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Araştırma Makalesi/ Research Article

## Unveiling the Dynamics of Motivation Factors and their Role in Sustainable ESL Learning: A Study in Second Language Acquisition

**Motivasyon Faktörlerinin Dinamiklerini ve Sürdürülebilir ESL Öğrenimindeki Rollerini Ortaya Çıkarmak: İkinci Dil Edinimi Üzerine Bir Araştırma**

### Abstract

This research aims to identify the motivation types of second language learners (SLLs) and to determine motivation factors that influence second language acquisition (SLA). The purpose of the study is to investigate how SLLs' motivation affects their learning process and how learners' different circumstances can affect that motivation. Participants' status ranged from students and undergraduates to employed and postgraduates; however, the majority were Egyptian students. A questionnaire was used as the primary instrument to collect data. Results indicate that the most prominent type of motivation is the intrinsic followed by the integrative, instrumental, and finally, the least prominent, extrinsic motivation. Moreover, motivational factors, such as a healthy learning environment and useful resources greatly affect a learner's motivation in SLL; the factor of teacher's attitude towards the SL also has an impact on motivation in a strong way although seemingly not as vital as the previous two. Relationships are also perceived to either have a positive or neutral effect on second language learning for a person, indicating that the modern-day students and undergraduates value a relationship that supports their personal, professional, and relationship lives. It is recommended that language instructors should employ motivation type detection strategies to identify and cater for the different motivation types. They should also provide a healthy learning environment with proper and ample learning materials and activities to ensure a successful language learning process that would contribute to achievement of the sustainable development goals in education.

**Anahtar Kelimeler:** Motivation Types, Motivation Factors, Second Language Acquisition, Sustainable Learning.

### Öz

Bu araştırma, ikinci dil öğrenenlerin (SLL) motivasyon türlerini belirlemeyi ve motivasyon faktörlerinin ikinci dil edinimindeki motivasyonu etkileyip etkilemediğini belirlemeyi amaçlamaktadır. Çalışmanın amacı SLL'lerin motivasyonunun öğrenme sürecini nasıl etkilediğini ve öğrencilerin farklı koşullarının bu motivasyonu nasıl etkileyebileceğini araştırmaktır. Katılımcıların statüsü öğrencilerden lisans öğrencilerine, çalışan ve lisansüstü öğrencilere kadar değişiyordu. Ancak ankete katılanların çoğunluğu Mısırlı öğrenciler veya lisans öğrencileriydi. Veri toplamak için birincil araç olarak anket kullanılmıştır. Sonuçlar, en belirgin motivasyon türünün içsel motivasyon olduğunu, ardından bütünlendirici, araçsal ve son olarak en az öne çıkan dışsal motivasyon olduğunu göstermektedir. Dahası, sağlıklı bir ortam ve iyi öğrenme materyalleri gibi motivasyon faktörleri öğrencinin SLL'deki motivasyonunu büyük ölçüde etkiler; Öğretmenin SL'ye karşı tutumu faktörünün de motivasyon üzerinde güçlü bir etkisi vardır, ancak görünüşte önceki ikisi kadar hayati değildir. İlişkilerin aynı zamanda bir kişinin ikinci dil öğrenimi üzerinde olumlu ya da nötr bir etkiye sahip olduğu algılanıyor; bu da günümüz öğrencilerinin ve lisans öğrencilerinin kişisel, profesyonel ve ilişki yaşamlarını destekleyen bir ilişkiye değer verdiklerini gösteriyor. Dil öğretmenlerinin, farklı motivasyon türlerini tanımlamak ve bunlara hitap etmek için motivasyon türü tespit stratejilerini kullanması önerilir. Eğitimde sürdürülebilir kalkınma hedeflerine ulaşılmasına katkı sağlayacak başarılı bir dil öğrenme süreci sağlamak için uygun ve yeterli öğrenme materyalleri ve etkinlikleriyle sağlıklı bir öğrenme ortamı da sağlanmalıdır.

**Keywords:** Motivasyon Türleri, Motivasyon Faktörleri, İkinci Dil Edinimi, Sürdürülebilir Öğrenme.

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## Introduction

As the world evolves and countries become more interdependent and as cultures intermingle between citizens of different ethnicities through media, learning EFL and ESL has become a must. More individuals from different nations work on building bridges that would facilitate communication, business and foster deeper understanding of cultures – which are among the goals of sustainable development and sustainable education (De la Fuente, 2022). English is viewed as the universal language as Rao (2019) stated “English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world...”. Mastering an international global language is indispensable for young learners and novice researchers who are willing to communicate with individuals from all over the world and stay updated in an era of rapid globalization (Sun, 2019). In the Middle East, English is lingua franca that many aspire to master (Prasangani, 2015). This is why research in second language teaching and learning is highly interested in the critical set of factors under the umbrella term “individual differences” which are paramount to ensuring proper and better SLL. These factors include age, aptitude, and motivation. In order to address students’ needs, teachers must take into consideration their individual differences. Motivation is one consequential aspect, as it can determine whether a student is willing to and will continue learning the language effectively or not (Dörnyei, 2014; Kootstra and Starren, 2015).

While some learn a Second Language (SL) because they believe it will help them in their career and future, others do so because they feel a desire to integrate themselves into the culture of the language’s country (Dörnyei, & Ushioda, 2009). On the contrary, some people learn a SL only because it is part of a curriculum they are forced to study and are bound to their desire for short-term rewards like higher grades or praise from instructors while others learn it because they simply want to and feel more confident when doing so. Of course, these four types of language learners must be distinguished. This highlights how individual differences, particularly in motivation, play a crucial role in driving people to learn a second language. Not only that but the environment in which the second language is taught and the instructional materials utilized for Second Language Learners (SLLs) are among some pivotal motivational factors influencing the performance and progress of individuals in learning the SL (Lightbown and Spada, 2000). In this research, these different types of motivation and motivational factors are investigated to explore how they affect the process of language learning. The researchers have employed questions that inquired about the effect of the motivational factors on learners and about all four types of motivation, namely, intrinsic, extrinsic, integrative, and instrumental.

## Significance and scope of the study

According to Michael Rost (2006, as cited in Anjomshoa & Sadighi, 2015), motivation has been labelled as the “neglected heart” of teaching. Although it is as precious and vital in a student’s second language learning process as a heart to a body, it is often met with negligence, which causes hindrances and could even highly affect the student’s attitude towards the language. This is why teachers of second language learners must acknowledge the value and importance of motivation to their students.



This will not only cause fewer drawbacks in class but also fasten the process of learning for students as motivation is perhaps one of the most important elements in the process of second language learning. According to Ali Seven (2020, p.62), "It is considered as an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language's vocabulary, pronunciation, grammar, and the four basic skills of the language" (p.62). Therefore, research relevant to this topic needs to be done in order to raise awareness of the importance of motivation in the process of language learning and to help them better understand their students' motivation types to tailor their classes accordingly (Yu, Wang, & Liu, 2022).

### **Theoretical Background**

This research work is based on Deci and Ryan's Self-determination Theory of Motivation (1985; 2000) and Gardner's socio-educational model (2010). According to Deci and Ryan, there are two types of motivation extrinsic and intrinsic motivation. Extrinsic motivation refers to when individuals change their behaviour "based on external sources" and accommodate with the demands of the surrounding environment so that they receive external rewards or appreciation. These sources can be represented in the assessment criteria, evaluations of employees, rewards, respect and honours. However, intrinsic motivation is an inner drive that inspires individuals to act in specific manners which include morals, interests, and core values. On the other hand, intrinsic motivation comes from within. There are internal drives that inspire us to behave in certain ways, including our core values, our interests, and our personal sense of morality (Ryan & Deci, 2008; Ackerman, 2018).

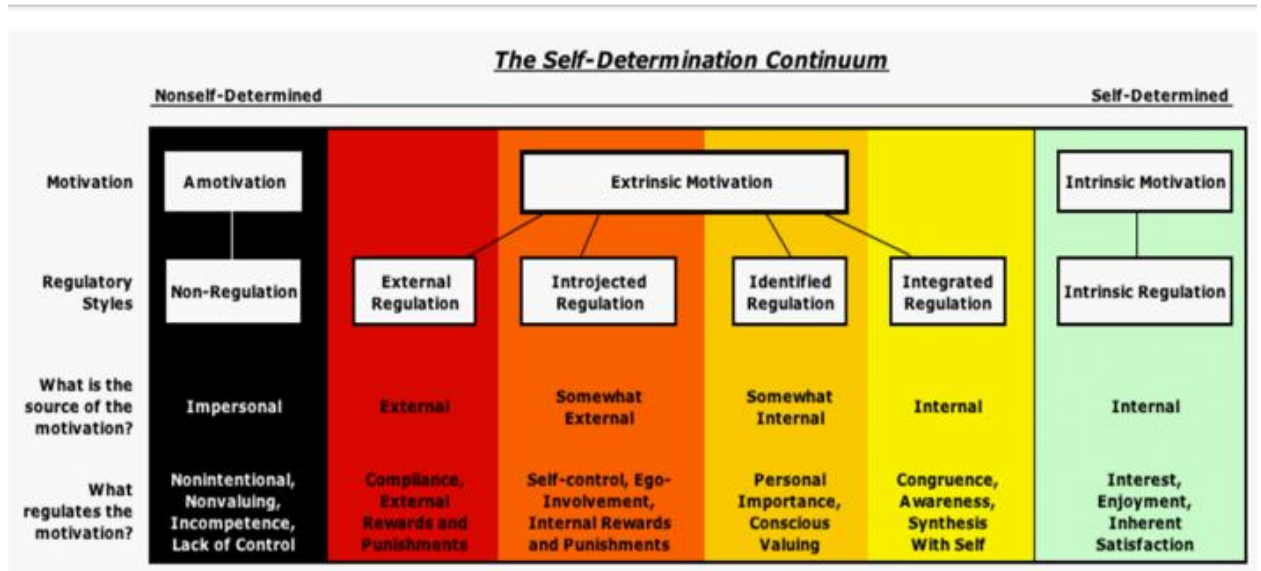
Both intrinsic and extrinsic motivation may appear totally different from each other since intrinsic motivation aligns with individuals' values while extrinsic motivation aligns with achievement of goals that should meet the expectations set by others. Nevertheless, Ryan and Deci (2008) highlighted another significant division which they explained in their Self-Determination theory: autonomous motivation and controlled motivation. As shown in Figure 1, autonomous motivation includes internal and external sources that are related to people who would like to "identify with an activity's value and how it aligns with their sense of self" (Ackernam, 2018, n.d.). Controlled motivation consists of "external regulation" which pushes individuals to behave in a certain manner to either receive external rewards or to avoid punishment.

