TECHNOLOGY-DRIVEN MOTIVATION: STUDENT ENGAGEMENT AND ACADEMIC OUTCOMES IN UNDERGRADUATE ENGLISH STUDIES

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Abstract

Motivation plays a crucial role in shaping learners' success in English language acquisition, particularly in digitally mediated classrooms where academic performance, employability, and digital literacy intersect. At the undergraduate level, motivation serves as a key determinant of learner engagement and academic achievement. This study reconceptualizes learner motivation by examining its psychological, pedagogical, and technological dimensions within contemporary digital language-learning environments. Adopting a survey-based mixed-methods design, data were collected from 100 undergraduate students through fifteen closed-ended and three open-ended questions. Quantitative analysis revealed that most participants demonstrated strong intrinsic motivation, driven by enjoyment and intellectual satisfaction, while extrinsic factors such as career advancement and academic success were also prominent. Teacher support, classroom interaction, and technology-enhanced instruction emerged as significant sources of sustained motivation. Qualitative thematic analysis further identified three central themes: personal fulfillment and intellectual curiosity, teacher and peer encouragement as motivational catalysts, and technology as a facilitator of autonomy and self-paced learning. Overall, the findings underscore the dynamic and multifaceted nature of learner motivation, suggesting that effective English language pedagogy should strategically integrate both intrinsic and extrinsic motivational supports. The study concludes that motivation in digital English classrooms is multidimensional, dynamic, and pedagogically malleable, and recommends fostering learner autonomy, supportive learning environments, and purposeful use of technology to enhance engagement, achievement, and long-term interest in language learning.

INTRODUCTION

In contemporary higher education, English language learning has undergone a profound transformation due to the integration of digital technologies, reshaping how learners engage, interact, and achieve linguistic competence. At the undergraduate level, where learners simultaneously navigate academic responsibilities, career aspirations, and identity formation, the role of learner drive becomes especially crucial. Digital English classrooms are no longer supplementary spaces; they are now central learning ecologies where engagement, autonomy, motivation, and academic performance intersect. Understanding how learner drive operates within this evolving instructional context is therefore essential for improving educational outcomes. Moreover, the COVID-19 pandemic accelerated the shift to digital instruction globally, making technology-mediated

learning an unavoidable reality rather than a pedagogical option. This transition exposed both opportunities and challenges: while digital platforms enhanced accessibility, flexibility, and learner autonomy, they also introduced issues related to disengagement, cognitive overload, and inconsistent instructional quality. In this context, learner drive has emerged as a decisive determinant of whether students merely participate in online learning or meaningfully engage with it. The new developments in education and psychology helped give birth to student-centered approaches in education by highlighting the central importance of the learners. It is the learners' internal drive to learn that halts the learning process. This internal drive is a psychological and affective factor that plays a vital role in successful learning. There are many psychological and affective factors that can either be negative or positive. They include inhibition, interest, attitudes, anxiety, self-esteem, and motivation. Motivation is one of the key factors that accelerate learning. It is generally referred to as the impulse that generates the action. It is one of the most important elements even in the process of second/ foreign language learning. Success in a task is due to the fact that someone is motivated. It is easy in a second or foreign language learning to state that a learner will be successful with the right motivation (Arnold, 2011; Brown, 1994).

Motivation is the impulse that brings us to carry out and achieve what we propose. Gardner (1985) refers to motivation as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. It is a motive force that arouses, incites, or stimulates action. Due to a lack of motivation, some difficulties may occur for learners. Without a desire to learn, it is very difficult for learners to gain effective learning. It is pertinent to keep children motivated to learn. Lack of motivation lacks persistence, and effort. It avoids initiative and affects overall performance.

L2 (Second Language) motivation research has gone through different stages, and researchers have conceptualized various L2 motivation models in the field of motivation. According to Broussard and Garrison (2004), the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. In Pakistan, English is taught as a second language and a compulsory subject till graduation. Multilingual settings and a lack of English language teaching aids create problems for the undergraduates and the teachers as well. In this critical situation, an inner urge in the form of motivation encourages the learners to learn the English language successfully. This study aims to explore the role of motivation in Pakistani English Language Learners' (ELL) successful learning. It investigates different forms of motivation and finds new ways to motivate unmotivated students.

