

Received : 10 January 2024, Accepted: 15 April 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.94>

Motivation towards Second Language (L2) Learning: A Study of L2 Motivation Approaches and Theories for L2 Learning Process

1. Dr. Naeem Fatima, Associate Professor, College of Flying PAF Academy Asghar Khan, Risalpur I. Email: fatimabeena1@gmail.com
2. Ayesha Aamer, Assistant Professor, Department of Basic Science, Dawood University of Engineering and Technology, Karachi.
3. Dr Nailah Riaz, HOD Department of English Language and Literature, University of Faisalabad, Pakistan. Email: nailah.riaz@tuf.edu.pk

Abstract

The study aims to understand the different approaches and theories of motivation in L2 (Second language) learning. The study is conducted to realize all those approaches and theories of L2 motivation that can influence L2 teaching and learning. The study is qualitative and based on a systematic review of previous research. The descriptive study can provide an in-depth understanding of approaches and theories of L2 motivation to reinforce a learner towards the L2 learning process. The study can support the L2 learning process so that the learners who intend to learn any language as L2 could get future directions. The study finds that the L2 learning process is essential for higher societal rewards and honour. Different cognitive, metacognitive, and socio-cultural aspects and classroom management of L2 motivation can be employed for learning all major languages, such as English, Chinese, Arabic, Spanish, Korean, etc., as a second language due to the scope of the languages.

Key Terms: Motivation, Second Language, L2 motivation, L2 Learning Process

1 Introduction

Motivation can be defined as goal-directed behavior in a person. Motivation is the underlining of the reasons, characterizing a person in invoking the willingness and violation for a specific type of work (Lai, 2011, p. 1). Motivation is derived from the word “motive,” which presents the reason. As a motive is a reason behind doing something, so this concept gives a person directions and behavior by influencing the person to perform specific actions. “Motivation” is a term that refers to an individual’s goals and ways of choosing plans by an individual and the methods

through which the individual changes their behavior to gain something. Gredler, Broussard, and Garrison (2004) expand the definition of “motivation” as the “directing attributes which let a person to do something or not (Gredler, Broussard, & Garrison, 2004).

Arnold et al. (1991) have defined three of the components of motivation: direction, effort, and persistence. Direction is the subject that a person tries to achieve, efforts are the set of ways of hard work to accomplish the objectives, and industry is the duration of trying to achieve the goals (Arnold, Robertson, & Cooper, 1991).

Ramzan et al. (2023) have confirmed there are not any significant statistical differences among ESL motivational gender levels language (L2) is the language that an individual learns other than the mother language. Chen and Ramzan (2024) have further stated that Facebook posts about learning English as a second language (L2) provide primary motivation for learners and promote their performance. Ramzan, & Alahmadi, (2024) have confirmed that technology task-based and culturally relevant framework implication is possible in ESL education. (Hudson, 2009). L2 learning is the complex phenomenon which based on different motives including personal prominence, career planning, need of time and future higher studies. In the literature on second language acquisition, many studies have distinguished between motivation in foreign and second language contexts (Dornyei, 1998)(Schmidt, 2001)). The foreign language learning setting refers to the language learning environment where the learners either do not have or have limited opportunities to interact with the target language community outside the classroom (Lee, 2014). In contrast, a second language learning setting means learning contexts where the target language is used for daily-life communication and is a dominant language of the country/in the context (Lee, 2014).

There is significant role of motivation in L2 learning process. Present study is based on literature review to understand role of motivational theories and metacognitive strategies in L2 learning process.

1.2 Statement of the Problem

Every language has a distinctive impact on learning attitude and motivation due to its vast usage and economic benefits. Learning L2 can lead to high social and economic benefits if the teacher, society, and inner motivational role could be higher. Motivation plays a vital role in learning a second language.

1.3 Research Objectives

- To understand the theories and approaches of L2 motivation.
- To understand the role of motivation towards the L2 learning process.
- To explore the different factors affecting motivation toward L2 learning.

1.4 Research Questions

1. How motivation can play a significant role in L2 learning?
2. Which factors can affect motivation toward L2 learning?

1.5 Significance of the Study

The study will help to understand the core aspects of motivation, different theories, metacognitive strategies, and their implications for a second language. The study will provide an overview of existing studies on the motivational impact on the L2 learning process in a changing global scenario. This study will present the motivational aspects and factors affecting motivation to learn a second language. Many languages have been neglected due to only research on learning English as a second language. However, the present study will provide new ways of thinking in which any other language can be inlaid and studied as a second language. Chinese, Arabic and many other languages are neglected, so the present study can help understand the motivation for the L2 learning process. Specific positive results can be achieved by applying the study to languages other than English.

2 Research Methodology

Present study is qualitative and based on a review of the literature. Levit, et al (2017) told that qualitative research is induced and explores the situational meanings and put insight in the given situation (Levitt, Motulsky, Wertz, Morrow, & Ponterotto, 2017). Literature review studies are those studies which are conducted based on secondary data (Nunn & Chang, 2020).

A literature review is the process of understanding the main aspects studied in past studies. This method helps to understand the existing research related to a particular topic. The literature review process requires synthesis through which the researcher elaborates on the main tenants and related aspects from similar studies.

3 Literature

3.1 Motivation and Orientation

Motivation is a complex concept that has been defined differently by researchers. Within the field of language education, Gardner (1985, 2010) proposes that motivation in language learning includes the desire to learn, the attitude to learn, and motivational intensity, which means the

effort exerted to learn the language (Gardner, 1985; Gardner, 2010). Dörnyei & Ushioda (2011) further elaborate that motivation is concerned with the choice of a particular action based on the decision, persuasion and willingness of accomplishment (Dörnyei & Ushioda, 2011, p. 4).

Gardner (1985) also distinguishes the concept of motivation from orientation, where he regarded orientation as “the overall aim, purpose, direction, and goal of the activity” (Gardner, C R, 2010, p. 16). This highlights that a language learner might possess a particular orientation without being motivated to learn the language (Gardner, 1985). The major distinction between orientation and motivation lies in the different phrases where orientation was considered an antecedent of motivation (Gardner, 1985).

Integrative orientation refers to an emotional identification with the target language culture, a cheerful disposition, and a desire to learn a language and interact with the target language community (Csizer & Dörnyei, 2005; Gardner, 2011). As noted by Dörnyei (1990), in a foreign language learning context, the learners might not have the opportunity to contact the target culture or people who speak the target language; thus, he introduces the Integrative Motivational Subsystem to analyze motivation within foreign language settings. Integrative Motivational Subsystem is the interest in a foreign language, e.g., cultures and people; a desire to broaden one’s views; and new challenges (Dörnyei, Z, 1990).

3.2 Cognitive Motivational Psychology

Not only the social-psychological perspective of motivation discussed above, the cognitive view in mainstream motivational psychology, such as intrinsic and extrinsic orientation, is also critical in language learning (Dörnyei & Ushioda, 2011). Deci and Ryan (2000) define *intrinsic motivation* as the internal curiosity and interest in learning a language, while extrinsic motivation means learning a language mainly because of external pressures or rewards (Ryan & Deci, 2000). There has been a tendency to consolidate the intrinsic/irrelevant orientation with the integrative/instrumental orientation to some extent since both inherent motivation and integrative motivation focus on personal interests, feelings, and attitudes (Ushioda, 2008). This may be false since a language learner might have strong integrative motivation but fail to obtain intrinsic pleasure from the learning experience (Schmidt & Savage, 1992).

Individual cognition also plays a vital role in motivation, and effective performance can be achieved. Porter and Lawler (1968) claim the cognitive theory of motivation, also known as the expectancy theory. This theory illustrates that efforts depend on the likelihood followed by rewards based on the worth of the prize. This theory suggests that there would be a sight between tips and effort while a bonus would be achievable and worthwhile (Porter & Lawler, 1968).

