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Fostering L2 Motivation in ESL: A Comprehensive Literature Review (2017-2021)

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Abstract: Corrective Over the past few years, ESL research on motivation has examined its complexity and multi-dimensionality. From 2017 to 2021, studies examined individual variations, social context, instructional approaches, and learner views as motivators for ESL learners. Research has shown that fostering learner autonomy and self-regulated learning practices motivates ESL students. Social considerations encourage ESL learners in other studies. From 2017 to 2021, ESL motivation research has stressed the need to evaluate numerous individual and environmental elements that affect language learning motivation. Promoting learner autonomy, self-regulated learning practices, positive teacher-student contact, and low language anxiety may motivate ESL learners and improve learning outcomes. Research on motivation in English as a Second Language (ESL) has identified various factors that can influence learners' motivation. These factors can be categorized into individual, social, and contextual factors.

1. Introduction

The literature has extensively studied motivation in English as a Second Language (ESL). Researchers have identified factors influencing motivation, including individual differences, social context, teaching methods, and learner beliefs.

One of the most widely accepted frameworks for understanding motivation in language learning is the socio-educational model, which emphasizes the role of social factors in motivating learners. This model posits that the level of motivation is influenced by three key variables: the learner's attitudes toward the target language community, the perceived value of learning the target language, and the learner's sense of self-efficacy. The term "social factors" describes the impact of surrounding individuals and events on one's drive. Dörnyei (2017) cites studies that show how motivation can be boosted through social support and positive interactions with teachers and peers. Similarly, Gardner and MacIntyre (2017) found that language learners are more likely to be motivated if they either (1) feel like they belong to the language learning group or (2) believe that learning the language is essential.

Another influential model is the self-determination theory, which suggests that the need for autonomy, competence, and relatedness drives motivation. This theory proposes that learners are more likely to be motivated when they have control over their learning, feel competent, and have positive relationships with their peers and teachers. Personal qualities and attitudes held by students are examples of individual factors. Learners with a favorable impression of the people and culture of the target language and who have confidence in their language-learning ability, for instance, tend to be highly motivated to do so (Dörnyei, 2017). Those students who are anxious or do not believe in their linguistic abilities may be less motivated. The term "contextual factors" is commonly used to describe the classroom setting. Learner-centered methods, such as task-based language instruction or subject-and-language-integrated learning, have increased students' motivation to learn a language (Dörnyei, 2017). Motivation can also be affected by how teachers and students interact, how work is graded, and the materials students have at their disposal.

2. Literature Review

Research has also shown that different types of motivation can impact language learning outcomes. Intrinsic motivation, which is driven by a genuine interest and enjoyment in learning the language, is more effective than extrinsic motivation, which is caused by external rewards or pressures. Overall, the literature suggests that motivation is a complex and multi-dimensional construct influenced by various individual and contextual factors. To promote motivation in ESL learners, educators should consider their students' unique needs and backgrounds and provide a supportive and engaging learning environment.

The overall aspects that affect ESL students' motivation are intricate and multi-dimensional. Teachers can inspire students to learn by tailoring their instruction to their specific requirements, creating a welcoming classroom environment, and encouraging students to take responsibility for their progress. The present paper attempts to review the research available from 2017 to 2021. The strategies and elements are mentioned below (section A) to check the work.

A. Search Strategy

What are the component issues?

- Motivation, individual differences, attitudes, etc.

What are the primary keywords/phrases in my topic?

- L2 motivation/ESL/EFL/ELT motivation

What alternative keywords or synonyms represent each of

these key topics?

- Attitudes, beliefs, emotions, perceptions, etc.