The second theory is Gardner's socio-educational model. Gardner discussed three criteria that affect SLLs' motivation: affective responses to learning the foreign or second language (Attitude); determination and persistence (Motivational intensity) and finally, the willingness to learn the SL (Desire). These three criteria or behavioural features can easily be attributed to a motivated individual. Further, in Gardner's theory, attitudes toward the learning situation and integrativeness with the community are the major supports for motivation, though, under some circumstances, instrumentality - expecting positive outcome - could also have the same purpose. The third theory is Krashen's Affective Filter Hypothesis (1982) which states that motivation, self-confidence, and anxiety are three variables that affect SLL. Learners' emotions can either promote learning a new language or interferes negatively in the learning process.



**Figure 1**

Self-Determination Theory (Ackerman, 2018, n.d.). Based on Ryan & Deci (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78



### Review of Literature

Second language learning is a process of language learning that follows first language acquisition (Kootstra and Starren, 2015). Some learn a second language only because it is part of a curriculum and only because they are obliged to, while others foresee the benefit of SLL in the long run on their personal and professional lives. Several studies were conducted to investigate the effect of learners; individual differences and motivation on SLA. Findings of previous research showed how significant motivation is in promoting SLA. For instance, in Pakistan, Ahmed, Aftab and Yaqoob (2015) found that the motivation of the female undergraduates was affected by the classroom environment, student-centred teaching, self-confidence, self-value, appreciation and reward, and teacher’s passion. Students mainly had only extrinsic or instrumental motivations towards learning English as a second language. Most of these results also coincide with Krashen’s affective filter hypothesis as lack of support and negative rapport with the teacher affected students’ motivation negatively. SLLs in Sri Lanka, significantly related their L2 ideal self to their social goals which again shows that instrumental and extrinsic motivation were more influential than intrinsic motivation. Students hoped to be fluent in the language and this is probably because prestigious job opportunities require candidates with very good English Language skills (Prasangani, 2015).

Moreover, integrative and instrumental motivations in EFL learning was investigated in Iran (Vaezi, 2008). Students had higher levels of instrumental motivation rather than integrative; there are insufficient interactions with native speakers of the language. Results illustrated that most of students do not assume that

Americans or British are friendly. However, their motivation to learn English increased after entering university as they became more aware of the uses of English, hence wanting to learn it to benefit from it in their social and work lives, which further supports the high levels of instrumental motivation. Yu, Wang, & Liu, (2022) studied the relationship between EFL and burnout among undergraduate Chinese students besides the moderating role of maladaptive Emotion Regulation Strategies (ERS). Results of the questionnaire displayed a high association between motivation and burnout, wherein when a student has more motivation to learn the language, the less likely he or she is to have burnout. This is significant to the study of motivation in EFL for it proves that when teachers provide and incorporate different types of motivations within the class, not only are the students more likely to perform better in learning the language in the short term, but also are less likely to be burned out in the future when dealing or using the EFL.

In deductive research conducted in 2020 by Bećirović and Hurić, age was investigated as a factor that affected motivation of ESL learners. Participants were from different age groups. Results showed that Younger students were more excited about exploring and learning a new language and were highly motivated, whereas older students were less motivated as they have adequate knowledge of English. Yet, they revealed more instrumental motivation -due to their recognition of the language's importance- like a desire to enhance career horizons. This highlights the role of teachers to incorporate age-adequate pedagogical strategies that would cater to learner's different needs to achieve better learning outcomes. To conclude, different types of motivation and external factors can impact EFL and ESL learners' potentials to learn the SL. Language teachers attitudes and teaching methods, and classroom activities play a key role in nurturing SLLs motivation and increase their desire to learn it. Therefore, the purpose of conducting this study is to explore how second language learners' motivation affects their learning process and how different circumstances of different people can affect that motivation. The following are the research questions:

1. What types of motivation are most likely to affect second language learners' learning process?
2. What are the factors that may affect learners' motivation to learn the second language?

### **Research Methodology**

The study followed the non-experimental quantitative research design by using a well-organized questionnaire. The questionnaire was designed exclusively for SLLs from different nationalities, following convenient sampling procedures as the questionnaire was piloted to networks on three social media platforms; it was also shared with students in two private universities in Egypt via emails and WhatsApp groups (Cohen, Manion and Morisson, 2000). Criteria for participants' selection included diverse age groups, both genders, and different cultural backgrounds. Because the study was being conducted in Cairo, Egypt, the data predominantly represented Egyptian participants, although contributions from East Asia, America, and the Gulf area were also present.

The questionnaire has 19 questions that are split under three sections. The first section was about participants' background information, such as, age, gender, marital



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status, where they acquired their second language, their level in the second language, and their job status - whether they were students or undergraduates or post-graduates or employed or not. The second section was about the factors that affected the second language learners' learning process. The third was mainly focusing on types of motivation that affected the SLLs' learning process, specifically types that significantly affected their learning process the most. Respondents were granted anonymity by not being required to share their names nor personal contact information.

Statistical and verbal descriptions were used in order to explicate the collected data (See Appendix). Data was collected from 110 participants from different countries. They were of different ages, marital status, gender, and job status, and all signed a consent form to participate in the study. Furthermore, the questionnaire was conducted to be acquainted with motivation and its impact upon SLLs in the learning process. The frequencies of responses were calculated to find the percentages to record and discuss them in the following section.

### Results & Discussion

In this section, the research findings are analysed and discussed. First, the questionnaire's reliability and validity are discussed, followed by the analysis and discussion of the findings related to the research questions. To check the reliability, the coefficient " Cronbach's Alpha ( $\alpha$ ) " is used as the statistical test. The stability coefficient for the total sample is (0.812), which indicates that there is a high degree of persistence of the study sample. This was reflected in its impact on the validity of the participants' responses that represents the square root of the reliability coefficient and was found to be equal (0.901).

The reliability agreements ranged between (0.753, 0.840), which is greater than (0.07), and this is reflected greatly on the credibility; i.e., the ability to rely on these measures (See Table 1).

| <b>Table 1</b>  |                    |                 |
|---|--------------------|-----------------|
| <i>Questionnaire's Dimensions</i>   | <i>Reliability</i> | <i>Validity</i> |
| 7-Are you mostly motivated to learn your second language?   | 0.817              | 0.903           |
| 9-Does a healthy learning environment increase your motivation to learn a second language? (Friendliness, praise, quiet, etc.)  | 0.753              | 0.867           |
| 10-Does your teacher's attitude towards the second language increase your motivation?   | 0.789              | 0.888           |
| 11-Are rewards like prizes and praise your main source of motivation in learning your second language?                          | 0.774              | 0.879           |
| 12-Is earning a promotion, a better job, or a long-term reward your main source of motivation in learning your second language? | 0.823              | 0.907           |



|   |              |              |
|---|--------------|--------------|
| 13-Is being a part of a culture, people, or lifestyle your main source of motivation in learning your second language?  | 0.758        | 0.870        |
| 14-Are personal rewards like raising your self-confidence and self-esteem and gaining more knowledge your main source of motivation in learning your second language? | 0.792        | 0.889        |
| 16- Do the materials used in your second language learning affect your motivation? (diversity of topics, various activities, videos, homework, etc.)                  | 0.840        | 0.916        |
| 18- If you are married, does it affect your motivation to learn your second language? (do not answer if you are not married)  | 0.826        | 0.908        |
| 19- If you are engaged, does it affect your motivation to learn your second language? (do not answer if you are not engaged)  | 0.778        | 0.882        |
| <b>Total sample</b>   | <b>0.812</b> | <b>0.901</b> |

After close inspection and analysis of the results from the collected data in the questionnaire, the main motivation types of the respondents were clearly identified and the motivational factors have been analyzed to show how significant or insignificant they are in affecting second language learning.

