





## English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals



 **Muhammad Ramzan**<sup>1</sup>

 **Ibrahim Oteir**<sup>2+</sup>

 **Misbah Afsheen Khan**<sup>3</sup>

 **Abdullah Al-Otaibi**<sup>4</sup>

 **Sameena Malik**<sup>5</sup>

<sup>1,2</sup>Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan.

<sup>1</sup>Email: [ramzanmalik129@gmail.com](mailto:ramzanmalik129@gmail.com)

<sup>2</sup>Email: [misbah.afsheen@iub.edu.pk](mailto:misbah.afsheen@iub.edu.pk)

<sup>2</sup>English Department, Preparatory Year Program, Batterjee Medical College, Jeddah 21442, Saudi Arabia.

<sup>2</sup>Email: [Ibrahim.Oteir@bmc.edu.sa](mailto:Ibrahim.Oteir@bmc.edu.sa)

<sup>4</sup>English Department, Sciences and Humanities, Majmaah University, Majmaah 11952, Saudi Arabia.

<sup>4</sup>Email: [an.otaibi@mu.edu.sa](mailto:an.otaibi@mu.edu.sa)

<sup>5</sup>Alma Mater University of Bologna, Italy.

<sup>5</sup>Email: [sameena.malik2@unibo.it](mailto:sameena.malik2@unibo.it)



(+ Corresponding author)

### ABSTRACT

#### Article History

Received: 19 April 2023

Revised: 8 June 2023

Accepted: 15 July 2023

Published: 3 August 2023

#### Keywords

Culture

ESL learning

Ethnicity

Gender

Influence

Motivation

Sustainable development.

The aim of this study was to examine the English language learning motivation of Pakistani students by viewing ethnicity, gender, and culture because Pakistan is multi-ethnic and cultural country with wide dimensions. The study was examined with reference to UN directed 17 sustainable development goals, with special reference to Goal No 4 related to education. A sample of 602 participants from 39 Pakistani public and private sectors' universities was taken as participants of this research. The research was done by adapting a questionnaire as a research tool, and L2 motivational self-system was taken as a theoretical framework. The collected data via questionnaire response was statistically analyzed by using SPSS 26 software. The results indicated that in Pakistan, all four types of internal motivational structure, i.e., immediate achievement, learning situation, intrinsic interest, and personal development, existed in students of English as second Language learners' motivation. The highest value among the four factors of motivation was 2.57 in personal development factor, and the lowest mean value was in learning situations. There is no significant statistical variation among gender in all four types of motivational structures. In English learning motivation, urban students were comparatively higher motivated in all motivational internal factors. Furthermore, only Pathan and Kashmiri students had a significant variation, and the motivation of Pathan ethnicity was higher than Kashmiri in all motivational aspects. This research would be a useful insight for English teachers and students in an intracultural environment infused with ethnicity and multi-gender student population.

**Contribution/ Originality:** This study evaluated ESL learners' motivations across gender, ethnicity and culture in the perspectives of UN directed sustainable developmental goals (SDG) and adopted by public and private sectors' universities. It is precious addition in the existing body of literature because such kind of unique research is not done previously in Pakistan.

## 1. INTRODUCTION

The factors that influence the process of learning are impossible to categorize because they are infinite; however, second-language acquisition (SLA) research has justified a few general factors which have some

contribution to individuals' learning strategies (Dörnyei, 2014) with motivation being one of them. In psychological and pedagogical settings, motivation plays a fundamental role, although theorizing motivational factors by a single apparatus is a failure, and the consequences almost show ambiguity (Adwani & Shrivastava, 2017). The revitalization of motivational factors has been visible in the last two decades, and there is re-emergence in an intricate analysis of motivation.

Language learning strategies are influenced by various motivational factors such as social effects, cognition, and memory (Boudadi & Gutiérrez-Colón, 2020). According to the level of language proficiency among learner' consideration, a very unsatisfactory concentration is given towards motivational factors yet, few aspects have been analyzed lavishly in existing literature (Kiany, Mahdavy, & Ghafar Samar, 2013).

For the enhancement of global development and effective communication, second language, i.e., English education is either a significant tool or an important channel for the cultivation of modern technologies in the twenty-first century (Akram, Yingxiu, Al-Adwan, & Alkhalifah, 2021) and motivation is a fundamental strategy of strength, enthusiasm, and completion of a task and the priorities of students (Chow & Wong, 2020).

Modernization, globalization, and economic growth are the key issues which are associated with English as a language and motivation, and these factors vary the levels of proficiency in sustaining the learning process (Reynolds, Yu, & Ha, 2023).

To handle the insightful changes concealed in a country like Pakistan, there are unparalleled challenges and opportunities (Akram, 2020) but due to the colonial effects, the English language is a significant medium to cope with the maturity of globalization and modernization (Rahman, Pandian, Karim, & Shahed, 2017) and it is also a device to educate and enhance professionalism in accordance to the standardization of global competence and international vision.

Vigilant proficiency in English language learning is determined by English learning motivation, and it is a fundamental cognitive mechanism that promotes strategies like will, task fulfillment, and effort (Yihong, Yuan, Ying, & Yan, 2007). The proposed Education Agenda 2030 is aimed to provide a sustainable proposal to deliver education globally by ensuring an equivalent approach to educating humanity on the same parameters as quality education is to Goal No 4, designed in the parameters of UN directed sustainable development goals (UNESCO, 2016).

In second language learning, the priority of students is determined by their motivation and its implementation, and it is an essential strategy of willingness, effort, and task completion (Yihong et al., 2007) although motivation and its few aspects have been investigated in the existing studies as ESL, such as motivation source of English language learning and need of English learning (Bai & Wang, 2023) instrumental motivation and integration motivation (Jiao, Wang, Ma, You, & Jiang, 2022) but there is not any discovery about intrinsic elements of ESL learning motivation, especially in the Pakistani context.

A systematic study of the inner body will not only help to elucidate the motivational learning formally but will also explain its effects on English language learning. Pakistan is a multicultural and multiethnic country with a population of 233,491,941, on Monday, 12 June 2023 based on World meter elaboration of latest United Nation data. Learning English is crucial for education equality and sustainable development, but teaching quality is a challenge for different ethnic and cultural groups with different learning environments and cultural backgrounds (Akram & Yang, 2021).

Urban and rural cultures have different learning environments, institutional settings, and teaching strategies, with urban cultural areas being more up-to-date with modern trends compared to rural cultural areas, which unfortunately lag behind. Furthermore, rural cultural students usually speak their cultural/ethnic language (Punjabi, Pashto, Sindhi, Sariaki, Balochi, Pahari, etc.) as their first language, Urdu second, and English as their third language, whereas urban culture students speak Urdu as their first language and English as their second language as in Pakistan there are two prominent systems of education identified mainly in terms of the medium of

instruction as Urdu and English medium (Mahboob, 2017). So, in comparison, rural students have some difficulties in learning a second language (Akram, Yang, Ahmad, & Aslam, 2020).

