Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

The Nexus Between Motivational Constructs and English Language Attainment: A Study of Pakistani ESL Learners

Ahmad Rameez Ul Huda
PhD Scholar, Department of Linguistics & Language Studies, University of Sargodha, Sargodha, Email: ahmadrameezulhuda@gmail.com

Prof. Dr. Ijaz Asghar
Chairman, Department of Linguistics & Language Studies
University of Sargodha, Sargodha Email: ijaz.asghar@uos.edu.pk

ABSTRACT

This study examines the role of intrinsic and extrinsic motivational factors in influencing English language proficiency of Pakistani ESL students. The study is based on the Socio-Educational Model and Self-determination Theory of learning, with Gardner (1985) and Deci and Ryan (1985/2000) respectively, and its design is quantitative and cross-sectional: it focuses on the role of different motivational factors in determining the outcomes of language learning. Six hundred undergraduate students (600) of both public and private universities were sampled using a structured questionnaire and analyzed using descriptive statistics, correlation, multiple regression and ANOVA. Results have shown that intrinsic and extrinsic motivation has a significant correlation with English proficiency; intrinsic motivation has been found to be the best predictor of English proficiency. There were also gender and institutional variations where female students showed greater intrinsic motivation and privately-owned university students expressed better extrinsic motivation. These findings are important to point out the necessity of pedagogical changes that lead to student-centered and motivation-based teaching in ESL classes. This research emphasizes the importance of motivation in the process of language acquisition and suggests, based on evidence, the policies which should be adopted by the educator and policymaker to increase the ESL proficiency by applying specific motivational techniques. With the aim of minimizing gender-specific differences in motivation, this study helps to create the more equitable and effective system of ESL education in Pakistan due to the consideration of the role of institutional context and socio-economic status.

Keywords: ESL, Intrinsic Motivation, Extrinsic Motivation, Proficiency In English, Pakistani Students, Learning A Second Language, And Motivation In Language Learning.

Introduction and Background of the Study

The importance of motivation in second language acquisition (SLA) cannot be overestimated. It is the core of interaction between the learners and the new language,

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

the effort is constantly invested and increase the level of language mastery in the end (Dörnyei, 2005). In addition to the academic endeavour, language learning is not only a complicated psychological and social process, but is largely shaped by personal objectives, situational contexts and the learning policies used (Gardner, 1985). It is quite usual to notice that the learners who have a high level of motivation are more persistent, more concerned with the incoming information about the language, and acquire more strong communicative functions (Deci and Ryan, 1985).

The scope of this study explores the two motivational drivers, namely internal (intrinsic) and external (extrinsic) that influence English language proficiency of Pakistani students who learn English as a Second Language (ESL). Intrinsic motivation is personal because it has its roots in a desire, such as curiosity, personal growth or inherent appreciation of other cultures. On the other hand, extrinsic motivation is a factor that is triggered externally for example, academic success, career opportunities or different pressures in society (Ryan and Deci, 2000). The main aim of this study is to identify their joint impact on the language acquisition results through the study of the complex interaction of these various motivational forces, and the current teaching methods. The given investigation has a particular amount of relevance to the Pakistani educational environment, where the range of socio-economic and educational backgrounds has an immense influence on the experience of every student.

English is an important part of the education system in Pakistan. It is taught as a compulsory discipline, and one of the most important elements of social rise (Rahman, 2002). Although it is very important, functional proficiency is a challenge for many students. This common challenge explains that it is effective teaching tools and a closer students language learner. This gap in proficiency is further increased by the major disparities in the English teaching, particularly in well-resourced private schools and under-resourced state schools, which highlights the necessity of certain interventions. This study would contribute to the development of more inclusive and productive ESL education in the whole of Pakistan by focusing on motivation.

The increasing wave of globalization, universal internet connectivity and the increasing international cooperation has greatly increased the status of English as an international Lingua Franca. It is one of the most important languages in the business, academic, diplomacy and research fields (Crystal, 2003). In this respect, mastery of the English language has been largely associated with increased access to education, higher and better employment as well as social mobility (Graddol, 2006). This has consequently prompted its second language use in many non-English speaking countries as it is widely used in Pakistan.

In Pakistan, English has an official status and finds good usage in the government, media, academic and professional fields (Rahman, 1996). It is a mandatory course in schools and universities, and English proficiency is usually regarded as a requirement to further education and career advancement. However, even years of formal education do not enable many students to achieve communicative competence. This never-ending discrepancy indicates underlying problems related to the effectiveness of curriculum, instruction methods and the motivational aspect of language acquisition (Mahboob, 2009).

The Pakistani educational system is based on the traditional and teacher-centered

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

pedagogies through which the rote knowledge and performance in exams become prior to the acquisition of the practical language skills. This method often neglects the importance of motivational factors in language learning including intrinsic motivation (for instance, personal interest in the language, personal growth), and extrinsic motivation (for example, career growth, academic success) (Dornyei, 2009). Although other literature supports the crucial role of motivation in effective language learning, such as Gardner (1985) Socio-Educational Model and Dornyei (2009) L2 Motivational Self System, there is a sharp lack of literature on the motivation factors that affect the level of English language proficiency among Pakistani ESL students.

