



These disparities underline a pressing need for focused interventions in regions like Region C, where limited access could impede the effectiveness of technology-driven educational initiatives. For instance, implementing pronunciation improvement tools in areas with low connectivity may require innovative solutions, such as offline resources or pre-loaded devices. By addressing these gaps, we can ensure equitable access to modern learning tools and create opportunities for rural learners to thrive in language acquisition. This chart sets the stage for understanding how technology can bridge educational divides and transform learning experiences in underserved areas.

To get a better perspective, we need to cautiously examine the previous scientific research on students learning in general and then on English language acquisition to correctly know if the findings are relevant in the current scenario and future perspective. This is further strengthened by Odom et al. (2005) who found that evaluating the outcomes of preceding research contributes greatly to systematic advancement by scrutinizing the appropriate development of academic work written in the relevant field. The students are the future who build the nation; therefore, the environment and the existing education system do affect their learning which eventually impacts the community and society at large. Cepni and Kucuk (2002) stated that the education system has a countless influence on the endless progress, and upgrading of society and scholastic examination has noteworthy influence on the progress of the education system. Thus, it becomes equally important to undertake research that can address these grave issues to create a better environment not only for the students and teachers but also for administrators and policymakers.

Despite English becoming a lingua franca and the international language of communication, most of the teachers still use L1 (Urdu) while teaching the target language in most of the schools and various academic institutions in Pakistan. Teachers do believe that students learn better when they learn L2 using their mother language (L1) in the classroom settings because of its familiarity, universal acceptance by the students, and its role in learning L2 (Lightbown & Spada, 2013; Rivers, 2011; Sharma, 2021); conversely, another school of thought perceives that students' wider exposure to L2 settings maximizes their learning process (Rawan, 2016; Sharma, 2022). Additionally, the other significant factor that contributes much to deter the students learning is motivation.

1.1 Motivation

Motivation is one of the essential ingredients in students learning and facilitates students' engagement in educational activities. It's a drive that boosts and channels one's energy to perform certain tasks. This translates goals into tangible actions and pushes to survive, sustain and succeed in the long run. Motivation results to transform attitudes, perceptions, and behaviors; therefore,

it's significant to appreciate the prominence of motivation in a pedagogic domain. Motivation is acknowledged as a power that encourages, guides, and endures conduct (Glynn and Koballa, 2006; Palmer, 2005). Applying motivation to students' learning perspective, we state it as the propensity of a student to treasure significant and valuable educational doings to obtain academic benefits from them (Brophy, 1998; Holbah and Sharma, 2022). Motivation is also considered a major education variable because it assists previously learned skills, strategies, and behaviors to promote new learning and performance (Cavas, 2011). Defining motivation and its status in academic settings in Pakistan, and a few other related factors need to be considered before we explore the major factors affecting students' motivation through data analysis and discussion to conclude the study with some concrete recommendations for a better teaching-learning process.

Students' motivation is an essential constituent in learning any language and considered one of the most key dynamics in second language acquisition (SLA) (Sharma, 2015) because we observed that it is looked-for for students' active involvement in L2 learning. The demotivated and unmotivated students hardly take an interest, which deprives them of the desired L2 skills. But motivation always regulates students' intent, attitude, and behavior to ensure their readiness and willingness to gain more knowledge. It also increases their ability to read, listen, understand, speak, and write the L2. The aforesaid facts would gain wide acceptance by featuring the two main types of motivation.

1.2. Intrinsic and extrinsic motivation

Intrinsic and extrinsic motivation are the two main types of motivation that largely contribute to change in students' perception and behavior toward the pursuit of objectives. Firstly, intrinsic motivation makes students encourage and engage in a behavior that they feel rewarding, and not expect or yearn for any external reward. Extrinsic motivation, on the other hand, is primarily intended to gain and earn rewards and these intent boosts students to get motivated to alter their intent, perception, and behavior before they engage in any task. Therefore, to entirely perceive it as a barter system, an individual involves in activities to expect some rewards, and students participate to avoid punishment, however, this type of motivation may invite a negative bearing on the learners. But we experienced that learners do not take an interest if they aren't offered good rewards or punishment, so, the learners perform better if assured rewards on performance. This extrinsic motivation encourages them to attend classes, complete assignments, participate in activities and attain the intended learning objectives. Conversely, in the absence of these rewards or punishments, they are hardly keen to attend and learn the assigned language task. Alike, Harmer (1991) grouped the integrative and instrumental motivations under the branch of extrinsic motivation. Gardner (2007) states that motivation consists of the individual's attitudes, desires, and effort to learn the language. Besides, Harmer (1991) distinguished two types of goals related to motivation in language learning: short-term and long-term. Short-term goals refer to objectives students aim to achieve soon, such as passing exams or obtaining good grades. In contrast, long-term goals represent aspirations for the future, like securing a better job and being able to communicate effectively with others in the language they are learning, such as English. Wael and Sharma (2021) observed that while English language learners were energetic and diligent, they often struggled to show genuine interest in language learning. This prompted them to use a diagnostic approach to identify both the negative (demotivating) and positive (motivational) factors influencing learners' perceptions and attitudes towards language.

