

## English Language Learning Experience from Inside and outside: A Case Study of Pakistani Students Studying English at UMT Sialkot Pakistan

**Arshad Mehmood**

Government High Secondary School Chotala(Jhelum). Email: coolncalm551@gmail.com

**Ihsan Ali(corresponding author)**

Email: [ihsan1806882@gmail.com](mailto:ihsan1806882@gmail.com)

**Salman Khalil**

Punjab Group of Colleges Lahore Pk. Email: salmankhalil9554@gmail.com

### Abstract

*The present study aims to study different aspects of English language learning in the classroom and the factors that interactively affect it. To conduct this research, the data was collected through semi-structured interviews with a group of students learning English at the undergraduate level. The research participants were selected according to their scores on an IELTS-based pre-test and their prior experience of English. The data is analyzed using AI tools available on the internet freely like Julius.ai. The findings confirm the emphasis made in the literature on classroom factors indicating that students' L2 motivation largely depends on the language learning experience. However, some context-situated, external, and internal factors are not part of the language learning experience inside the classroom but affect the overall language learning experience. Thus the language learning experience is an intricate and complex process that has great significance in producing motivation in ESL students of Pakistan. Unfortunately, it is neglected largely. There is a dire need to focus on it.*

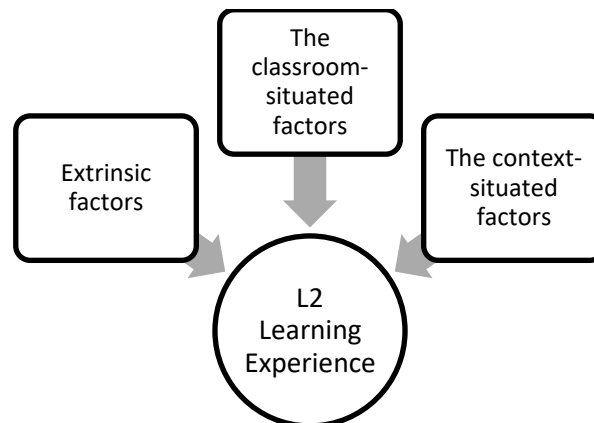
**Key Words:** Motivation; Language Learning Experience; Context-Situated factors; L2 Learning

### 2. Literature Review

Motivation is an impetus or driving force to do any work. In the context of the language learning process, it has great importance. There are several orientations of a student's motivation to study a particular language. One such orientation is instrumental, where a language learner is motivated by the benefits they aim to achieve after learning the language (Gardner, 1979). Another orientation is integrative, which explains that the learner is motivated to interact with the target community (Dörnyei, 1998). The third orientation is intrinsic, driven by the learner's internal passion, while the last orientation is extrinsic, which reflects external pressures compelling the learner to acquire the language (Ryan & Deci, 2000).

Picking up a language is not a very easy task, as numerous factors affect this process, ranging from the learner's desire level, teaching techniques, and societal conditions to the learning environment and classroom dynamics, which significantly influence the language learning experience (Matsumoto, 2009). The intricate interplay of factors affecting the language learning experience, including contextual influences such as social and cultural factors, is critical to understanding how individuals learn a language (Bernaus, Gardner, & Chaves, 2009). The intricate interplay of the factors that affect the language learning experience is shown in the following diagram.

Diagram 1.



## 2.1 Classroom-Situated Factors

In the L2 learning experience, classroom-situated factors have prime importance, are quite complex, and impact L2 acquisition in a great way. The Language that learners acquire in the classroom depends largely on the teaching practices adopted by the teachers in the classroom, their feedback given to learners, and the management the teachers exercise in the classroom. There are several studies which show that teacher-student interactions help students to feel motivated and also aid in their language development (Matsumoto, 2009; Erdogan & Tunaz, 2012; Ghanizadeh & Jahedizadeh, 2015; Rosheen, 2014). Methods such as support, encouragement, and formation of rapport by the teacher enhance positive learning. Autonomous and students 'oriented teaching practices increase learners' self-motivation (Krishnan et al., 2013).

Another important aspect of the language learning experience is the peer pressure. Mostly, the students work in groups, collaboratively, and give feedback to one another to foster a fun and productive environment of learning. Warm peer relationships enhance learner's self-esteem, which in turn increases learning motivation as compared to negative peer relationships that can be a potential barrier to language acquisition. Recent studies have focused on the function of peer learning of language for the enhancement of intercultural communicative competence and practical use of the language in and beyond the classroom (Swain & napkin, 1995; Norton &Toohey, 2001). Other factors include the physical and psychological classroom environment that defines the kind of learning environment a learner perceives. The physical arrangement of the classroom, accessibility of learning resources, and technology are the key determinants of learners' participation and retention. Pupils are likely to be more creative and willing to participate in class exercises when the classroom climate is welcoming and safe and recognizes the students' feelings. In other words, there are significant correlations within the classroom-situated factors, and they all jointly affect the process of L2 learning.