Language learning motivation is a complicated system which is determined by both external and internal factors such as socioeconomic background, exposure to English media, existing cultural attitudes and institutional support. Students with privileged statuses usually enjoy more opportunities to have private tutoring, English-speaking and online learning materials. Conversely, individuals in the countryside and in economically disadvantaged regions rely mostly on formal classroom studies, and motivation is, therefore, an even more important factor in their education (Chaudhry, 2017). The exposure to the interactive and immersive use of the English language and its learning process is also limited, which leads to the further increased difficulty and, in many cases, leads to the decrease of the engagement and confidence in the English communication.

Moreover, motivation of learners is largely influenced by the society perspectives towards English. English in the city is usually viewed as a measure of education and status. On the other hand, in rural settings, it may be met with some resistance where the issue of language and culture rises. These differences in motivation and availability of resources provide a vivid range of ESL learning experiences in the whole of Pakistan and hence the importance of a more fined grasp of varied motivational factors that influence proficiency levels (Rahman, 2004).

Educational institutions have a central role in the learning motivation of language. In Pakistan, there are still a number of schools and colleges that use the old teaching methods that do not actively engage the students. The heavy focus on grammar translation approach and textbook-based learning limits the ability of students to learn important speaking and listening skills as they are the core in the attainment of language fluency. Further, the tests of English language often place more emphasis on written tests rather than communicative competency, which strengthens the system of reinforcing memorization instead of the practical use of language. In this kind of an educational system, students tend to take a short-term extrinsically oriented approach to the learning of the language as they treat English as a subject to pass rather than a mastered skill.

The role of teachers and their instructional strategies is also another major factor that influences motivation. Those educators who are using interesting and student-focused methods of teaching will have higher chances of developing intrinsic motivation in the learners (Lamb, 2012). Studies have shown that interactive learning methods including role-playing, debates, multimedia learning and language immersion activities are a significant contribution to student engagement and promotion of critical thinking in 21st century skills (Jamil et al., 2025; Naseer et al., 2022). Though, in most Pakistani schools, English is still taught in a very theoretical way because

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

most teachers lack the proper training in teaching English, which does not allow them to provide learners with the necessary skills in the area of effective communication.

Considering all these, it is important to explore the ways in which intrinsic and extrinsic motivation can be efficiently utilized to develop better language learning conditions. Although extrinsic factors such as career and academic achievements still remain strong factors, a combination of internal factors, which include fostering a feeling of the need to appreciate the language through interactive learning, practical life application and multimedia participation can go a long way in helping ESL students to achieve overall proficiency. Development of a comprehensive knowledge into the various aspects of motivation in the Pakistani ESL sector will enable the educators and policy makers in the sector to employ powerful measures of fostering student involvement, improving retention rates and eventually, increasing language proficiency levels.

Research Objectives

To investigate the role of motivation in ESL learning and its impact on English proficiency

To identify key motivational drivers (intrinsic and extrinsic) influencing Pakistani ESL learners

To examine how socio-economic and cultural factors shape motivation in ESL learning.

To evaluate the effectiveness of motivation-driven teaching strategies in enhancing ESL proficiency

To propose policy recommendations for integrating motivation-enhancing strategies into Pakistan's ESL curriculum

Significance of the Study

The study contributes to literature on language learning since it has highlighted the importance of motivation in the gains of ESL proficiency. It provides concrete suggestions to educators, policymakers and curriculum developers on these strategies that increase motivation incorporated into the teaching strategies. The integration, in turn, should serve the purpose of enhancing the learning outcome and address the disparity of proficiency in Pakistani ESL. Second, the study brings some tangible recommendations on how to create more interactive and positive ESL learning environments. Through the understanding of when intrinsic and extrinsic motivation are needed, teachers can embrace a more student-centered learning style, which enhances long time retention of language and development of communicative competency.

The research is aimed at enriching the description of a multidimensional perspective of motivation as the socio-economic, institutional, and pedagogical factors that give rise to motivation-based ESL learning followed by the impact of the latter on the student achievement. Thirdly, the study raises the issue of the socio-economic and cultural factors that affect the motivation of learners, a field that has often not been well represented in ESL studies in Pakistan. The recognition of such forces can help design educational intervention that is particularly specific to meet the gap in language learning chances and motivation levels among the learners with different

Online ISSN 3007-3197
Print ISSN 3007-3189

backgrounds.