Objectives of the Study
The objectives of the current study are to:
1. Explore the influence of motivation on learning a second language.
2. Find out the factors that make the students motivated.
3. Explicate the learning motivation of high academic achievers and the motivation of other learners.

Research Questions
The study attempts to address the following research questions:
1. How far does motivation impact English language learning?
2. How do different factors contribute to making English language learners motivated?
3. To what extent does the learning motivation of high academic achievers differ from the learning motivation of other learners?

Literature Review
The purpose of this literature review is to explore the ways in which motivation has been defined by researchers and the role of motivation in ELLs' development. With the emergence of digital learning environments, traditional motivational frameworks have expanded to include self-efficacy and self-regulated learning as central determinants of academic engagement. Self-efficacy, defined as learners' beliefs in their capabilities to perform academic tasks, has been identified as a powerful

predictor of effort investment, persistence, and resilience in online learning contexts. Studies indicate that students with higher technological and academic self-efficacy demonstrate greater confidence in navigating digital platforms and show stronger engagement in online activities. Engagement in digital classrooms is increasingly viewed as a multidimensional construct comprising behavioral, cognitive, and emotional components. Behavioral engagement includes participation in discussions and task completion; cognitive engagement reflects strategic thinking and deep processing; emotional engagement involves interest, enjoyment, and a sense of belonging. Research suggests that digital learning environments can either amplify or suppress these dimensions depending on instructional quality, interaction design, and learner autonomy.

There are many different definitions for the term motivation. Gottfried (1990) broadly defines motivation as the attribute that moves us to do or not to do something. The learners' orientation regarding the goals of learning a second language is their motivation. Motivation is also defined as "one's direction to behavior or what causes a person to want to repeat a behavior and vice versa." Pardee (1990) said that a motive is what encourages the person to act in a certain way or develop an inclination for particular behavior. Motivation also refers to "the reasons, underlying behavior" (Guay et al., 2010).

In a study by Faza and Lestari (2025), the researchers found the positive impacts of motivation on learning outcomes of ELLs. Their findings revealed that when it comes to spending time and energy, these are the motivated students who invested energy and time in learning a foreign language or second language (Gardner& Lambert, 1972; Gilakjani et al., 2012; Huitt, 2001; Johnson & Johnson, 2009). Motivated students perform better than unmotivated students in all the targets and tasks given to them. This is the motivation that triggers the students even to do the difficult things, and the motivated students are always ready to accept the challenge and the difficulties with high spirits (Arnold, 2011; Broussard & Garrison, 2004; Brown, 1994).

Literature highlights that motivated learners spend much of their time to achieve aims in learning foreign languages, and motivated learners can also learn languages more effectively than unmotivated ones (Keller, 1983; Noels et al., 2000; Okada et al., 1996). According to Jiao and Liang (2022), the learners who have driven to learn a language can get a high level of competence in learning the language skills of the language that they target. There are numerous other studies that have explored the importance of motivation in the whole process of learning, and the findings of all these studies clearly indicate that there is a huge difference in results between motivated and unmotivated students (Shaaban & Ghaith, 2000; Spolsky, 1989). Learners with a strong desire to learn a language can obtain high level of competence in the target language (Dornyei, 1994; Dornyei, 2001; Dornyei & Ushioda, 2021).

Motivation is divided into two types. One is intrinsic motivation, and the other is extrinsic motivation. Both refer to different internal and external factors that contribute to making the students motivated. Sometimes, the students have an inner urge and drive to do the things that trigger and push them to achieve their targets, and at other times, some external factors contribute to developing the motivation of the learners (Boyle & Houndoulesi, 1993). External factors include positive and negative reinforcement based on behaviorism. When the students get any type of reinforcement, they are motivated. They do the things either for fear of punishment or to get some sort of reward (Deci et al., 1999). Extrinsic motivation is as important as intrinsic motivation. In intrinsic motivation, there is no fear of punishment and no expectations of rewards (Chang, 2010). But the students are willing to do the things that in turn, help them to develop their language skills in all domains, whether speaking, reading, writing, or listening. Studies reveal that students are internally motivated to do something because they believe it to be important, and they enjoy doing it. Students with this kind of motivation are happy and excited to do their homework even though they might not receive any reward or compensation (Ren & Wang, 2025).