Additionally, the teachers' observations during teaching and learning ratify a lack of motivation, anxiety, phobia, and desertion of speaking skills. The said insights together have steered to scrutinize the current problems in the English language curriculum, environment, teaching practices, teaching aids, resources, and examination module affecting students'

motivation level. The factors that influence students' communication skills in Pakistan have rarely been tested, peer or collaborative work has seldom been embarked on, counseling and feedback have hardly been exercised in ESL teaching and learning. Addressing all these concerns, the subsequent sections explore and underscore these factors affecting students' motivation, research methods to review academic journals, data analysis, discussion before it culminates with conclusion and recommendations.

1.3 Status of English Language Teaching in Pakistan

Asian countries are blessed with the English language since colonization and the English language is still deeply rooted in the working of various systems and departments in British ruled countries, and, thus, we feel Pakistan is also no exception. Therefore, English is taught as a compulsory subject at school and in tertiary education. Some subjects and disciplines like science(s), etc., in Pakistani public and private universities, are taught in English and teachers use it as a medium of instruction for higher education in most the college programs except the courses related to foreign languages and some oriental studies (Hafeez, 2004; Islam, 2018; Ministry of Education, 2009). Furthermore, there is no unanimity on the use of English as the medium of instruction and teaching the English language at schools and colleges. It still is a controversial discussion, and academicians and administrators are always at loggerheads in the Pakistani education system. Shamim (2008) reported that many reviewers debated and complained about lack of concrete language policies resulting in flouting the realities of the context and it is strengthened with the argument about non-commitment to implement the policies designed at ensuring the access of English on democratic lines, as ensuing governments overlooked the veracities to wipe out the problems and critical issues of English language teaching in Pakistan (Ministry of Education, 2009). Public schools, some private schools, and higher institutions still follow traditional methods (grammar-translation) ignoring the latest and innovative methods and techniques teaching English. This conservative approach of teachers and obsolete methods of teaching don't cater to the needs of the 21st-century and hardly put to rights with the future educational and proficient communication drives of young Pakistani learners (Hafeez, 2004; Warsi, 2004). It's not only teachers, but multiple factors like lack of sensitivity towards students' issues, lack of professional development activities, and administration reluctance to adopt a flexible and evolving approach to English language learning contribute to the students' low language frequency. Additionally, lack of funds, lack of customized curriculum development, accomplished and capable English language teachers, instructive expertise, and operative instruction resources (Rahman, 2004; Shamim, 2011) add fuel to aggravate the situation to turn from bad to worse.

Needless to say, that the current status of the English language is therefore has taken an ugly turn creating more frustration and anxieties among students affecting their academic performance. The article in question is, therefore, may ignite a constructive debate and help language teachers, learners, and policymakers to study the major factors students encounter to gain the desired level of English proficiency. Ministry of Higher Education may articulate and propose a new language curriculum addressing students' existing needs and career prospects to impart English language education. The author feels the current English language curriculum, perceptions and practices are not conducive to standing against the market challenges. Thus, this domain strictly needs utmost attention with some revolutionary measures to motivate students to gain English language skills and make our students capable to lead the nation.

Building on the previous points, this research aims to identify the factors that impact student motivation in learning English in Pakistan by reviewing and analyzing relevant prior studies that affect student motivation.