Literature Review

Theories of language acquisition

The nature of language acquisition has been researched widely and based on different theoretical perspectives; linguistic theorists have given different insights to acquires the second language. Some of the most powerful of these theories are:

The Behaviourist Theory (Skinner, 1957): This is a theory based on the idea that language acquisition is a resultant outcome of imitation, reinforcement and conditioning. This means that positive reinforcement can be used to increase motivation as the learning process is undertaken. It is believed that repetitive practice and stimulus-response mechanisms help to learn language skills (Ellis, 1997).

The Innates Theory (Chomsky, 1965): According to this theory, there is the inherent ability of humans to acquire language through which a hypothetical Language Acquisition Device (LAD) operates. Although it emphasizes natural talent, motivation also has a role in the activation and maintenance of language learning. More motivated learners will be able to make better use of their inherent linguistic abilities (Lightbown & Spada, 2013).

The Cognitive Theory (Piaget, 1972): This theory is based on the value of cognitive processes, including memory, problem-solving and interaction, in language learning. Motivation and cognitive engagement are two related concepts because highly motivated learners are more likely to adopt a variety of cognitive strategies to learn and retain language (Oxford, 1990).

The Socio-Cultural Theory (Vygotsky, 1978): The theory emphasizes the importance of social interaction and larger cultural environment in learning. It implies that social interaction and cultural norms determine the motivation itself. Learning language is believed to be more effective when the learners are exposed to more learned people or teachers (Lantolf and Thorne, 2006).

Affective Filter Hypothesis (Krashen, 1982): This hypothesis argues that, emotional states such as motivation, anxiety and self-confidence play a major role in acquiring a second language. A highly motivated learner is also assumed to have low affective filter which will enable more linguistic input to pass through with efficiency (MacIntyre & Gardner, 1991).

Motivation as a facilitator in the language learning process

The fact that motivation is one of the key factors in effective acquisition of a second language is well known. It has a direct effect on the willingness of a learner to engage in the language, the persistence of the learner in learning activities and achievement of high levels of proficiency. According to numerous studies, motivation and success in the language learning process have always existed in a positive correlation. So, it is a critical focus of interest in the sphere of ESL learning (Ushioda, 2013). The two major

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

types of motivation are:

Intrinsic Motivation: It is a process that takes place when language acquisition is carried out by the learners due to self-interest or self-satisfaction. It may actually need of learning English as a source of intellectual stimulation, cultural learning or self-growth. Long-term learning and increased involvement are often connected with this kind of motivation (Deci and Ryan, 1985).

Extrinsic Motivation: In this case, learning goes on due to external stimulus or force like getting good grades, gaining career opportunities or fulfilling the expectations of society. Although extrinsic motivation can be effective in initiating learning, it may not always give rise to long term retention without being supplemented with intrinsic motivation (Noels et al., 2000).
Integrative and instrumental motivation is related to the motivation achieved through integration and the attainment of specific results.

Integrative and Instrumental Motivation
The motivation is attained by integration and the achievement of certain results. Gardner and Lambert (1972) suggested two main orientations in motivation in second language learning:

Integrative Motivation: This form of motivation involves the students of the language learning it with the hope of being integrated into the target culture or being able to communicate with the native speakers. It is often associated with improve language proficiency because it promotes a deeper attachment to the language. Integrative-motivated learners usually take the initiative of the authentic language experience and show a long-term commitment to the language learning process (Masgoret & Gardner, 2003).

Instrumental Motivation: In this case, the attention of learners is paid to material benefits, for example, the ability to get a job, to obtain academic success or to meet the immigration requirements. Although instrumental motivation may work well in the context of organized educational environments, it may not always be able to maintain the long-term language learning endeavors in the case where the concerned rewards no longer bear relevance (Csizser & Dornyei, 2005).
In the Pakistani ESL setting where the main motivation of the many students is academic or professional, instrumental motivation is likely to be a common occurrence. However, by incorporating some elements of integrative motivation like exposure to the English media or intercultural experiences, it is possible to achieve deeper and more significant input into the language.

The Impact of Socio-Economic and Cultural Factors on Motivation
The socio-economic status of learners has a significant impact on the motivation to achieve proficiency in the English language. Learners from wealthier socio-economic backgrounds tend to be more motivated because they have easier access to English-speaking environments, private lessons and electronic learning tools. Conversely,

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

learners from less affluent socio-economic situations typically depend on a higher degree of institutional intervention and traditional teaching methods, making it even more important for them to be motivated to succeed in this relationship (Norton, 2013).

The cultural perceptions surrounding English will have an impact on motivated students studying English. For instance, in many of Pakistan's urban centres, English is associated with higher status and potential for career growth which creates a higher degree of extrinsic motivation for students in these areas. However, rural students may see less relevance of English to their careers and social lives at this time, which will result in lower levels of motivation. An understanding of cultural norms and attitudes regarding English will assist educators in developing effective English Language Programs that are appropriate for a diverse student population.