However, about the academic motivation of Pakistani multiple ethnic, gender and cultural students in ESL learning, a very little is known, and in this multiple ethnic/cultural country, these ethnicities are playing a significant role in the development of a national building. Research on ethnicity, culture and gender seems to be very important, and universities play a major role in promoting and maintaining sustainable development ambitions in educational paradigms (Zamora-Polo & Sánchez-Martín, 2019) as it is displayed by the Islamia University of Bahawalpur, Pakistan in an effort to align its goals with sustainable developmental goals by giving special focus on goal number four which is education. As a result, the study on the learning motivation of Pakistani students is a vital reference for the study of sustainable development and second language learning. In Pakistan, there is hardly any research which has described the ESL learners' motivation across the gender, ethnicity and culture by taking the sample of participants from the whole country and this research will be highly beneficial for ESL teachers and students.

In January 2015, the UN General Assembly, adopted 17 sustainable development goals (SDGs) at its Sustainable Development Summit, with the determinations to change the sustainability scenario of world in general and that of education, in particular (Pakkan, Sudhakar, Tripathi, & Rao, 2022). The research activities of the universities and institutions were monitored and gauged in the strategy of UN directed sustainable development goals by viewing the research publication outcome globally. It was evident the SDGs enhanced the global benchmarking across universities at national and international levels which improved global sustainability (Sullivan, Thomas, & Rosano, 2018). Sufficient opportunities were given to the universities by the Times Higher Education Commission to produce its impact to society. In the development of sustainable community, a crucial role was played by the universities as change leaders in innovation, education and research. The universities of modern generation became more focused on the benefits and needs of societies as these are shaped in diverse structures (Vilalta, Betts, & Gómez, 2018).

## **2. LITERATURE REVIEW**

By the start of 20<sup>th</sup> century, motivational aspects across various domains have been dealt in detail; although there exist a lot of theories in the motivational domain and it holds a controversial situation in the domain of applied sciences. (Nevisi & Farhani, 2022). Furthermore there are several stages in research in the realm of second language and there is a vigilant tendency of moving to motivational contexts and dynamics figure from psychological world views (Dörnyei & Ryan, 2015).

There are three major parts of motivation in the domain of second language learning: first, it is the instrumental motivation and integrative motivation; second is the self-determination theory (SDT) which elucidates the issues of extrinsic and intrinsic motivation (Reynolds et al., 2023); and the third is called L2 motivational self-system (L2MSS) which encompasses three levels of motivation and it is most renowned model in the research domain of motivation in second language learning (Boo, Dörnyei, & Ryan, 2015). Motivation is known as intellectual and cognitive power which determines the factors like will and employment struggle and it is defined as desire and effort to reach goals of reaching at the target end of language learning (Gardner, 2001).

It is also described by Csizér and Dörnyei (2005) that it is a feature enhance the determinism efforts to do something or not do anything. So, motivation in English language learning is the central reference that is impossible to ignore in second language learning. Prior uncountable research on motivation can be mainly segregated into three portions, i.e., motivational composition, motivational effects and various motivational achievements in English learning.

### 2.1. Motivation Composition

In SLA theories, motivation has always remained in a fundamental position because of learners' strong instrumental needs. It is further believed by Ellis and Shintani (2013) that being motivated to integrate new information is the primary variable in acquiring a second language learning. A framework is suggested by Gardner (2001) from the sociocultural theory of instrumental and integrative motivation. Instrumental motivation is a device that is helpful for language learners in the achievement of their success and goals, and integrative motivation is associated with the interest of learners with culture and goals and the wish for interaction and identification of emotions with other cultural groups. Nonetheless, it has been claimed by a few theorists that the main components are occupied by the instrumental motivation of English language learners (Suryasa, Prayoga, & Werdistira, 2017). It has been taken to internal and external motivation as a model for a few academics to evaluate language learning based on self-determination theory (Noels, 2001; Ryan & Deci, 2002). However, by dint of the advancement of globalization, in ESL learning, the limitations of traditional regions have been segregated by the frequent articulation and use of English. Therefore, it may give the impression that it is difficult to resolve the fundamental issue of English language learning motivation solely from the perspectives of integration and instrumentality, or it may even give the impression that it is difficult to resolve the issue from the perspective of either intrinsic or extrinsic motivation. (Dörnyei & Ryan, 2015).

Language learning motivation is defined by Dörnyei and Ushioda (2009) in self-identity perspectives, and their proposed L2 motivational self-system is included in three parts: the ideal L2 self, the ought-to-L2 self, and the L2 learning experience (Gardner, 2006). In the light of factor analysis, second language motivation is classified into several types, but according to Gardner (2001) the two primary motives for learning a second language are integrative motivation and instrumental motivation. Integrative motivation is termed as readiness to be like a powerful member of a language group, whereas instrumental motivation is described as a functional and useful acquisition for second language proficiency such as achievement of high designation salary and job (Yu & Downing, 2012). In the process of learning a second language, there is no inherent conflict between the two types of motivation: instrumental and integrative. However, researchers have shifted their focus from instrumentality and *integrative-ness* in second language learning to more complex factors, such as socio-cultural circumstances, learner interaction, control of learning situations, and personal interest, which have become more significant in the past decade (Jiao et al., 2022). However, according to Csizér and Dörnyei (2005) research, the primary source of motivation in learning a second language is *integrative-ness*, which also acts as a mediator between the influence of other components. Recent studies show that integrative motivation leads to higher results for second language learners. Students' learning can be enhanced by both integrative and instrumental motivation, as both components work together to improve language learning (Dos Santos, 2021; Long, Ming, & Chen, 2013).

As a result, the type of language learning motivation is difficult to categorize, and its importance depends on the study setting. Extrinsic and intrinsic motivation have emerged as important aspects of language learning research, with essential repercussions on learners' academic achievement and willpower (Ryan & Deci, 2020). However, understanding the second language learning experience is challenging, as a result of the significance of the roles that learning environments and scenarios play for students (Samad, Etemadzadeh, & Far, 2012).

In addition to this, intrinsic and extrinsic motivations have been explained at three levels of the motivational system in second language teaching/learning (Dörnyei & Ushioda, 2009). Moreover, by making use of the "L2 motivational self-system" in Pakistan, the L2 motivational system can contribute to the resolution of unresolved issues about the drive to learn a language. During the past decade, in the environment of the global village, the "L2 motivational self-system" has been widely practiced, and it has emerged as mainstream in the theoretical field of study in a motivational system (Boo et al., 2015). A substantial survey on Chinese language learners was carried out by You and Dörnyei (2016). They made use of the "L2 motivational system" to describe learners' motivation on three different levels of their own self-systems. The study found six types of motivation, including instrumentality-

promotion, traveling, instrumentality presentation, cultural interest, expected efforts, and parental expectations. In a study by [Moskovsky, Assulaimani, Racheva, and Harkins \(2016\)](#), they demonstrated that the components of the "L2 motivating self-system" are beneficial in boosting learners' intents to study by describing the relationship between the "L2 motivational self-system" and Saudi learners' second language competency. Similarly, another study analyzed and identified motivational antecedents of Nepalese learners' English learning motivation in light of the "L2 motivational self-system" ([Schmidtke-Bode & Kachel, 2020](#)).