1.4 Factors Affecting Student Motivation

The previous research elucidated multiple factors affecting student motivation and their accomplishment on the base of a concrete, well-defined, and transparent learning-teaching process in education policy. There are mainly three motivational factors (social, cultural, and psychological) that affect students' learning in and outside the classroom. A few studies name it as intrinsic and extrinsic factors, parent education and contribution, family background, peer pressure, higher anticipations, anxiety, accountability, teacher-related factors, students' learning strategies, and school environment (Garcia, 1995, Pintrich and Schunk, 1996, Singh et al., 2002, Wael and Sharma, 2021). Additionally, it has been observed that a positive classroom environment can enhance both motivation and learning, if students recognize and understand it. Teachers play a crucial role in fostering a supportive school atmosphere. Numerous studies have indicated that factors such as teachers' qualifications, expertise, motivation levels, enthusiasm, teaching methods, and assessment practices can significantly boost student motivation. According to Williams and Williams (2011), more qualified, motivated, and enthusiastic teachers in both instruction and evaluation have a strong potential to elevate learners' motivation. Conversely, the background, education, knowledge, and involvement of parents can negatively affect motivation if they do not value their children's education and achievements. This is supported by Gottfried et al. (1994), who found a significant link between parental involvement and children's academic motivation and development.

Students' motivation also plays a crucial role in driving them to adopt behaviors that lead to desired changes in their academic tasks. Suhag et al. (2016) highlight various effects of motivation on students' learning and behavior. Emphasizing its importance, Palmer (2007) argues that motivation is a vital component of quality education, asserting that meaningful learning cannot occur without ongoing motivation for students. Furthermore, Wael and Sharma (2021) identified environmental factors as significant demotivators for ESL learners, which can negatively influence their attitudes and behaviors, diminish both student and teacher motivation, and lead to persistently poor learning outcomes.

2. Materials and Methods

2.1 Data Collection and Analysis

The researcher concentrated on the following questions for this study:

1. What significant studies have been conducted to examine the factors influencing students' motivation to learn English in Pakistan?
2. What key factors have been identified in these studies that impact students' motivation to learn English?

2.2 Method

This research aims to identify the factors affecting students' motivation in learning a second language (L2). It involves examining and analyzing studies relevant to Pakistani learners that influence student motivation. The researcher utilized online open-access resources to compile a list of articles by employing various keyword combinations such as motivation, factors influencing student motivation, technology, language acquisition, teaching methods, and English language learning in Pakistan. From the search results, twenty-five publications were selected based on their focus on students' challenges for content analysis. After reviewing these papers, references deemed highly pertinent to this study were included in the literature review, encompassing both empirical and theoretical works. The researcher then engaged with the literature, highlighting key discussions regarding the factors that affect student motivation.

Relevant text segments were categorized into three themes: low language proficiency and low achievement among English language learners, which are identified as significant obstacles for students and present considerable challenges for educators. Consequently, the situations described in this article emerge as primary concerns.

2.2 Data Collection

The research drew upon five academic publications as primary sources. The investigation process involved conducting targeted Google searches to identify pertinent studies, followed by an in-depth examination of each publication's content. According to scholarly literature, analyzing research papers provides valuable insights into subjects requiring investigation through systematic evaluation of written materials (Yıldırım and Simsek, 2006). This methodological approach enables researchers to systematically examine existing findings and documentation to generate reliable data. Such reviews aim to identify and synthesize key research papers to illuminate specific patterns or perspectives (Karasar, 2007). Following established methodological guidelines (Yıldırım and Simsek, 2006), the researchers gathered full-text PDF versions of over twenty-five international studies and five Pakistan-specific papers from Google's scholarly databases. The review process encompassed several key phases: document retrieval, authenticity verification, comprehensive reading, analytical assessment, and application of findings to identify principal factors influencing L2 learning motivation among students.

2.3 Data Analysis

The investigation employed content analysis methodology to examine the collected research data. The study encompassed approximately 25 scholarly works published since 2000. This analytical approach aimed to uncover meaningful patterns and relationships within the assembled information. Content analysis was selected as the primary methodology because it facilitates the systematic categorization of related data under unified themes and concepts, making the findings more accessible to readers (Yıldırım and Simsek, 2006). The analytical process for the 25 research articles adhered to several crucial stages: identifying geographical context (Pakistan vs. other countries), factor categorization, validation of relevance and authenticity, quantitative assessment, and foundational interpretation. Through meticulous content analysis, each selected publication underwent scrutiny to classify the primary motivational factors affecting Pakistani students' language learning experience, as detailed in subsequent sections.

3. Results and Discussion

The major factors affecting students' motivation to learn English are appended below.