## 2.2 Context-Situated Factors

In addition, learning a second language (L2) is a complex process that depends on several factors that are not necessarily connected with lessons. In this respect, for instance, it has been noted that while the classroom context is typically an area of focus for language education research, learners' biography has to be given due attention. It can be established that the individual learner's characteristics, the learner's world-life, and the sociocultural environment in which the learner operates in heavily influence language learning processes. While explaining L2 success, it is pertinent to note that Riessman (1993) has pointed out that linguistic exposure, cultural identity, and education played a decisive role in L2 success. Motivation and proficiency are boosted where

learners have favorable attitudes and practice in L2-speaking environments as well as prior exposure to the language (Gardner, 1979; Noels & Clement, 1996). Moreover, cultural immersion programs have shown that their effectiveness in the development of language and cultural proficiency can not be denied in any sense (Bernaus et al., 2009). Further, it has been observed that such experiences are frequently elite and beyond the reach of many learners, which worsens existing educational disparities.

### **2.3 Extrinsic Factors**

Apart from classroom-situated factors and context-situated factors, some external factors also play a role in defining the language learning experience of the learners. For instance, family encouragement and other people's pressure have a significant impact on learners' motivation leading to effective language acquisition. The support that comes from the parents is a crucial determinant of learners' perceptions of language learning ((Nawaz et al., 2015). In cultures where multilingualism is encouraged, learners might feel pressure in their homes to perform academically and linguistically (Shahbaz & Liu, 2012). Furthermore, the beliefs that society has about language learning and the value attached to it affect learners' self-confidence and interest (Rostami et al., 2015).

From the above discussion, it is evident that the process of learning a language is a multiple process that is affected by both internal and external factors. In the context of the resource-based model of motivation, curriculum, teachers, friends, and other aspects including family support effectively influence students' motivation and proficiency. If teachers are aware of the processes that are always going on among these factors, then, it becomes easier for them to produce worthy teaching strategies and also establish a secure educational environment for learning a foreign language.

Unfortunately, in the ESL context of Pakistan, this area is most neglected. For instance, Ali, Aziz, Mukhtar, and Dang in their work "An Overview of L2 Motivational Research in Pakistan" (2021) demonstrate that Pakistan's L2 learning context lacks context-situated and classroom-situated motivational approaches. This gap suggests a major paradox in the existing literature and teaching practices, in terms of the delineation of theoretical frameworks and their relevance to the motivation research of L2.

To supplement these considerations about language learning experience, the current research analyses the fine mechanisms of this process within cultural and educational contexts, thus attempting to provide a link between theory and practice in L2 motivational research.

### **2.4 Research Questions**

- 1) What are the classroom-situated factors involved in the language learning experience of the ESL students at UMT Sialkot Pakistan?
- 2) What are the context-situated factors involved in the language learning experience of the ESL students at UMT Sialkot Pakistan?
- 3) What are the extrinsic factors involved in the language learning experience of the ESL students at UMT Sialkot Pakistan?

### **2.5 Objectives of the Study**

- To pinpoint as well as explicate the elements that facilitate the process of teaching English as the second language in classrooms at the University of Management and Technology Sialkot.
- To examine how the students' background, experience, and culture affect their learning English at the University of Management and Technology Sialkot Pakistan.

- To provide suggestions for enhancing ESL education in the context of Pakistan.

### 3. Methodology

**Research approach:** This study examined the language learning experience of Pakistani students studying English at UMT Sialkot. It used a qualitative approach for the collection and analysis of the data. The complex phenomena of language learning experiences could be studied best using a qualitative approach, which provides a thorough examination of participants' viewpoints, attitudes, and actions in their natural environments.

**Participants:** Students from Pakistan participating in English programs at UMT Sialkot made up the study's participants. They are all between the ages of 17 and 21, have completed 12 years of general school in their country, and most of them have prior experience of learning English. As the group is homogeneous, the interview subjects were chosen at random. The selection of participants was based on their interest in taking part and their availability for the interview.

**Data Collection:** Semi-structured interviews with the participants were used to gather data. With the participants' permission, the audio recordings of the interviews were made to get in-depth reports of their experiences learning the language. The purpose of the interview questions was to extract rich qualitative information on how participants' language learning journeys were shaped by their peers, teachers, and families.