Strategies for Enhancing Motivation in ESL Learning

Several strategies are found in the literature to enhance motivation for ESL students:

Creating a Positive Learning Environment: An emotionally supportive learning environment, where ESL students feel comfortable participating without fear of ridicule, will increase ESL students' motivation (Horwitz et al., 1986)

Facilitating Goal Setting & Self-Regulation: Helping ESL students to create SMART goals and checking in on their progress increases intrinsic motivation (Zimmerman, 2000)

Implementing Technology and Multimedia: Learning applications and interactive multimedia (e.g. apps and videos) have been shown to enhance interest and engagement with learning English (Chapelle 2001).

Providing Relevant and Real-Life Opportunities for ESL Students to Use English: Providing opportunities for ESL learners to apply their knowledge of English in real-life situations (debates, presentations, social interactions) can increase motivation (Lai 2013).

Encouraging Collaborative Learning: Group of peer feedback project work has the potential to enhance motivation among ESL students because it makes learning a shared experience (Swain 2000).

These strategies will be especially important for ESL students in Pakistan, where traditional methods of instruction dominate. By shifting from teacher-centered to learner-centered approaches, extrinsic and intrinsic motivation for ESL students can be greatly enhanced.

Research Methodology

It was a quantitative study. The current study uses a cross-sectional survey design, which allows data to be collected in one place at one time, so that connections between different types of motivational factors and ESL proficiency can be examined. The descriptive-correlational method has been used to analyze both intrinsic

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

motivation and extrinsic motivation affect English language acquisition. The use of this research design is appropriate for large-scale educational research as it enables the use of standardized tools to analyze relationships between variables. This study's target population is made up of ESL learners who are currently enrolled at one of the many Pakistani public and private universities. In light of the diverse backgrounds of university learners in Pakistan, including large numbers of students from both rural and urban areas, a stratified random sampling approach was utilized to support the study's claims regarding generalize findings from this sample to the larger population of ESL learners in Pakistan. By employing a sample of 600 participants, who were selected using appropriate statistical methods, including stratification of the sample based on gender, financial status, and type of institution, the researchers attempted to ensure proportional representation across all regions of Pakistan, types of institutions, and types of academic programs.

The final sample distribution was as follows:

Public Universities: 60%
Private Universities: 40%
Male Participants: 55%
Female Participants: 45%

Structured Survey Questionnaires were the primary method used for this research study. A The structure of the survey consisted of three main areas of focus: demographic, driving forces of motivation, and English-speaking abilities. A five-point Likert Heath rating scale (from Strongly Disagree to Strongly Agree) was used to measure the responses from the participants in the survey. Participants were able to answer the survey online via Google Forms and in hard copy using paper survey materials located in the participating research area's setting to improve participation rates. The Cronbach alphas for the survey's items in this study were 0.85, indicating that the items have high internal reliability. The content validity of the instrument was established by having the survey items reviewed by a panel of Subject matter experts, including ESL linguists and educational researchers who have expertise around ESL Education Acquisition. The construct validity of the instruments was determined using Exploratory Factor Analysis Techniques. SPSS-20 software was used to analyze data with descriptive statistics (calculating means, standard deviations, and construct frequency distributions of survey responses) to provide an overview of the respondents' answers. Correlation analysis was used to correlate respondents' English proficiency level to the motivation factors that motivated them to learn English. In addition, multiple regression models evaluated the degree to which internal and external motivators impact the overall result of participants' language learning.

Data Analysis and Results

Demographic Analysis

Demographic Variable	Frequency	Percentage
Gender		
Male	330	55%

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

Female	270	45%
University Type		
Public	360	60%
Private	240	40%
Socioeconomic Background		
Low Income	180	30%
Middle Income	300	50%
High Income	120	20%

According to the above table male and female both genders represented equally in the sample overall, which leads to the achievement of gender equity in the study. In addition, 60 percent of the participants in the public institutions are from public institutions, while 40 percent of the participants are from private institutions, which mirrors the national level of student enrollment for educational institutions in Pakistan. Furthermore, most of participants are categorized as middle income, which may affect the level of motivation of these students based on their socioeconomic status and the degree to which they feel they are disadvantaged.

Descriptive Statistics

Variable	Mean	Standard Deviation
Intrinsic Motivation	3.87	0.75
Extrinsic Motivation	4.12	0.69
Self-Reported Proficiency	3.65	0.81

According to the above table, most of the students have more extrinsic motivation (M=4.12) to learn English than intrinsic motivation (M=3.87). The average (M=3.65) indicates a moderate perception of their proficiency in the English language among students. The standard deviation for this population reflects a high level of variation among student responses, indicating multiple levels of both motivation and proficiency for each student in the population.