Search Databases

Web of Science

Scopus

Search Documents

Articles

Book Chapters

Conference presentations

Reports/Case Study

Search Commands

Broad

L2 motivation

Motivation and language learning

Motivation and multilingualism

Narrow

ESL and motivation

EFL and motivation

ELT and motivation

Motivation and gender
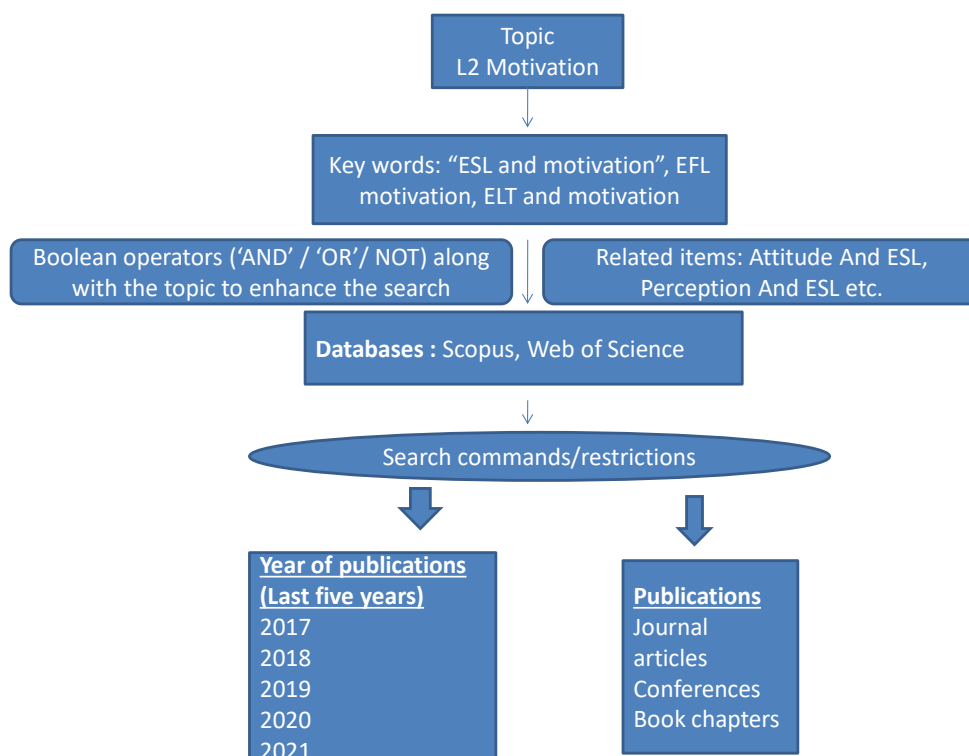
Motivation and attitudes

Emotions and ESL/EFL

Figure 1: Steps for Database Search

Search Results

Database: Web of Science

L2 Motivation

No of Results: 604

Selected Fields: 570

Search Fields	Record Count	% Of 570
Education Educational Research	347	60.8
Linguistics	347	60.8
Language Linguistics	138	24.21
Psychology Educational	32	5.6
Psychology Experimental	14	2.4
Psychology Multidisciplinary	12	2.10
Social Sciences Interdisciplinary	10	1.74

ESL Motivation

No of Results: 115

Search Fields	Record Count	% Of 570
Education Educational Research	75	65.21
Linguistics	32	27.82
Language Linguistics	19	16.52
Psychology Educational	3	2.6
Psychology Experimental	0	0
Psychology Multidisciplinary	1	0.8
Social Sciences Interdisciplinary	7	6.08

Database: Scopus

Refine results values (Documents)

Broad	
Keywords: L2 Motivation | No. of results: 525	
Year	No of Docs.
2021	40
2020	178
2019	120
2018	104
2017	75
Secondary Docs | No of results: 56	
2021	0
2020	5
2019	10
2018	22
2017	19
Narrow	
Keywords: ESL Motivation | No. of results: 112	
2021	5
2020	44
2019	30
2018	19
2017	14
Secondary Docs | No of results: 56	
2021	0
2020	1
2019	4
2018	5
2017	3

The selected studies are based on the references provided.