**Ethical Considerations:** This study complied with the regulations about research involving human subjects. Before their involvement in the study, each subject provided informed consent. Participants received guarantees of secrecy, and when the results were reported, their names were made anonymous. The study's possible hazards and discomfort were kept to a minimum, and participants were free to leave the research at any moment without facing any consequences.

The data analysis was carried out online with the help of AI tools available freely. Among them is Julius.ai. Further, for the representation of the word map, WORDART.COM is used.

### 4. Data Interpretations & Discussion

Table 1: Thematic Analysis of Interview Transcript

	Classroom Learning	Cultural Immersion	Challenges and Motivations	Learning Strategies
Interview 1	teacher's teaching style, classroom environment, group activities	interacting with local people, understanding English culture	family support, bridge between nations, public relationship	self-motivation, practice outside classroom, using apps and online resources
Interview 2	teacher's teaching style, classroom activities, performance-based assessments	observing English people's behavior, using English in daily life	family support, scholarship opportunity, cultural differences, achieving goals	studying alone and in groups, using English in social media
Interview 3	teacher's teaching style, classroom	interacting with local people, observing English culture	family support, scholarship opportunity, cultural	studying alone and in groups, using English in





The data analysis and interpretation of this study research show that Pakistani students are strongly affected by their English language learning experience. Their English language learning experience describes the influence of multiple factors. These are the classroom-situated factors, the context-situated factors, intrinsic factors, and extrinsic factors. Overall, the motivation that is produced during the language learning experience makes the students confident and courageous. It produces the energy and currents of motivation in these Pakistani students broadening their English language vision and later this vision sustains and maintains their English language learning motivation. However, the data interpretation shows, that if the students are demotivated at this stage, it diminishes their vision slightly. Therefore, in the present case, English language learning experience is very important.

#### **4.1.1 The classroom-situated factors**

All those factors that affect the actual learning setting and executive context of the L2 learners are called classroom-situated factors. The role of the teacher, the teacher's teaching style, behavior, pedagogy, teaching material, feedback, activities, assignments, and class atmosphere are all part of this component.

##### ***4.1.1.1 The classroom teacher, his/ her behavior, and teaching style***

The thematic analysis of the participants' interviews and class observations show that Pakistani students are strongly affected by their classroom teachers, their teaching style, and their motivating behavior. However, if they are insulted and criticized in front of other classmates for not making progress in learning English, they feel demotivated and disheartened to work. Therefore, the classroom teacher's role is the most influential factor not only in motivating the students but also in making and sustaining their language learning experience. The findings of this research are also lined with Matsumoto (2009) in the context of Australia, Erdogen & Tunaz (2012) in the context of Turkey and Ghanizadeh and Jahedizadeh (2015) in the context of Iran, Tuan (2012) in the context of Vietnam and Rosheen (2014) in the context of Pakistan. All of them have highlighted the role of the teachers in the L2 learning experience. Rosheen (2014) investigated the factors affecting L2 oral communication at the postgraduate level in Pakistan and found that the teacher's role, teaching methodology, and the fear of being ridiculed in front of teachers and fellows are significant factors. However, Muhenon (2004) says that the students should be encouraged by the teachers to speak L2 despite the low proficiency of the students. Hence, the teachers should tolerate their mistakes. The research study conducted by Ali (2016) is lined with the findings of this study. He explains that the L2 motivation of ESL students can be enhanced by the teachers reducing their L2 anxiety, increasing their confidence, providing better classroom facilities, and offering opportunities to communicate in the classroom (Ali, 2016). The study also corresponds to the studies of Noel & Colleagues (2001) and Qashoa (2006) who proposed a teacher's supportive teaching style in promoting positive learning outcomes. The findings are also parallel to the findings of Dörnyei (1998) and Ali & Pathan (2017). They have proved that teacher's behavior emerges as a motivating and demotivation factor. Therefore, it can be said that the role of the teacher, the behavior of the teacher in the class, and his/her interactive teaching style have a deep impact on the motivation of language learning students.

##### ***4.1.1.2 The role of peer pressure***

Apart from the teacher-related factors, the findings of this research also suggest that Pakistani students are also affected by peer pressure generated by their classmates. This peer pressure produces a sense of competition in these Pakistani students. The data interpretation shows that

some of the English language learning students from Pakistan possess a sense of competition or a sense of challenge that represents their intrinsic motives. These motives push them to get good grades in the class among their other classmates. Therefore, it can be said that peer pressure is also a strong factor affecting the motivational level of L2 students.