There are different theories of motivation which play important role in motivation process for different actions.

3.2.1 Need Theory of Motivation

Need Theory is also presented by Alderfer (1971) and describes the three types of fundamental needs, such as existence, relatedness, and growth needs, which lead to better performance (Alderfer, 1969).

3.2.2 Goal Theory of Motivation

The goals also remain a positive tool of motivation. Goal theory by Latham & Locke (1979) suggests that stimulation improves when individuals agree to the goals and receive feedback. This theory can provide a rationale for goal setting, management of performance, and feedback provision for effective results (Latham & Locke, 1979). Further, Adam (1965) proposed the quality theory of motivation, which describes that when individuals are given equity, they are better motivated, so their practices and performance can be better when they are given equality (Adam, 1965).

3.2.3 Social Learning Theory

In cognitive motivation perspectives, Bandura (1977) presented social learning theory, which focuses on the importance of psychological factors focusing on the goals, values, and ability to reach them (Bandura, 1977). Developmental practices, learning practices, and influential performance management can lead to better performance of an individual.

3.3 Approaches of L2 Motivation

L2 motivation approaches start from the former social-psychological approach to the socio-dynamic approach.

3.2.1 The Social-Psychological Approach

The first theory proposed in L2 motivation was based on the social-psychological approach, which was proposed by Gardner and Lambert in 1972. The ideas suggested that the process of L2 learning carries significant social and psychological aspects that motivate the learner to learn all other subjects. Gardner & Lambert (1972) proposed that L2 language learners not only learn the language but also adopt the social styles and behavior of the natives of the language (Gardner, C R; Lambert, E W, 1972). The role of the learner's perception of language culture and native speakers is essential, which motivates the learner to learn the language. The native culture of the language and the learners' attitude towards the culture, motivate the learners towards L2 learning and also affects language performance. Social-psychological theory tells that the attitude of the learner and the culture of language provide two types of motivation in L2 learning: integrative and instrumental motivation. The "integrative motivation" leads a learner to become an ethnolinguistic member of the L2 language group (Gardner & Lambert, 1972, p. 12),

while “instrumental motivation” leads toward the desire for social recognition of L2 linguistic groups for economic and language advantages (Gardner & Lambert, 1972, p. 14).

More specifically, the learners with more integrative motivation seem genuinely interested and intended towards the language and culture of L2. The learners want to be recognized as the targeted people’s members. On the other hand, the learner, who is instrumentally motivated, believes in the particularity of the language, better future opportunities, and the practical utility of L2. Comparatively, L2 learners who are integratively motivated can perform better in the L2 learning process than instrumentally motivated learners (Gardner, 1985).

Gardner (1985) proposed the Attitude/Motivation Test Battery (AMTB), an instrument for quantifying motivation. There are three subscales in this instrument to measure three constructs of the motion that collectively underlie the motivation of L2 learners: a) the intensity of motivation (which includes the efforts and the willingness of the learner), b) L2 Learning Attitude (which includes the enjoyment and the interest of the learner) and c) learning desire (which includes the personal want of L2 learning).

There are certain limitations in a socio-psychological model of L2 motivation. Gander (2010) said that this theoretical approach provides the general relationship of the masses rather than context-specific and individual advice for L2 teachers about motivating their students (Gardner, 2010).

3.2.2 The Cognitive Situated Approach

The Cognitive Situated Approach was proposed by Dörnyei (2005) due to curtailed limitations of The Social-Psychological Approach (Gardner & Lambert, 1972). Dörnyei (2005) named this theory a cognitive-situated approach in motivation research (Dörnyei, Z, 2005). There are two interrelated trends in this approach: a) the desire to incorporate the general educational and psychological domains in the L2 motivation analysis, and b) there is a need for shifting the motivational aspects from macro socio-psychological aspects to the more specific aspects of learning context. The learning in these motivational perspectives is more specific when considering the particular situation, such as course material, instructional methods, and the classroom environment. The most influential perspective is the ‘self-determination perspective,’ which proposes that higher motivation results in better learning outcomes. The involvement of learners in the decision-making process leads to self-determined goals and learning styles (Deci & Ryan, 1985). Another aspect of cognitive-situational theory is “self-efficacy,” which is one’s belief in one’s abilities in succession to L2 learning. A stronger belief can lead to a more motivated learner (Kruger & Clement, 1994). Weiner (1996) proposed that there is the significant role of “attributes” in motivating one toward L2 learning. It asserts that the L2 motivation learning process is shaped by the learners’ efforts and abilities toward learning L2 (Weiner, 1986).

There are certain limitations in this approach due to the characterization of motivation as this process remains for a short time (Boo, Dörnyei, & Ryan, 2015). There is no sufficient learning support in this approach for long-term and extended learning as the students have to learn the whole course (Dörnyei & Ushioda, 2011).

3.2.3 The Process-Oriented Approach

This approach relates to the attempt at learning, which deals with the temporal features of learning (Dörnyei, Z, 2003). This model was explicitly proposed by Dörnyei and Ottos (1998), which addresses that the L2 motivational experiences exist in three stages (Dörnyei, Z; Otto, I, 1998):

1. Pre-actional stage (choice motivation is featured here)
2. Actional stage (describing motivation execution)
3. Post-actional stage (evaluation of learning experiences of the learner)

According to Dörnyei & Ottos (1998, p. 47), certain aspects such as goal setting, information intentions, and enactment occur as the pre-active stage's sub-elements. On the other hand, subtask generation and its implementation, environmental support appraisal, ongoing progress, and the actual control mechanism are the subsequent actional stage elements. At the final stage, the orientation approach, goals achievements or action termination, causal attribution of results, and future action orientation inferences are the sub-parts of the post-actional process. Dörnyei & Ottos (1998) call all these actional processes "motivational influences" (Dörnyei & Otto, 1998, p. 47).

This approach is flexible as the learner and the teacher can distinguish the motivation for engagement in the L2 learning process from the sustaining aspects during the L2 learning process. Motivation to engage in the learning process is based on reason, decisions, and goals. In contrast, engagement during the motivation process is based on the reason for the learning environment—behavior and feelings (Dörnyei & Ushioda, 2011)). Dörnyei (2007) says that this process of pre-actional, actional, and post-actional stages provides helpful and systematic guidance for teachers to create motivation in teaching practices (Dörnyei, Z, 2007).

This model is vast as it incorporates other motivational concepts, such as instrumental motivation—integrative motivations, and actional stages, which also offer an extended research framework (Ellis, 2008).

The shortcoming of this approach is that it still deals with individual differences and provides sensitivity in the provision of reality (Al-Hoorie, 2018). Many researches are conducted only to study the relationship of motivation with the learning process. In contrast, the dynamic

complexity of the learning process with different factors is neglected, which shapes the individual's learning motivation process (Dörnyei & Ushioda, 2011).

3.2.4 The Socio-Dynamic Approach

The Socio-Dynamic Approach is the dynamic approach that not only deals with individual differences but is also an integral part of dynamic systems, which involves multiple factors as personal, social, and contextual (Ushioda, E, 2009). This approach dynamic “theorizing the L2 motivation in the global perspectives and language complexities; as reframing L2 motivation in the contemporary theories of identity and self (Dörnyei & Ushioda, 2011).

Dörnyei (2009) presented the concept of the “L2 Motivational Self System” (LMSS), which has the parentage basis in the theory of “Possible Selves” (Markus & Nurius, 1986) and Self-Discrepancy (Higgin, 1987) based on the needs of the learners. The “Ideal Self” concept is the central model that describes all those attributes an individual intends to possess, ideally as hopes, desires, and wishes. On the other hand, “Ought to Self” are all those attributes a learner would feel while in the learning process as a sense of obligations, duties, and responsibilities.