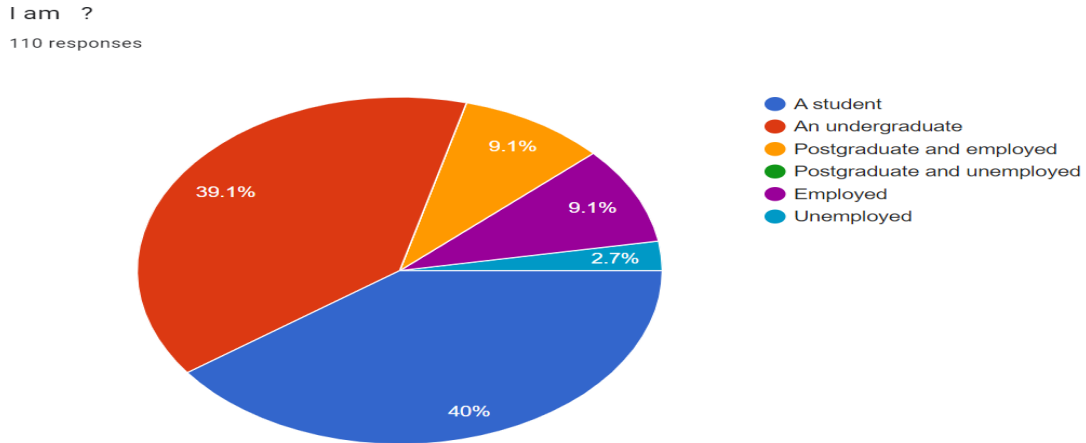
#### **Respondents' Information**

In terms of gender, the majority of participants identified as female, comprising 56.4% of the total respondents, while 43.6% identified as male, indicating a slight female majority. Regarding age distribution, the study encompassed a range of age groups. The largest proportion of participants fell within the 19 to 25 age bracket, accounting for 54.5% of the total. Additionally, 30% were aged between 15 and 18, 8.2% were between 26 and 31, 3.6% were 45 years or older, 2.7% were aged between 38 and 44, and 0.9% were between 32 and 37. This distribution highlights a predominant representation of younger individuals, with a smaller proportion of older participants. Marital status varied among respondents, with a notable majority of 91.8% reporting being unmarried, while only 8.2% indicated being married (See Appendix B).



**Figure 2**

*Job Status of Participants*



As shown in Figure 2, in terms of educational status, the respondents had distinct backgrounds. Forty percent identified as students, while 39.1% were undergraduates. Interestingly, an equal percentage of 9.1% were engaged in both work and postgraduate studies, as well as being employed. Furthermore, 2.7% of the 110 respondents were unemployed. In accordance with the results, 40% considered themselves very good speakers of the second language, 26.4% considered themselves intermediate learners, 20.9% were beginners, and 11.8% were professionals in the second language.

**Figure 3**

*Participants' learning means of the SL*

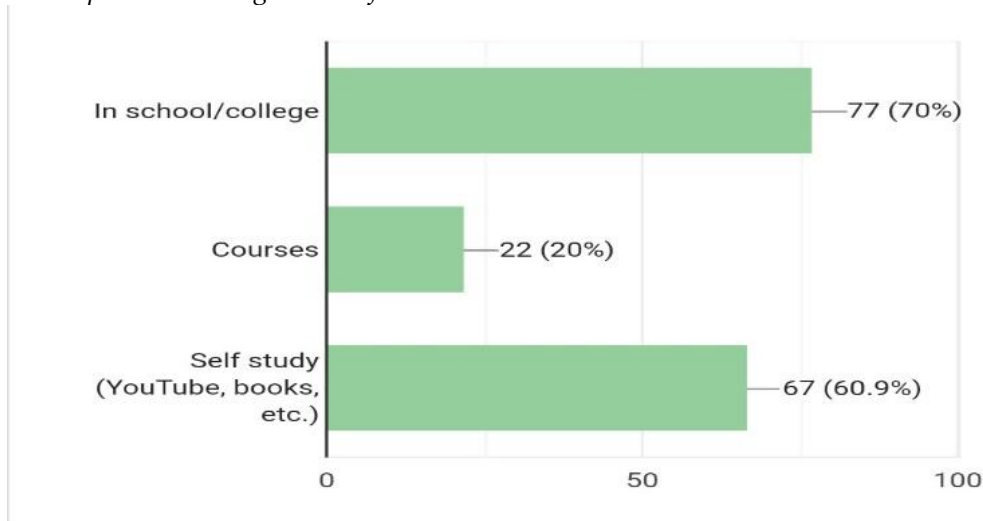


Figure 3. shows that 70% of the responses, which is the majority, have learnt their second language from schools and universities, while 60.9% of the respondents



have been self-studying their second language. On the contrary, the minority which is 20%, has been learning through courses.

### Types of Motivation

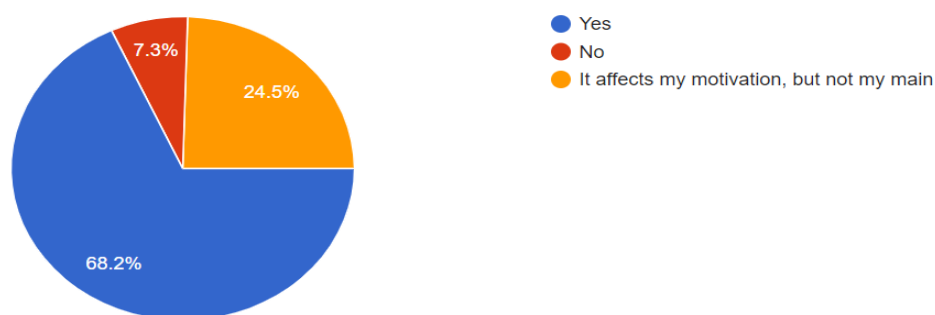
In order to address the main question of the research: “What types of motivation are most likely to affect second language learners’ learning process?”, the researchers employed two types of questions. The first question type was multiple choice and aimed to test which motivation type was the participants’ main motivation type that served as a catalyst in their learning or a type that did not affect it at all. To ensure more accurate and acute responses, the researchers included a second question type to inquire about the same matter (See Figure 4 and 5).

**Figure 4**

*Percentage of personal rewards as source of motivation*

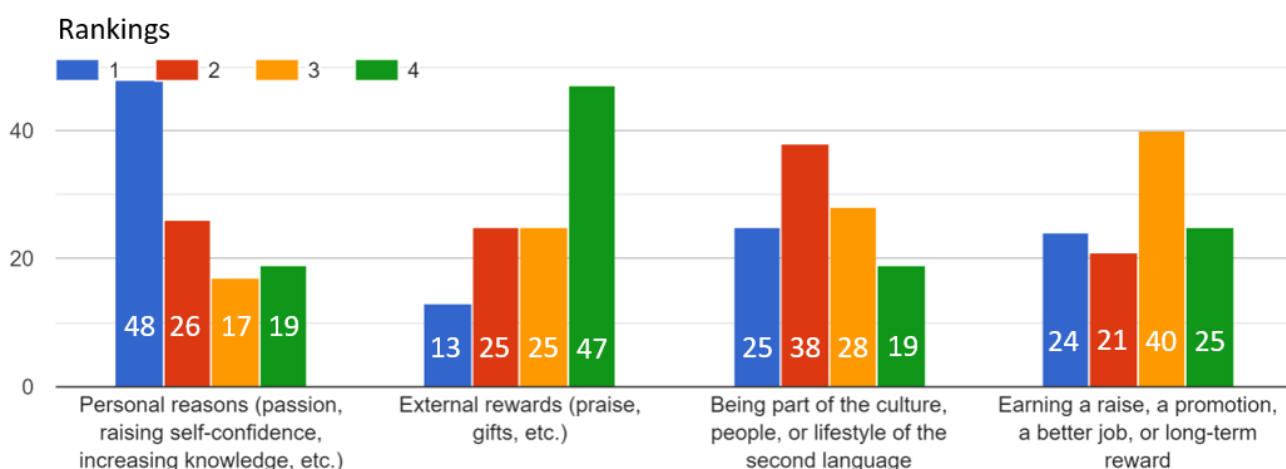
Are personal rewards like raising your self-confidence and self-esteem and gaining more knowledge your **main** source of motivation in learning your second language?

110 responses



**Figure 5**

*Ranking of Factors that affect SLLs’ Motivation*





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As displayed in Figure 5, this question type utilized the ranking method in which it asked participants to rank the types of motivation from most motivating to least to get a closer look into the participants' views. The results that accompanied these questions were astounding. This is because both questions revealed results that deemed intrinsic motivation as the highest motivation type, motivating people to develop their second language skills. This can be seen in the staggering majority (68.2%) that chose personal rewards like raising their self-confidence and self-esteem and gaining more knowledge as their main motivation. It was also dominantly ranked as the highest motivator in the ranking question. This might stem from the fact that the questionnaire was primarily completed by teenagers and young adults - age groups that are often in the process of developing their self-esteem (Orth and Robins, 2014). Moreover, such age group is more likely to allocate time to learn a language they enjoy, whether it is due to their fascination with the language's sound or their belief that learning it enhances their knowledge.