As extrinsic motivation is based on external outcomes such as reward and punishment, this motivation could bring a negative impact to the students because with extrinsic motivation, students do not learn with their strong intention or will, but rather they do it because they are pushed by the interest of the reward or the punishment. Wang (2023) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave, and cause discipline problems. On the contrary, students who are highly motivated will participate actively and pay more attention to a certain learning task or activity. Yue et al. (2022) and Norris-Holt (2001) have also agreed that successful learning is a multifaceted creation where different variables, i.e., intelligence, personalities, aptitude, and interest, have the potential to influence students' attitudes (i.e., likes and dislikes). Learning a second language is not only learning a subject matter, but the learner also has to engage in culture learning; motivation then plays a key role in the learning process (Li et al., 2025; Gardner, 2007).

Motivation "kick-starts" the process, "lubricates" the parts, and "fuels" the engine to keep it running. Without motivation, learners may not start the tasks of learning at all. For those who have started to learn, they may not be able to maintain their learning once experiencing hardships in the process (McEown & Oga-Baldwin, 2019). Ryan & Deci (2020 & 2002) state that a motivated individual will expand efforts in order to achieve certain goals. When the learner is motivated, they assign more value to the task of learning the foreign language and allocate more time and effort to learning this high-value task, leading to higher chances of success. (Ushioda, 2020; Niemiec & Ryan, 2009; Cho, 2012).

Gardner (1985) says, "Aptitude is the process of evaluating or reacting to some referent in the world or an attitude object based on our individual beliefs or perceptions of the nature of this referent." According to Wu (2022), different studies have been conducted on motivation and its impact on students' learning and performance. In almost all of the studies, motivation plays a very important role in a student's learning attitude and performance. Many studies have reported that unmotivated students show a lack of confidence and demonstrate a lack of involvement in their studies (Al-Hazemi, 2000; Al-Otaibi, 2004). As a result, they are unable to develop the skills of the target language. Being unmotivated, their potential does not grow, and they do not give any importance to learning tasks and developing language learning skills. This is the reason that the students do not learn language as effectively as learned by the motivated students. Motivation is the basic characteristic and prerequisite to learn not only language skills but to do everything (Ryan et al., 2021) and anything to develop the personalities of the students and individuals in general.

Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language as compared to those with lower motivation (Fan & Feng, 2012). In EFL classrooms, motivation to learn English is driven mainly from external sources, and exposure to English outside the classroom is somewhat limited (Cho, 2013; Hayes, 2016; Ryan et al., 2021). According to Deci and Ryan (2013), intrinsic motivation is the one for which there is no apparent reward except the creativity itself. People engage in the task for their own sake and not because it leads to an extrinsic reward. No one denies the strength of the correlation between learning in general and learners' emotional factors. This correlation tends to be even stronger in language learning (Dornyei & Henry, 2022). The current study seeks to explore the role of motivation on the learning outcomes of the students and perceptions and opinions of the students on the impacts of motivation on learning language skills.