### *2.2. Influence of Culture, Ethnicity and Gender*

The influence of factors which are related to the gender based socio culture were evaluated in both Non-Arab and Arab countries and their results described that there was an interest in English learning motivation among both genders although there were some variations in cultural aspects and female students were expressing higher level of motivation than male students ([Al Harthy, 2017](#)).

The motivation of Han and Miao students (China) was measured by [Guo and Leung \(2021\)](#) and it was found that there was ethnic difference in motivational structure. There is another research, which examined motivational differences across different ethnicity groups and suggested a positive correlation between motivation and self-efficacy. It was argued by [D'Lima, Winsler, and Kitsantas \(2014\)](#) that level of self-efficacy was higher in academic achievements in African- American students than Asian-American students and both these two groups of students were highly motivated than Caucasian students. There is another study which has expressed that female students motivation is higher than male students and female students academic performance was better than male students ([Yang & Quadir, 2018](#)).

[D'Lima et al. \(2014\)](#) further added that extrinsic motivation and mastery orientation was better for female students than the male who was more focused on the outcome and progress. [You and Dörnyei \(2016\)](#) emphasized that in personal development, female students had stronger determination than males, and female students worked hard in the study than boys and more determined in achievement than boys. In motivation aspects upright, some researchers attributed some social and neurobiological factors as well. [Zheng, Lu, and Ren \(2019\)](#) investigated the relationships between language proficiency and motivation and stated that instrumental and integrative motivations promoted the foreign language proficiency of learners. He also explained that it was made possible by language enjoyment tools.

### *2.3. Sustainable Development Goals and Education:*

Since the end of 1980, sustainability or sustainable development has been a prime agenda in politics but in 2015 it was adopted by United Nations 2030 manifesto as sustainable development goals by the provision of a draught for prosperity and peace ([Cai & Wolff, 2022](#)).

In a society, all universities act as change agents and the UN directed sustainable development goals are determined by the institutions for transformation of world in order to explore social challenges which are faced by humanity. Across the globe, the strategies are being developed by higher education commission system which are relying on sustainable developments goals directed by United Nations ([Pakkan et al., 2022](#)). United Nations' General Assembly also adopted sustainable development agenda for 2030 which comprised 17 developmental goals.

The emphasized agenda of these goals was "leaving no one behind" as a holistic approach so that whole world can be transformed in sustainability ([Sullivan et al., 2018](#)). In the situation of unsustainability, education plays facilitating role in all the strategy of sustainable developmental goals but there is a dire need for improvement in education policy, education practice and education research in all this progression ([Cai & Wolff, 2022](#)) however, this tool can be operated by solid economic benefits making accountability a cornerstone of present age educational policy ([Smith & Benavot, 2019](#)).



#### 2.4 Motivational Influences on English as Second Language Achievements

It is a well-known fact that learning motivation influences academic achievements. Thereby, higher motivation is linked to superior academic performance (Jones & Cooke, 2021). Furthermore, Almulla and Alamri (2021) argue that intrinsic motivation significantly predicts students' performance in English language learning. Furthermore, intrinsic interest plays a positive role in improving students' academic interests (Ryan & Deci, 2020). However, some studies have indicated that motivation in learning situations can have a large negative impact on academic achievements among ethnic minority students in China (D'Lima et al., 2014). In addition, Canning, Muenks, Green, and Murphy (2019) suggest that teachers' beliefs and mindsets are reflected in students' academic achievements and motivations. While debates about motivation and second language learning continue in research, there is a rising trend away from focusing on straightforward individual psychological characteristics and more on analyzing complicated sociocultural contexts and the relationships between individuals (Jiao et al., 2022). Cheng et al. (2014) explain that motivational aspects of second language learning are influenced by individual and social situational factors, test anxiety, and test-takers' performance, since individual and social context factors are influenced by motivation and test anxiety. It is also noted that the purpose and importance of the test affect the motivation and test anxiety of the subject in different contexts because the surrounding environment plays a significant role in the motivational aspects of language learning (Akram & Abdelrady, 2023). Hennebry-Leung and Xiao (2023) also emphasized the importance of teachers in second language learning motivation. In addition, Courtney (2017) suggested that sudden changes in teaching methodology might negatively impact motivation in junior high school in second language learning situations. Researchers Busse and Walter (2013) looked at students at Air University in the UK who were learning German as a second language. They discovered powerful relationships between learning a second language and the circumstances under which it was learned, particularly in second language classes and teachers.

Based on the theoretical paradigm of the motivational system in second language learning, You and Dörnyei (2016) have categorized motivation into three systems. Dörnyei (2014) contends that the experience of learning a second language is a type of situational motivation, and that this type of motivation helps to strengthen students' motivating behavior. The quality of the L2 learning experience is judged to be excellent among language learners when they participate in all areas of the language learning process. The learning environment is directly linked to motivation, and the classroom setting can have a considerable impact on the students' motivational elements as well as their performance in the acquisition of second language skills (Liu, Gao, & Fang, 2020). Therefore, in examining motivation in Pakistan, it is essential to investigate situational motivation and the impact it has on the results of academic endeavors. There are 17 sustainable goals which were elaborated by General Assembly of United Nations in 2015. The significant goals are reduction of poverty, quality health and education, sustainable growth in economy, preservation of environmental factors, climate variation, and equal opportunities for all the gender. The Islamia University of Bahawalpur is determined to fulfill these goals as an essential strategy (Pakhan, Sudhakar, Tripathi, & Rao, 2022). While the discussion around the world, particularly in ESL countries, is shifting from composition to the effects of motivation on academic performance in English as a second language, it is important to note that learning situation, engagement, and social background are significant factors that influence second language acquisition. Unfortunately, In Pakistan, there is a remarkably limited amount of attention paid to the underlying components that motivate English language study. Despite the fact that the current study's objective is to address the problem of different types of motivation by analyzing the internal structure of motivation among university students in Pakistan, taking into account a variety of viewpoints regarding gender, culture, and ethnicity, and adhering to the tenets of sustainable development, this research focused on the issue of motivational types. The following research issues are addressed in the current study:

- What are the levels of internal structures of ESL learners' motivation of university students across gender, cultures (Rural & Urban) and ethnicity in Pakistan?

- Is there any difference in Pakistani ESL learners' motivation with regard to ethnic, cultural (rural & urban), and gender perspectives?

### 2.5. Theoretical Framework

The theory of L2 motivational self-system was suggested by Dörnyei and Ushioda (2009), which is selected as a theoretical framework of this research study. This model has three parts i.e., L2 self, the ought-to L2 self and the L2 learning experience. This model has been drawn from possible selves theory in social psychology (Dörnyei & Ryan, 2015). This model has been used by various researchers for the analysis of study. The L2 self represents an ideal state that students might work toward attaining in their future language acquisition. It is a significant motivator for learning a second language and incorporates both the integrative and instrumental motivations that have been used traditionally (Jiao et al., 2022). The learners' belief in themselves is reflected in their ought-to L2 self, which helps them avoid the potentially damaging effects of living up to the expectations of others, including parental expectations and instrumental presentations. Extrinsic motivation typically illuminates this component, rather than intrinsic vision.