It is also worth noting that this generation appreciates globalization; they are even called Generation Z who are very familiar with using technology and online platforms in which English is the first language of its leaders and influencers all over the world (Iftode, 2019). The internet and social media have made most of young learners open to the world. It could be inferred that young learners are ambitious and excited to explore the world and mingle with others from different cultures. They understand that English is a global language and is probably the key to world's knowledge, better opportunities and future success. That is why they value learning a second language. This has been confirmed in Bećirović (2020) whose results revealed young learners' enthusiasm to explore and learn the foreign language.

Furthermore, as shown in Figure 4, the second highest motivation type that participants perceived as their main motivation was integrative motivation with 56 participants viewing it as that. This is correctly reflected in the ranking question with 38 participants. Following that, instrumental motivation was acknowledged by 51 participants as their main motivation type with 40 participants ranking it as their third. Lastly, extrinsic motivation was the least prominent motivation type among participants in both questions with only 19 respondents choosing it as their main type and 47 participants ranking it as the lowest motivating type. This perspective could arise because all the participants in this survey were mature individuals. This might lead them to prioritize motivations that offer long-term benefits, realizing that short-term advantages or motivation types- like praise- hold less value or influence for them compared to other factors. Like learners who possess multiple learning styles, SLLs can also have multiple motivation types prompting them to learn the SL. This is evident in that all motivation types queried had participants who identified them as influencers of their motivation. The above findings were confirmed in Ahmed, Aftab and Yaqoob (2015) who found that the majority of learners mainly had instrumental motivation to learn the foreign language. The findings were also confirmed in Prasangani (2015) in which learners were motivated to learn the second language to integrate with the upper class in the Sri Lanka's society and have the chance to get better job opportunities.

### Motivation & Demotivation

Results of questions 7 and 8 (see figures B5 and B6) in the questionnaire revealed that 57.3% of the 110 respondents were motivated in learning their SL, while 36.4% were neutral and 6.4% stated they were not motivated. Although the majority is motivated, it is still important to interpret why a percentage of the respondents answered “neutral” or “no”. Some of the respondents’ comments assisted in understanding the findings. Most of the answers appear to be highlighting three main factors: personal reasons (lack of time or lack of determination), academic reasons (being tested on the subject is “no fun” and non-engaging learning environment) and social or familial reasons (being forced to learn the language because by parents or because the society around the person only speaks that language). Al Khairy (2013) examined demotivational factors of Saudi EFL undergraduates and found that teacher-centred traditional methods must be altered, and the use of English is a must in the English classroom by both instructors and students. In her book that discussed sustainability and transformation of foreign and second language education, La Fuente has emphasized the “importance of pedagogical frameworks of a constructivist and student-centred nature for a 21st-century education that supports sustainability-based FL instruction” (De la Fuente, 2022, p. 8)

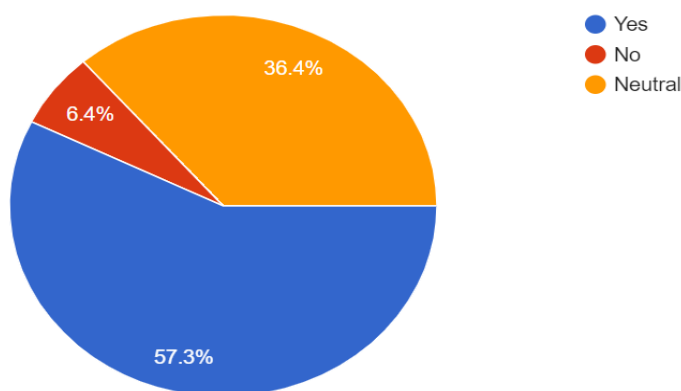
One significant response of the participants states, “it’s also demotivating that the fluent spoken language is very different from the formal “proper” form of the language”. This is a true phenomenon where spoken language is often different from the proper form that is being taught in many educational institutions around the world. This may cause students to feel less motivated as he or she may feel that what they are learning will not be relevant in interacting with people in the SL. Thus, there was a need to steer away from traditional teacher-centred approaches to effective student-centred approaches.

### Figure 6

*Participants’ Motivation to Learn the SL*

Are you mostly motivated to learn your second language?

110 responses





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In question 17, respondents were asked whether they feel motivated more or less since starting learning the SL and why (See Figure 6). Aligning with question 7, the responses showed that about 46 out of 110 responses clearly stated an increase in motivation and about 15 more responses were neutral which totals 61 out of 110 responses being neutral or positive. Furthermore, most of the neutral responses were due to the motivation remaining stagnant which means maintaining a motivated attitude towards learning the SL. Respondents with a higher motivation level mentioned reasons, such as advancing in language proficiency, connecting with natives and their culture, and its importance in their futures. It is important to note that the respondents that answered that their motivation decreased are not necessarily not motivated anymore, but they could be just less motivated due to reasons like being forced to achieve good grades, lack of time and commitment, and even some who are already satisfied with their language proficiency.

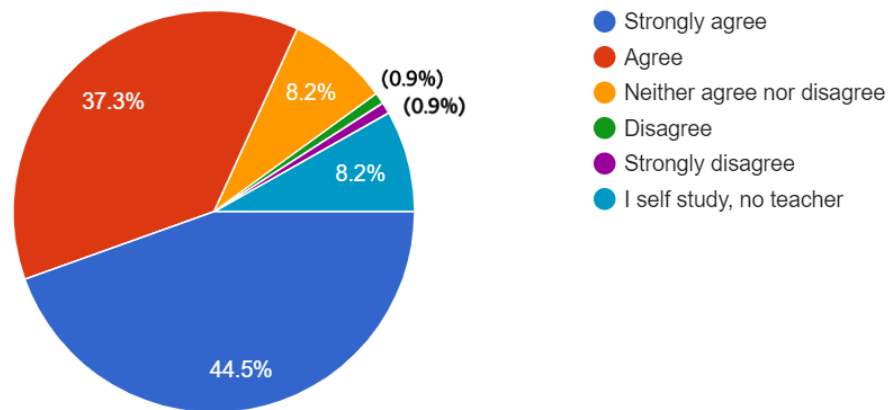
**Motivational Factors: learning environment, teacher’s attitude, learning materials & marital status**

**Figure 7**

*Teacher’s attitude*

Does your teacher's attitude towards the second language increase your motivation?

110 responses



The results of questions 9, 10, and 16 (see figures B7, 7, and B11) indicate a strong relationship between the motivational factors of the learning environment, instructor attitude, and learning materials and peoples’ motivation. First, 60.9% and 24.5% responded “strongly agree” and “agree” respectively, which accounts to 85.4% of the respondents agreeing that a healthy learning environment is very important and affects most people when learning a SL. Furthermore, 10.9% answered “neither agree nor disagree” while the lowest percentages were “disagree” and “strongly disagree” accounting for only 3.6% of responses combined (3 persons disagree and 1 strongly disagrees). This also coincides with Ahmed et al. findings in their research where they surveyed undergraduate Pakistani women on the effects of different motivational

factors on their SL learning; about the effect of the class environment, 71.35% answered “strongly agree” and “agree” (2015).

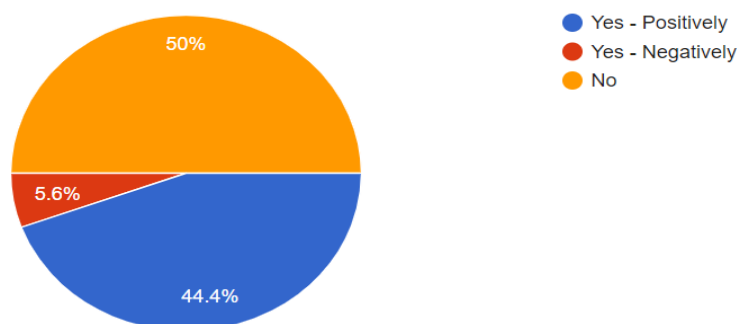
Second, the teacher’s attitude towards the SL interestingly showed less “strongly agree” responses than the previous question, but still showed an 81.8% of “strongly agree” and “agree” responses (See Figure 7). However, this slight decrease in the agree spectrum may be explained by the fact that 8.2% of the responses (9 respondents) answered that they self-study and have no teacher. This data shows that the attitude of the teacher is important in increasing the motivation of students in learning the SL, which is because when people see enthusiasm, they are more likely to feel more positively towards the task at hand. Similar findings were found in Vaezi (2008) in which Iranian students confirmed that classroom environment and the teacher’s attitude are crucial factors to motivate learners of the SL.

### Figure 8

#### *Marital Status and Motivation to learn SL*

If you are married, does it affect your motivation to learn your second language? (do not answer if you are not married)

36 responses



Third, learning materials presented an overwhelmingly positive response as 87.3% of the respondents perceived them as positive factors that motivate their SLL, while 8.2% reported that materials did not affect their motivation at all, while only 4.5% (5 respondents) answered that it affected them negatively. Again, the findings shed light on the important role of activities and teaching materials to motivate learners. It is interesting to notice that some individuals may not realize the importance of learning materials in their academic life while for others it has affected their learning process negatively.