Learner drive has long been recognized as a central determinant of engagement and achievement in second language acquisition, with intrinsic and extrinsic motivation traditionally highlighted as key predictors of persistence and performance. Intrinsic orientation involves internal enjoyment, curiosity, and personal satisfaction, whereas extrinsic regulation is shaped by outcomes such as grades, career prospects, and social recognition. While

these motivational frameworks have been extensively explored in face-to-face settings, the rapid adoption of digital learning environments has necessitated the reconceptualization of learner drive in online contexts, where self-regulation, technology use, and learner autonomy play critical roles (Rahimi & Mosalli, 2024). Recent research has emphasized the mediating role of self-efficacy in digital English learning. Wu (2023) demonstrated that online learning self-efficacy significantly influences informal digital English learning (IDLE) and engagement in online classes, with social presence mediating these effects. Similarly, Sun and Mu (2023) highlighted that students' ideal L2 self, grit, and self-efficacy collectively predict satisfaction and persistence in online language learning, suggesting that psychological constructs interact dynamically with digital pedagogical environments. These studies underscore the importance of both internal motivational dispositions and external digital learning conditions in shaping learner engagement and outcomes. Self-regulated learning (SRL) has emerged as a pivotal factor in digital learning success. Rochmawati et al. (2023) conducted a systematic review of SRL approaches in digital EFL learning, emphasizing that strategies such as goal-setting, time management, and self-monitoring significantly enhance learners' speaking competencies and overall performance. Faza and Lestari (2025) extended this view, arguing that the digital age requires integrated SRL strategies leveraging technologies, multimedia resources, and adaptive tools to optimize learning outcomes while promoting autonomy, metacognition, and sustained engagement.

The integration of advanced technologies, including AI-driven platforms, further shapes digital learner experiences. He et al. (2025) investigated AI-supported language learning, showing that AI tools foster self-reflection, creativity, emotional resilience, and reduced anxiety among EFL learners, thereby strengthening learner drive and persistence. Similarly, Shao et al. (2025) demonstrated that digital technology use positively influences academic performance in EFL learners, mediated by emotional intelligence and learning engagement, highlighting the intertwined relationship between

technology, socio-emotional factors, and educational outcomes. Collectively, these studies reveal that learner drive in digital English classrooms is multidimensional and dynamically constructed. Motivation, self-efficacy, self-regulated learning, teacher scaffolding, peer collaboration, and technological affordances operate synergistically to enhance engagement and academic achievement. Despite the wealth of research, few studies comprehensively integrate these factors, particularly in undergraduate settings, signaling a need for empirical investigations that reconceptualize learner drive as a dynamic construct shaped by psychological, pedagogical, and digital dimensions. This study addresses this gap by examining how intrinsic and extrinsic motivation, self-efficacy, engagement, and digital technologies collectively influence learner outcomes in undergraduate digital English classrooms.

Research Methodology
This study aims to examine the significance of motivation for learners of English as a second language to learn English language skills. A mixed method approach has been used to collect data that is analyzed statistically and thematically. Following is the detail of the methodological process. This study adopted a sequential mixed-method research design, integrating quantitative and qualitative approaches to comprehensively examine learner drive in digital English classrooms. Mixed-method designs are particularly effective for capturing both the measurable dimensions of learner engagement and the contextual meanings learners attach to their experiences. The quantitative phase identified dominant trends and relationships among psychological, pedagogical, and technological variables, while the qualitative phase provided interpretive depth and validation of statistical findings.

Data were collected from 100 undergraduate students through a mixed-questionnaire survey consisting of 17 closed-ended Likert-scale items and 3 open-ended questions. The population consisted of undergraduate students enrolled in English language courses at public and private universities. Using convenience sampling, a total of 100

undergraduate students were selected based on accessibility and willingness to participate. Convenience sampling is widely used in educational research where controlled random sampling is not logistically feasible. The analysis aimed to explore how different types of motivation influence English language learning and to understand learners' perceptions of motivational factors in classroom and self-learning contexts. The study has used a mixed-method approach. The data have been collected through questionnaires that comprises two different types of questions, closed-ended and open-ended. Before the conduction of the survey, demographic information was collected from the respondents. According to the information, the stratified sampling was adopted. The population of the study was undergraduate students, while the purpose of the study was to explore and investigate the role and impact of motivation on the learners of English as a second language. It was important to collect their opinions, perceptions, and points of view that were gained through closed-ended and open-ended questions. Open-ended questions were transcribed and later analyzed after extracting codes and categories.

Data Analysis and Findings

The data analysis has followed a convergent mixed-methods approach. The quantitative and qualitative data were first analyzed separately, and then the findings were integrated for interpretation.