The learners' belief in themselves is reflected in their ought-to second language persona, which enables them to avoid the potentially negative impacts of trying to live up to the expectations of other people (Próspero, Russell, & Vohra-Gupta, 2012). Dörnyei and Ryan (2015) have elucidated that learners' present experiences are focused by L2 learning experiences. It also encapsulates wide range of situated executive motives in immediate environment of learning situation. It is specified by Dörnyei (2019) that L2 learning experience is a type of situational motivation and we can predict motivational attitude of students very correctly by using it.

According to Dörnyei (2019) the quality of a second language learner's participation in the language learning process is determined by their experiences in second language learning, and their motivational behavior can be predicted by this factor. This implies that a positive and supportive learning environment that provides meaningful experiences can contribute to enhanced motivation among language learners. Conversely, negative learning experiences can demotivate students and hinder their progress in learning a new language. Therefore, educators should strive to create a positive and supportive learning environment that encourages learners to engage actively in the language learning process, as this can lead to increased motivation and better learning outcomes.

In recent years, the L2 motivational self-system has become increasingly popular as an explanation for learners' expected levels of learning effort and motivational attitude. You and Dörnyei (2016) have outlined motivational tendencies using large-scale questionnaire surveys. You, Dörnyei, and Csizér (2016) have scrutinized the vision and intention of motivation of English learners and concluded that the development of motivation varies depending on the effects of changing vision and intentions. The motivating self-guide scale for language learners was developed by Tseng, Cheng, and Gao (2020) which includes a four-dimensional model that performs a basic responsibility in sustaining the efforts of second language learners by using learners' self-image to explore language motivation.

In the field of motivational studies, there has been a change in focus from the ideal self-level and ought-to self-level of second language learners to the learning experience and situation of L2 learning (You & Dörnyei, 2016). Thus, situational factors have been validated for their fundamental and significant influence on students' English as a second language learning (Moser, Wei, & Brenner, 2021).

With reference to the L2 motivational system (Dörnyei & Ushioda, 2009) this research aims to explore the internal structure of Pakistani university students' motivation by considering various perspectives such as gender, culture, ethnicity, education level, mother tongue, and university level. This research also takes into account the idea of sustainable development, as learning English is considered a high declaration for personal and economic development, and is seen as a "world language" and a "major driving force for younger generations' desire to learn English in Pakistan (Mahboob, 2017).

### 3. METHODOLOGY

#### 3.1. Participants and Procedure

In the study, a random sampling method technique was adopted, and 602 participants from thirty-nine universities participated in filling up this questionnaire. The total number of participants from public sector universities across the country (Pakistan) was 487 (80.9%), and from private sector universities, 115(19.1%) responded to the questionnaire of study. In the study, the questionnaire was prepared on Google form by generating the link, which was sent to various universities across the country for the response. A total of 650 questionnaires were received by the respondents, and 602 answers to questionnaires were given, which is 92.61 % of the total delivered questionnaire. The participants of the study filled up the questionnaire voluntarily and anonymously, and they were asked to fill up the questionnaire with full autonomy. All the data is available in researchers' records and can be provided to publishers on assurance of confidentiality.

The age of the respondents was above 20 years, and they belonged to three (03) disciplines, i.e., arts, humanities and sciences. They were studying at three (03) levels BS, MS and Ph.D. (The graduate, post graduate and doctoral study in Pakistan). The participants of the research study belonged to different ethnicities, i.e., Pathan, Punjabi, Sariaki, Baloochi, Sindhi, Gilgiti, Balti, and Kashmiri. Furthermore, the areas of respondents were also defined to see the cultural perspectives, who represented 312 (51.83%) participants from rural and 290 (48.17%) from urban.

#### 3.2. Instrument

A questionnaire was prepared to assess the internal structures of motivation in Pakistani universities, both in public and private sectors, by overlapping the disciplines, i.e., Arts, Humanities and Science. Furthermore, L2 motivational self-system by Dörnyei and Ushioda (2009) was taken as a theoretical framework. The verified questionnaire consisted of 52 items, on a five-point Likert scale, i.e., 1 Strongly agree, 2 Agree, 3 Neutral, 4 Disagree and 5 Strongly Disagree, which was used to evaluate ESL learners' motivation and its influence on gender, cultural and ethnic perspectives. The Likert scale indicates that a lower score in the figure provides the highest level of motivation.

A pilot study was conducted before the distribution of the questionnaire, in which 61 students who were additional to the sample of main study, participated. Eight irrelevant factors were deleted from the previous questionnaire of the pilot study, and a purified questionnaire was prepared again to administer over the original study. Then, the survey was initialized on the amended questionnaire and distribution of the questionnaire was started on 13-12-2022 and completed on 01-05-2023 at Pakistan Standard Time. All the responses were automatically stored on a Google Microsoft Excel sheet, and then SPSS analysis was ritualized on the gathered data.

Although the UN directed sustainable development goals start from poverty and touch all globally concerned and important factors such as sustainable growth in economy, preservation of environmental factors, climate variation, good health and gender equality by addressing all the countries (Vilalta et al., 2018) but particularly education, and global civic ambitions as signified in the UN directed sustainable developments goals. For the solution of significant issues of any society it is a noble strategy because a competent and noble plan is represented for universities to find out significant changes of society (Jain & Mishra, 2019).

#### 3.3. Method for Data Analysis

For finding the statistical results of the data, SPSS 26.0 software was used to carry out the analysis and various tests i.e., Cronbach's Alpha, exploratory factor analysis, and conformity factor analysis were performed to validate the questionnaire. To test the hypothesis, i.e., English Learning Motivation of ESL Learners from Ethnic, Gender, and Cultural Perspectives in the light of institutional educational objectives, by giving the special focus on



education. The descriptive statistical test, t-test, Analysis of Variance and Covariance, and Tukey's Honest Significant Difference (HSD) Post-Hoc Test were utilized in analytical strategies.

In Table 1 all the demographic data of participants is presented in figure and percentage.

**Table 1.** Demographic information of the sample (n=602)

Factors	N	F
Age		
20-30	518	86.05 %
30-40	54	8.97%
40 and above	30	4.98%
Gender		
Male	293	48.67%
Female	309	51.33%
University sector		
Public	487	80.9%
Private	115	19.1%
Role		
Teacher	79	13.12%
Student	523	86.88%
Level of teaching/Studying		
BS	392	65.12%
M Phil	194	32.23%
PhD	16	2.66%
Discipline		
Science	129	21.43 %
Arts	265	44.02%
Humanities	208	34.55%
Ethnicity		
Pathan	165	27.41%
Punjabi	286	47.51%
Balochi	15	2.49%
Sindhi	7	1.16%
Gilgiti	3	0.5%
Kashmiri	50	8.31%
Saraiki	76	12.62%
Mother tongue		
Urdu	135	22.43%
Punjabi	169	28.07%
Saraiki	73	12.13%
Sindhi	4	0.66%
Balochi	12	1.99%
Pastho	148	24.58%
Pothowari	57	9.47%
Balti	4	0.66%
Family background		
Educated	506	84.05%
Uneducated	96	15.95%
Area/Culture		
Rural	312	51.83%
Urban	290	48.17%

## 4. RESULTS

### 4.1. Exploratory Factor Analysis

The reliability and validity test of all variables was conducted by using exploratory factor analysis so that it can be identified that how well data is harmonizing with tool of measurement. The Cronbach's Alpha scale was used to test the reliability which produced the value above than 80 % in each variable and it was an acceptable conformity. The Composite reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity (DV) were used to

infer the validity which produced satisfactory value of each variable. The acquired values were bigger than the threshold values for example CR > 0.70, AVE > 0.50 and DV > 0.7 respectively. Furthermore, loading factors of all items produced a strong value because all acquired values were higher than the threshold value of 0.6 as described in Table 2. It also signifies the appropriateness of questionnaire for the investigations of internal structures of university students' motivation.