#### ***4.1.1.3 Understanding the Background of the Students***

As Ali & Ahmed (2019) mention the differences in the medium of instruction, curriculum, teaching methodology, school environment and family background produce different motivational orientations among ESL students in Pakistan. The data interpretation shows that Pakistani students demand their teachers and non-teaching staff to understand their background. A lack of understanding of these students' backgrounds can lead to a disconnect between the students and the learning environment, ultimately resulting in demotivation. When teachers and staff are not informed about the cultural and educational backgrounds of their students, they may struggle to effectively address their needs. This aligns with Riessman (1993), who argued that accounting for the educational background and life experiences of learners is crucial in determining their success in language learning. Without this understanding, confusion may arise, leading to the demotivation of students. Students from various cultural backgrounds may react differently to teaching styles, with some accustomed to strict, teacher-led instruction and others more familiar with free, student-led approaches. Teachers and staff must adapt their methods by engaging with students through informal conversations or standard pre-tests to better meet their needs. Developing an understanding of second language learning students' backgrounds is vital, as it plays a significant role in their motivation and success in L2 learning.

#### ***4.1.1.4 Consulting the Students for Classroom Schedule***

This study also demonstrates that Pakistani students want their teachers and staff to consult them regarding the class schedule. However, when students are not consulted, they may feel alienated from the learning process and undervalued as members of the classroom community. Most education research scholars recommend involving second language learning students in decisions about class schedules, as it can significantly impact their engagement and motivation. When teachers take students' cultural backgrounds into account, they can better design and implement instruction that meets the student's needs. Failure to consult students can result in a lack of motivation, as they may not feel like an essential part of the class. Additionally, not involving students in scheduling can lead to less optimal learning times, reduced cooperation, and diminished self-motivation for language learning. Therefore, the role of consulting second language learning students in class scheduling is highly significant.

#### ***4.1.1.5 The Classroom and Social Activities***

The findings also prove that Pakistani students feel more motivated when participating in classroom and social activities. However, a lack of these opportunities negatively affects L2 students. When classroom and social activities are limited, L2 students miss out on crucial chances to express and practice their knowledge, engage in interactive discourse, and develop a sense of competition and self-expression. According to Murphey (2006), classroom activities are vital for keeping L2 students motivated and engaged in the learning process. Without these activities, students may struggle to maintain their interest and motivation in learning the language. Thus, the role of classroom and intercultural activities is crucial for L2 motivation, and the absence of such opportunities can significantly hinder language learning.

#### ***4.1.1.6 The Classroom's Physical Atmosphere***

Besides class activities, the classroom environment plays a significant role in second language learning motivation. However, the findings indicate that many Pakistani students encounter less-than-ideal physical classroom conditions. Inadequate classroom environments—characterized by a lack of cleanliness, poorly equipped facilities, and uninspiring displays—can lead to a demotivating atmosphere that hampers students' ability to focus on their studies. Additionally, limited opportunities for discussion and interaction with teachers and peers further contribute to a less supportive learning environment. Jennings & Greenberg (2009) suggest that teachers develop a social climate in the classroom to promote interpersonal communication, as the classroom environment satisfies L2 learners' basic psychological needs (Joe, Phil & Al-Hoorie, 2016). When the classroom atmosphere is controlling or unwelcoming, students may become disengaged, leading to poor performance and a lack of motivation. Therefore, ensuring a supportive and well-equipped classroom environment is essential for motivating L2 students and fostering their success in language learning.

#### ***4.1.1.7 The study preference***

The finding also leads to another important factor that affects their English language learning motivation. This factor is referred to as study preference. The data interpretation shows that the study preference is also a significant factor that affects the motivation of Pakistani students to learn English. The study preferences are divided into two categories; study in a group and study alone. Many Pakistani students like to study in groups rather study alone. Only some students like to study alone. Both have their benefits and disadvantages. One of the benefits of studying in a group is that all the students don't have equal faculty and intelligence to understand the classroom lessons. Among the group of L2 students, if one student picks up a certain point, he can explain it to the rest of his mates. In this way, they can share maximum information and even help their classmates who are poor in their studies. Secondly, during the group study, the L2 don't feel bored as it keeps their motivation alive. This notion is confirmed by Adger, Kalyanpur, Peterson & Bridger (1995) who have stressed collaborative classroom work to promote effective L2 learning process. However, in a group study, the L2 learners do not focus on the lessons as the students waste their precious time, talk aimlessly, and are unable to do anything. Thus, the findings demonstrate that study preference can also be an influential factor in the L2 learning environment.