Quantitative Analysis of Closed-ended Questions

The data reveal that the students gave positive responses in favour of motivation as a factor to improve their English language skills and reinforcement for their drive and interest to learn English. The Mean and Standard Deviation collected for all the responses clearly indicate that the students, on a large scale, agreed upon the impact and effects of motivation on learning language. The responses on the questions about intrinsic motivation revealed that the students study English because they enjoy it and they are satisfied with learning English. They find it intellectually interesting. Responses to the questions about extrinsic motivation indicate that students are motivated to learn English because it gives them a better employment perspective, ensures good results in their exams, and accelerates their career prospects. The students also gave positive responses about the utility of learning English for the benefits of socio-cultural factors. Data reveal that they are motivated to learn English as it enables them to communicate in a society and fulfil all the social requirements. On the questions about self-efficacy and autonomy, the students gave positive responses on learning English as an autonomous process. They feel that they have the liberty to learn English. It is not imposed learning but something which is learned with choice. The students gave positive responses to the use of technology, stating that it helps them to learn in a better and effective way. Thus, overall, the data gained from quantitative and questionnaire sources explore the positive perceptions and opinions of the students about the importance of motivation in learning English. The students were positive about the impact of motivation on language learning.

SR #	Topic	Statements	Mean	Standard Deviation
1	Intrinsic Motivation	I study English because I enjoy learning the language.	4.42	0.58
2		Learning English is personally satisfying to me.	4.28	0.65
3		I study English because I find it intellectually interesting.	4.10	0.72
4		I enjoy learning English in digital classroom environments.	4.05	0.81
5		I find digital English learning interesting and stimulating.	4.28	0.65

6	**Extrinsic Motivation**	I study English mainly to get a better job.	4.05	0.81
7		I study English to achieve higher grades in my program.	3.96	0.86
8		Learning English is important for my career prospects.	4.18	0.74
9	**Integrative / Sociocultural motives**	I want to use English to communicate with people from other cultures.	4.36	0.61
10		I study English to participate in international academic discussions.	4.12	0.78
11	**Self-efficacy & autonomy**	I am confident in my ability to learn English.	3.95	0.90
12		I can organize my own English study effectively without constant guidance.	3.82	0.95
13		When I face difficulty, I can find ways to improve my English skills.	4.00	0.79
14	**Teacher & classroom support**	My English teachers encourage and motivate me to learn.	4.22	0.68
15		Classroom activities at my college help me improve my English.	4.06	0.72
16	**Technology & resources**	I frequently use online resources (videos, apps, websites) to learn English.	3.64	0.98
17		Use of digital tools (apps, videos, online courses) increases my motivation to learn English.	3.71	0.92

Quantitative results indicate that intrinsic orientation emerged as the most dominant determinant of sustained engagement. A significant majority of participants reported enjoying digital English learning, experiencing intellectual satisfaction, and feeling personally fulfilled through online participation. These learners exhibited higher behavioral engagement in discussion forums, timely task completion, and sustained interaction with learning materials. The findings align with contemporary research suggesting that intrinsic learner drive promotes deep cognitive engagement rather than surface-level compliance. Qualitative responses further reinforced this pattern. Students frequently described digital English learning as personally meaningful, particularly when they were able to explore topics independently, engage creatively with content, and track their progress through digital tools. This sense of ownership strengthened persistence even in the absence of immediate external rewards. Extrinsic factors also played a significant role, particularly in shaping academic effort and outcome-oriented behavior. Most students acknowledged that grades, academic progression, and employability expectations strongly influenced their participation. Extrinsic orientation was closely associated with task completion, assessment preparation, and performance optimization. However, the findings indicate that when extrinsic regulation operated in isolation without intrinsic interest, engagement tended to become mechanical rather than cognitively deep.