B. Synthesis of Literature

*Sampl*es

The selected quantitative studies (Appendix 1) primarily focused on ESL school and first-year university students to assess their motivation to learn English as a second language. All studies have addressed English as a second language. Out of the ten studies, three have focussed on primary school students, such as Kopinska et al. (2020), Halim et al. (2020), and Takahashi (2018). In all three studies, primary school ESL students' motivation has been studied on less than 100 students. On the other hand, studies like Al-Sobhi (2018) and Takahashi (2020) examined the rationale for English learning among secondary students; Al-Sobhi (2020) focussed on Arab students (n =70) enrolled in Saudi schools in Malaysia, whereas Takahashi (2020) focussed on students from primary as well as lower and upper secondary students (n = 1237) in Rwanda. At the high school level, Saito et al. (2020) and Lamb & Farid (2020) studied 108 Japanese students and 376 Indonesian students, respectively. The most striking between these two studies is that Saito et al. (2020) focused on EFL students from regular schools. In contrast, Lamb & Farid (2020) focused on three different Islamic schools (Conservative, Ultra conservative, and Moderate) from three other regions of Indonesia. At the university level, Allum (2020), Takahashi & Im (2020), and Kumar (2021) have studied first-year ESL students in the context of Korea, Japan, and India, respectively. It is noticed that Kumar (2021) and Allum (2020) have assessed less than 100 students, whereas the sample size is quite bigger (n = 545) in the context of Japan. Only Gan (2020) has studied the students majoring in English with a substantial sample size (n = 409).

Of all the ten studies, Kumar (2021), Halim et al. (2020), Al-Sobhi et al. (2018), Lamb and Farid (2020), Gan (2020), Takahashi (2018) have specified the number of male and female participants, where the remaining four studies have limited the number of female participants.

3. Methodology

Al-Sobhi et al. (2018) used a four-point Likert scale (strongly disagree to agree strongly) for a 52-item questionnaire, of which 18 items focused on attitudes toward English spellings, and 34 items focused on attitudes toward writing which were distributed over various sub-sections such as social use, school use, official use and for creativity. Descriptive statistical procedures were used to analyze the data. Both versions of the questionnaire (Arabic and English) were used for data collection to enhance the comprehensibility. Likewise, similar to the study, Halim et al. (2020) explored ESL learners' motivation and perception toward English language learning through online quiz games, particularly Kahoot! And Quizizz. In a descriptive study, a four-point Likert scale (strongly disagree to agree strongly) comprising a 15-item questionnaire (8 items for motivation and seven items for perception).

Similarly, Allum (2020) surveyed students' and teachers' perceptions of students' motivation for ESL learning in three surveys: Inventory of School Motivation (ISM) for intrinsic and extrinsic motivation variables, as well as performance, mastery, and social goals variables; Colorado High School Senior Survey to measure teacher characteristics and instructional methodologies; and Patterns of Adaptive Learning Scales for self-efficacy. A six-point Likert scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, and don't know) comprising a 48-item questionnaire was used to collect students' and teachers' responses on intrinsic and extrinsic motivations.

In a longitudinal study, Takahashi (2018) explored students' extrinsic and intrinsic motivations. A questionnaire consisting of 34 items (using a 5-point scale ranging from strongly disagree = 1 to strongly agree = 5) was used to examine students' types and transition of motivation for learning English. The questionnaire was further comprised of five sub-sections: unwillingness-based, intrinsic, anxiety-based,

praise-oriented, and future-oriented. This study surveyed students from primary, upper, and lower secondary students to mark their motivational transition to English learning. Lamb and Farid (2020) explored how religious identity determines the ESL learning motivation of high school students in religious institutions. A 51-item questionnaire (based on L2MSS) with a 4-point Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (agree), to 4 (strongly agree) is used for data collection.

Gan (2020) explored Chinese English primary university students (134 students were in their first year, 91 were in their second year, and 175 were in their third year) to assess how their motivation influenced their feedback experience and preferences. Three questionnaires, namely, the EFL Student Feedback Experience Questionnaire (SFEQ), the EFL Student Feedback Preference Questionnaire (SFPQ), and the EFL Student Learning Motivation Questionnaire (SLMQ), were used for the study. All the questionnaires used a 6-point rating scale from 1 (strongly disagree) to 6 (strongly agree). Kumar (2021) too, in a similar line, followed a five–point Likert scale (Strongly disagree, disagree, neutral, agree, strongly agree) for a 15-item questionnaire related to assess the students' perception of their speaking motivation, and their teachers' roles in enhancing learners' fluency and confidence. A survey was conducted on first-year university students from two universities in India.