#### ***4.1.1.8 The role of culturally similar classmates***

Further, the findings also prove the role of the Pakistani students' classmates in the language learning experience. Fortunately, these L2 learners are from the same country, have the same educational background, study in the same university, and live in the same environment. More or less, they represent a cohesive group as they are similar in many ways. This property creates a complete classroom environment and secondly, it creates a sense of competition among the students. They feel motivated and excited to produce good results. The classmates can be divided into two categories: culturally similar classmates and culturally dissimilar classmates. Culturally similar classmates are best for L2 classrooms in the current case. If one student understands something he can explain it to the rest of the students using his native language. At least, they can shift to their native language during their class and after the class, they can show more cooperation among their classmates and can maintain overall classroom learning motivation. So the role of classmates can also be a significant factor in motivating the second language learning students.

#### ***4.1.1.9 The Feedback***



The findings of the current research highlight the critical role of feedback in language learning experiences. However, when feedback is lacking or inadequate, it can have a detrimental effect on Pakistani students' motivation and progress in learning a second language. Many Pakistani students reported receiving insufficient feedback from their classroom teachers, which leads to confusion and uncertainty about their language learning progress. Without regular and constructive feedback, students may feel disconnected from the learning process, resulting in lower motivation and confidence. The absence of consistent feedback at different stages of the class—such as at the beginning, middle, and end—deprives students of the opportunity to reflect on their understanding and improve their skills. Moreover, limited or delayed feedback on class tests and assignments can leave students feeling unsupported and unsure of their academic standing. This lack of communication from the official staff about their results further exacerbates feelings of isolation and demotivation. Additionally, when students are away from their families in Pakistan, the absence of regular check-ins from parents and relatives regarding their progress can contribute to a sense of disconnect and reduced accountability. As Jang, Reeve, and Deci (2010) and Skaalvik & Skaalvik (2013) suggest, positive and timely feedback is crucial for fostering intrinsic motivation in students. Therefore, it can be said that the lack of consistent and positive feedback is a significant barrier to motivating Pakistani students in their second language learning journey.

#### ***4.1.1.10 The class lessons/lectures/assignments***

Besides feedback, the classroom lessons/lectures/assignments are also important in three ways. First, it is the part of the syllabus that is required to be taught for the general learning of the second language students. Secondly, it is also a source of motivating the students and lastly, it is also a way of getting their feedback. The findings show that language learning students from Pakistan only concentrate on classroom lessons and they don't spend much time and effort other than the classroom lectures/lessons. For them, the classroom lessons, lectures, and assignments are the major source of motivation.

#### **4.1.2 The context-situated factors**

The research findings of the current research also highlight some context-situated factors that have a motivating effect on Pakistani students during their English language learning experience. These are discussed below.

##### ***4.1.2.1 The curiosity***

The curiosity about the target language and learning vocabulary or new words serves as a context-situated factor. It plays a definite role in motivating Pakistani students for the English language. It has been found that the participants of this research become curious and excited when they hear a new word or unfamiliar word and want to know its meaning as soon as possible. They try to ask the meaning of the person whom they are talking to, or they try to consult their English friends, or they try to seek help from their teachers. They have suspense-like feelings and get crazy to learn the new words that they have heard. This suspense motivates them to learn more. So, it can be said that the inner curiosity of hearing something new plays a vital role in motivating second language learning students in their learning process.

##### ***4.1.2.2 The Cultural Gap Between the L2 Learners and the Target Society***

The cultural gap between Pakistani students and the English-speaking target society is a significant factor that impacts their motivation for learning English. This gap, marked by differences in social norms, values, and daily practices, often presents challenges that can either hinder or enhance the learning experience. For many Pakistani students, the stark contrast between their cultural

background and the English culture they encounter can create a sense of urgency and necessity to master the language. The realization that they are far from their familiar environment and immersed in a society with different cultural expectations often drives them to work harder to bridge this gap. English proficiency becomes not only a tool for communication but also a means of navigating and integrating into the new cultural landscape. The motivation to succeed in such a vastly different environment can be fueled by the desire to prove their adaptability and competence in a foreign setting. Moreover, understanding and engaging with the cultural nuances of the target society is seen as essential for academic and social success, further motivating Pakistani students to excel in their English language learning. Therefore, the cultural gap between the learners and the target society can serve as a powerful motivator, pushing Pakistani students to dedicate themselves to mastering English to thrive in a culturally diverse and challenging environment.

#### ***4.1.2.3 The Role and Behavior of the Local People***

For Pakistani students learning English as a second language (L2), the role and behavior of local people can significantly influence their language acquisition journey. However, the reality in Pakistan is that these students often lack consistent encouragement to speak English, which can be a major barrier to their progress.

In some cases, Pakistani students might receive encouragement from teachers or peers to practice English. For instance, in academic settings or among more educated circles, there is often a push for students to use English, as it is seen as a marker of academic achievement and social mobility. In these contexts, students might find some support in their efforts to improve their English, which can boost their confidence and motivation to engage with the language.