The final segment of the survey delved into the marital status of participants and its potential impact on their motivation to learn a second language (SL), as depicted in Figure 8. Notably, a significant portion of respondents fell within the age limits of 15-18 and 19-25 and were unmarried or not engaged. Findings revealed intriguing insights. Half of the participants (50%) indicated that marriage would not affect their motivation for second language learning (SLL), while 44.4% believed it would have a positive impact (see figure B13, Appendix B). Regarding engagement, 56.4% reported that it would not influence their motivation, while 34.4% perceived it as a positive factor (see figure B14, Appendix B).



## Unveiling the Dynamics of Motivation Factors and their Role in Sustainable ESL Learning: A Study in Second Language Acquisition

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These results suggest an understanding of the impact of relationship status on motivation for language learning. It appears that students and undergraduates nowadays are increasingly devoted and more aware of their personal, professional, and relationship goals and they work towards achieving these goals. This means that they would ensure being in a relationship that will not hinder their motivation for something in their personal or professional long-term goals.

Additionally, cultural considerations, such as those observed in Egyptian society, may play a role. Since the majority of respondents answered "no" in question 19 (that asks if the respondents are engaged), it could be inferred that they believed so since engaged couples -in the Egyptian culture- live apart, which potentially minimizes the impact on individual motivation compared to marriage. Furthermore, if the partner speaks the SL or encourages its acquisition, it can enhance motivation. These findings are consistent with Sun's (2019) observations, highlighting a growing awareness of globalization's demands, which requires mastering a foreign language regardless of one's social status. This underscores the evolving attitudes towards language learning and the factors influencing individual motivation in contemporary society.

### **Conclusion, Limitations and Recommendations**

Second language acquisition is a systematic and complex process. With the development of SL teaching methodology, many researchers and educators have become more interested in factors that are at play and interact with each other during learning a second or foreign language. Findings of this study has contributed to the understanding of types of motivation and their factors in learning a SL. The study discusses the main types of motivation that most of the participants have and the relative effect of the motivational factors of learning environment, teacher's attitude, and learning materials have on a learner's motivation. Intrinsic motivation was the most prominent, followed by Integrative, then Instrumental, and finally Extrinsic motivation. It is clear from these findings that the percentage of people nowadays who possess intrinsic motivation are apparently the highest and greatly exceeds the other motivation types.

On the other hand, extrinsic motivation is revealed in the study to be the lowest possessed motivation type. This illustrates the fact that rewarding students with complements and ensuring that they have a safe emotional environment while also maintaining a competitive and engaging feeling is much more effective than rewarding them with small gifts like candy, books, or pens. The results also coincide with the fact that having a healthy environment and providing students with effective, varied learning methods and materials are crucial in maintaining a motivated attitude in learning a SL. The teacher's attitude towards the foreign language is also vital in motivating EFL and ESL learners while not as much as the previous two. Implementing these findings by providing supportive and valuable learning environments can promote sustainability in education. Sustainable motivation can enhance language proficiency and boost interest in using the language beyond the classroom context.

In addition, results showed that social relationships and future career had an impact on individuals' motivation to learn a SL. Though most participants were



students and undergraduates that were not engaged nor married, interestingly, their responses showed that their partnership with others can either affect their learning of the SL “positively” or that “it does not affect it all”. This is probably due to the increased awareness and care of students and undergraduates nowadays to pursue successful professional, personal, and relationship lives. The sample of population in the study represents generation Z which is open to the world’s updates through all social networks available online, such as global news, digital learning opportunities, available jobs in the marketplace or remote ones, ongoing social or political impact initiatives, social justice movements, climate change initiatives, fashion trends, health and wellness trends, new advancements in technology and many others. They understand that learning foreign languages is a key to sustainable education and future. It can be inferred that most people would probably prefer to be in social relationships that boost their motivation and support accomplishment of their long-term personal and professional goals.

Considering the previously mentioned findings, the following limitations and recommendations are considered for further research. First, more sample of population from different nationalities is required to generalize its findings to other culture and EFL and ESL learner’s contexts. Although the study relies on data collected from a large number of participants using a questionnaire; it is recommended to use other research qualitative methods, such as interviews, classroom observations and focus groups as these methods would help recognize the complexities of motivation adequately and understand in-depth motivation factors of SLLs. In addition, more research and analysis of theoretical and pedagogical approaches is needed to develop “sustainability-oriented curricula” and innovations in a “state-of-the-art interdisciplinary curricula” in the fields of second and foreign language acquisition which includes effective content-based instruction models that integrate sustainability learning goals for their students. (De la Fuente, 2022, p. 6).

In conclusion, this research findings contribute to current research in SLA by providing insights into dynamics of motivation factors and their role in sustainable ESL learning. It gives a deeper understanding of the motivation types and different motivation factors that significantly impact the development of a long-lasting ESL learning. Educators and policymakers should be informed about the significance of motivation in language learning. Professional training should be provided to novice teachers to use strategies that address diverse motivation types effectively in the classroom, and to create language programs and supportive learning environments. Achieving sustainability goals in ESL and EFL learning requires a “Multifaceted Approach to Motivation” or a “holistic approach” that endorses learner’ diverse motivations. Not only does such as approach consider promoting learners competency in the SL, but also their overall well-being and long-term engagement of using the language.



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## Appendix A

Thank you for giving consent to answer this short questionnaire. This questionnaire is made by researchers who study at a private university in Egypt to explore how motivation affects learning a second language and how different circumstances of different people can affect that motivation. This questionnaire will take less than 5 minutes to answer. Your participation will be anonymous and your answers will greatly help us and aid in the research of motivation in learning a second language.

1. What is your gender?  
Male  
Female
2. How old are you?  
15-18 years old  
19-25 years old  
26-31 years old  
32-37 years old  
38-44 years old  
45+ years old
3. What is your marital status?  
Married  
Unmarried  
Engaged



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4. I am\_\_\_?  
A student  
An undergraduate  
Postgraduate and employed  
Postgraduate and unemployed  
Employed  
Unemployed
5. In the second language I am learning, I would consider myself?  
A beginner  
An intermediate  
Able to speak the language  
A professional
6. How do you learn your second language?  
In school/college  
Courses  
Self-study (YouTube, books, etc.)
7. Are you mostly motivated to learn your second language?  
Yes  
No  
Neutral
8. If you answered no or neutral, why? (short answer)
9. Does a healthy learning environment increase your motivation to learn a second language? (friendliness, praise, quiet, etc.)  
Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree
10. Does your teacher's attitude towards the second language increase your motivation?  
Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree  
I self-study, no teacher
11. Are rewards like prizes and praise your main source of motivation in learning your second language?  
Yes



- No  
It affects my motivation, but not my main
12. Is earning a promotion, a better job, or a long-term reward your main source of motivation in learning your second language?  
Yes  
No  
It affects my motivation, but not my main
13. Is being a part of a culture, people, or lifestyle your main source of motivation in learning your second language?  
Yes  
No  
It affects my motivation, but not my main
14. Are personal rewards like raising your self-confidence and self-esteem and gaining more knowledge your main source of motivation in learning your second language?  
Yes  
No  
It affects my motivation, but not my main
15. Rank these things on how much motivation they give you \* 1 is the highest, 4 is the lowest.  
Arrange the 4 things from 1 to 4, only 1 answer per row and column.
- Personal reasons (passion, raising self-confidence, increasing knowledge, etc.)
- External rewards (praise, gifts, etc.)
- Being part of the culture, people, or lifestyle of the second language
- Earning a raise, a promotion, a better job, or long-term reward
16. Do the materials used in your second language learning affect your motivation? (diversity of topics, various activities, videos, homework, etc.)  
Yes - Positively  
Yes - Negatively  
No
17. Are you now more or less motivated to learn your second language than you were when you started? why or why not? (short answer)
18. If you are married, does it affect your motivation to learn your second language? (do not answer if you are not married)  
Yes - Positively  
Yes - Negatively  
No



19. If you are engaged, does it affect your motivation to learn your second language? (do not answer if you are not engaged)  
Yes - Positively  
Yes - Negatively  
No

Thank you for your cooperation.

### Appendix B

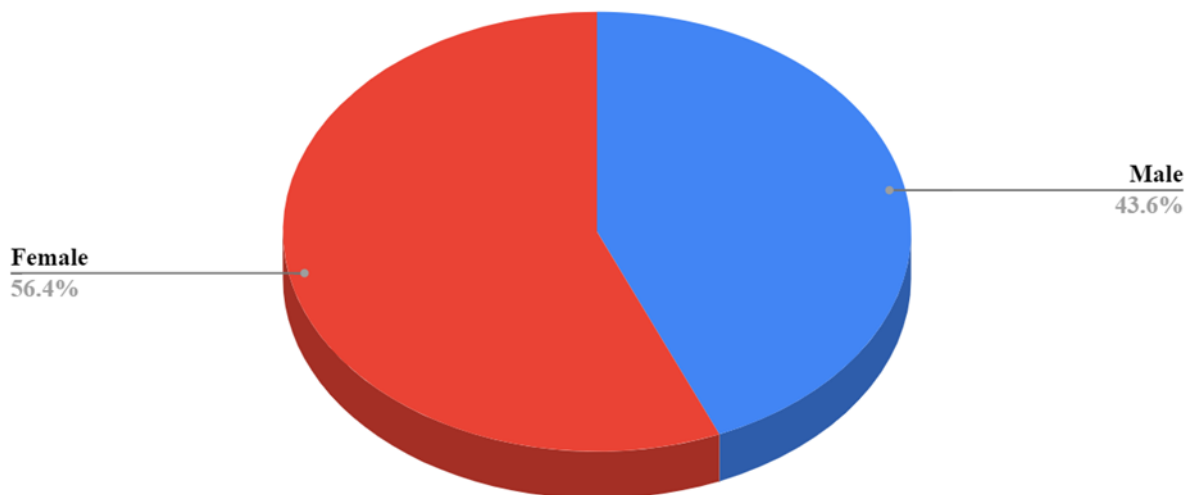
#### Graphs of the Questionnaire Question's Responses

This appendix contains the graphs of each question's responses that were not included within the paper. These are present to provide the original graph data from the questionnaire to relate with the analysis done in the paper.