Digital platforms significantly enabled self-regulated learning. Students reported that recorded lectures, online resources, and self-paced modules enhanced their ability to revise, plan, and monitor progress. Technology empowered them to take responsibility for their learning, reinforcing both autonomy and competence. However, a minority of participants expressed concerns about digital distractions and

cognitive overload. The majority of students reported improvements in communication skills, confidence, and academic performance as a result of digital English learning. Learner drive was found to translate directly into performance outcomes through its influence on engagement, persistence, and self-regulation. Collectively, these findings support the reconceptualization of learner drive as a dynamic system rather than a static psychological trait. Engagement and outcomes emerge not from single motivational forces but from the interactive operation of intrinsic interest, extrinsic incentives, self-efficacy, teacher scaffolding, peer dynamics, and digital affordances.
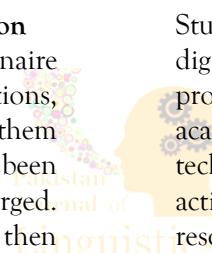
Qualitative Analysis of Open-ended Questions

No	Question
1	In your view, what motivates you the most to learn English? Please explain.
2	What classroom practices or teacher behaviors increase your motivation to learn English? Give examples.
3	What barriers reduce your motivation to learn English? How could these be addressed?
4	What personally motivates you the most to learn English in digital classrooms?

Qualitative Data Analysis: Thematic Discussion

The data gained from the open-ended questionnaire provide valuable insights into students' perceptions, feelings, and reflections about what motivates them to learn English. Open-ended questions have been analyzed thematically, from which codes emerged. Codes are further divided into categories, and then larger themes have been extracted from those codes and categories. The open-ended section of the questionnaire explored the valuable insights into students' perceptions, feelings, and actions about what motivates them to learn English. Five major themes emerged from the data that were based on students' enjoyment, their cultural aspirations, the environment of the classes, and motivation as a tool for developing confidence and self-efficacy. The findings of this study reveal that learner drive in digital English classrooms is a multidimensional construct dynamically shaped by intrinsic orientation, extrinsic regulation, self-efficacy, teacher support, peer interaction, and technology-enhanced learning. Quantitative and qualitative data converge to demonstrate that these dimensions operate in an interdependent manner, collectively influencing undergraduate engagement and academic outcomes.

Self-efficacy emerged as one of the strongest predictors of learner persistence and resilience. Students who expressed greater confidence in their digital learning abilities demonstrated stronger problem-solving behavior, greater tolerance for academic difficulty, and sustained effort despite technological or cognitive challenges. These learners actively sought solutions, explored additional resources, and engaged independently with digital content. Lower self-efficacy, in contrast, was associated with disengagement, delayed task completion, and learning anxiety. Teacher support exerted a powerful mediating influence on learner drive. Clear instructional guidance, timely feedback, interactive tasks, and supportive communication significantly enhanced students' confidence and participation. Students consistently emphasized that teacher encouragement motivated them to engage more actively and persist through challenges. This confirms that even in technology-driven environments, the teacher remains central to sustaining learner drive. Peer collaboration functioned as a strong motivational reinforcer. Digital discussions, group projects, and collaborative tasks enhanced social presence, reduced isolation, and increased emotional engagement. Students reported that peer interaction created accountability and encouraged sustained participation, particularly in discussion-based tasks.

Enjoyment and Personal Interest

Students gave positive comments about learning English when they are motivated. Different words used by them frequently were fun, interesting, and excitement. These words describe their learning experiences. The majority of the students said that learning English is a source of emotional satisfaction for them. English as a subject gives more opportunities to develop other skills as well, just like understanding the lectures of other subjects, writing and attempting their papers of all the other subjects, and so on. These responses align closely with the intrinsic motivation dimension in the quantitative data, where most participants agreed that they study English because they enjoy it and find it intellectually interesting.

One respondent remarked,

"I feel happy when I can express my thoughts in English. It makes me feel confident and proud."

This indicates that the affective and cognitive dimensions of learning are intertwined. Emotional enjoyment enhances effort, persistence, and engagement. This theme reflects a self-determined form of motivation, where learners are internally driven by curiosity and satisfaction rather than external rewards.