However, the broader social environment in Pakistan does not always offer the same level of encouragement. English is not the primary language of communication for most people, and outside of educational institutions, students often find themselves in environments where Urdu, regional languages, or a mix of Urdu and English (code-switching) dominate. In these settings, there is little to no pressure or encouragement to speak English, and opportunities to practice the language are limited.

Moreover, many Pakistani students may not have regular access to someone fluent in English. This lack of exposure can make it difficult for students to develop their speaking skills, as they do not have enough practice in real-life conversations. Without consistent practice, their progress in becoming proficient English speakers can be slow, leading to frustration and a decline in motivation.

In some cases, when Pakistani students do attempt to speak English, they may even face discouragement or ridicule from peers who view such efforts as pretentious or unnecessary. This negative social feedback can further demotivate students, making them reluctant to use English in social interactions.

#### ***4.1.2.4 Learning an L2 in the target society***

Moreover, another context-situated factor is learning a language in the target society. The research findings of this study seem to prove that English language learning motivation can be enhanced if the second language is learned in the target society. It provides the second language learning students a chance to practice what they have learned. Moreover, they also learn many new words and the usage of these words according to their context. Gardner (1979) says “the student’s harmony with his culture community and his willingness or ability to identify with other cultural communities becomes important considerations in the process of L2 acquisition”. It is also lined

with the findings of Tharp and Gallimore (1988) that the experience with the L2 community enhances the L2 learning process. Thus, it can be understood that it is best for second-language learning students if they learn the second language in the target society.

#### **4.1.3 Intrinsic factors**

Moreover, the data interpretation also shows some intrinsic factors that motivate Pakistani students to learn English. These are the spirit of the competition, gratitude for the achievement, the feeling of success, and the spirit of doing something new.

##### ***4.1.3.1 The Spirit of Competition***

The spirit of competition plays a crucial role in motivating Pakistani students in their L2 learning experience. These students view learning English as a challenge and feel a strong desire to outperform their classmates. This competitive drive fosters motivation, pushing them to excel in their language studies. Interestingly, the findings suggest that this competitive spirit is more pronounced among female L2 learners than their male counterparts, indicating that female students, in particular, may draw significant motivation from the challenge of competing with others in their English language learning journey.

##### ***4.1.3.2 The gratitude for the achievement***

The gratitude for achievement also functions as a motivating factor for learning English as a second language among Pakistani students studying at the University of Management and Technology. Some of the second language learning students from Pakistan explain that they are not haunted by any internal fear that they will not be able to learn English, nor they are contesting with their classmates. Whenever they do well in their class, get good grades, and become successful in using the English language, they feel motivated and want to perform more. In the present case, the value attached to success seems to be influential as the participants of this research showed satisfaction, happiness, and gratitude when they got good grades and when they performed well in their class. The findings demonstrate that it is more dominant in female L2 learners than male L2 learners. It is significant to the idea that female L2 learners are more motivated regarding the spirit of the competition and male L2 learners are less motivated regarding their gratitude for the achievement.

##### ***4.1.3.3 The spirit to do something new***

Besides the spirit of the competition and the gratitude and happiness for the success, the spirit to do something different is also a significant motivating factor among Pakistani students to learn English. The findings of this research show that some participants feel motivated to do something different for their country and the people of their country. Therefore the feelings of doing something different keep them set on the path of learning English as a second language. Moreover, the study shows that female participants are more motivated than male L2 learners. The basic reason is the social pressure that restricts females to domestic life. Doing something new is not encouraged in their society. Thus, it develops a kind of courage in them and they desire to do something new.

#### **4.1.4 Extrinsic factors**

Besides some classroom-situated and context-situated factors, there are some extrinsic factors that not only create the Pakistani students' English language learning vision but also function as motivating factors during their English language learning experience.

##### ***4.1.4.1 The role of the family***

One of the extrinsic factors in the case of the present research is the role of parents/ other family members/ close friends in creating a language learning vision and later motivating and sustaining