**Figure B1**

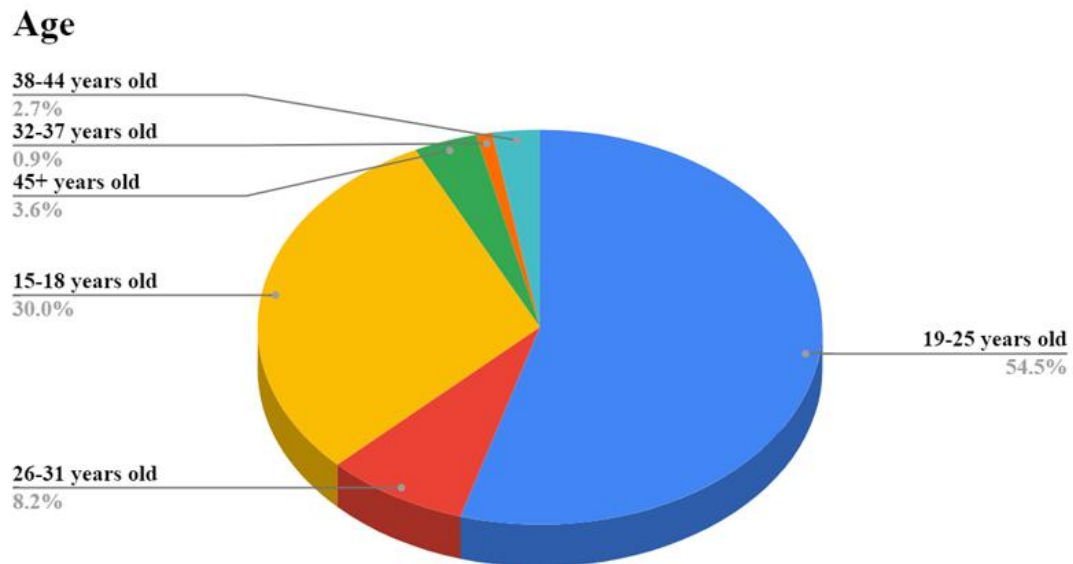
*participants' gender*

#### Gender



**Figure B2**

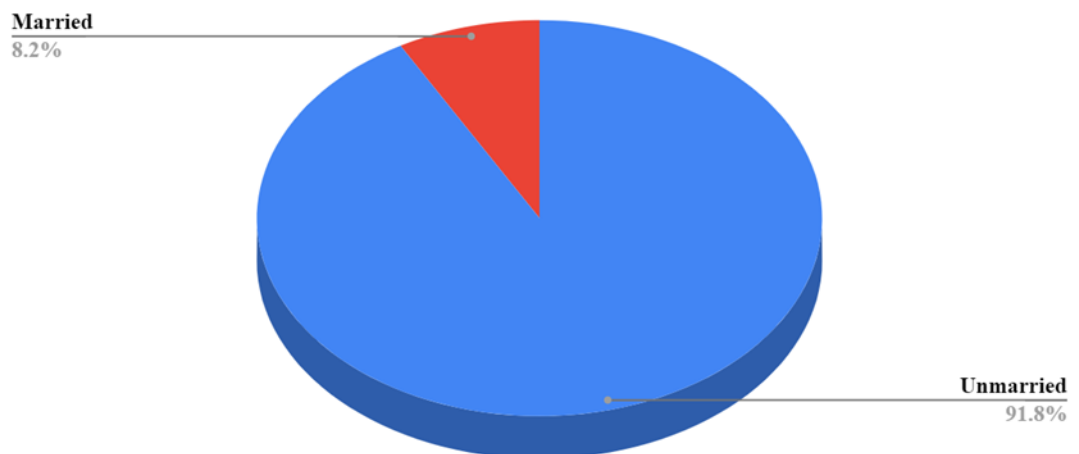
*Participants' age*



**Figure B3**

*Participants' marital status*

**Marital Status**

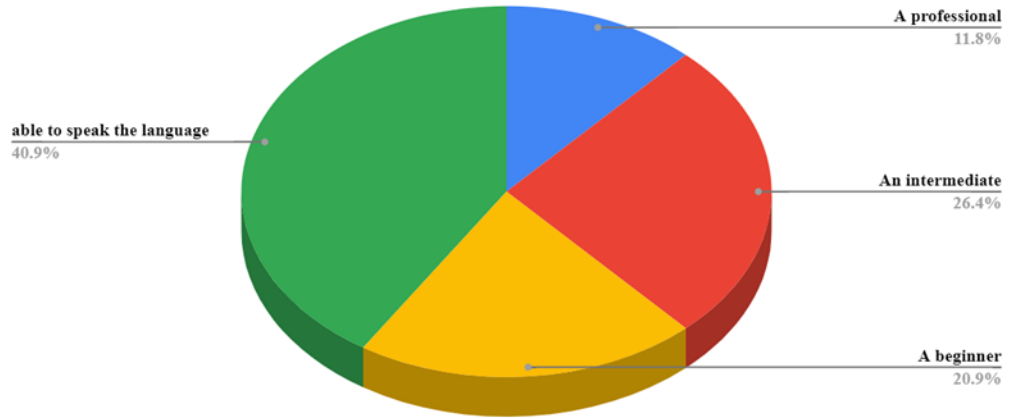




**Figure B4**

*Participants' language proficiency*

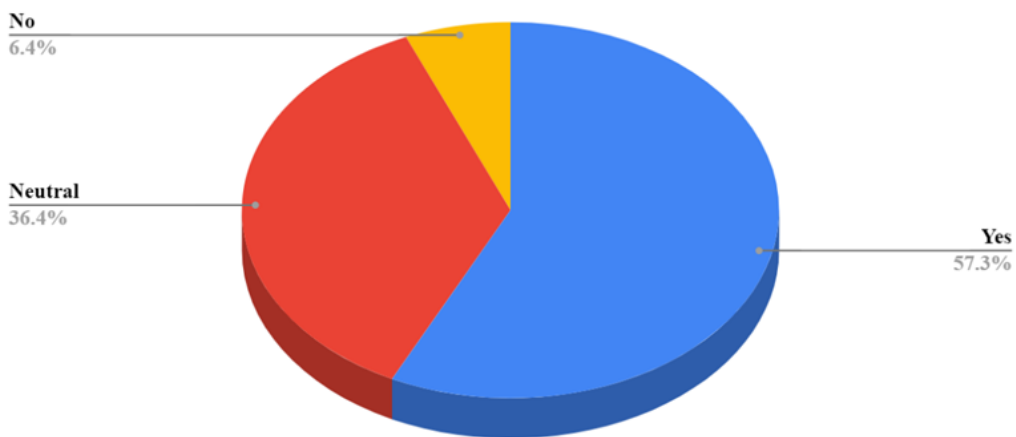
**Language Proficiency**



**Figure B5**

*Participants' motivation level*

**Motivation Level**



## Figure B6

### Participants' lack of motivation reasons

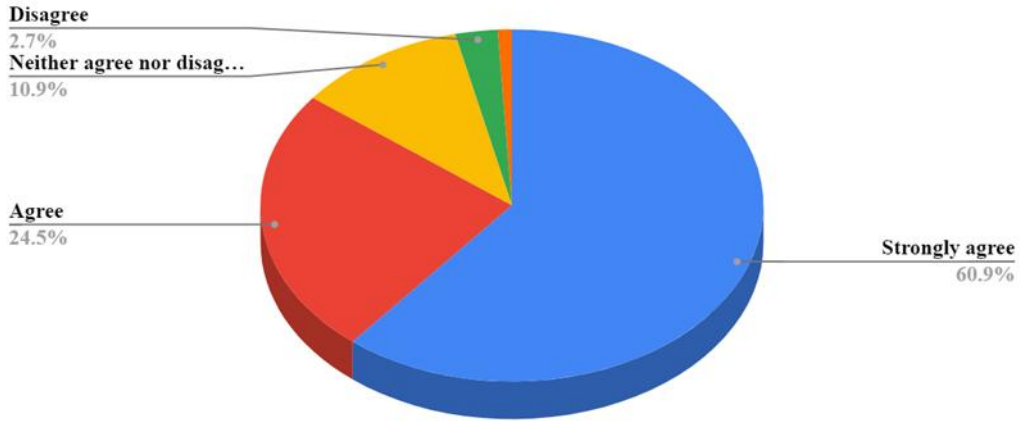
|    |  |   |
|----|--|---|
| 1  | Not enough free time.  | 1 |
| 2  | Because I was forced to learn it.  | 1 |
| 3  | Forced to learn (GPA)  | 1 |
| 4  | i love the second language i just do not love taking an exam for it  | 1 |
| 5  | I never cared to learn a second language i had to so i could pass  | 1 |
| 6  | I am a Medical student   | 1 |
| 7  | It comes by practicing with people not school  | 3 |
| 8  | Bec. I need a degree in the final test   | 1 |
| 9  | i dont really have time to learn my third language (im already good at two languages)  | 1 |
| 10 | Dont have time   | 1 |
| 11 | It takes a lot of time and effort to learn a language and be good at it.   | 1 |
| 12 | Because I don't think I'll have a use for it   | 1 |
| 13 | I've been learning it for so long that it's no longer a learning process i just try to pick up as much vocabulary as possible during conversion  | 1 |
| 14 | I'm a medical student, so i don't have enough time   | 1 |
| 15 | It's more like I need to learn my second language because majority of the people only speak my second language.  | 1 |
| 16 | I'm good enough.   | 1 |
| 17 | I am not interested in it  | 1 |
| 18 | Because I realize that no matter how much I try to learn it I won't be able to speak in their slang or like the fluent speakers  | 1 |
| 19 | Cant be consistent   | 1 |
| 20 | I already an well versed in my second language that i can speak it fluently  | 1 |
| 21 | I don't have time  | 1 |
| 22 | It's not in my top priorities at the moment  | 1 |
| 23 | Depends on the time available to do so   | 1 |
| 24 | Language learning is a long process, so knowing i won't be fluent unless i work a lot and for a long time discourages me.  | 1 |
| 25 | Got into a burnout after a while.  | 1 |
| 26 | I lack time and motivation sometimes   | 1 |