3.1 *Unproductive Teaching Methodologies vis-à-vis Students' Learning Styles*

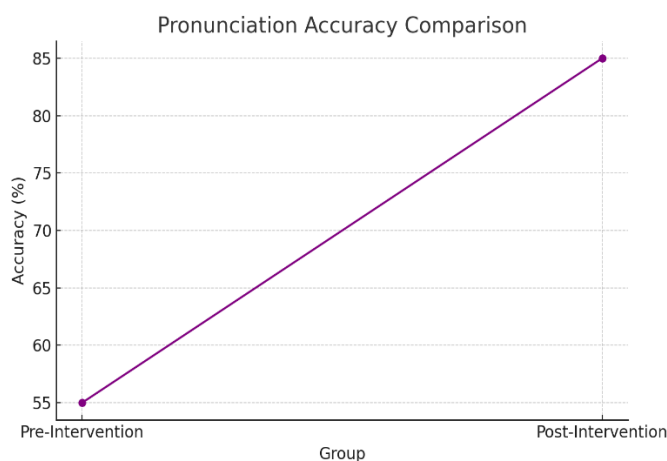
Most studies have found teachers still want to use traditional methods in classroom teaching which is an obsolete, redundant, and old-fashioned way of teaching that mainly focuses on rote, memorization, and recitation. The teaching and learning process becomes boring and monotonous where teachers transfer the knowledge and applied standards of behavior in students. This doesn't leave any scope for students to partake and interact in the classroom. Conversely, students vary in their learning styles (visual, aural, lone, social and interpersonal or intrapersonal, physical or leaner, reading and writing), perceptions, abilities, gender, culture, personal features, and family backgrounds; therefore, they need creative and innovative methods that may be a student-centered or both teacher-student interactive method, or any other that may engage students to improve their academic performance. In the current learning process, students do not get enough to speak, interact, direct feedback affecting their language performance. Bayraktar (2015) argued that teachers' effective use of methods, techniques, tools, and materials in relevant teaching fields has an important effect on student motivation. In the L2 context, students still are taught in the same way as we're in the last century whereas teaching approaches have

evolved over time developing from audio-lingual approach, communicative approach, problem-based learning, team-based learning, peer or small-group discussion, flipped-classroom projects to the approaches adopted on virtual platforms using technology, especially for uninterrupted learning in pandemic times. Kolb's learning styles (1984) drawn on the theory of learning styles revealed that learners' individual learning styles develop due to their heredities, life experiences, and the current environment demand. He also revealed that effective learning can be seen when the learner progresses through the cycle of concrete learning, reflective observation, abstract conceptualization and active experimentation. Furthermore, research indicates that traditional approaches to motivation in EFL instruction need modernization, shifting away from culture-specific paradigms toward viewing English as a tool for worldwide communication and innovation (Sharma, 2018). Supporting this perspective, Mendes (2003) emphasizes the critical role of positive classroom dynamics in boosting student engagement and reinforcing instructional methodologies.

3.2 Ineffective classroom environment

The aforesaid unevenness in learning styles in a classroom makes learners vulnerable as they must adjust their learning styles to the teacher's instruction style. The second major factor that largely affects students' motivation and academic performance is the lack of a positive, engaging, and encouraging classroom environment. The traditional behaviorist theorists believed that learning is regulated by the environment; however, they didn't consider the internal factors affecting learning. Alike, the passive classroom environment hardly allows learners to learn from their strengths. Any amount of information delivered in a classroom that does not match with learning styles create anxiety and an unhealthy environment, and the learners face difficulties in understanding the topic and solving related problems. Also, the learners lose interest because of a mismatch between both the styles that perhaps create more challenges to alter their learning style, develop intelligently, and learn cohesively. Since a conducive learning environment always builds a good platform for learners, learners do intend to attain objectives and succeed academically staying safe, motivated, and attentive. Islam (2019) underscores the importance of teachers developing supportive learning spaces equipped with appropriate motivational strategies to encourage participation from reserved or less advanced students. The research recommends that educators evaluate their students' preferred learning styles to identify and address barriers to classroom engagement. Building on this concept, Javed and Asghar (2010) describe how well-structured classroom environments foster social development and cultivate an atmosphere of mutual dignity and respect among students. More precisely, maintaining a healthy and humorous environment is the need of the hour when students attend classes online and need psychological, physical, and mental safety in these unprecedented circumstances.

Figure 2: Pronunciation Improvement Pre- and Post-Intervention



The line chart titled "Pronunciation Improvement Pre- and Post-Intervention" features the significant impact of technology-based tools on enhancing learners' pronunciation skills. Before the intervention, learners demonstrated an average pronunciation accuracy of 55%, reflecting moderate proficiency.