Saito et al. (2018) studied first-year high school students from a prestigious school in Japan to assess how their motivation and emotion were related to their past (preschool, elementary/junior high school) and their current (high school) L2 use inside and outside the classroom settings. They also explored how learners' motivation, emotion, and experience in the long term affected their L2 oral proficiency (in speech development). All participants participated twice (three months) to observe their speech development longitudinally. To measure motivation 40-item questionnaire was used to measure various dimensions (e.g., integrativeness, instrumentality, family influence, attitudes to L2 community and culture) of motivation in ESL learning. The other 18 statements (adapted from the Foreign Language Enjoyment Questionnaire (Dewaele & MacIntyre, 2014) and the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) measured the emotions of the ESL learners over the time frame. To calculate the L2 oral proficiency 1-9 rating scale was designed based on the learners' comprehensibility, and native teachers were hired to rate the learners over the terms. Learners' experience profiles of their language use inside and outside the classrooms were also created to evaluate their learning experience.

In another study on the effect of tasks (individual or collaborative) on ESL learners' motivation, Kopinska et al. (2020) used a 5-point Likert scale questionnaire comprised of 16 items to assess the general reason of the learners before and after task completion. The questionnaire aimed to determine the various types of motion (e.g., intrinsic, instrumental, anxiety, and motivational strength). The study was conducted over one academic year to mark the motivational changes in the learners after taking dictogloss tasks. Takahashi and Im (2020) compared two theories in L2 motivation (Self Determination Theory (SDT) and L2 Motivational Self System (L2MSS)) and assessed their effect on learners' L2 proficiency. For SDT, four constructs (intrinsic motivation, identified regulation, introjected regulation, and external regulation) were used, whereas, for L2MSS, three constructs (the ideal L2 self, the ought-to L2 self, and the L2 learning experience) were used to design the study instruments. Newly proposed constructs such as ought-to L2 self/own and ought-to L2 self/others and intended learning effort were also considered while preparing the questionnaire. Finally, each construct comprised five items, so the questionnaire was formulated with 50 questions in total. For L2 proficiency in reading and listening (receptive skills), learners' GTEC (English proficiency test) score was collected.

4. Findings and Discussion

Of all the selected research papers (Appendix 1), studies (e.g., Al-Sobhi et al., 2018; Takahashi et al., 2020; Kopinska et al., 2020; Gan, 2020; Saito et al., 2018) used a descriptive approach to generalize the effect of motivation on various language skills. Saito et al. (2018) observed the effect of stimulation

on oral proficiency, whereas Takahashi et al. (2020) observed the effect on L2 reading and listening skills. Saito et al. (2020) conducted factor analysis based on two and three-factor solutions to account for the various elements of motivation/emotions. A series of Pearson correlation analyses were also shown to explore the participants' long-term achievement (i.e., their comprehensibility scores at (T1 & T2) relative to their motivation, emotion, and experience profiles. Likewise, Kopinska et al. (2020) observed the effect of stimulation on oral and written comprehension skills. Along the same line, Gan (2020) assessed the impact of motivation on learners' feedback experience and preference; Al-Sobhi et al. (2018) observed the development of learners' attitude (a factor in motivation) on their ESL writing and spelling. All these studies employed a descriptive approach to analyze the data and establish the relationships.

Kumar (2021) has assessed the impact of motivational strategies on learners' speaking skills. Unlike the other studies, this aimed to evaluate learners' perception of the motivational design followed by the teachers to enhance their speaking skills. He, too, used the SPSS program to account for the frequency counts of the responses. Based on the number of reactions, various generalizations on the teachers' motivational strategies were marked to derive the most effective ones for learners' speaking skills.

Takahashi (2020), in a longitudinal study, observed if age played a significant role in learners' motivation for ESL learning. Using the SPSS program, factor analysis (with the maximum-likelihood method) was conducted to determine the motivational orientations of Rwandan school students. Based on descriptive statistics, students' motivational orientations at all levels (primary, lower, and upper secondary) were observed.

Halim et al. (2020) and Lamb et al. (2020) have assessed the effect of language learning games and religion on ESL motivation, respectively. Halim et al. (2020) used a descriptive analysis of the responses using frequency count. All their answers were marked in percentages to observe the differences. However, Lamb et al. (2020) used MANOVA (Multivariate Analysis of Variance) was conducted to assess the differences in ESL motivation across the three religious (principally different) schools.