| 27 | Because I like the language but it's no fun when you have to be quizzed about it   | 1 |
| 28 | School doesn't make it fun because it quizzes you about it when i just want to learn at my own pace  | 1 |
| 29 | Because i dont think i will use it that much   | 1 |
| 30 | so unmotivated   | 1 |
| 31 | they're pretty hard to learn and are very time consuming if not in school setting  | 1 |
| 32 | Wrong of way learning  | 1 |
| 33 | The grammar and teacher makes it hard.   | 1 |
| 34 | Because of all of my school work i come to forget to study the second language and come to forget it gradually until I only study it once a week instead of daily or even 3 times  | 1 |
| 35 | Was forced to learn it but find it intriguing  | 1 |
| 36 | I get busy with university and other things which leaves no time for learning a second language  | 1 |
| 37 | Not in my priorities   | 1 |
| 38 | Always busy  | 1 |
| 39 | Mostly because I know taking it on with full motivation will slowly burn out, so being neutral and learning it when I want or feel like it will have it stick better   | 1 |
| 40 | Because my major depends on it   | 1 |
| 41 | Requires consistency and patience, difficult to stay motivated due to the difficulty of the language. It's also demotivating that the fluent spoken language is very different from the formal "proper" form of the language | 1 |
| 42 | Because I'm alone in the language all the time and my friends no one of them studying languages and my major not in languages field  | 1 |



**Figure B7**

*Effect of learning environment on participants' second language learning motivation*

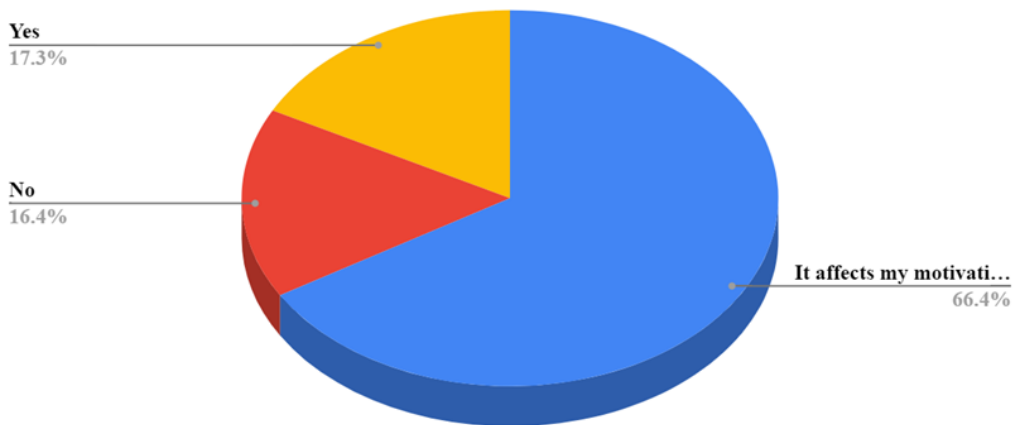
**Effect of Learning Environment on Second Language Learning Motivaition**



**Figure B8**

*Participants' external motivation as the main motivation number*

**External Motivation as the Main Motivation Type**

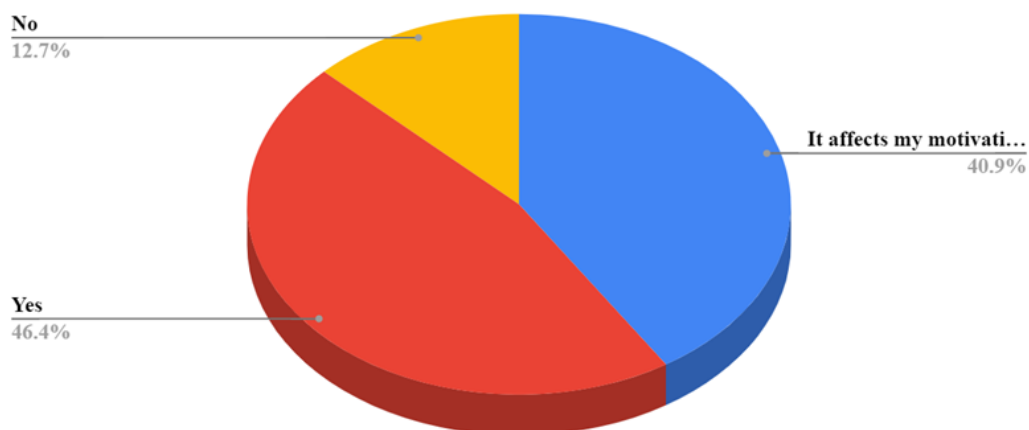




**Figure B9**

*Participants' Instrumental motivation as the main motivation number*

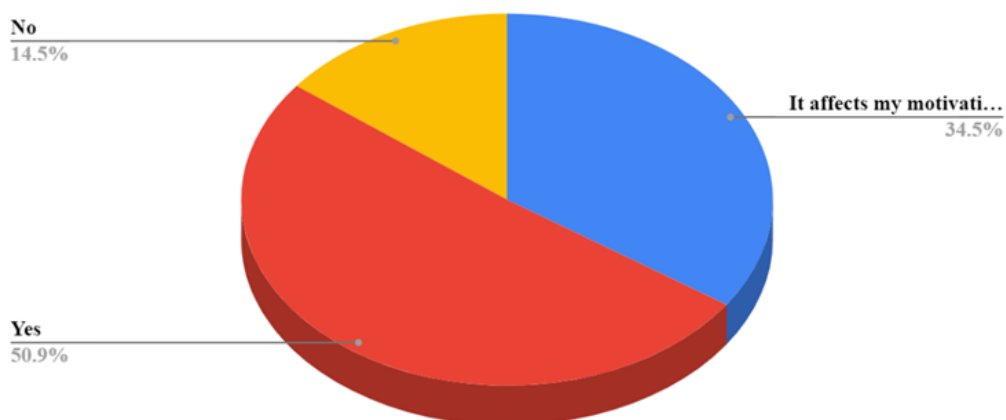
### Instrumental Motivation as the Main Motivation Type



**Figure B10**

*Participants' integral motivation as the main motivation number*

### Integral Motivation as the Main Motivation Type

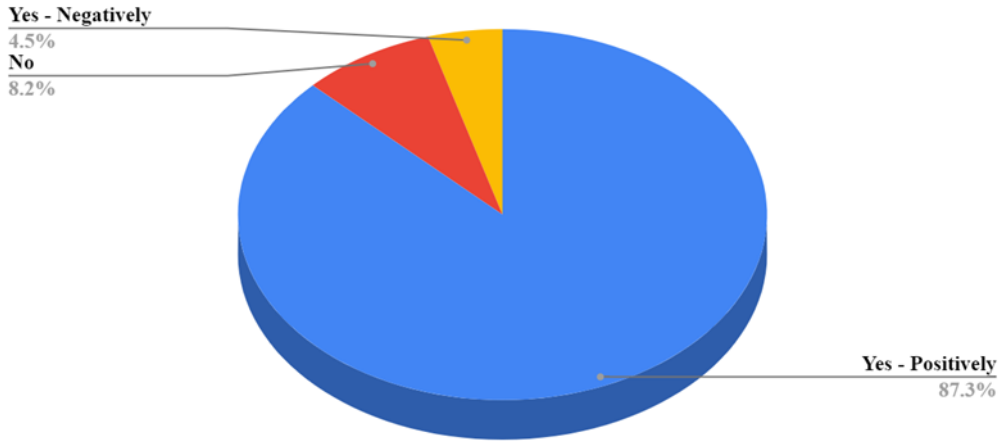




**Figure B11**

*Number of whether participants' SLL motivation is affected by learning materials*