Correlation Analysis

Variables	Correlation Coefficient (r)	Significance (p)
Intrinsic Motivation & Proficiency	0.54	< 0.001
Extrinsic Motivation & Proficiency	0.46	< 0.001

The motivation of students to study English has a great influence on the skill of the latter. The motivation may be either extrinsic (e.g. rewards) or intrinsic (e.g. the desire to learn). Students that are intrinsically motivated (r = 0.54) tend to achieve high English proficiency as compared to students who are extrinsically motivated (r =

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

0.46). Being intrinsically motivated also implies that students with an inner motivation to learn will learn more effectively and generate high achievement in terms of English proficiency. The values of the P-values made during the analysis were below 0.001, which means that there is a great statistically significant connection between motivation and English proficiency. Both internal and external measures of student assessments of motivation and proficiency in English have a positive correlation. So, when students possess a high degree of internal and external motivation tests, they will normally perform well in standardized tests of English.
Internal motivation correlation of r = 0.54 is larger compared to the external motivation correlation of r = 0.46, this indicates that students, who value learning English as a source of personal pleasure and/or growth, are bound to use English in an effective way. The analysis of the p-values showed that they were more than 0.001 and these correlations are statistically significant, which supports the validity of the findings.

Multiple Regression Analysis
A **multiple regression analysis** was conducted to assess the predictive power of motivational factors on English proficiency. The findings are detailed in the table below:

Predictor Variable	Beta Coefficient (β)	t-value	Significance (p)
Intrinsic Motivation	0.41	6.21	< 0.001
Extrinsic Motivation	0.32	4.85	< 0.001

$R^2 = 0.38$, Adjusted $R^2 = 0.37$
According to the regression model, the factors reviewed in this study explain 38 percent of the variance in English proficiency scores ($R^2 = 0.38$). There are various factors that influence English proficiency besides motivation. These additional factors include, for example, the quality of instruction or the number of hours spent working with English, as well as the strategies that students use to learn English.
When looking specifically at motivations, intrinsic motivation was found to have a stronger correlation to English proficiency scores than extrinsic motivation (β values of 0.41 vs. 0.32). That is, while there are certainly external (extrinsic) motivators for learning a language, it is important to recognize the role of a student's inner drive and desire to learn a language (intrinsic) when developing language skills. The statistical relationships between the predictor variables (intrinsic motivation, extrinsic motivation and English proficiency) are supported through their respective t values and levels of statistical significance.

Results of the ANOVA
To determine the differences in motivation levels among the various demographic categories, an ANOVA was performed; see the adjacent table for the results of this

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

analysis.:

Variable	F-value	Significance (p)
Gender & Motivation	3.91	0.048
University Type & Motivation	5.22	0.024

The analysis of results on gender and motivation show that gender has an effect on Motivation (p=0.048), whereas female learners show higher levels of motivation towards learning a second language intrinsically compared with male learners. This could potentially be due to females being generally more motivated to learn a second language than males.

The type of university and other types of variables that affect motivation also had significant results, with the type of university having a significant effect on Motivation (p=0.024). In this case participants from private universities had more extrinsic motivation than participants from public universities. The higher levels of extrinsic motivation among participants at private universities may relate to the increased focus on job connections and occupational expectations, as compared to those at public universities. **The** type of university also influences motivation (p = 0.024). Students attending private universities exhibit stronger extrinsic motivation, that increased career pressures and expectations within those institutions.