The principle in this theory is that one desire functions as the bridge for others and connects the “actual self” to the “future self,” serving as a great source of motivation. The third component in the bridge is L2 learning experiences, which motivate in a particular learning setting (Dörnyei, 2005, p. 16). Ushioda (2009) calls these motives the instructor's specific professional skills, profile and feedback nature, course grip and its specifics, learner's groups, and adopted material and teaching techniques.

3.3 Theories of L2 Motivation

Three major theories of L2 motivation are self-determination theory (SDT), Dörnyei's L2 motivation self-system (L2MSS), and Gardner's theory of motivation.

3.3.1 Self Determination Theory (SDT)

Self-determination Theory (SDT) originated from psychology and has been applied in different fields. The theory is distinctive as it addresses that the distinctive types of motivations are postulated depending on the continuous degree of self-determination or perceived locus of causality. The locus of causality is perceived to be internal to ourselves when an action is self-determined, and this action can be external when it is not. There are three basic needs of psychology through which the basic needs are fulfilled: autonomy, competence, and relatedness, which are inherent in humans (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 327).

Integrated regulation is the extrinsically autonomous motivation, but the actions remain by self. The intrinsic motivation is the most self-determined and considered and known as prototype

(Deci, Vallerand, Pelletier, & Ryan, 1991, p. 328) . The theory expresses that when a person is intrinsically motivated by the intended activity, it is undoubtedly performed and enjoyed. The purpose of the activity lies in the activity itself, so it is called intrinsic. The difference between intrinsic and extrinsic motivation is that when a person is extrinsically motivated, the action is performed because of outcomes, which are contingent upon them. There is the least self-determination in extrinsic motivation as external regulations are employed on self-determined integration and identified regulations. The most significant difference between these two types of states is the need for more international motivation. Self-determination has a universal approach as it carries an international form of action .

There had been shortcomings of socio-educational modal while L2 learnings o the researchers focused in L2 motivation. In the process of second language acquisition (SLA), the most appropriate model was developed in 1990s named as Self-Determinations Theory (Ryan & Deci, 2000). Principle of the theory was to set the individuation on the notion of autonomy. Central aspects of the theory were to produces intrinsic motivation as enjoyment and extrinsic motivation as guidance to reach towards the goal of L2 learning.

On the other hand, extrinsic motivation is heterogeneous, and external factors or impositions drive actions initiated by extrinsic motivation. Noels et al. (2000) adopted the Self-Determination Theory to understand the relationship between motivation and learning behavior (Noels, Pelletier, & Vallerand, 2001). Noels et, al. (2001), for instance, found that if their teachers cannot provide instructive input, students are less intrinsically motivated. Other researchers also use SDT methods to create relationships between motivation and second language attainment (Noels, Pelletier, & Vallerand, 2001) .

3.3.2 Dörnyei 's L2 Motivation Self-system (L2MSS)

L2 Motivational Self System (L2MSS) was proposed by Dornyei which was based on possible selves' philosophy and Higgin's Self-Discrepancy Theory (1987). There are three central constructs of Dörnyei's model: the ideal L2 self, L2 Self, and L2 learning experience.

1) The ideal L2 Self includes the linguistic-specific characteristics that a person would like to have. Based on the assumption of PS (1986) and the Self-Discrepancy Principle of Higgins (1987), Dornyei suggests that the disparity between the current status and the potential objectives gives impetus to work hard for second/foreign language learners to achieve their ambitions.

2.) The ought-to L2 self is closely related to Higgins's Self-Discrepancy Principle (1987). It is one's confidence in what he/she is obliged to become in the form of language learning. A language learner driven by the ought-to-L2 self would likely work hard because he/she wants to escape the potential negative results of failure to reach a certain degree of competence.

3) L2 teaching experience requires the mindset of learners towards their immediate approach, Second/foreign learning climate, such as their language teachers' effect, curriculum, and community of peers.

In Dörnyei's opinion, the ideal L2 self as a theoretical construct has a much higher capacity to clarify learners' motivations to learn the L2 than Gardner's integrative orientation. Integrativeness was conceived as a guiding force within the TL (Target Language) culture for learners to learn TL (as with most L2 learners in Canada). Globally, however, most L2 learners, particularly English learners, learn the TL within their first language community. The integrative variable seems to play little or no role as a motivating factor in such situations as learners are prepared to spend significant effort to learn a new language, not so much because they are eager to participate in social interactions with the L2 community or achieve membership in it, but because they are capable speakers of the TL in their idealized vision of their future selves. This also describes the essential position of learners' attitudes towards the speakers of L2. Dörnyei (2010) puts it this way: "It is hard to imagine that if the L2 is spoken by a community learner despise but learners can have a vivid Ideal L2 Self to apply them for L2 learning" (Dörnyei, 2010). In addition to the ideal L2, the ought-to-be self and the third central concept in Dörnyei's theory is the L2 learning experience (L2LE). Conceptually, the L2LE definition is somewhat different from the two self-guides. At the same time, the latter has a purely future orientation; the former discusses aspects of the here-and-now learning scenario, such as teacher, textbook, teaching technique, classroom atmosphere, and learner community dynamics. With that emphasis, the L2LE seems to overlap with Gardner's attitudes to the learning situation that plays a crucial role in deciding learners' learning experience in Dörnyei's (2009) view. The L2LE refers to the inspiration of the placed form of Christo Moskovsky et al., which is derived from learners' immediate experience of the L2 learning process. The two self-guides in Dörnyei's (2009) model, along with the L2L, correlate E with the expected learning efforts of learners.

3.3.3 Gardner's Theory of Motivation

Lambert and Gardner's seminal approach (1959) was developed to study L2 motivation which was further developed by Gardner as the socio-educational learning model (Gardner, 1985, p. 146). Gardner's model has been adopted to motivation in L2 learning process. The main aspects are described "Integrativeness" which belongs to the genuine interest of learner for L2 learning (Gardner, 2001). There is poor inclusiveness of learner in learning L2 culture or the various cultural groups. The theory tells that there would be strong choice and interest of the learner to learn L2 culture where L2 is spoken (Gardner, 2001). When a learner has positive attitude towards L2 learning then there the learner becomes receptive and learn language with effectiveness and positive attitude (Masgoret & Gardner, 2003). There is great relationship of target language and the language culture which can lead towards effective L2 learning. The essential aspects by Gardner is told that, if the learner has positive and intended attitude towards target language

culture then there can be effective L2 learning because in that community, the spoken language is considered as essential to speak (Gardner, 1985).

The socio-educational model was strictly criticized by the where the main focus is put as inclusiveness, primary structure of learning as culture learning, and the target language culture should be learning (Clement & Kruidenier, 1985). As the research was conducted in Canada so the researchers challenged. Secondly, the researchers described that second/foreign language cannot be learnt likely natives so there can be no constant interests of the learners in target language culture (Yashima, 2002).

3.3.4 Higgins (1987) 's theory of Self-Discrepancy

Higgins (1987) says that there is a self-discrepancy theory (SDT), and this theory has three main components: self-actualization, self-idealization, and self-ought. There are relations between these elements and the judgment of someone's personality, and these selves can be observed as follows:

- 1) Self-actualization is one's representation of someone's belief representation of attributes.
- 2) Self-idealization denotes liking the attributes that a person wants to have in the future.
- 3) Self-ought: These are the set of attributes that a person represents that he/she must have.

Higgins (1987) presented different type of SDs (Self-discrepancies) illustrating that the discrepancy selves (self-actualization, self-idealization, and self-ought) are significant in ways as these can predict the harmful types of emotions as results. There can be no positive outcomes in discrepancies between self-actualization and self-idealization. At the same time, these can link with dejection emotions such as dissatisfaction or disappointment in life. There is the presentation of adverse outcomes due to the gaps between self-actualization and self-ought, which could result from agitating emotions such as threats or fear. Given Dörnyei (2009), the main difference between SDT and PST is the constructions of the selves. PST has different facets, and there can be different selves' representations in SDT.