However, after incorporating tools such as speech recognition applications and AI-driven feedback systems, accuracy levels rose substantially to 85%. This chart provides a clear and visual representation of the measurable improvements achieved through the intervention. By comparing the pre- and post-intervention results, it emphasizes the effectiveness of technology in addressing pronunciation challenges.

3.3 Students' Behavior

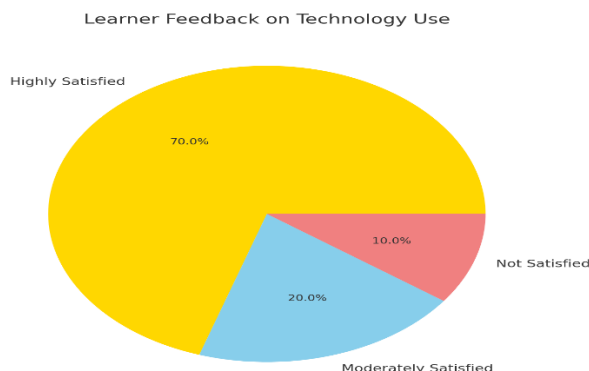
Students often learn behaviors through the experiences, feedback, and values they get at home or school. A student's behavior directly affects not only his/her ability to learn but classmates' learning environment as well. Students' behavior varied and caused by various factors, such as disruptive behavior, seeking classmates' attention, basic or dominating needs, lack of confidence, challenging curriculum, impulse control, poor physical and mental health, behavioral disengagement, and lack of social interaction may not only interrupt but also create negative effects on the whole classroom. All stakeholders must prudently consider and discuss the problem to address it timely. This can be supplemented by feedback to students on the desired behavior. Positive feedback usually induces positive behaviors; conversely, negative feedback or comments given inadvertently often reinforce negative behaviors. Ali et al. (2011) demonstrate that motivation profoundly influences student conduct, with findings indicating that insufficient recognition of creative abilities and inadequate reward systems lead to diminished motivation levels. This reduced motivation manifests in negative attitudes toward educational institutions, ultimately resulting in suboptimal academic performance. The learning environment plays a crucial role in shaping L2 motivation across various ESL settings. A study focused on Pakistani learners revealed that 'Attitudes to Learning English' - which measures students' satisfaction with the language learning process - emerged as the primary predictor of motivated behavior. This finding is particularly noteworthy given Pakistan's challenging educational landscape, characterized by limited resources and conventional teaching methodologies (Islam et al., 2013).

3.4 Students' unwillingness to participate in activities

The lack of willingness of students to participate in classroom activities poses a serious threat to the learning process because the best way to motivate, involve and generate eagerness among students is to create a sense of equality in the classroom. A few students often suffer from personal issues, low scores in previous exams, behavioral problems, unpreparedness to pursue a language course, etc. that gradually affects their willingness to learn and participate in classroom activities. Therefore, considering the learning styles, prior knowledge, and behavior of students, takes precedence while planning activities that invite students' attention and give equal opportunity to good and underperforming students. Besides, teachers' inefficacy, anxiety, and frustration make students suffer, which, in fact, hinders participation in both classroom preparations and classroom activities decreases affecting students' efficacy; similarly, teachers' burnout significantly weakens the motivation of students (Shen et al., 2015). The willingness to participate may induce confidence, friendliness, good relationships, a sense of cooperation, coordination, and uninterrupted smooth learning. In addition, Buzdar et al. (2017) established that active classroom engagement enhances both internal and external motivation factors, showing a positive correlation with students' academic achievements. This reinforces the connection between participatory learning and improved educational outcomes.

The pie chart titled "Learner Satisfaction with Technology-Based Tools" provides an overview of learners' feedback on using technological tools to improve pronunciation. Most participants, 70%, reported being highly satisfied with the tools, highlighting their effectiveness and user-friendliness. Another 20% were moderately satisfied, indicating room for further refinement and customization of the tools. Only 10% expressed dissatisfaction, which could stem from challenges like access issues or lack of familiarity with technology. This chart is crucial for understanding user experience and gauging the acceptance of these interventions among learners. By presenting this data visually, it emphasizes the positive reception of technology while identifying areas for improvement.