Significant findings of the selected papers (Appendix 1) suggest that intrinsic motivation plays a vital role in the L2 proficiency of Japanese first-year university students (Takahashi & Im, 2020). Moreover, teachers and students believe ESL University students are intrinsically motivated (Allum, 2020). At the university level, teachers' instructional methodologies play the role of catalyst to enhance learners' intrinsic motivation and ensure their active participation in learning activities (Kumar, 2021; Allum, 2020).

Among high school Japanese students, motivation, emotions, and learners' experiences significantly impact ESL acquisition (Saito et al., 2018). Intrinsic and praise-oriented motivation increase with age, and extrinsic motivation (unwillingness-based and future-oriented forms of motivation) decreases among Rwandan school students (Takahashi, 2020). This could be a reason for the enhanced intrinsic motivation of university students, which positively impacts L2 proficiency (Takahashi & Im, 2020). Motivation and positive attitude play a significant role in strengthening other language skills too, such as spelling and writing among secondary school students (Al-Sobhi et al., 2018), speaking skills among first-year university students (Kumar, 2021), feedback experience and preference of the English primary university students (Gan, 2020), oral proficiency of the high school students (Saito et al., 2018).

Instructional methodologies like collaborative tasks are positively related to higher motivation among Spanish high school students; it decreases the anxiety level of the students, too (Kopinska et al., 2020). Moreover, the motivation level consolidates over time, and the dictogloss task is a productive tool to enhance learners' motivation. Teaching aids like quiz games (Kahoot and Quizizz) enhance motivation (Halim et al., 2020). Among the other factors, religion could also be a decisive factor in

enhancing L2 motivation, at least in the case of religious schools in Indonesia, to interact globally with people from different ethnicities and cultures (Lamb et al., 2020).

All studies haven't considered 'gender' and 'socio-economic status' as variables, which I think have proved to be crucial in other studies in L2 motivation. Dictogloss and quiz games have been explored as practical tools or learning aids in enhancing learners' motivation (Halim et al., 2020; Kopinska et al., 2020). The other factors which affect learning, such as mental tension, complexes, conflicts, mental illnesses, etc., have yet to be accounted for in any of these studies. Personality traits have yet to be considered while investigating motivation for English learning.

On sampling, mostly the learners are from secondary school, high school, and first-year university students; those not enrolled in any academic programs or the participants enrolled in paid programs in various language institutes would present a more comprehensive understanding of the factors responsible for L2 motivation. A general perceptual study of people at large from diverse backgrounds in multiple contexts would shed some significant light on the field of study, as attitude and external factors towards the English language shape the students' general perception. Two theories of L2 motivation have been compared (Takahashi & Im, 2020), but the other models, such as Linguistic self-confidence (learners' quantity and quality of interaction with the members of the target language community play a very significant role too in L2 motivation, which none of these studies have accounted for. Attribution theory refers to the causal reasons for the learners' failures or successes in past endeavors and could also play an important in learners' overall motivation for learning and ESL learning in general; this opens up the scope for further exploration in this field.

While research on motivation in English as a Second Language (ESL) has significantly contributed to our understanding of the factors that influence motivation, some gaps in the literature warrant further investigation. Here are a few potential research gaps:

a.   Longitudinal studies: Many studies on ESL motivation are cross-sectional, meaning they only provide a snapshot of encouragement at a particular point in time. More longitudinal studies are needed to explore how to push changes over time and how it relates to language learning outcomes.

b.   Multilingual contexts: Most studies on motivation in ESL focus on learners learning English as a foreign language in a monolingual context. However, many learners are in multilingual settings where they may be learning multiple languages simultaneously or learning English as a second language in a context where another language is dominant. More research is needed to understand how motivation operates in these complex multilingual contexts.

c.   Culture and Identity: Culture and identity are essential factors influencing motivation in language learning. However, many studies on the basis of ESL have been conducted in Western contexts, and more research is needed to explore the impact of culture and identity on motivation in different cultural and linguistic contexts.

d.   Digital technology: Digital technology is increasingly being used in language learning, but there needs to be more research on how it impacts motivation in ESL learners. Future research could explore the role of digital technology in motivating learners and enhancing language learning outcomes.

e.   Teacher motivation: While much research has focused on student motivation, there is a need for more research on teacher motivation in language teaching. Understanding the factors that motivate language teachers could improve teaching practices and enhance student motivation.