Table 2. Exploratory factor analysis.

Variables	Items	Loadings	Alpha value	AVE	CR	DV
Immediate achievement (IAC)	IAC2	0.62	0.84	0.61	0.91	0.78
	IAC3	0.68				
	IAC4	0.73				
	IAC5	0.70				
	IAC6	0.68				
	IAC7	0.68				
	IAC8	0.70				
	IAC9	0.67				
Intrinsic interest (IIN)	IIN2	0.62	0.89	0.62	0.90	0.78
	IIN3	0.64				
	IIN4	0.65				
	IIN5	0.65				
	IIN6	0.61				
	IIN7	0.70				
	IIN8	0.69				
	IIN9	0.65				
	IIN10	0.72				
	IIN11	0.72				
	IIN12	0.68				
	IIN13	0.71				
	IIN14	0.61				
	Learning situation (LST)	LST2				
LST3		0.59				
LST4		0.66				
LST5		0.62				
LST6		0.70				
LST7		0.69				
LST8		0.69				
LST9		0.65				
LST10		0.66				
LST11		0.68				
LST12		0.70				
LST13		0.68				
LST14		0.67				
LST15		0.66				
LST16		0.66				
LST17		0.68				
Personal motivation (PRM)		PRM1	0.62	0.84	0.65	0.86
	PRM3	0.63				
	PRM4	0.67				
	PRM5	0.67				
	PRM6	0.66				
	PRM7	0.68				
	PRM8	0.71				
	PRM9	0.70				
	PRM10	0.68				

4.2. Confirmatory Factor Analysis

AMOS 26 statistical software was used to infer the results for confirmatory factor analysis of the data. The results of confirmatory factor analysis showed (Table 3) fitting indexes of structural equation modeling

CMIN/dif=1.2915 RMSA < 0.08(0.022), GFI, CFI, IFI and TLI were all greater than 0.90, and it indicated that confirmatory factor analysis was in good structural fit. Furthermore, it also verified the multi-structural hypothesis of the questionnaire as useful in testing the English Learning Motivation of ESL Learners and its Influence on Ethnic, Gender, and Cultural Perspectives with reference to UN directed Sustainable Development Goals and adopted by the Pakistani university for students across disciplines and study programs.

**Table 3.** Confirmatory factor analysis.

Value and standard	CMIN	Df	CMIN/df	RMSEA	GFI	CFI	IFI	TLI
Value	41.342	32	1.2919	0.022	0.996	0.993	0.993	0.990
Standard			< 5	< 0.08	> 0.90	> 0.90	> 0.90	> 0.90

**Note:** CMIN: Chi-square value.  
Df: Default model.  
RMSEA: Root mean square error approximation.  
GFI: Goodness of fit index.  
CFI: Comparative of fit index.  
IFI: Incremental of fit index.  
TLI: Tucker-Lewis index.

#### 4.3. Descriptive Matrix

The students' level of ESL learning motivation was explored through descriptive statistical tests, i.e., mean and standard deviation, which did not yield equate prevalence, as the mean values were less than 3.0. The dimension of personal motivation obtained the highest mean value, i.e., ( $M = 2.57$ ), while learning situation obtained the lowest mean value, i.e., ( $M = 2.52$ ) among all the four dimensions, i.e., immediate achievement, learning situation, intrinsic interest, and personal development (see Table 4). The mean value is less than 3.0, so ESL learners' motivation is very low, and learners are not interested to learn the English language in Pakistan, although it is being used as an official language in Pakistan and also is being taught from the basic level in all schooling systems privileged in the country.

**Table 4.** Descriptive matrix.

Serial	Dimensions	Mean	SD
1	Immediate achievement	2.53	0.99
2	Intrinsic interest	2.54	0.96
3	Learning situation	2.52	0.94
4	Personal motivation	2.57	0.97

#### 4.3.1. Gender-Based Analysis on the Influence of ESL Learners' Motivation

It can be visualized in Table 5 that all the dimensions of motivation, i.e., immediate achievement, learning situation, intrinsic interest, and personal development of ESL learners, were compared and tested by applying the T-test on both gender-based factors, e.g., males and females and results did not reveal any significant statistical gender-based variation to any dimension of motivation at alpha level 0.05 among all the four dimensions. The highest mean value was recorded in the personal development male factor of 2.58, and the lowest mean value was produced in learning situations by the female learners at 2.51.

**Table 5.** T-test analysis (n=602).

Factors	Gender	N	Mean	SD	T	Sig
Immediate achievement	Male	293	2.52	0.96	-0.13	0.89
	Female	309	2.54	1.02		
Intrinsic interest	Male	293	2.54	0.92	-0.27	0.78
	Female	309	2.56	0.99		
Learning situation	Male	293	2.54	0.92	0.35	0.72
	Female	309	2.51	0.97		
Personal motivation	Male	293	2.58	0.93	0.15	0.87
	Female	309	2.57	1.00		

4.3.2. Cultural Difference Analysis on the Influence of ESL Learners' Motivation

All the dimensions of motivation were compared by applying the T-test (shown in Table 6). Results revealed a significant difference in culture to all the dimensions of motivation at alpha level 0.05. Furthermore, urban area learners got a significantly higher mean score than the rural area learners in all the dimensions of motivation, which shows that the learning motivation of urban area culture ESL learners are greater than that of rural area culture learners, so it can be likely a chance for the completion of sustainable learning goals in urban cultural areas of Pakistan. In the light of cultural difference analysis on the influence of ESL learners' motivation and according to Table 6, lowest mean value was found for rural cultural students' immediate achievement at 2.45 and the highest mean value was interpreted in personal development motivation of urban culture students 2.66.

Table 6. T-test analysis. (n=602)

Factors	Area	N	Mean	SD	T	Sig
Immediate achievement	Rural	312	2.45	0.98	-1.9	0.05
	Urban	290	2.61	0.99		
Intrinsic interest	Rural	312	2.46	0.94	-2.22	0.02
	Urban	290	2.64	0.97		
Learning situation	Rural	312	2.43	0.97	-2.30	0.02
	Urban	290	2.61	0.95		
Personal motivation	Rural	312	2.49	0.94	-2.17	0.03
	Urban	290	2.66	0.96		

4.3.3. Ethnic Difference Analysis on the Influence of ESL Learners' Motivation

In all the study constructs of internal structures of motivation, i.e., intrinsic interest, learning situation, immediate achievement and personal development, to check the differences in Pakistani Universities Students' Motivation regarding ethnicity differences, ANOVA was applied to find out the variation among factors. All the dimensions of motivation were compared by applying the ANOVA, as shown in Table 7, and results revealed a significant difference between ethnic groups to only learning situation motivation.