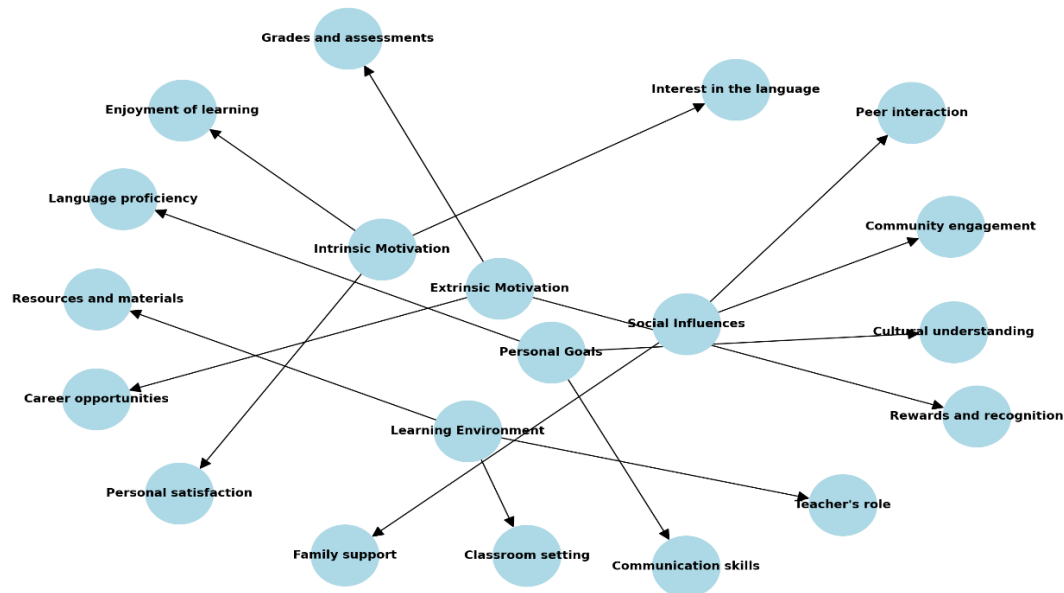
their second language learning motivation. Most of the Pakistani students in this research think that their parents have broad experience of their lives and they can decide their dreams better than them. They know better what is right and what is wrong. Secondly, the parents keep on motivating the second language learning students even during their language learning process. The parents ask them about their progress in their studies, solve their problems, and encourage them if they lose heart. The parents support them financially and motivate them morally. Even some Pakistani students explain that their love for their family motivates them responsible and motivate them to learn English. It shows the great concern of the parents toward the future of their young ones and the regard of the young ones for their family. The parent's concern and their affection for their children is a great motivational force for the development of the L2 students. Moreover, the affection of the Children for their family affecting their L2 motivation could be a self-imposed preventive motive. This category can be included in the ought to L2 self. Thus the findings show a positive effect of the role of family on L2 motivation of their children. These findings correspond to the empirical study of Alshahrani (2016) who have also indicated a highly significant correlation and strong contribution from family encouragement and learners' duties and obligations (instrumentally preventions) factors on their Ought-to L2 selves. In the context of Pakistan, some notable studies talk about the role of family motivating second language learning students. For example, according to Ali's (2016) research findings, it can be confirmed that parents and family members support and encourage them to learn English as a second language, which is popularly known as 'family pressure' in the field of L2 motivation (Pathan, 2010).

#### ***4.1.4.2 The role of electronic media***

Another extrinsic factor that has been found influential in this study is the role of electronic media. It creates their English language learning vision and motivates them during their English language learning experience. The findings show that print/electronic media especially the use of the internet has a dominant effect not only creating the vision of the Pakistani students for learning English but also motivating them for language learning. The media informs them about the latest trends of the world and the significance of other cultures and their languages. It develops personal and community visions and instrumental and integrative motivation. The Pakistani students explain some chat groups like, "What's up/Facebook" where the users can only use a specific language that increases their motivation for learning English. In this way, they enhance their language learning and have a reliable source to practice their learning. Therefore, it can be said that electronic media has a definite role to play before the actual language learning and during the language learning experience.

Diagram 3.





The above diagram describes the interplay of the factors that influence Pakistani students' motivation during the language learning process: classroom factors such as the teacher's role, teaching methods, materials, homework, activities, and classroom atmosphere. Factors such as cultural background, institutional support, peer pressure, and parental support such as motivation to succeed, innovative spirit, and competitiveness, and external factors such as career opportunities, social recognition, and financial incentives; As shown in this figure, students' motivation to learn English is determined by a complex interplay between intrinsic motivation, extrinsic stimuli, and classroom dynamics.

## 5. Findings of the study

The major findings of the study are given below:

### 1. Classroom-Situated Factors

**Teacher's role:** a teacher has an important role to play in maintaining Pakistani ESL students' motivation. He has both the effect; negative and positive. If he supports and encourages his students, they feel motivated to learn. On the other hand, if he discourages them, they are demotivated and ultimately lose interest. **Peer pressure:** It has also a two-way effect. If the peers are supportive, the students are likely to feel motivated. In another case, if the peers are not friendly, they try to avoid conversation which is converted into their demotivation. **Classroom environment,** physical conditions, activities, and social interactions impact student engagement. **Feedback** is essential for student progress and motivation. Classroom lessons and assignments are the Core components of the learning process but need to be complemented by other activities.