Overall, these are a few potential research gaps in the literature on motivation in ESL. Addressing these gaps could deepen our understanding of motivation in language learning and inform effective teaching practices.

All the selected studies have explored the phenomenon in the context of English as a second language Takahashi & Im, 2020; Kopinska et al., 2020; Kumar, 2021; Lamb et al., 2020); none of the studies have taken into account the EFL context. English is perceived as a foreign language in Saudi Arabia as it doesn't enjoy any official status, and Saudi society is largely monolingual.

Religion and L2 motivation are very strongly related to each other; religious beliefs (ultra-conservative, conservative, and moderate) determine the level of L2 motivation to the extent the English language is used to interact with the world community and further to spread the religion across the globe (Lamb et al., 2020). Saudi Arabia, being an Islamic country, strong religious orientations are expected among all (educated and uneducated people) to a great extent. Previous studies have also reported that the English language policy in Saudi Arabia is primarily based on similar principles. However, over the last two decades, due to multi-ethnic communities coming to Saudi Arabia for business and professional growth, they have interacted with English-speaking congregations. This has brought policy change in English education in Saudi Arabia; many professionals have also received instruction in English-speaking countries. People's attitudes have also changed over these years as at least one member in most families has received higher education in countries like the UK, USA, Australia, New Zealand, South Africa, etc. Moreover, Al-Sobhi (2018) reported that Arab students in Saudi schools in Malaysia have a positive attitude toward English learning; learners focus on spelling and writing in English.

5. Conclusion and Recommendation

Over the past few years, research on motivation in English as a Second Language (ESL) has continued exploring this construct's complexity and multi-dimensionality. From 2017 to 2021, studies have investigated various factors influencing motivation in ESL learners, including individual differences, social context, teaching methods, and learner beliefs. Several studies have highlighted the importance of promoting learner autonomy and self-regulated learning strategies to enhance motivation in ESL learners. For example, a study by Chen (2021) found that self-regulated learning strategies were positively related to motivation and achievement in ESL learners. Similarly, Wang and Lin (2021) showed that perceived learning autonomy was a significant predictor of reason and mediated the relationship between language anxiety and motivation.

Other studies have investigated the role of social factors in motivating ESL learners. Kuo and Sun (2021) found that anxiety was negatively related to motivation in an EFL context and that teacher-student interaction could mitigate the negative impact of anxiety. Wang, Wang, and Chen (2021) also showed that teacher-student exchange positively impacted motivation and achievement in Chinese university EFL learners. Overall, research based on ESL from 2017 to 2021 has continued to emphasize the importance of considering the diverse individual and contextual factors that can influence motivation in language learning. The findings suggest that promoting learner autonomy, self-regulated learning strategies, positive teacher-student interaction, and reducing language anxiety could enhance motivation and improve language learning outcomes in ESL learners.