Table 7. ANOVA test. (n=602)

Factors	Ethnic groups	Number	Mean	SD	F	Sig
Immediate achievement (IAC)	Pathan	165	2.69	0.99	1.79	0.09
	Punjabi	286	2.51	0.98		
	Baloch	15	2.42	0.90		
	Sindhi	7	2.14	0.63		
	Gilgiti	3	2.83	0.31		
	Kashmiri	50	2.23	0.88		
	Saraiki	76	2.47	1.11		
Intrinsic interest (IIN)	Pathan	165	2.70	0.93	1.96	0.06
	Punjabi	286	2.54	0.97		
	Baloch	15	2.49	0.94		
	Sindhi	7	2.13	0.61		
	Gilgiti	3	2.46	0.15		
	Kashmiri	50	2.23	0.84		
	Saraiki	76	2.47	1.05		
Learning situation (LST)	Pathan	165	2.71	0.95	2.55	0.01
	Punjabi	286	2.49	0.94		
	Baloch	15	2.18	0.75		
	Sindhi	7	2.25	0.70		
	Gilgiti	3	2.29	0.41		
	Kashmiri	50	2.21	0.83		
	Saraiki	76	2.50	1.04		
Personal motivation (PRM)	Pathan	165	2.77	0.95	1.98	0.06
	Punjabi	286	2.54	0.96		
	Baloch	15	2.45	0.85		
	Sindhi	7	2.15	0.65		
	Gilgiti	3	2.44	0.38		
	Kashmiri	50	2.35	0.93		
	Saraiki	76	2.50	1.06		

#### 4.4. Tukey's (HSD) Post-Hoc Test

To find out the differences and comparisons across all possible pairs of ethnic groups, Tukey's (HSD) post-hoc test was conducted. The results (Table 8) demonstrated that among all groups, only one group, i.e., (Pathan against Kashmiri) had a significant difference from each other. The learning situation motivation was found to be higher in Pathan students than the Kashmiri students.

**Table 8.** Tukey's (HSD) post hoc test.

Test	Sig
Pathan vs Kashmiri	0.01

## 5. DISCUSSION AND CONCLUSION

The aim of the study was to examine the English learning motivation of ESL learners and then to find out the differences of Pakistani ESL learners' motivation with regards to ethnic, cultural, gender aspects. The researchers explored four types of the internal structure of motivation i.e., immediate achievement, learning situation, intrinsic interest, and personal development.

The findings disclosed low overall motivation among students, which are consistent with previous research such as Jiao et al. (2022). Khalid (2016) also revealed low level of motivation among students, and argued that the blend of Urdu and English language use in Pakistani learners' informal settings and English used in formal communication might have caused any influence on the results. He also elucidated that in Pakistan English speaking community was rated lower than Urdu community speakers by 90%, so it might be the cause of low internal structure of motivation. On the other hand, it was claimed by the Pakistani policy makers (Sikandar, 2017) that the use of English had influenced the subtractive attitude of Urdu language speakers although present study claimed ESL learners' low levels of motivation in its internal structure which had contradicted directly to policy makers. Manan, Dumanig, and David (2017) propagated that in Pakistan, the use of English as a medium of instruction was viewed a betrayal of culture and values so motivation might be associated towards low level. There was very minimum trend of E learning class point tool application in Pakistan (Abdelrady & Akram, 2022) and these had caused ESL learners satisfaction failure so it could lead towards low motivation of ESL learners in Pakistan.

In addition to the gender analysis, no gender-based variation in motivation internal structure was found. The cultural-based study showed that urbanized culture was higher motivation in all internal structures than the rural one. The highest mean value was achieved in personal development motivation among urban students. Finally, the significant difference among ethnic groups was viewed in learning situation motivation and among all possible pairs' variation was found in one group i.e., Pathan against Kashmiri and learning situation motivation of Pathan was higher than Kashmiri students.

In addition, it has been illuminated in various research that among the female university students, English learning motivation is significantly higher than that of male students' learners. This was confirmed in a research study of Yang and Quadir (2018). It is further verified by Oga-Baldwin and Nakata (2017) that by affecting English learners' academic performance effort was a mediating variable in motivation. It is further stated by You and Dörnyei (2016) that females are more inclined towards a stronger vision than males in self-development. Female minority students were stronger motivated than male minority (Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2013)

However, contrary to this, the 39 Pakistani universities' student data has given new dimensions to the researchers that there was not any significant statistical gender-based variation at the alpha level 0.05 among all the four dimensions of motivational internal structure. In the results of cultural variation, urban areas learners got a significantly higher mean score than the rural cultural areas learners in all the dimensions of motivation, which shows that the learning motivation of urban areas culture ESL learners are greater than the rural areas culture



learners. Finally, the significant difference among ethnic groups was viewed in learning situation motivation and results demonstrated that among all groups only one group, i.e., (Pathan against Kashmiri) had a significant difference among each other. The learning motivation was found higher in Pathan students than the Kashmiri students.

Moreover, in this research study, we explored theoretical and innovative paradigms that were not previously explored in previous works. While previous research examined Pakistani learners' attitudes and motivational orientations towards English as a second language, there was little understanding of the internal structures of ESL learners' motivation in Pakistan with regard to UN directed sustainable development goals. Thus, this research provides a completely new perspective on ESL learners' motivation in Pakistan and opens up new avenues for language teaching and learning researchers. Moreover, this research serves as a foundation for sustainable development goals in education not only in the ESL domain but also in other fields of knowledge, by bridging universities, cultures, ethnicities, and genders.

In addition, the study delved deeply into the L2 motivational self-system, particularly focusing on the ideal L2 self, the ought L2 self, and the L2 learning experience (Dörnyei & Ushioda, 2009). However, there is still a need for further research on the influence of family and mother tongue background on ESL learners' motivation, as well as on the internal structure of motivation with regards to rural and urban consensus in relation to sustainable development goals. It is recommended to conduct empirical research to evaluate the motivational levels of ESL learners, as suggested by Busse and Walter (2013). The study found that motivational tendencies in second language learning are strongly influenced by the learning situation, second language teachers, and second language pedagogy (Dos Santos, 2021; Lynch, 2018). Therefore, improving the learning situation in ESL classrooms can enhance motivation, which in turn can improve the quality of ESL learning and teaching. Lastly, ESL teachers are encouraged to foster confidence and motivation among ESL learners in support of UN directed sustainable development goals adopted in Pakistani universities.

### 5.1. Limitations of Future Work

This study was limited to internal structure of motivation of ESL Learners to make comparisons of ethnicity, gender, and cultural perspectives, with reference to UN directed sustainable development goals. In the light of the conclusions, further research on second language motivation may surround the following elements: influence of family and mother tongue background on ESL Learners' Motivation, and ESL learners' motivation internal structure with reference to rural and urban consensus. Such elements would offer further opportunities to the implementation of UN directed SDGs in university education system.

**Funding:** This research is supported by the Deanship of Scientific Research, Majmaah University (Grant number: R-2023-436).

**Institutional Review Board Statement:** The Ethical Committee of the Majmaah University, Saudi Arabia has granted approval for this study on 3 April 2023 (Ref. No. R-2023-436).