3.4 Related Studies

L2 motivation Self System (L2MSS) is widely used worldwide. Linguistic competency is the core objective in all aspects. L2 motion is a core need at the essential schooling level in Saudi Arabia (Mahmood & Ali, 2022).

Mahmood & Ali's (2022) research on the meta-analysis of L2 motivation in the Saudi context. The research was based on a review of the previous research conducted on the existence of L2 motivation. Research studies conducted from 2009 to 2021 were reviewed to understand the existence of motivation for the students. After critically analyzing the documents, it is found that intrinsic and extrinsic motivation exists in L2 learners of Saudi Arabia. The status of L2

motivation is integral in the students. However, it was found that there is a need for longitudinal studies for the school learners to produce motivational intensity for L2.

The study extensively discussed the level of motivation in university students. Research revealed that most of the studies are found at the university level, and the application of theories is included. The requirement of metacognitive strategies and planning can be indulging in the studies and the school level students. It can be justified that most of the studies are found regarding higher education for L2 motivation, while the neglected part is the school students, where motivation is highly needed. It shows that the research is conducted where the feasibility and convenience of the data availability is possible while the neglected essential stage can also prove effective results for the future.

A teacher is required to be equipped with the motivational techniques to motivate the L2 language learners. Motivational language teaching practices can enhance the teaching pedagogy of L2 teachers (My, 2021).

My (2021) research focused on major L2 motivation theories and their implication for classroom practices to motivate L2 language learners. The study revealed several L2 motivation theories and models in the literature, confusing a language teacher. Many difficulties and practices are encountered while practicing the motivational tools and adapting them for the research in selecting suitable methodological and theoretical frameworks. The research was conducted to determine the specific type of motivational techniques suitable for application in L2 classrooms after critically analyzing the features of major L2 motivational theories. The study found that motivation is the determinant factor, and literature still needs comprehensive frameworks for depicting L2 motivation, especially in learning languages other than English (LOTEs) context. The study acknowledges Dörnyei's lines that "*motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity*" (1998, p. 131).

The study reveals that the teachers teaching in the LOTE context require more comprehensive techniques to be adopted for language teaching.

It is clear that L2 motivation is essential in teaching and learning L2, but studies have revealed a lot of work on ESL rather than any other language. LOTEs require more comprehensive research and comprehensive testing of tools and models for extracting refined techniques. It also describes that globally, English is recognized as L2 while primary languages such as Chinese, Arabic, Spanish, etc. are neglected. It also describes the language monopoly of the English language in the field of research through which only English is presented as the language of development, reward, and advancement.

Pronunciation is an integral part of the L2 language learning process. Effectively received pronunciation (RP) of any learner can also depend on motivation (Martin, 2023).

Martin (2023) conducted experimental research on motivation in computer-assisted pronunciation online and face-to-face environments. The study was conducted to find the relationship between online and face-to-face learning environments through a 12-question survey. A sample of 28 participants online and 49 face-to-face (F2F) was adopted for research to learn the German language's pronunciation as L2. At the beginning of the study, they were made into two groups:

- The experimental and control group
- The motivation-given group
- The non-motivation-given group

The findings show that trained received pronunciation is better than that of those who were not prepared. The study suggested that there is a significant influence on gains in accent than incomprehensibility. The study also indicated that the teachers would be equipped to be motivated to teach L2 pronunciation.

Received pronunciation and motivation are interlinked with the effect of training and motivation. It reflects that training and motivation are compulsory for effective articulation. The role of reason must be addressed.

Direction plays an essential role in orienting practical results based on motivation. Motivation can only be executed with goal-directed actions (NimishaBeri, 2018).

NimishaBeri (2018) made a meta-analysis on group cohesion, motivation, and self-confidence in L2 classes. The study examined the relationship between cohesion, inspiration, and self-confidence with L2 motivation. The study was based on the literature review, and the findings show that L2 learners are interested in learning an L2 or foreign language for many reasons. Still, the most important thing is the learner's objectives. The most important thing is to maintain the proper interest and motivation of the learner by equipping the classroom with appropriate ways and methods of learning and motivation. As the research was based on the meta-analysis, it showed that three variables affect foreign language learners. The performance of the learner is dependent on the essential and efficient way of motivation, as the primary determinant in foreign language learning is motivation. The belief in self-confidence leads toward the target language achievement. It makes the learner active and motivated towards language classroom participation. The teacher's and L2 learner's assessments are essential in L2 learning. Most importantly, the collaborative and cooperative practices in the L2 learning process maintain motivation. To gain the best results, peer interaction, small groups, assessment groups, and

discussion groups would be made in L2 language learning classes to maintain intrinsic and extrinsic motivation.

Meta-analysis of the literature shows that three aspects are fundamental to maintaining the students' motivation: ways and methods of classroom engagement, L2 learners' goals, and collaborative and cooperative practices. It reflects that the students would be engaged from beginning to end, which includes classroom engagement, maintaining the students' interest, and provisions of such an L2 learning environment that support motivation through engagement with other learners to achieve better results.

L2 motivation is necessary for L2 learning, and different mechanisms of theories and models play essential roles in motivating L2 learners. Besides L2 motivation, certain factors play a significant role in demotivating L2 learners (Ali, Samad, & Iqbal, 2021).

Ali, Samad, & Iqbal (2021) researched the refueling of L2 learners' motivation. The study was conducted in the context of Pakistan in Khyber Pakhtunkhwa Province of Pakistan. The study's objective was to understand the demotivating factors that existed in L2 learners. Twenty undergraduate students were selected as the study's sample, and semi-structured interviews were conducted to understand the existence of L2 demotivation factors. The study applied the thematic analysis to understand the province's core aspects and elements of demotivation. The study found that the teachers are friendly and cooperative, and there is a social learning environment in the L2 learning classroom in the College of Sciences and Technology. Particular focus is paid to building L2 confidence, error analysis, anxiety-reducing process, and learners' demotivation towards learning L2. It was also found that the learners were quietly familiar with and understood L2 learning for their academic, personal, and actional growth and development. The study revealed that the Pakistani context possesses several factors that demotivate L2 learners. These factors included the culture and resilience status of Pakistan. The study suggested that there is a need to demotivate L2 learners through more strategies, including the use of technology, assessments, and awards. Providing a more collaborative environment of learning and teaching methods is the demotivating factor that can present resistance against demotivating factors during L2 learning.

Through the study, it can be justified that meta-cognitive strategies play a vital role in enhancing L2 motivation while certain factors can demotivate the culture. These can include culture and opinions about L2. Considering the L2 motivation system, it can be justified that the learners would be equipped with the demotivating factors and learning environment, and the change of teaching strategies can be an effective source of demotivation of the students.

The L2 motivation system is not a new phenomenon, yet it has classical and modern theories of manipulation as well. To understand L2 motivation, extensive studies are needed to understand the actual grounds of inspiration (Luo, 2023).

Luo (2023) explored the development of L2 motivation. The study was based on the qualitative approach. The study described that the most crucial topic in L2 learning is L2 motivation, which has a long history. Plenty of studies have been conducted, but the main focus has been on one or two models; therefore, the studies needed to provide an overview of the development of the L2 motivation L2 learning process. The study reviewed the four phases presented by Dörnyei, which include the periods of psychology, cognitive-situated, process-oriented, and social dynamics. It was concluded in the study that L2 motivation research is important and distinguished for L2 learning. There are certain aspects in this regard that would be considered while doing research and applying the theories. Gardner and Lambert, as the pioneers of L2 motivation, suggest that learning contexts, temporal directions, and self-identities are significant for L2 learning. There is a high relationship between mainstream psychology and L2 motivation theory evaluations. The study revealed that mainstream psychology substantially impacts the socio-psychological, cognitive, and socio-dynamic phases that Dörnyei proposes. Although many of the studies have been conducted, these lack the empirical verifications of Dörnyei's models, which require more extensive research in the future. The study suggested emerging technologies can be vital in enhancing learners' interests and motivation levels for L2 learning.