Career and Academic Goals

Many students highlight that it is a professional requirement to have good English proficiency. They talked about the importance of English for professional and personal growth. They reported that the market demands good English speakers and writers as well. If they are good at English, many new opportunities are opened for them to get a variety of jobs and strong future prospects. English guarantees a good future in Pakistan. According to them, when they lack confidence in writing and speaking, they are rejected by being told that they need to develop their language proficiency. The students shared strong agreement on the utility and efficacy of English for professional gains and good career opportunities.

One student wrote,

"I study English because it is important for my professional future. Every job requires good English now."

Such responses reveal a goal-oriented motivation, where learners connect English learning to practical outcomes such as job opportunities, career growth, and global mobility. All this type of motivation is extrinsic because it involves the student in learning something for physical gains and outer aspirations, but it is positive and meaningful and indicates the students understand English and recognize it as a tool to get empowerment and economic benefits. The alignment of this theme with the quantitative finding suggests that both internal satisfaction and external aspirations coexist harmoniously among students.

Integrative and Cultural Aspirations

Another very important theme that was extracted from the data is integrative and cultural aspiration. Students stated that English is very important for connecting people of diverse cultures, as the university students are multicultural. Racism and multilingualism exist in language classes. Students from varied backgrounds, ethnicities, and linguistic backgrounds get admission, so there should be a language that connects the students of diverse backgrounds. One participant stated,

"I want to learn English so that I can talk to people from different countries and understand their way of life."

This theme demonstrates integrative motivation, where learning a language is linked with openness, empathy, and a cosmopolitan mindset. Here, English becomes a language of bridge, as English is a language that can be called a global bridge. It must connect people with different ethnic, linguistic, and cultural backgrounds. The students who are well versed in English can better communicate with other people. We can understand them, and then it helps to build empathetic relationships and understand the communication barriers. It also decreases the barriers of communication. It was also declared from students' comments that they feel happy to use English as a strong medium of academic exchange.

Teacher Encouragement and Classroom Climate

One of the important themes that was derived from the data was the teachers' encouragement of

classroom climate. Almost all of the respondents were of the view that the major factor that contributes to motivating students to learn English is the teacher's attitude. Positive outlook and encouraging attitude of teachers motivate the students to even do difficult tasks and have a drive to learn beyond their capacity. Respondents consistently emphasized that teachers' appreciation, interactive activities, and supportive communication boosted their motivation. Students valued teachers who "believed in their abilities", "made lessons fun", and "treated all students equally." Group discussions, creative projects, and feedback sessions were mentioned as practices that increased engagement.

One student noted,

"Our teacher motivates us through appreciation and interesting tasks. We feel confident when our effort is noticed."

When the teacher appreciates and encourages students to do different activities, the students are encouraged to do them. Teachers' attitudes help the students have diverse experiences that improve their language capabilities. Teachers support and nurture learners' emotional security and safeguard them. The positive classroom experience appears to transform external encouragement into internal motivation

Self-Efficacy and Confidence

Another very important theme is self-efficacy and confidence. All the students agreed that the capability of English and skills to speak and write English boost confidence and develop a strong sense of empowerment in the student; that in turn, motivates them to continue improving their students and recognize that mistakes are a part of the learning process

One response stated,

"Each time I speak English in class, I feel more confident. It pushes me to keep learning."

The development in motivation to learn English helps them to use digital tools and social media to develop other skills as well. The students mentioned that good English skills enable them to organize studies schedules. The theme of self-confidence is very important for learning English, and the reasons because self-confidence gives them a platform and they get potential for their personality development, which in turn makes them good professionals as well.

Overall, the qualitative findings confirm a strongly positive motivational climate among the participants. Students are primarily driven by intrinsic enjoyment and integrative desires, strengthened by teacher encouragement and self-efficacy. The few negative comments reflect practical barriers rather than attitudinal resistance. Together, these themes reinforce the conclusion that motivation to learn English among these students is both deeply personal and socially constructed, shaped by enjoyment, goals, relationships, and the learning environment.