Visual Representations

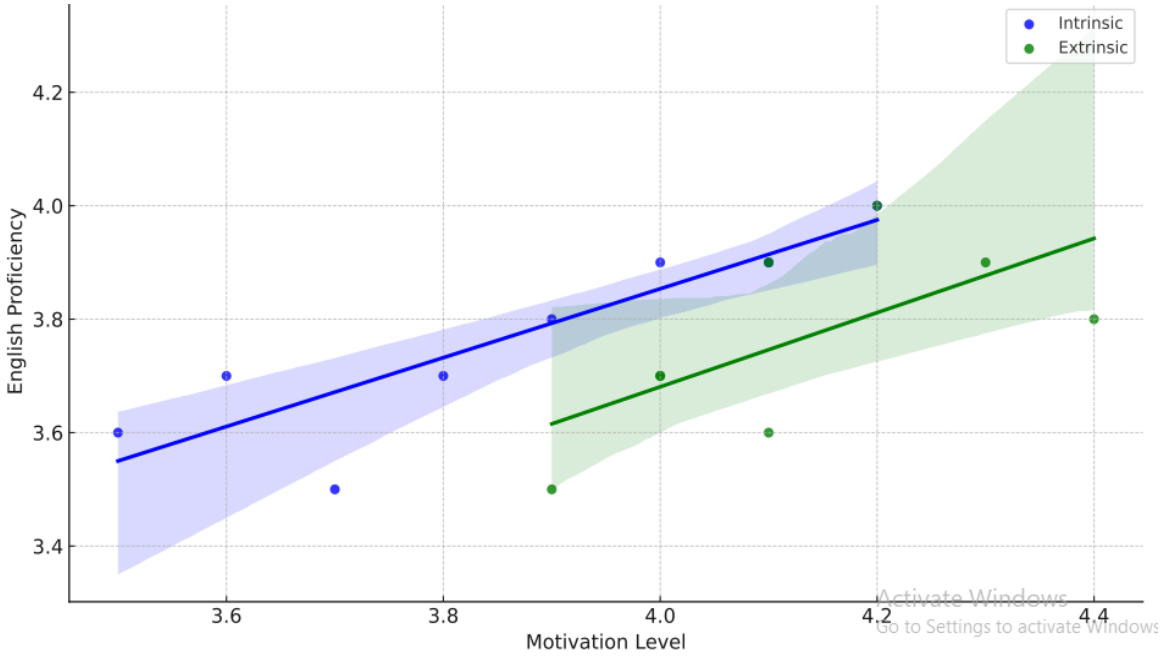

Figure 1: Relationship Between Motivation and English Proficiency

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

The scatter plot shows that there was a positive correlation between the level of motivation of individuals and the level of their English proficiency (i.e. higher motivation leads to higher levels of proficiency).

The results of this study show that motivational factors were the strongest predictors of language learning success for ESL learners.

The variance in the data due to other effects besides motivation indicates that there may be some degree of error in the measurement of motivational factors. Therefore, additional research is necessary to further identify what additional variables have an effect on learning a second language beyond motivational factors.

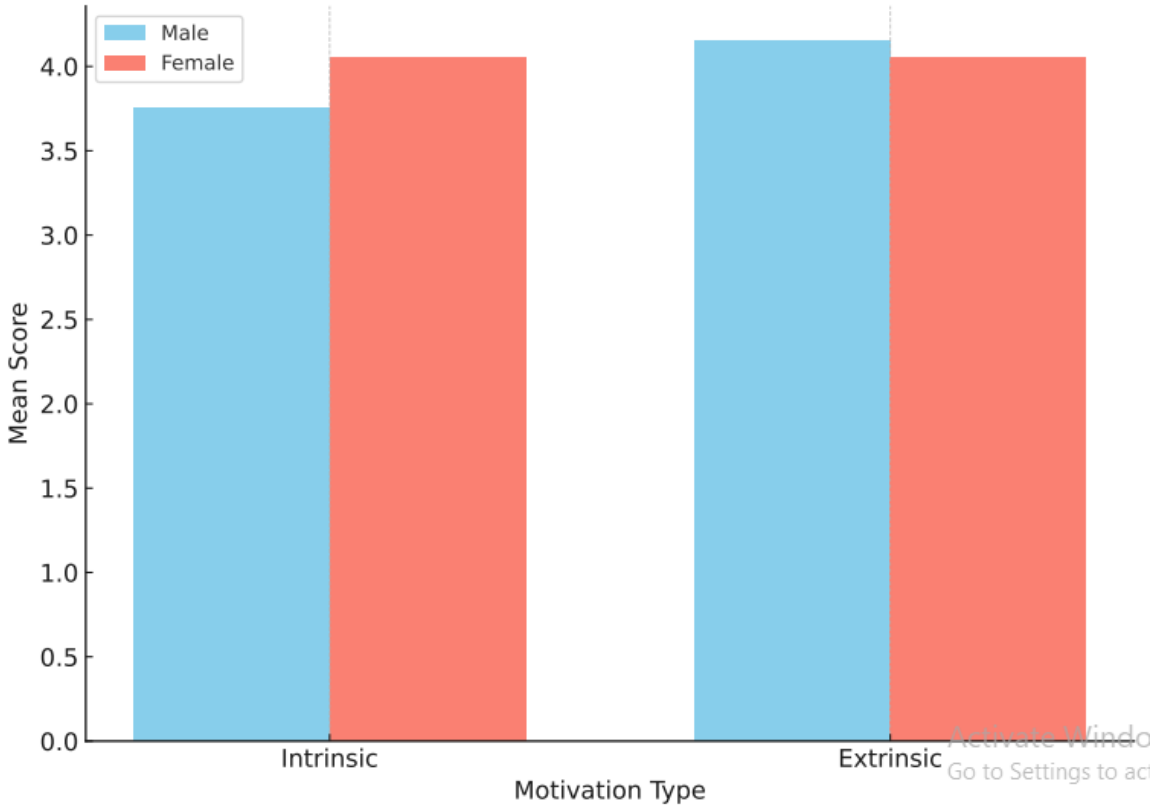

Figure 2: Differences in Motivation by Gender

The results of the bar graph indicate that students who identify as female demonstrate more intrinsic motivational characteristics than males. The results of the ANOVA analysis also supported this conclusion.

Male individuals generally show a stronger reliance on extrinsic motivators than females, probably related to social pressures to perform in the job market.