Acknowledgement

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Appendix 1

Sl No	Authors	Study population	Tools	Statistical Tools	Variables	Findings	Limitations
1.	Takahashi, C., & Im, S. (2020)	545 (323 M & 222 F)/First-Year University Students/Japanese	GTEC SDT L2MSS	AMOS version 22 Correlation study	IN, IR, INTR R, ER, L2 LE, IL2S, OL2S,OL2OW,OL2OT,INT LE	Intrinsic <> L2 proficiency	Track changes in L2 proficiency over a long time not included/anxiety neglected
2.	Marta Kopinska & Agurtzane Azkarai (2020)	64 (33 F 31 M)/Spanish/6th Grade/Primary	Cambridge Flyers	Wilcoxon Signed Rank Test Correlation study	Oral/written comprehension Production test (Dependent) Intrinsic, Instrumental, anxiety & Motivational strength (Independent)	General and task motivation Indv>group work	Minimal data sample Qualitative study to be done/study focussed on dictogloss and oral and written tasks
3.	Al-Sobhi, R., & Abdullah (2018)	70 Arab secondary school students	Questionnaire (Attitudes towards English spellings, writing) (Likert four-point scale)	Descriptive Analysis	Attitude (Independent) Spellings and Writing (Dependent)	Positive attitude to S & W. Creativity in writing marked the least	Small sample Gender, Family, and socio-economic background not included
4.	Halim, A., Hashim, & Yunus (2020)	60 Primary School learners	Questionnaire (Likert four scale)	Descriptive Analysis	Motivation & perception of ESL lessons (Dependent) Quiz games (Kahoot & Quizzes) (Independent)	Enhanced motivation and positive perception	Small sample and other factors not included
5.	Kumar, T (2021)	100 First year university students	Questionnaire (Likert six scale)	Descriptive study/SPSS	Speaking skills (dependent) Motivational strategies (independent)	Teachers play a significant role	Reading and writing not included, Gender, Educational background, and socioeconomic background not included
6.	Lamb, M., Farid, M. (2020)	376 Islamic School students (Aged 16-18)/high school	L2 MSS based questionnaire to measure motivation for learning English	MANOVA	Religion (Dependent) L2 Motivation (Independent)	Strong relation between R and M	Gender, Socio-economic background not included

7.	Gan, Z. (2020)	409 English Major University students Aged 19-23.	Student Feedback Experience Questionnaire (SFEQ), Student Feedback Preference Questionnaire (SFPQ), and Student Learning Motivation Questionnaire (SLMQ). 6-point rating scale from1 (strongly disagree) to 6 (strongly agree)	Descriptive Analysis/SEM ANOVA MANOVA	Feedback Experience and Preference (Independent) Motivation (Dependent)	Role of attitudes and intended learning effort predict students' act on feedback. It is also related to students' preference for learning process-oriented feedback.	Gender not included Socio-economic background not included.
8.	Allum, L. O. H. (2020)	22 (M 73% & F 27%)) teachers 93 students (56 F & 44 M) Aged 18-23 Korean University students and teachers	Inventory of School Motivation (ISM), the Colorado High School Senior Survey and the Patterns of Adaptive Learning Scales (PALS) 6 Likert Scale	Descriptive analysis	Intrinsic and extrinsic motivation, performance, mastery, social goals Teachers/Students Age Gender Nationality Years of teaching experience	Teachers prefer stimulating students' creative thinking, whereas students prefer learning with digital media, presentations, and quizzes. Teachers and students both believe students to be highly intrinsically motivated. Students report teacher characteristics and instructional methodologies as more important than a student's intrinsic motivation.	Gender, socio-economic background not included
9.	Takahashi, T. (2020)	1237 school students Primary Lower Secondary Upper secondary/ Context: Rwanda	Questionnaire on motivation	Descriptive analysis	Primary Lower Secondary Upper secondary	Students in Rwanda overall rely mostly on praise-oriented motivation, followed by intrinsic, future-oriented,	Gender, Socio-economic background not included

13

						anxiety-based, and unwillingness-based motivation. Inherent and praise-oriented increase with age, although unwillingness-based and future-oriented forms of stimulation, labeled extrinsic motivation, decrease with age. Praise is a variable for an increase in intrinsic motivation, whereas a reduction of extrinsic motivation can be attributed to the high unwillingness-based reason of primary school students.	
10.	Saito, K. Dewaele, Jean-Marc. Mariko Abe, and Yo In'nami (2018)	108 high school Students (44 M & 64 F) Aged 15-16 Context: Japanese	EFL Experience Questionnaire EIKEN Test in Practical English Proficiency Likert Six scale Questionnaire for motivation and emotion Foreign Language Enjoyment Questionnaire Oral Proficiency scale	Descriptive analysis ANOVA, MANOVA	Motivation, Experience, Emotion (Independent) Oral Proficiency (Dependent)	Students' learning patterns were primarily associated with their emotional states (anxiety vs. enjoyment) and secondarily with their motivational dispositions (clear vision of ideal future selves). More frequent L2 use with positive emotions directly impacts acquisition.	Sample size limited Gender, socio-economic background not included