Figure 3: Learner Satisfaction with Technology-Based Tools



3.5 Unfitting Feedback

Feedback serves as a fundamental component of communication across all educational and organizational contexts. It plays an essential role in the learning process, significantly impacting student development. The scope of feedback extends beyond teacher evaluations, serving as a tool for students to assess their capabilities and regulate their learning approaches, thereby influencing their academic outcomes. Figure 3 illustrates most participants' positive experiences with the tools, with 70% reporting high satisfaction. Extensive research evidence confirms that constructive teacher feedback substantially enhances student motivation. According to Borich (2011), positive feedback acts as a catalyst for student research engagement, while teacher recognition encourages students to replicate successful behaviors. This positive reinforcement builds confidence and creates an expectation for continued acknowledgment from educators. Tariq et al. (2011), in their analysis of feedback's significance, distinguish between different student motivations: those focused on learning seek feedback to enhance their understanding and performance, while achievement-oriented students utilize feedback primarily to evaluate their competency and establish their superior standing among peers.

3.6 High Expectations

Setting in high expectations does motivate students' gain higher competence. High expectations usually inspire, motivate and challenge students, resulting in promoting good progress and outcomes, demonstrating subject knowledge. Nevertheless, these strain the students down, enhancing the stress and weight of scoring high on them. Consequently, students' low scores, lack of speaking abilities, etc., drag them sometimes to the level, where they finally give up learning. High expectations may be easily turned into learning opportunities for students if parents and teachers work unitedly considering the zone of proximity or proximal development, where the students usually get close to developing the knowledge and new skills. Alike, effective lesson plans could perhaps direct students' potential and strengths in the right direction to make accurate and productive use of assessment. Javed et.al (2019) while examining motivation levels among undergraduate medical students revealed that students primarily pursued medical education because they believed strong motivation would guide them toward better career decisions.

Limitations and Implications of the Study

This paper has tried to find out the major factors affecting English language learners' motivation in Pakistan based on a few studies carried out on Pakistan learners and some done by foreign researchers on English language learners; however, it does not seek to achieve a complete resolve and drive a concrete strategy on addressing concerns affecting learners' motivation in other related disciplines. Also, it presents only a very limited account of the variety of factors which exist for the measurement of language learning efficiency, motivation level and academic success. Moreover, it is intended to inform through description and as a means for researchers and academicians who look for a comprehensive appreciation of motivational factors affecting students' academic performances and who may, hitherto, have been working with an exhaustive considerate but, perhaps, only a marginal

4. Conclusion and Recommendations

This Considering the aforesaid explanation given on the topic, we underscore the vitality of five major factors affecting Pakistani students' English language learning in school and tertiary education. Analyzing various foreign and Pakistani scholars' studies, we may include that the motivation and related aspects: learners' learning styles meeting outdated teaching practices, ineffectual classroom environment, students' unwillingness or poor enthusiasm to participate in activities, unproductive feedback, and high expectations are paramount and the contributing factors that affect students' motivation in the English language learning. Motivation provides the necessary oxygen to students especially the low-proficiency or low learners. Studies have also underpinned the reasons and factors and findings revealed the consequences arisen from ignoring these factors; conversely, attending and addressing these motivation factors do boost students' interests, desire, and keenness to engage, partake and learn in well-planned activities in a healthy learning environment building strong bonding among peers and teach-student relations. The contented students often proved to be better learners and succeed in attaining L2 proficiency. The study also explores some grave areas that may benefit teachers, learners, administrators, and policymakers to devise and evolve strategies that can address student and teacher concerns and facilitate a constructive learning environment to stand apart facing 21st-century challenges to contribute nation's development. In view of the findings obtained in this research, the following points have been suggested:

- Future studies should consider analyzing a broader range of academic journals over an extended timeframe to enhance the generalizability, validity, and reliability of findings. The current research's limitation lies in its focus on local contexts, excluding ESL/EFL motivation studies from other countries.
- Subsequent research would benefit from incorporating more diverse participant groups to examine motivational factors across all educational levels, providing a more comprehensive understanding of student motivation through comparative journal analysis.
- There is a need for targeted research focusing on unmotivated or demotivated students, as well as other underexplored aspects within motivation studies.
- Additional investigation is necessary to explore the interconnections between student motivation and various stakeholders, including teacher dynamics and administrative factors, to develop a more holistic understanding of educational motivation.
- More studies may be taken up to evolve ways to boost student motivation effectively by perusing more avenues on the field.

As the literature supporting the case study was drawn from several published reflective journals, this overview of five journals in Pakistan, with the range of issues and the insights on the factors affecting students' motivation to learn English is relevant in educational systems where learner populations are socially and economically diverse.

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Conflicts of Interest

The author declares no conflict of interest.

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