The results of this study also indicated that Intrinsic Motivation is a more significant factor affecting the language acquisition of ESL Learners in Pakistan than Extrinsic Motivation. However, the results of this study also suggest that even though Intrinsic Motivation has the most significant effect on language acquisition, Extrinsic Motivation is still a contributing factor to the process of language acquisition.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

Discussion

Levels of Intrinsic and Extrinsic Motivations

Descriptive statistics suggest that Pakistani ESL learners (M=4.12) tend to have a slightly higher level of extrinsic motivation than they do of intrinsic motivation (M=3.87). Therefore, many of the students who participate in this research study are mainly motivated by external rewards (such as education, employment or recognition from society) rather than enjoying the process of learning and using English. This finding is consistent with findings from previous studies on individuals from exam-oriented or job-oriented cultures where English serves primarily as a tool to fulfil the demands of education, work and society (Dörnyei & Ushioda 2011). In fact, the overall high intrinsic motivation of these individuals indicates that they view English to develop themselves personally and intellectually, which is a very positive outcome for teachers who are interested in promoting deeper and meaningful learning.

English Proficiency and Motivation

The results of the self-assessment indicate that students are moderately proficient (M=3.65). Using Spearman's Rho analysis, it was found that there were significant relationships between both intrinsic motivation (r=0.54) and extrinsic motivation (r=0.46) with respect to proficiency level: both types of motivation were significantly associated with the proficiency level of an individual student.

These results provide support for Krashen's (1982) "Affective Filter Hypothesis" and Deci & Ryan's (1985) "Self Determination Theory" in that students who have an emotional and cognitive investment in their foreign language studies tend to perform better than those who do not; the strength of the relationship between intrinsic motivation and proficiency level indicates that students who find value in learning English as a foreign language will be more likely to keep studying and achieving success in this area.

The role of motivation in predicting success

Motivation accounted for approximately 38% of variance in proficiency scores, with intrinsic motivation being a more significant predictor of success than extrinsic. This observation is in line with Noels et al. (2000) & Ushioda (2013) that note that intrinsic motivation will result in a more successful language learning than extrinsic. Even though extrinsic motivation can stimulate the initial interest in learning, intrinsic will be more sustainable and more successful than extrinsic. Influences to Motivation based on demographics.

Demographic Influences on Motivation

Gender Differences

The results showed that level of intrinsic motivation in female students relative to the male student is much more motivated ($p = 0.048$). This is in agreement with earlier studies which have indicated that women students are more likely to be more affections in their language acquisition (Oxford and Nyikos, 1989). In the case of male students, they are more dependent on external motivation; they can be explained by sociocultural expectations of men to find the jobs and to reach social milestones. These findings would suggest that although the male students will experience a

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

greater dependability on the external incentives, ESL classrooms can make value of establishing a motivation strategy that is observed to be gender sensitive and fosters the ratio of internally influenced engagement and externally offered career related incentives.

The Influence of Institutional Settings

The other notable conclusion was within the motivational disparity among students studying in the public and the private university ($p = 0.024$). Private university learners displayed higher levels of extrinsic motivation, which may be related to increased competitiveness, career expectations, and the higher incidence of exposure to English-medium instruction experienced by private university students.

These findings support earlier arguments regarding the issue of educational stratification in Pakistan, where better access to resources and better instruction create varying levels of motivation and different outcomes for students (Rahman, 2002; Mahboob, 2009). Therefore, an important conceptualization of motivation within the context of an institution must also consider the influence of pedagogical quality and socioeconomic opportunity on students.

The Role of Socio-Economic Background

In the Demographic Data collection, most participants (50%) in this sample were from a Middle-Class Income Sector. There has been significant prior Research (Norton, 2013; Chaudhry, 2017) showing that the Socio-Economic status of an individual directly impacts the availability of resources necessary for learning. The availability of English Language for exposure; directly influences one's future expectations related to Education Level and drives one's desire to become successful. It can be argued that individuals from Upper Class families may have been privileged enough to have a more Immersive Learning Environment and more Advanced Technology available for the learning process, whereas those from Low-Income families are generally limited to Formal Learning, thereby having a Higher Level of Intrinsic Motivation to succeed. This section has provided a large amount of information regarding the motivators that have affected English Language Proficiency Levels. These findings highlight the importance of motivation as a strong driver of success in language acquisition, especially intrinsic motivation. Cultural and environmental differences pertaining to gender, institutional types and socio-economic background demonstrate the need for multiple approaches to developing learning environments that will stimulate personal interests and meet the educational needs of all students. Therefore, next chapter will discuss how ESL educators in Pakistan, curriculum developers and policy makers can implement these results in tangible and actionable ways, as well as offer solutions to the shortcomings that currently exist.

Conclusion

The study clearly indicates that motivational factors have a large role in the acquisition of a second language. Intrinsic motivation was found to be highly correlated and significantly predictive of an individual's level of English proficiency, while extrinsic motivation has also had a role in predicting a learner's level of English

Online ISSN 3007-3197
Print ISSN 3007-3189

proficiency, with intrinsic motivation being the greater predictor of English proficiency among ALL groups studied. It indicates that learners who possess a strong personal interest in the English language because they find it interesting, enjoy thinking about it intellectually, or appreciate the culture associated with it that will likely achieve a higher proficiency level than will learners who are primarily motivated to learn English for external rewards (e.g., obtaining better grades, job opportunities, etc.).