**Whether Learning Materials affect Participants' Motivation**





## Figure B12

### Participants' level of motivation now relative to beginning learning the second language

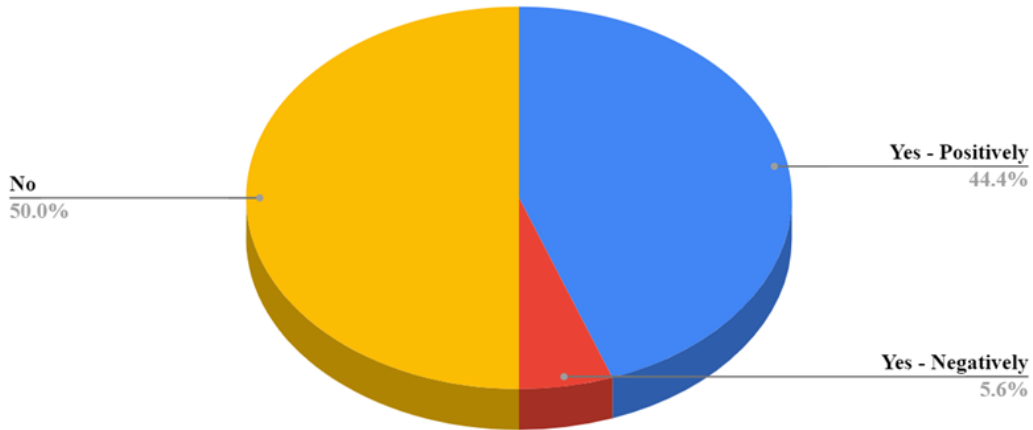
|     |  |   |
|-----|--|---|
| 1   | yes, because the more I learn the more motivated I feel because I see the improvement.   | 1 |
| 2   | Yes so I can converse with people from my city   | 1 |
| 3   | Yes, because I feel motivated to get even better.  | 1 |
| 4   | Less motivated because I don't like the language and I have no reason to use it in my daily life.  | 1 |
| 5   | less, because I see it as forcing to have good grade(A+) but when I learn it for my self, I'll feel more motivated   | 1 |
| 6   | More because I feel more in line with the culture  | 1 |
| 7   | motivation is always there cause without motivation no further developments will happen  | 1 |
| 8   | No as I have finished learning   | 1 |
| 9   | Not really   | 1 |
| 10  | Yes, because the second language im learning is an essential language to learn and the skill of being able to speak it has become more important   | 1 |
| 11  | Nowadays I am less motivated to study because I study way too much.  | 1 |
| 12  | Yes more motivated   | 1 |
| 13  | More- to know more about this language and the culture   | 1 |
| 14  | Less motivated   | 2 |
| 15  | I am more motivated to learn it because I feel like gaining the basics is like a gem   | 3 |
| 16  | Yes, to increase my knowledge, will benefit me in the job in the future  | 1 |
| 17  | No   | 2 |
| 18  | When you see the progress it makes you feel productive and it wasn't for a waste   | 1 |
| 19  | More motivates since I know it well, I can just go up from now you know. Watch movies or read books to get better  | 1 |
| 20  | I'm more motivated because my interest in the language increases   | 1 |
| 21  | yes because sometimes I forget to but having a gentle reminder is nice   | 1 |
| 22  | More, I need to be more fluent   | 1 |
| 23  | Yes motivated  | 1 |
| 24  | Yes  | 2 |
| 25  | Yes, bec I feel like I increase my knowledge and I like that   | 1 |
| 26  | Yes more motivated, because of different reasons didn't have time to learn more long time ago.   | 1 |
| 27  | less motivated as I am being more busy   | 1 |
| 28  | Neutral  | 2 |
| 29  | More motivated   | 5 |
| 30  | Less, because im busy with uni   | 1 |
| 31  | I'm more motivated because I am driven by the desire to constantly learn and grow, and to push myself to achieve my goals and aspirations.   | 1 |
| 32  | I don't think I am more or less motivated.   | 1 |
| 33  | Less motivated due to shortage of time and energy  | 1 |
| 34  | I am now more motivated, because I frequently enter in conversation with foreign culture that requires knowledge in my second language and it is affected positively by how much I learn | 1 |
| 35  | Less, Motivation only gets you started, its discipline that keeps you going  | 1 |
| 36  | No, I'm less motivated.  | 1 |
| 37  | I am still motivated but it ain't the same motivation as when I started.   | 1 |
| 38  | Yes, because I feel significant progress and am enjoying the process.  | 1 |
| 39  | Ups and downs  | 1 |
| 40  | More to gain more knowledge in various disciplines of research   | 1 |
| 41  | More motivated, I noticed that I have progressed alot.   | 1 |
| 42  | Im motivated more because it feels good to know more about different languages and cultures  | 1 |
| 43  | More motivated, I think knowing the factors of my motivation got me more motivated   | 1 |
| 44  | Because school forced me.  | 1 |
| 45  | Yes. Cos I need to use it.   | 1 |
| 46  | No difference I think, I think about it more like a subject, exam not like a language  | 1 |
| 47  | less   | 1 |
| 48  | Yes as it would be a huge quality in the career I want to pursue   | 1 |
| 49  | A bit less motivated due to external pressures such as family, work and academics  | 1 |
| 50  | Less, since I think I am already competent enough in the language  | 1 |
| 51  | yes since I always want to know more about it  | 1 |
| 52  | More because I see progress  | 1 |
| 53  | Neutral, still the same  | 1 |
| 54  | Not really it requires too much time   | 1 |
| 55  | Not really as I'm pretty good at it.   | 1 |
| 56  | I'm neutral about ut   | 1 |
| 57  | Because learning English is more important now than before   | 1 |
| 58  | More, it gets me more involved in the culture/environment I'm in   | 1 |
| 59  | Not really as I'm not thinking of learning a new language these days   | 1 |
| 60  | Less. Progress in learning is slow and there's no help from others (third language im trying to learn is spanish). Having to do everything online and alone doesn't motivate me          | 1 |
| 61  | Less motivated. Got bored!   | 1 |
| 62  | I had stopped for a long time also it's very fun to learn a new language which is the main reason why I learn new things   | 1 |
| 63  | Less motivated because it isn't as fun to learn with a teacher as I thought so, espoused since I started at a wrong time and too late to learn basics in school                          | 1 |
| 64  | Less motivated because it isn't as fun learning in school feeling like a rush  | 1 |
| 65  | I still think I wont use it that much  | 1 |
| 66  | Yes, because I a college student and it's time for focusing on the second language to help me in my scholarship.   | 1 |
| 67  | still 0 motivation   | 1 |
| 68  | Yes I'm more motivated because it will increase my chances of getting a job  | 1 |
| 69  | more motivated   | 1 |
| 70  | I'm more motivated to continue because, eventually, I want to communicate with foreigners.   | 1 |
| 71  | I mean yeah I guess?? I'm mostly trying to motivate myself to understand the language better, so it can hopefully help me in the future.   | 1 |
| 72  | Yes because it helps give me more access to various stuff  | 1 |
| 73  | less motivated, I dont see much use for it anymore   | 1 |
| 74  | No, not interested in the language   | 1 |
| 75  | No I am motivated because learning language is fun and I want to travel the world  | 1 |
| 76  | less motivated due to lack of improvement.   | 1 |
| 77  | More motivated, as it reminds me of my passion to learn the language and the reasons why I started learning it in the first place  | 1 |
| 78  | Less, due to the teacher.  | 1 |
| 79  | Yes I am, it's reminded me of the languages I wanna learn and that I should push myself to learn them soon   | 1 |
| 80  | More   | 1 |
| 81  | More, to speak world language  | 1 |
| 82  | More motivated, it became easier to understand the language than first time I started which makes me more motivated to learn more  | 1 |
| 83  | ...  | 1 |
| 84  | Same motivation level, because it's not my goal nowadays.  | 1 |
| 85  | Indifferent  | 1 |
| 86  | ...  | 1 |
| 87  | Same motivated as I'm sort of riding it out and seeing how far I can get   | 1 |
| 88  | More due to it enhances my chances to better job   | 1 |
| 89  | More cause it has hood earnings  | 1 |
| 90  | After will married   | 1 |
| 91  | Less   | 1 |
| 92  | Less, since I feel like I've mastered it.  | 1 |
| 93  | Less since there's less external encouragement to do so  | 1 |
| 94  | Less motivate because I have to study for school exam so I don't have time   | 1 |
| 95  | Now, as I found myself good enough in it.  | 1 |
| 96  | less, lost motive slowly but getting back on track   | 1 |
| 97  | Yes, figured out that alot of stuff can motivates me to improve my second language   | 1 |
| 98  | Not really, I was conscious of most of the things mentioned in this questionnaire up until this point.   | 1 |
| 99  | No because of the lack of language practice  | 1 |
| 100 | Less bec everything being more than hard like the start  | 1 |



**Figure B13**

*Number of whether SLL motivation is affected by marriage*

**Effect of Marriage on Second Language Learning Motivation**



**Figure B14**

*Number of whether SLL motivation is affected by engagement*

**Effect of Marriage on Second Language Learning Motivation**