It is clear that L2 motivation is not a new phenomenon, yet it has historical roots. The study found that Gardner and Lambert initiated the concept of L2 motivation. At the same time, mainstream psychology has a psychological theory, while there is a lack and deficiency of DMC (Direct Motivation Currents) in empirical verification in Dörnyei's process-oriented model. The questions that arise in this regard are the emergence of mainstream L2 motivation and the role of technology in motivation enhancement in learners. It can be extracted that the field of L2 motivation can be further expanded due to the emergence of technology, which requires new methods and approaches of analysis, keeping in view the components and mainstream of psychology.

The significant role of motivation must be addressed in high scores and achievements while L2 learning. L2 is a challenging activity that requires specific tools of engagement and performance, including reason (STAMENKOVSKA, KÁLMÁN, & GYORI , 2022).

Stamenkovska, Kálmán, & Gyori (2022) tested Hungarian students' L2 motivation self-system (L2MSS). The objective of the study was to understand the motivational disposition of international students learning a foreign language in a Hungry context. They revealed that many of the studies have been conducted extensively in Hungry, but no study has been conducted to test the motivational disposition of international students.

L2MSS was tested on 34 international students learning Hungarian or English as a foreign language. The scale of Taguchi, Magid, and Papi (2009) consisted of nine scales was adopted. The study describes that the scale measures the L2 ideal, L2 ought-to self, influential learning, and environmental impact on the L2 learning experience to understand the motives of international students about foreign language learning. The study revealed that learners were influenced and motivated by the foreign language community. Linear regression analysis was conducted, which showed that the prediction of intrinsic and extrinsic motivation can be justified by motivated learning behavior. There was a significant difference between male and female L2 learners as well. The study revealed that intercultural communication between learners could be far more helpful in enhancing L2 motivation, and learning outcomes can be far better for L2 learners.

L2MSS is a broad term encompassing a wide range of implications for language learning (Al-Hoorie, 2018). Ali H. Al-Hoorie (2018) extensively researched the meta-analysis of the L2 motivation self-system. The research was based on the review of the literature, which included 39 research reports, 39 samples of writings, and 32,078 language learners on whom the meta-analysis was conducted. The study was conducted to understand the components of motivation implied in L2 learning. After making a meta-analysis, the results showed that significant predictors are L2MSS, which includes the ideal L2 self, the ought to L2 self, and the L2 learning experience, which showed that these are also significant predictors of intended efforts.

On the other hand, the weak predictor is found in the objective measures of achievements. The heterogeneity was also observed in the correlation of the components of L2MSS. The study further stated that substantial wording overlaps and intended efforts play a vital role in a relationship with L2 learning.

It reflects that the most significant component of L2MSS is “intended effort,” which includes the self-system of the learner, which functions as the driving force and leads towards the objectives. Intended efforts can be based on the validity and the awarding of the aspects that can lead towards achieving L2. According to the study, the main focus would be the creation of intended efforts of L2 learners for effective L2 learning.

Despite much research conducted on L2MSS, several aspects require special attention (Ling-xia, 2019).

Ling-xia (2019) did a literature review study of L2MSS. The study said that the L2 learning motivations are the dominant aspects of L2MSS. The study was conducted to understand the verification of L2MSS, the relationship between L2 learning and L2MSS, including the learning attitude and behaviors of the learners, influencing factors of L2MSS, and the L2MSS theory development process. The study concluded that L2MSS is the dominant factor in L2MSS. There

can be many pedagogical implications and the admission for conceptual innovation in this field. The core aspect is the lack of a proper definition of the core concepts of L2MSS, which could lead toward the self-system of intended efforts.

The study presents that gap that the components need to be truly defined, which shows that the intended efforts of the students and L2 learners depend on all those factors that can lead towards the actual construction of conceptual frameworks.

Gender differences and parent's education have an excellent impact on L2 motivation. Besides gender differences and the parent's education, age factors are also widely researched in L2 motivation (Shahbaz, Islam, & Malik, 2017).

Shahbaz, Islam, & Malik (2017) researched gender differences and parent's education in L2 motivation shaping in the Pakistani context. The study aimed to understand the gender-specific differences and the effects of parent's education on L2 motivation. A selected sample of 547 enrolled first-year college students to understand the complex scenario of L2 motivation. The study expressed that previous studies have been taken to demonstrate that boys have less intrinsic and extrinsic motivation than girls. The study found that there would be robust intrinsic and extrinsic motivation tools that would drive boys to L2 learning. The study found that the girls have high intrinsic and extrinsic motivation due to their L2 self-images. The studies found that boys' interest in foreign language learning and cultural attractions significantly correlate with L2 motivation.

The study also found that parents' education directly and indirectly impacts L2 motivation. The study also found that socioeconomic factors and culture can change trends. Intrinsic motivation can be far better as the boys seem more inclined towards the community and the culture of L2. This shows that the global language culture and international mind approach can lead to effective L2 learning. There can be a strong relationship between L2 learners if the learners employ the international system of thinking. The study finds that boys and girls have an almost equal interest in learning, which shows no gender difference in L2 learning in L2 learners. The study recommends that teachers adopt a balanced approach and methodology in language teaching and learning. Positive communication between parents and teachers can also lead to compelling language motivation because parents can change the behavior and motivation level of the learners. Notably, educated parents can be well aware of the cognitive and meta-cognitive strategies of L2 learning so their children can receive a great deal of interest in L2. Still, it also does not mean that the parents who have less education, their children cannot learn L2. The teachers are responsible for enhancing language teaching and learning strategies. At the same time, the policymakers would implement such policies so that the learners would be equipped with more L2 motivation.

It can be justified that both male and female L2 learners can have strong motivation, while the differences occur due to the preferences and the approaches of the learning intentions. The role of belief is of high significance. Gender differences have no significant impact on L2 learning as a learner's life and objectives are the same. On the other hand, it is found that the role of the teacher is of high significance, making the students more equipped with learning material and learning strategies.

Ideal L2 self plays a vital role in Self-motivation for communication willingness (Šafranĳ, Gojkov-Rajić, & Bogdanović, 2021). L2 learners' self-ideals reinforce communication in L2.

Šafranĳ, Gojkov-Rajić, & Bogdanović (2021) made studying the willingness of L2 learners due to their ideal L2 self as the self-motivation factor. The study was based on the heuristic L2MSS to calculate the degree of motivation, which can be regarded as the perfect L2 self-system and could differentiate between the actual thinking of L2 learners. Three hundred thirty-six students were taken as the study's sample, and a predictor variable was adopted as Ideal L2 Self. Gender, time spent learning English or engram, and the student's residential status were considered moderator variables for target language speaking. Dörnyei and Taguchi's systematic non-experimental observation survey method was adopted in the research. Cronbach's alpha was calculated to understand the reliability of the sample, while McCroskey's questionnaire was adopted to understand the students' willingness. The study found that though motivation is a complex research phenomenon, the ideal L2 self can lead toward heuristic motivation. To avoid the complex phenomenon of the research and perfect the L2 self, two of the constructs would be made as obligations that the individual would comply with while the commitments that the experts elaborate on. The study suggested that the L2 learning experience would also be kept in concern so that the model design of L2 learning and practices could be possible.

Learning objectives and obligations matter a lot in the L2 learning process. The responsibilities of self, elaborated by the experts, should be considered in arising heuristic L2 motivation. The study said that the learning practices and learning experiences matter a lot. Many researchers have presented different aspects of the learning styles and motivation relationship in the field where the gap exists.