In addition, demographic data revealed distinct differences among the motivation profiles of groups based on gender and institutional affiliation. Female learners were found to possess higher levels of intrinsic motivation than were male learners, while private institution learners were found to possess higher levels of extrinsic motivation compared with learners in public institutions. These differences reflect a substantial degree of the broader social, cultural, and educational dynamics that are a part of the Pakistan society, such as the highly stratified nature that characterizes the present educational system and the prevailing society's expectations concerning both the role of women and the role of occupation.

The current practices of ESL teachers in Pakistan show a lot of areas for improvement. In many classrooms, the emphasis is primarily on 'rote memorization' and 'excitement about tests', rather than developing communicative competence and having true engagement with students as learners. Therefore, motivation needs to be a central focus in designing instructional approaches that support students in becoming successful academically, as well as developing their long-term interest in learning and becoming self-directed learners. To summarize, motivation is not simply a factor that supports English language development, but rather, it will be the primary catalyst (driving force) for students in Pakistan to learn English as a second language. When the understanding of motivation is developed properly, and the use of it is harnessed in instructional approaches, the enhancement of the language outcomes of ESL students in Pakistan can be dramatically improved. To cope with the gap between the capabilities of ESL learners and their actual level of achievement, teachers, curriculum developers, and education decision makers must use teaching techniques that utilize both intrinsic and extrinsic motivators that are appropriate to the culture and socio-economic status of each learner. By recognizing that motivation is the basis of the Educational Experience for ESL Learners and using inclusive, strategic, and learner-managed methods of motivation, Pakistan will be able to equip its ESL learners with the language skills to succeed academically, in their careers, and engage globally in a way that will have an impact on their lives.

References

Chaudhry, M. A. (2017). Motivation and language learning strategies in English as a second language context: A case study of Pakistani university students. Pakistan Journal of Language Teaching and Research, 5(2), 23–35.

Chapelle, C. A. (2001). Computer applications in second language acquisition: Foundations for teaching, testing and research. Cambridge University Press.

Chomsky, N. (1965). Aspects of the theory of syntax. MIT Press.

Crystal, D. (2003). English as a global language (2nd ed.). Cambridge University Press.

Online ISSN 3007-3197
Print ISSN 3007-3189

Csizér, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. Language Learning, 55(4), 613–659. https://doi.org/10.1111/j.0023-8333.2005.00319.x

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum.

Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Lawrence Erlbaum Associates.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), Motivation, language identity and the L2 self (pp. 9–42). Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Routledge.

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. Edward Arnold.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning. Newbury House Publishers.

Graddol, D. (2006). English next: Why global English may mean the end of 'English as a foreign language'. British Council.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125–132.

Jamil, M., Urooj, T., & Muhammad, N. (2025). Fostering critical thinking in teacher education programs: Perceptions, practices, and challenges of teacher educators. ProScholar Insights, 4(3), 13-22.

Lai, C. (2013). A framework for developing self-directed technology use for language learning. Language Learning & Technology, 17(2), 100–122.

Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. Language Learning, 62(4), 997–1023.

Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.

MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. Language Learning, 41(4), 513–534.

Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. World Englishes, 28(2), 175–189.

Masgoret, A.-M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. Language Learning, 53(1), 123–163.

Naseer, H., Muhammad, Y., & Jamil, M. (2022). Critical thinking skills in Pakistan studies textbook: Qualitative content analysis. Pakistan Journal of Social Research, 4(3), 744-755.

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. Language Learning, 50(1), 57–85.

Noels, K. A., Clément, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. The Canadian Modern Language Review, 57(3), 424–442.

Norton, B. (2013). Identity and language learning: Extending the conversation (2nd

Online ISSN 3007-3197
Print ISSN 3007-3189

ed.). Multilingual Matters.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Newbury House Publishers.

Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. The Modern Language Journal, 73(3), 291–300.

Pennycook, A. (2017). The cultural politics of English as an international language. Routledge.

Piaget, J. (1972). Psychology and pedagogy. Viking Press.

Rahman, T. (1996). Language and politics in Pakistan. Oxford University Press.

Rahman, T. (2002). Language, ideology and power: Language learning among the Muslims of Pakistan and North India. Oxford University Press.

Rahman, T. (2004). Denizens of alien worlds: A study of education, inequality and polarization in Pakistan. Oxford University Press.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54–67.

Skinner, B. F. (1957). Verbal behavior. Appleton-Century-Crofts.

Ushioda, E. (2013). Motivation and ELT: Global issues and local concerns. In E. Ushioda (Ed.), International perspectives on motivation (pp. 1–17). Palgrave Macmillan.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation (pp. 13–39). Academic Press.