### 2. Context-Situated Factors

**Cultural immersion** is the exposure to the target language and culture that also enhances motivation. However, in the ESL context of Pakistan, the students have less exposure to English culture. **Encouragement or discouragement** from locals significantly impacts language use. In this

regard, sometimes the students are encouraged as English has a greater significance. The people attach much prestige to it. However, due to the lack of a speaking environment, the students are also discouraged and feel demotivated. Direct exposure to the language in its natural context accelerates learning. However, Pakistani students have no direct interaction with the foreigners. It is only possible if they go to a foreign country.

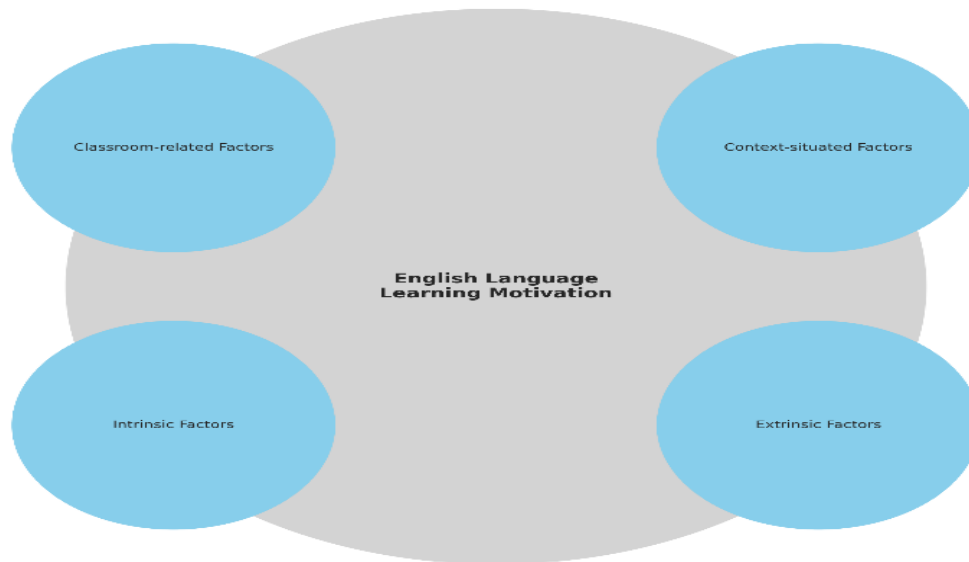
### **3. Intrinsic Factors**

The findings of the study give some intrinsic factors relevant to English learners that also affect their language learning experience. These are the spirit of competition, gratitude for achievement, and desire for novelty. During the English Language learning experience, Pakistani ESL students have the spirit of competition which drives students to excel and achieve. Another intrinsic factor that affects their English Language learning Experience is gratitude for achievement which reinforces positive learning experiences. Moreover, the desire for novelty is also an influencing factor it means seeking new challenges and experiences that also motivate learning.

### **4. Extrinsic Factors**

Apart from intrinsic factors, some extrinsic factors are very important to maintain and sustain the motivation of the students during and before the English language learning experience. For instance, Family support in the form of encouragement, motivation, and financial support from family members is a key element. Further, the role of electronic media is an undeniable factor that provides exposure to the. The VENN diagram below shows the influence of all the factors related to English Language Learning motivation.

Diagram 4.



## Conclusion

The intricate relationship of factors influencing the English language learning experience of Pakistani students has been meticulously unraveled in this study. Classroom-situated elements such as teacher pedagogy, peer interactions, and the physical learning environment emerged as pivotal in shaping student motivation and engagement. Contextual factors, including cultural immersion and the role of local society, significantly impacted the overall language learning journey. Intrinsic factors such as competition, achievement orientation, and the desire for novelty played a crucial role in driving students' learning aspirations. Finally, extrinsic factors, notably family support and the influence of electronic media, provided external motivation and resources. The findings underscore the multifaceted nature of the language learning experience which is shown in diagram 3. It shows that the factors are somehow interrelated to one another and their role is very complex to study, thus, there is great importance in considering a holistic approach to enhance the motivation of the students during the language learning experience. By understanding the complex interplay of these factors, educators, policymakers, and stakeholders can develop targeted interventions to optimize language learning outcomes for Pakistani students.

## Future Recommendations

- 1) Future research could delve deeper into specific sub-groups of students, such as gender, socioeconomic status, and rural-urban divides, to uncover nuanced differences in language learning experiences.
- 2) Additionally, longitudinal studies could track the long-term impact of these factors on language proficiency and academic achievement. Ultimately, the goal is to create an environment that fosters language acquisition, cultural competence, and lifelong learning for Pakistani students.

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