**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** Conceptualization, M.R.; methodology and validations, I.O. and A.A.O.; software analysis, S.M. and I.O.; writing and editing, M.R. and M.A.K.; supervision: M.A.K. All authors have read and agreed to the published version of the manuscript.

## REFERENCES

- Abdelrady, A. H., & Akram, H. (2022). An empirical study of ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems, 10*(5), 154. <https://doi.org/10.3390/systems10050154>
- Adwani, P., & Shrivastava, S. (2017). Analysis of factors affecting second language acquisition. *International Journal of Social Sciences and Management, 4*(3), 158-164.

- Akram, H. (2020). Education governance in Pakistan: A critical analysis of challenges. *Journal of Social Sciences Advancement*, 1(1), 38-41. <https://doi.org/10.52223/jssa20-010105-05>
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: An empirical evidence from Saudi Arabia. *Journal of Computers in Education*, 1-19. <https://doi.org/10.1007/s40692-023-00265-z>
- Akram, H., & Yang, Y. (2021). A critical analysis of the weak implementation causes on educational policies in Pakistan. *International Journal of Humanities and Innovation*, 4(1), 25-28. <https://doi.org/10.33750/ijhi.v4i1.104>
- Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors contributing low English language literacy in rural primary schools of Karachi, Pakistan. *International Journal of English Linguistics*, 10(6), 335-346. <https://doi.org/10.5539/ijel.v10n6p335>
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology integration in higher education during COVID-19: An assessment of online teaching competencies through technological pedagogical content knowledge model. *Frontiers in Psychology*, 12, 736522. <https://doi.org/10.3389/fpsyg.2021.736522>
- Al Harthy, S. R. (2017). English language motivation between gender and cultures. *Journal of Educational and Social Research*, 7(2), 123-132. <https://doi.org/10.5901/jesr.2017.v7n2p123>
- Almulla, M. A., & Alamri, M. M. (2021). Using conceptual mapping for learning to affect students' motivation and academic achievement. *Sustainability*, 13(7), 4029. <https://doi.org/10.3390/su13074029>
- Bai, B., & Wang, J. (2023). The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. *Language Teaching Research*, 27(1), 207-228. <https://doi.org/10.1177/1362168820933190>
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005-2014: Understanding a publication surge and a changing landscape. *System*, 55, 145-157. <https://doi.org/10.1016/j.system.2015.10.006>
- Boudadi, N. A., & Gutiérrez-Colón, M. (2020). Effect of Gamification on students' motivation and learning achievement in second language acquisition within higher education: A literature review 2011-2019. *The EuroCALL Review*, 28(1), 57-69. <https://doi.org/10.4995/eurocall.2020.12974>
- Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The Modern Language Journal*, 97(2), 435-456. <https://doi.org/10.1111/j.1540-4781.2013.12004.x>
- Cai, Y., & Wolff, L.-A. (2022). Education and sustainable development goals. *Sustainability*, 15(1), 643. <https://doi.org/10.3390/su15010643>
- Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science Advances*, 5(2), 1-7.
- Cheng, L., Klinger, D., Fox, J., Doe, C., Jin, Y., & Wu, J. (2014). Motivation and test anxiety in test performance across three testing contexts: The CAEL, CET, and GEPT. *Tesol Quarterly*, 48(2), 300-330. <https://doi.org/10.1002/tesq.105>
- Chow, S. K. Y., & Wong, J. L. K. (2020). Supporting academic self-efficacy, academic motivation, and information literacy for students in tertiary institutions. *Education Sciences*, 10(12), 361. <https://doi.org/10.3390/educsci10120361>
- Courtney, L. (2017). Transition in modern foreign languages: A longitudinal study of motivation for language learning and second language proficiency. *Oxford Review of Education*, 43(4), 462-481. <https://doi.org/10.1080/03054985.2017.1329721>
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19-36. <https://doi.org/10.1111/j.0026-7902.2005.00263.x>
- D'Lima, G. M., Winsler, A., & Kitsantas, A. (2014). Ethnic and gender differences in first-year college students' goal orientation, self-efficacy, and extrinsic and intrinsic motivation. *The Journal of Educational Research*, 107(5), 341-356. <https://doi.org/10.1080/00220671.2013.823366>

- Dornyei, Z. (2019). Towards a better understanding of the L2 learning experience, the Cinderella of the L2 motivational self system. *Studies in Second Language Learning and Teaching*, 9(1), 19-30. <https://doi.org/10.14746/ssllt.2019.9.1.2>
- Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. New York, London: Routledge.
- Dornyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York, London: Routledge.
- Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self* (Vol. 36). Bristol: Multilingual Matters.
- Dos Santos, L. M. (2021). The relationship between social identity and foreign language learning motivation: The sustainability of heritage language learners. *Sustainability*, 13(23), 13102. <https://doi.org/10.3390/su132313102>
- Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. New York and London, UK: Routledge.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. *Motivation and Second Language Acquisition*, 23(1), 1-19.
- Gardner, R. C. (2006). The socio-educational model of second language acquisition: A research paradigm. *Eurosla Yearbook*, 6(1), 237-260. <https://doi.org/10.1075/eurosla.6.14gar>
- Guo, M., & Leung, F. K. (2021). Achievement goal orientations, learning strategies, and mathematics achievement: A comparison of Chinese Miao and Han students. *Psychology in the Schools*, 58(1), 107-123. <https://doi.org/10.1002/pits.22424>
- Hennebry-Leung, M., & Xiao, H. A. (2023). Examining the role of the learner and the teacher in language learning motivation. *Language Teaching Research*, 27(1), 30-56. <https://doi.org/10.1177/1362168820938810>
- Jain, A. K., & Mishra, S. N. (2019). Role of NITI Aayog in the implementation of the 2030 agenda. *2030 Agenda and India: Moving from Quantity to Quality: Exploring Convergence and Transcendence*, 239-254.
- Jiao, S., Wang, J., Ma, X., You, Z., & Jiang, D. (2022). Motivation and its impact on language achievement: Sustainable development of ethnic minority students' second language learning. *Sustainability*, 14(13), 7898. <https://doi.org/10.3390/su14137898>
- Jones, M. H., & Cooke, T. J. (2021). Social status and wanting popularity: Different relationships with academic motivation and achievement. *Social Psychology of Education*, 24(5), 1281-1303. <https://doi.org/10.1007/s11218-021-09653-8>
- Khalid, A. (2016). A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a second language. *SAGE Open*, 6(3), 1-19. <https://doi.org/10.1177/2158244016665887>
- Kiany, G. R., Mahdavy, B., & Ghafar Samar, R. (2013). Motivational changes of learners in a traditional context of English education: A case study of high school students in Iran. *International Journal of Research Studies in Language Learning*, 2(1), 3-16. <https://doi.org/10.5861/ijrsl.2012.92>
- Kusurkar, R., Ten Cate, T. J., Vos, C., Westers, P., & Croiset, G. (2013). How motivation affects academic performance: A structural equation modelling analysis. *Advances in Health Sciences Education*, 18(1), 57-69. <https://doi.org/10.1007/s10459-012-9354-3>
- Liu, H., Gao, L., & Fang, F. (2020). Exploring and sustaining language teacher motivation for being a visiting scholar in higher education: An empirical study in the Chinese context. *Sustainability*, 12(15), 6040. <https://doi.org/10.3390/su12156040>
- Long, C., Ming, Z., & Chen, L. (2013). The study of student motivation on English learning in junior middle school—a case study of No. 5 middle school in Gejiu. *English Language Teaching*, 6(9), 136-145. <https://doi.org/10.5539/elt.v6n9p136>
- Lynch, A. (2018). *A historical view of US Latinidad and Spanish as a heritage language* (1st ed.). London: Routledge.
- Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In B. Fenton-smith, P. Humphreys, & I. Walkinshaw(Eds.), *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy*. In (pp. 71-91): Springer.
- Manan, S. A., Dumanig, F. P., & David, M. K. (2017). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism*, 20(6), 736-752. <https://doi.org/10.1080/13670050.2015.1080659>