Self-determination is the theory of motivation that can lead to the high achievement of L2 (Al-Hoorie, Oga-Baldwin, Hiver, & Vitta, 2022).

Al-Hoorie, Oga-Baldwin, Hiver, & Vitta (2022) conducted a systematic review to understand the self-determination mini theories in L2 learning. The study reviewed all those studies taken in the last three decades. The study revealed that SDT is the most influential theory in the L2 learning process. Many mini ideas are generated through SDT, such as organism integration theory, cognitive evaluation theory, psychological need-based theory, goal-oriented theory, casual

orientation theory, and relationship orientation theory. A systematic review of the research studies was presented in the research. The study showed that there had been a presentation of mini ideas, while many of the concepts needed to be represented or demonstrated more in the studies. The study elaborated that power is much discussed in the language education system in broader domains. At the same time, a strong hypothesis and embracing new methods are still needed in the studies. SDT proposes the self-liberation in L2 learning. The need in the research studies is the technical use of inspirational tools to offer the students the actionable strategies of classroom building, potential nurturing of language proficiency, and basic needs of the language learning process.

The research shows that the intrinsic power of the learner matters a lot in the language-learning process. L2 learning highly depends on the student's self-determination, an inherent ability that reinforces L2 learning. Attractive classrooms and strategic language teaching can also lead to practical knowledge.

4 Discussion

Motivation is not something that reinforces or directs a person towards certain actions, yet it is the set of directing attributes which checks, stops, performs or to do some actions. The essential aspect of L2 learning is L2 motivation. Many researches have been conducted in the past years to minimize the students' difficulty in learning a second language. The socio-psychological model proposed by Gardner & Lambert (1972) is known as the most influential model of the study in which there is an L2 motivation theoretical framework. The researchers explored the aspects from the Canadian context's perspectives to know the model's effectiveness. The study measures the tendency and results of instrumental or integrative motivation usage. Considering the instrumental motivations as an essential tool, it was kept to measure the academic, political, social, and material gains through learning L2 (Gardner, C R; Lambert, E W, 1972).

Well-motivated people are engaged in discretionary behavior, believing in the scope and flexibility of the behavior. The behavior is modified with two types of motivations: extrinsic and intrinsic motivation. Deci & Ryan (1985) proposed the self-determination theory in which these two types are explored. These types are due to the reason and goals of actions (Deci, L E; Ryan, M R, 1985). Intrinsic motivation arises in individuals through self-generated actors that influence the behavior, which includes the form of work, its importance, interests, and challenges for achieving the autonomy degree of actions, achieving opportunities, advancement, and development and scope of abilities and skills by performing certain types of activity. This type of motivation is only based on competent needs and self-determination of choice and actions (Deci, L E; Ryan, M R, 1985). Job, design of role, and role of performance can be the factors that enhance intrinsic motivation. Katz (1964) said there would be sufficient varieties, complexities, challenges, and skills to engage the individual's abilities. Ryan & Stiller (1991) say that intrinsic

motivation is the natural wellspring of achievement and the learning process, which is systematically a catalyst by parents and teachers for the learner (Ryan & Stiller, 1991).

Extrinsic motivation is the direction and Reinforcement of external factors such as people, rewards, promotions, punishment, and criticism (Deci, L E; Ryan, M R, 1985). The external factors can be parents, teachers, surroundings, rewards, or discipline to escape something.

Reinforcement is an essential aspect of motivation that leads to completing the actions. Hull (1951) presented the motivational theory of Reinforcement, which expands the motivational process. This theory views the gained experience as arising from the satisfaction of perceiving other actions as achievable, which other people do not achieve. Repetition of successful actions leads to completing that task in which others fail (Hull, 1951). The implication of this theory is in the sense of positive feedback provision for effective behavior while performing actions.

Needs are the factors that also motivate a person to achieve something better. Maslow (1954) presented the theory of Needs, which discusses the hierarchy of needs. The emergence of higher needs only takes place when lower-level needs are satisfied. The order of needs is based on five needs as: physiological needs, safety needs, social needs, stemmed needs, and self-fulfillment needs. There is less concern for a motivator in this regard, but the continuous focus on the needs of the learner or an individual can lead to better performance (Maslo, 1954).

Specific theories help understand motivation's meanings and its implications for better performance. The foremost approach in this regard was Taylor's theory of Instrumentality, which presents that if an individual performs such an action, then completing this activity will lead towards the other work in case of direct impact of reward and punishment on the performance. The compelling motivation in this regard of learning can be rewarding and praising the performance in the sense of certification.

Several advantages are there of Dörnyei's LMSS under the socio-dynamic approach as an individual's self-system is considered a complex system and considered to have a relationship with the social and contextual factors, which include the experiences of learning, obligation senses, and state of responsibility. Orton (2009) pointed out that there is open conceptualization in this concept. It is the horizon for the research on the individual differences where the blended state is of cognitive, and affective dimensions. These are studied as interrelated concepts in L2 motivation (Orten, 2009). It can be said that the main argument of Dörnyei's theory concerns explaining motivation in terms of the interplay of the two self-guides and the L2LE of the learners. L2MSS-related research has most frequently examined the relationship between the three primary constructs of the theory (especially the self-guides) and the expected learning efforts of the learners, as discussed in the following section (ILEs). However, while Dörnyei (2009) considered the expected learning efforts of learners to be predictive of their professional

levels, Dornyei or other supporters of his theory did not conclusively determine the influence of self-guides and the L2LE on actual L2 achievement. It can probably be seen as a confirmation of the self-guides as motivating powers, more so than the integrative variable or other variables, to demonstrate that the self-guides correlate with, and even predict, ILE. SLA is essentially about accomplishment, that is, reaching an acceptable proficiency in the TL. The actual test for the theory lies in the self-guides' ability to predict the achievement of L2. The current study was explicitly planned to explore this possibility.

Through applying L2 learning external regulations, "the satisfied results are obtained, or the external demand is fulfilled, which is socially constructed (Deci, L E; Ryan, M R, 2002, p. 17). An example can be that when a person is externally motivated regarding L2 learning, the objective remains to be passed to eliminate the feeling of shame or guilt. On the other hand, a self-determined L2 learner achieves the goals that are kept personally meaningful. Noels (2001) said that past studies elaborate that identified regulations are easily discussable (p. 111), while in many of the research, the integrated variable is omitted in questionnaires (Hiromori, 2006b).

Gardner (1985) views that L2 learning can be effective if the target language culture is gained. Becoming part of the target language culture, L2 can be effectively gained as the language is essentially spoken. There can be different aspects in the target language can be as of women too. There can be gender discrepancies have occurred in the interdependence way in the target language culture (Gabriel & Gardner, 1999). There can be arguments that men have higher interdependency in the collective culture while females lack it mostly. These can be observed in sports teams, students' fraternities, and business organizations. Men are more driven and act like the driven community while women may have interrelation interdependent suggesting that interpersonal relationships are more concerned in this regard. As women can have more profound relationships in adopting the culture so sustained interpersonal relationships are lacking, while interdependency in the target language community (Gabriel & Gardner, 1999). There can be close relationships in developing the different construct forms (Cross & Madson, 1997), so it cannot be said that interpersonal relationships do not affect the circumstances. Indeed, the target language cultural people are more concerned in facilitating the learners while interdependence so they create and develop social relationships.