Conclusion and Recommendations

The present study aims to explore the role of motivation in learning English among undergraduate students. The study aims at investigating the perceptions and opinions of the students about the importance of learning English and how motivation plays a role in giving them the kick and drive to learn English. Data have been selected through quantitative and qualitative methods, and the findings reveal that motivation plays a decisive role in shaping students' attitudes, perspectives, and behaviours. Motivation triggers the students to do even the difficult tasks. When the students are motivated, either internally or externally, they are ready to attempt the things they do not know. They are even ready to meet the challenge of the impact of motivation on learning English. Simultaneously, instrumental motives such as career advancement and academic success remained strong, indicating that learners perceive English as essential for professional and global participation.

This study reconceptualized learner drive in digital English classrooms and empirically examined its influence on undergraduate engagement and academic outcomes. The findings confirm that learner drive is not a singular motivational tendency but a multidimensional construct shaped by psychological dispositions, pedagogical practices, and technological affordances. Intrinsic orientation

emerged as the most powerful determinant of sustained engagement, while extrinsic regulation significantly influenced academic effort and performance optimization. Self-efficacy functioned as a critical predictor of persistence and resilience, enabling students to navigate academic and technological challenges with confidence.

Moreover, teacher scaffolding and peer interaction played indispensable roles in reinforcing learner drive within digital contexts. Technology, when pedagogically integrated, served as a catalyst for autonomy and self-regulated learning, translating learner drive into meaningful academic outcomes. These results collectively demonstrate that engagement and performance in digital English classrooms emerge through the interaction of multiple motivational forces rather than through isolated variables. Teachers should incorporate flexible learning pathways, independent projects, and self-paced modules to strengthen intrinsic learner drive. Structured Digital Scaffolding: Clear instructions, interactive content, and timely feedback must remain central to online English pedagogy. Self-Efficacy Enhancement: Learners should be supported through gradual skill-building, digital orientation training, and confidence-building tasks. Collaborative Learning Design: Peer interaction should be intentionally embedded through discussion forums, group projects, and collaborative tasks. Digital tools should be used purposefully to support learning depth rather than technological novelty. Institutions should invest in faculty training and stable digital infrastructure to sustain engagement. This study establishes learner drive as a dynamic and pedagogically responsive construct in digital English education. By aligning instructional practices with learners' psychological and technological needs, higher education institutions can significantly enhance undergraduate engagement, performance, and long-term learning sustainability.

The responses also highlighted the positive impact of teacher support, classroom environment, and the use of technology on sustaining motivation. Students felt more engaged when teachers showed encouragement, offered constructive feedback, and used interactive teaching methods. The few negative responses pointed to the challenges, such as limited speaking opportunities, large class sizes, and time constraints, which at times hindered sustained enthusiasm. Overall, the study concludes that motivation in English language learning is multidimensional, arising from the interplay of personal interest, goal orientation, self-belief, and supportive teaching practices. When learners are emotionally invested and perceive relevance in their learning, motivation becomes self-sustaining, leading to more consistent language development and greater communicative confidence. Based on the study's findings, different recommendations are proposed for educators, curriculum designers, and institutions seeking to enhance motivation in English language learning. Such activities should be designed to connect language learning to students' real-life experiences, creativity, and personal interests. Authentic communication, e.g., discussions, projects, role-plays, should be encouraged that highlight enjoyment and self-expression rather than rote accuracy. Teachers should be provided with professional development on motivational strategies, including positive reinforcement, empathy, and learner autonomy support. Offer regular, constructive feedback that focuses on progress and effort, not just performance outcomes. Introduce self-directed learning components such as goal-setting exercises, peer feedback, and reflection journals. Teachers should encourage students to use digital platforms and online tools independently to reinforce confidence and lifelong learning habits and blend traditional instruction with digital media, apps, and online resources that promote interactive and multimodal learning. By aligning instructional practices with students' motivational needs, educators can move beyond compliance and foster genuine engagement, confidence, and resilience in English learning. The findings reaffirm when motivation is nurtured as both a personal and social force, it becomes a cornerstone for successful language education.

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