- Moser, K. M., Wei, T., & Brenner, D. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. *System*, 97, 102431. <https://doi.org/10.1016/j.system.2020.102431>
- Moskovsky, C., Assulaimani, T., Racheva, S., & Harkins, J. (2016). The L2 motivational self system and L2 achievement: A study of Saudi EFL learners. *The Modern Language Journal*, 100(3), 641-654. <https://doi.org/10.1111/modl.12340>
- Nevisi, B. R., & Farhani, A. (2022). Motivational factors affecting Iranian English as a foreign language (EFL) learners' learning of English across differing levels of language proficiency. *Frontiers in Psychology*, 13, 1416. <https://doi.org/10.3389/fpsyg.2022.869599>
- Noels, K. A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language learning*. In (pp. 43-68). Honolulu: University of Hawaii Press.
- Oga-Baldwin, W. Q., & Nakata, Y. (2017). Engagement, gender, and motivation: A predictive model for Japanese young language learners. *System*, 65, 151-163. <https://doi.org/10.1016/j.system.2017.01.011>
- Pakkan, S., Sudhakar, C., Tripathi, A., & Rao, M. (2022). A correlation study of sustainable development goal (SDG) interactions. *Quality & Quantity*, 57(2), 1937-1956. <https://doi.org/10.1007/s11135-022-01443-4>
- Próspero, M., Russell, A. C., & Vohra-Gupta, S. (2012). Effects of motivation on educational attainment: Ethnic and developmental differences among first-generation students. *Journal of Hispanic Higher Education*, 11(1), 100-119. <https://doi.org/10.1177/1538192711435556>
- Rahman, M. M., Pandian, A., Karim, A., & Shahed, F. H. (2017). Effect of age in second language acquisition: A critical review from the perspective of critical period hypothesis and ultimate attainment. *International Journal of English Linguistics*, 7(5), 1-7. <https://doi.org/10.5539/ijel.v7n5p1>
- Reynolds, B. L., Yu, M. H., & Ha, X. V. (2023). Administrative staff learning and using English to communicate with international students. *Innovation in Language Learning and Teaching*, 17(2), 424-439. <https://doi.org/10.1080/17501229.2022.2058513>
- Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. In: Deci, E.L. and Ryan, R.M., Eds., *Handbook of Self-Determination Research*. In (pp. 6-33). Rochester: The University of Rochester Press.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Samad, A. A., Etemadzadeh, A., & Far, H. R. (2012). Motivation and language proficiency: Instrumental and integrative aspects. *Procedia-Social and Behavioral Sciences*, 66, 432-440. <https://doi.org/10.1016/j.sbspro.2012.11.287>
- Schmidtke-Bode, K., & Kachel, G. (2020). Exploring the motivational antecedents of Nepalese learners of L2 English. *International Review of Applied Linguistics in Language Teaching*, 58(4), 379-418. <https://doi.org/10.1515/iral-2017-0037>
- Sikandar, A. (2017). Language policy planning in Pakistan: A review. *Pakistan Business Review*, 19(1), 267-272.
- Smith, W. C., & Benavot, A. (2019). Improving accountability in education: The importance of structured democratic voice. *Asia Pacific Education Review*, 20(2), 193-205. <https://doi.org/10.1007/s12564-019-09599-9>
- Sullivan, K., Thomas, S., & Rosano, M. (2018). Using industrial ecology and strategic management concepts to pursue the sustainable development goals. *Journal of Cleaner Production*, 174, 237-246. <https://doi.org/10.1016/j.jclepro.2017.10.201>
- Suryasa, W., Prayoga, I., & Werdistira, I. (2017). An analysis of students motivation toward English learning as second language among students in Pritchard English academy (PEACE). *International Journal of Social Sciences and Humanities*, 1(2), 43-50. <https://doi.org/10.21744/ijssh.v1i2.36>
- Tseng, W.-T., Cheng, H.-F., & Gao, X. (2020). Validating a motivational self-guide scale for language learners. *Sustainability*, 12(16), 6468. <https://doi.org/10.3390/su12166468>

- UNESCO. (2016). *The education 2030 framework for action*. Retrieved from <https://en.unesco.org/news/education-2030-frameworkaction-be-formallyadopted-and-launched>
- Vilalta, J. M., Betts, A., & Gómez, V. (2018). *Higher education's role in the 2030 agenda: The why and how of GUNi's commitment to the SDGs*. Paper presented at the In: Sustainable Development Goals: Actors and Implementation. A Report from the International Conference (pp 2018–06). GUNi: Barcelona, Spain.
- Yang, J. C., & Quadir, B. (2018). Individual differences in an English learning achievement system: Gaming flow experience, gender differences and learning motivation. *Technology, Pedagogy and Education*, 27(3), 351-366. <https://doi.org/10.1080/1475939x.2018.1460618>
- Yihong, G., Yuan, Z., Ying, C., & Yan, Z. (2007). Relationship between English learning motivation types and self-identity changes among Chinese students. *TESOL Quarterly*, 41(1), 133-155. <https://doi.org/10.1002/j.1545-7249.2007.tb00043.x>
- You, C., & Dörnyei, Z. (2016). Language learning motivation in China: Results of a large-scale stratified survey. *Applied Linguistics*, 37(4), 495-519. <https://doi.org/10.1093/applin/amu046>
- You, C., Dörnyei, Z., & Csizér, K. (2016). Motivation, vision, and gender: A survey of learners of English in China. *Language Learning*, 66(1), 94-123. <https://doi.org/10.1111/lang.12140>
- Yu, B., & Downing, K. (2012). Determinants of international students' adaptation: Examining effects of integrative motivation, instrumental motivation and second language proficiency. *Educational Studies*, 38(4), 457-471. <https://doi.org/10.1080/03055698.2011.643111>
- Zamora-Polo, F., & Sánchez-Martín, J. (2019). Teaching for a better world. Sustainability and sustainable development goals in the construction of a change-maker university. *Sustainability*, 11(15), 4224. <https://doi.org/10.3390/su11154224>
- Zheng, Y., Lu, X., & Ren, W. (2019). Profiling Chinese university students' motivation to learn multiple languages. *Journal of Multilingual and Multicultural Development*, 40(7), 590-604. <https://doi.org/10.1080/01434632.2019.1571074>

*Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of English Language and Literature Studies shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.*