Possible selves and the intended efforts of the learners can play essential role in language learning. Self-discrepancy Theory in this regard address the certain aspects. Alternatively, drawing on concepts from possible selves (Markus & Nurius, 1986) and the theory of self-discrepancy (Higgins, 1987), Dornyei (2009) posits two possible selves, the 'ideal L2 self' and the 'thought-to L2 self.' The source of the ideal self is from within the person; it is the product of the individual's aspirations. It is a picture of an ideal future self that combines any positive trait the person wants, such as wealth, satisfaction, achievement, accomplishment, and TL competence, in the case of L2 learners. On the other hand, the ought-to-self is a mixture of

features necessary to allow us to live up to what is expected. The source of the ought-to-self is outside the person, a reflection of what others expect to see in this individual. It can be viewed as a result of the views of those who constitute the social atmosphere of the person (family, friends, etc.). That said, while not originating from within the individual, the ought-to-self-image can be gradually internalized and can feed into the ideal self of that person at some point (Dornyei, 2009). *Motivation* can be defined as the individual's drive to reconcile his/her authentic self with the ideal and the ought-to-self within this self-framework (Higgins, 1987).

5 Conclusion

In contrast to popular belief, motivation is not an external force that pushes people to do specific things; instead, it is a collection of internal qualities that influence whether or not they act. One definition of motivation is “goal-directed behavior in a person.” Individuals' intrinsic motivation comes from within and manifests itself in a variety of ways; these include the nature of the work, the significance of the work, the interests and challenges associated with the work, the opportunities and advancement available to them, and the extent to which their abilities and skill sets have been developed and expanded through the course of their actions. Competent needs and the ability to choose and act independently are the sole foundations of this motivation. Parental or pedagogical influences, environmental factors, and incentives or punishments for avoiding something are all examples of external causes. Students are required to actively participate in the learning activities when this sort of motivation is used.

5.1 Findings

Once basic wants are met, then more complex needs can arise. The five essential human wants—physiological, safety, sociability, stemmed, and self-fulfillment—form the basis of Maslow's hierarchy of requirements. Continuously focusing on the needs of the learner or individual can lead to higher performance, although there is less concern about a motivator in this regard.

Since students of a second language may not always have access to native speakers or cultural resources, he proposes the Integrative Motivational Subsystem as a tool for studying intrinsic motivation in such contexts. Interest in learning a new language, culture, and people, openness to new ideas and perspectives, and a thirst for adventure make up the integrative motivational subsystem.

Because a person learning a new language may have high levels of integrative motivation but low levels of intrinsic motivation, this may only sometimes be the case.

In the field of L2 motivation, researches at the university level predominates, and theory application is a common theme. Academic success at the secondary level depends on students' ability to engage in metacognitive planning and strategy development. It is reasonable to assume

that much research on second language motivation has focused on university students, ignoring the vast majority of pupils in 12 who could benefit significantly from such interventions. The study is carried out in areas where data is easily accessible and practical, ignoring a crucial stage that could yield better results in the future.

More in-depth studies and testing of models and tools for extracting improved approaches are needed in the LOTEs field. It goes on to say that English is considered a second language worldwide, while essential languages like Spanish, Arabic, and Chinese are ignored. It explains how English has become the de facto language of business, education, and government due to its monopoly in scientific inquiry.

There is a correlation between the impact of training and motivation on both received pronunciation and explanation. Pronunciation that is both accurate and engaging requires training and drive. You can't discount the importance of inspiration.

Methods and strategies for classroom engagement, goals for second language learners, and collaborative and cooperative practices are three factors that, according to a meta-analysis of the research, are crucial to keeping students motivated. The students will be actively involved from start to finish, which includes classroom activities, keeping their interest, and providing a second language learning environment that motivates them to engage with other learners for better results.

Meta-cognitive methods can play an essential role in boosting motivation for a second language. Culture and ideas regarding L2 are examples of such things. In light of the dual language incentive system, it stands to reason that students would be exposed to demotivating elements in the classroom and that a shift in instructional approaches could serve as an additional demotivating force.

5.2 Recommendations

- Motivation is essential, so cognitive and metacognitive strategies should be adopted during L2 teaching and learning.
- It is only possible for some learners to be part of the target language culture, so classroom management should be effectively managed for effective L2 learning.
- Possible selves, future goals, attractive rewards, parents and teachers can play an essential role in motivating a learner towards L2 learning.
- Cultural issues can be minimized when the rewarding scenario is presented before the students regarding their future.
- Presenting L2 as the language of growth and development can lead towards effective L2 learning.

- More and higher targets can only be achieved by the student's willingness, so the students should be prepared before learning L2.
- The desire to be broadened can also lead effectively towards the L2 learning process.
- L2 should have Integrativeness so that the learner's feelings and desires are attracted to it.
- Targets while L2 learning should be achievable for motivation.
- Giving equal opportunity to learners can enhance their readiness towards L2 learning.
- Social cognition of L2 also plays an integral role in attracting it.
- L2 attributes would be attractive for students so that learners would put their abilities and efforts towards learning it.
- Choice, description, and experience of L2 should be familiar for the learners to prepare for learning.
- Systematic guidance by teachers and role play by parents can play a profound motivational role in leading them towards effective L2 learning.
- Creating a sense of obligation, duties, and responsibilities can also influence L2 learning.
- Feasible and usable teaching material can also enhance L2 motivation.
- Universalization approaches should be implemented for L2 learning as a motivational tool.
- Self-determination, social cognition and socio-educational aspects are integral to L2 motivation.

5.3 Gap for Future Research

Much of the research is conducted on university students regarding L2 motivation. The study can also be performed in languages other than English, such as Chinese, Korean, Arabic, etc. Experimental research can be conducted to understand the degree of motivation on both intrinsic and extrinsic motivation measurements. The study can also be undertaken to understand the influence of intrinsic and extrinsic motivation on students' L2 learning process. There can also be research to understand the existence of possible selves and the intended efforts of L2 learners to propose solutions for an adequate language learning process. Cognitive strategies, metacognitive strategies, social learning environments, classroom management, parental roles, and other variables, as well as their role in motivating students for L2 learning, can also be searched.

There are certain limitations to every approach and theory of the L2 learning process. Still, many studies and the views of experts are available to propose solutions for hurdles in L2 migration. The need is to jointly make them systematically enlist and present so that the states and the stakeholders of the L2 learning and teaching process could gain directions.

References

- Adam, S. J. (1965). Inequity in Social Exchange. *Advances in Experimental Social Psychology*, 2, 167-299.
- Alderfer, P. C. (1969). An Empirical Test of a New Theory of Human Needs. *Organizational Behaviour and Human Performance*, 4, 142-175.
- Al-Hoorie, A. H., Oga-Baldwin, W. Q., Hiver, P., & Vitta, J. P. (2022). Self-Determination Mini-Theories in Second Language Learning: A Systematic Review of Three Decades of Research. *Language Teaching Research*, 1-66.
doi:<https://doi.org/10.1177/13621688221102686>
- Al-Hoorie, H. A. (2018). The 12 motivational selfsystem: a meta-analysis. *Study Second Language Learning Teaching*, 8, 721–754.
- Ali, D. M., Samad, D. A., & Iqbal, M. (2021). Re-Fueling L2 learners' Motivation: Exploring ESL Undergraduate Learners' Perceptions about the Re-Motivating Factors of a Public Sector University in Pakistan. The Qualitative Approach. *JRSP*, 58(1), 180-190.
- Arnold, G., Robertson, T. I., & Cooper, L. C. (1991). *Work Psychology*. London: Pitman.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: understanding a publication surge and a changing landscape. *System*, 55, 145-157.
- Chen, Z. Ramzan, M. (2024). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning *International Journal of English Language and Literature Studies*, 12(3), 123-138.
- Clement, R., & Kruidenier, B. G. (1985). Aptitude, Attitude and Motivation in Second Language Proficiency: A Test Of Clement's Model. *Journal of Language and Social Psychology*, 4(1), 21-37.
- Cross, E. S., & Madson, L. (1997). Models of the self: Self-construals and gender. *Psychological Bulletin*, 122(1), 5-37.
- Csizer, K., & Dörnyei, Z. (2005). The Internal Structure of Language Learning Motivation and Its Relationship with Language Choice and Learning Effort. *Modern Language Journal*, i, 19-36.
- Deci, L E; Ryan, M R. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Berlin: Springer Science & Business Media.
- Deci, L E; Ryan, M R. (2002). An Overview of Self –Determination Theory: Organismic-Dialectical Perspective. In L. E. Deci, & M. R. Ryan, *Handbook of self-Determination Research* (pp. 3-33). New York: The University of Rochester Press.
- Deci, L. E., Vallerand, J. R., Pelletier, G. L., & Ryan, M. R. (1991). Motivation in education: The self-determination perspective. *Educational Psychology*, 26, 325-346.

- Dorney, Z. (2010). *as cited in Motivation Techniques Used by English Language Teachers*. Retrieved December 20, 2023, from <https://elibrary.tucl.edu.np/bitstream/123456789/11181/2/chapter.pdf>
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language. *Language Learning*, 40, 45-78.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: advances in theory, research, and applications. *Language Learning*, 53, 3-32.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Cambridge Journal*, 31, 117-135.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Dörnyei, Z; Otto, I. (1998). Motivation in Action: A Process Model of L2 Motivation. *Working Papers in Applied Linguistics*, 4, 43-69.
- Ellis, C. N. (2008). Usage-based and form-focused language acquisition: The associative learning of constructions, learned attention, and the limited L2 endstate. In P. Robinson, & C. N. Ellis, *Handbook of cognitive linguistics and second language acquisition* (pp. 372-405). Routledge/Taylor & Francis Group.
- Gabriel, S., & Gardner, L. W. (1999). Are there "his" and "hers" types of interdependence? The implications of gender differences in collective versus relational interdependence for affect, behavior, and cognition. *Journal of Per Soc Psychology*, 77(3), 642-655.
- Gardner, C R. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang Publishing.
- Gardner, C R; Lambert, E W. (1972). *Attitudes and motivation in second language learning*. Rowley: MA: Newbury House.
- Gardner, C R; Lambert, E W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- Gardner, C. R. (1985). *Social psychology and second language learning: The roles of attitudes and motivation*. Baltimore, MD: Edward Arnold Publishers.
- Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, New York.
- Gardner, L. F. (2001). Applied sport psychology in professional sports: The team psychologist. *Professional Psychology: Research and Practice*, 31(1), 34-39.
- Gredler, E. M., Broussard, C. S., & Garrison, B. M. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary School Aged Children. *Family and Consumer Sciences Research Journal*, 33(1), 106-120.

- Higgins, T. E. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319-340.
- Hiromori, T. (2006b). The Effect of Educational Intervention on L2 learner's motivational development. *JACET Bulletin*, 43, 1-14.
- Hudson, T. (2009). Teaching Second Language Reading. *ELT Journal*, 63(1), 89-91.
- Hull, L. C. (1951). *Essentials of behavior*. Yale University Press.
- Kruger, J., & Clement, W. R. (1994). The truly false consensus effect: An ineradicable and egocentric bias in social perception. *Journal of Personality and Social Psychology*, 67(4), 596-610.
- Lai, R. E. (2011). *Collaboration: A Literature Review (Rep.)*. Pearson.
- Latham, P. G., & Locke, A. E. (1979). Goal Setting—A Motivational Technique That Works. *Organizational Dynamics*, 8, 68-80.
- Lee, E. J. (2014). Motivation, investment, and identity in English language development: A longitudinal case study. *Elsevier*, 42, 440-450.
- Levitt, M. H., Motulsky, L. S., Wertz, J. F., Morrow, L. S., & Ponterotto, G. L. (2017). Recommendations for Designing and Reviewing Qualitative Research in Psychology: Promoting Methodological Integrity. *Qualitative Psychology*, 4(1), 2–22.
- Ling-xia, Z. (2019). Literature Review on Second Language Motivational Self System. *Frontiers in Educational Research*, 2(7), 56-60.
- Luo, L. (2023). Exploring the Development of Second Language Motivation. In M. e. al, *ICLAHD* (pp. 425-434). ASSEHR.
- Mahmood, D. R., & Ali, J. K. (2022). A META-ANALYSIS OF RESEARCH ON L2 MOTIVATION IN SAUDI ARABIAN CONTEXT. *Harf-e-Sukhan*, 6(1), 127-142.
- Martin, I. A. (2023). Motivation in computer-assisted pronunciation training: Online and face-to-face environments. *Language Learning & Technology*, 27(1), 1-21.
- Masgoret, M. A., & Gardner, C. R. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning*, 53(1), 123–163.
- Maslo, H. A. (1954). *Motivation and personality*. Harpers.
- My, T. T. (2021). MOTIVATING SECOND LANGUAGE LEARNERS: FROM MAJOR L2 MOTIVATION THEORIES TO IMPLICATIONS FOR L2 CLASSROOM PRACTICE AND RESEARCH. *VNU Journal of Foreign Studies*, 37(1), 55-65.
- NimishaBeri, D. (2018). GROUP COHESION, MOTIVATION AND SELF-CONFIDENCE IN L2 CLASSES: A META-ANALYSIS. *International Refereed Journal of Reviews and Research*, 6(2), 10-25.
- Noels, K. A., Pelletier, L. G., & Vallerand, R. J. (2001). *Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory*. University of Quebec at Montreal.

- Nunn, J., & Chang, S. (2020). What are Systematic Reviews? *WikiJournal of Medicine*, 7(1), 1-11.
- Orten, J. (2009). East goes West. In J. Lo-Bianco, *China and English: Globalisation and the dilemmas of identity* (pp. 271-293). Bristol, UK: Multilingual Matters.
- Porter, W. L., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Home wood , Illinois : Irwin-Dorsey.
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212
- Ramzan, M.& Alahmadi, A. (2024). The Effect of Syntax Instruction on the Development of Complex Sentences in ESL Writing, *World Journal of English Language* 14(4),25-32.
<https://doi.org/10.5430/wjel.v14n4p25>
- Ryan, M. R., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. In R. P. Pintrich, & M. L. Maechr, *Advances in motivation and achievement* (pp. 115-149). Greenwich, CT: JAI Press.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychology Association*, 55(1), 68-78.
- Šafranĳ, J., Gojkov-Rajić, A., & Bogdanović, V. (2021). The Ideal L2 Self as a Factor of Self-Motivation in Willingness to Communicate. *International Journal of Cognitive Research in Science*, 9(2), 189-202.
- Schmidt, R. (2001). MOTIVATION, STRATEGY USE, AND PEDAGOGICAL PREFERENCES IN FOREIGN LANGUAGE LEARNING. In Z. Dörnyei, & R. Schmidt, *Motivation and second language acquisition* (pp. 313-359). University of Hawaii, Second Language Teaching and Curriculum Center.
- Schmidt, R., & Savage, W. (1992). Challenge, skill and motivation. *PASSA*, 14, 14-28.
- Shahbaz, M., Islam, M., & Malik, M. A. (2017). Role of Gender Differences and Parents' Education in Shaping L2 Motivation of Pakistani Students. *Journal of Research and Reflections in Education*, 1(2), 210-223.
- STAMENKOVSKA, T., KÁLMÁN, C., & GYORI, J. G. (2022). The motivational disposition of international students learning foreign languages in Hungary: Testing the L2 motivation self system in the Hungarian context. *Journal of Adult Learning, Knowledge and Innovation*, 5(2), 101–110.
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self, and identity. In Z. Dörnyei, & E. Ushioda, *Motivation, Language Identity and the L2 Self* (pp. 215-228). Clevedon, UK: Multilingual Matters.

- Ushioda, E. (2008). Motivation and Good Language Learners. In C. Griffiths, *Lesson from Good Language Learners* (pp. 9-34). Cambridge: Cambridge University Press.
- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer-Verlag.
- Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *The Modern Language Journal*, 86, 54-66.