

Effects of Motivation on English Language Proficiency of The ESL Learners

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Abstract

The purpose of this study was to find out the effect of motivation on the English language proficiency of ESL learners at the secondary school level. The study aimed to investigate the learners' and teachers' views on the effect and role of motivation on the English language proficiency of ESL learners. Two research objectives were made for this research. The mixed method research was used for this study and two stage sampling technique (Purposive, convenient) were used to select the sample of 400 students for questionnaire data and 6 English teachers for interview from public and private schools of Karachi. The tools for this research were semi-structured interviews and questionnaire. The questionnaire comprised on 24 close-ended statements that were developed on 5 points Likert type scale. The reliability of the instrument was found at 0.864. The interview protocol comprised on 12 questions related to research objectives. The data were analyzed by using two techniques thematic analysis and descriptive statistical techniques. To find out the difference between gender wise t-test was applied. Based on the findings of the research, the result indicated that there is a great effect of motivation on English language learners. So, it is concluded that motivation is an influential factor in learning activity. Without motivation, goals of learning are hard to be achieved because the students' effort and desire affect the learners in achieving the learning goals.

Keywords: Effect, role, motivation, language, proficiency, learners

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Introduction

Motivation is the driving force behind human actions, guiding individuals toward their goals and helping them overcome challenges. It stems from a combination of internal desires, such as passion or curiosity, and external factors, like rewards or recognition (Darasawang & Reinders, 2021). Motivation determines the direction, effort, and persistence a person puts into their tasks, influencing success in personal, academic, and professional life. While intrinsic motivation comes from within—such as the joy of learning or personal growth—extrinsic motivation relies on outside incentives like money, praise, or competition. Various theories, including Maslow's Hierarchy of Needs and Self-Determination. Deepa (2020) highlights that “motivation is the one variable in the absence of which no learning can happen” (p. 40). Language is a highly helpful tool for creativity and communication that allows us to share ideas and express our thoughts. Through language, we may communicate with other people and gain their understanding as well language facilitates our engagement with others. The significance of the English language should not be underestimated, as it plays a pivotal role in fostering social, political-economic, and environmental progress. English serves as a means of interaction and a tool for communication (Muhammad et al, 2018). English language proficiency encompasses an individual's capacity to communicate effectively in diverse situations through the core language skills of speaking, listening, reading, and writing. It measures how accurately, fluently, and appropriately an individual can understand and express ideas in English, whether in academic, professional, or everyday settings (Dick, 2022). Pakistan is currently witnessing the implementation of numerous English language programs. The first language acquired in childhood is typically one's mother tongue. The ability to read and write in additional languages facilitates communication with a diverse range of people. Learning a new language holds significant promise in our lives (Richards, 2006 as quoted in Rahman, Singh, & Pandian, 2018). English has served as a global communication tool for many years, allowing us to engage with individuals from different backgrounds and navigate various situations. Within the academic and professional realms, the utilization of the English language is of utmost importance for students. It serves as an effective means to enhance students' performance in both oral and written communication (YE, 2020). Motivation is a key factor influencing the English language proficiency of learners studying it as a second language (ESL). It significantly affects their level of engagement, perseverance, and ultimate achievement in language learning. Students who are highly

motivated—whether by internal drivers such as personal growth and interest, or external ones like academic demands and professional goals—are generally more committed to developing their skills in speaking, listening, reading, and writing (Waddington, 2018). This active participation accelerates vocabulary acquisition, grammatical accuracy, and fluency. Studies show that motivated learners seek out additional learning opportunities, such as watching English media, engaging in conversations, or using language-learning apps, which reinforce their skills. Conversely, a lack of motivation can lead to disengagement, slower progress, and even language attrition. Teachers and curricula that foster motivation through interactive lessons, real-world applications, and positive reinforcement can significantly enhance learners' proficiency (Elashhab, 2020). Ultimately, motivation acts as a driving force that determines not only how quickly ESL learners master English but also how confidently they use it in academic, professional, and social contexts. Motivation serves as a fundamental catalyst in the English language learning process for ESL (English as a Second Language) learners, significantly shaping their proficiency levels. It determines the degree of effort, persistence, and enthusiasm learners invest in acquiring listening, speaking, reading, and writing skills. Intrinsic motivation, which stems from an individual's personal interest or enjoyment in learning English, frequently fosters greater involvement and long-term language retention. Learners with this type of motivation are more likely to engage voluntarily with the language through activities such as reading literature, watching media, or participating in conversations. Conversely, extrinsic motivation—driven by external incentives like academic achievement, career progression, or the need for social integration—offers concrete objectives that promote regular and sustained language practice. Highly motivated learners are more likely to overcome challenges, seek feedback, and utilize opportunities for real-life communication, all of which enhance fluency and accuracy (Ma et al., 2020). Teachers play a pivotal role by fostering a motivating classroom environment through interactive activities, culturally relevant materials, and encouragement. Ultimately, motivation not only accelerates language acquisition but also builds learners' confidence and competence, enabling them to use English effectively in diverse global contexts (Irham, 2022).

Objectives of The Study

1. To investigate the role of motivation in the English language proficiency of ESL learners.

2. To find out the effect of motivation on the English language proficiency of ESL learners.

Research Questions

1. What is the role of motivation in the English language proficiency of ESL learners?
2. What is the effect of motivation on the English language proficiency of ESL learners?

Review of Literature

Motivation is essential for ESL learners to achieve English language proficiency because it drives consistent effort, active engagement, and long-term commitment to learning. Unlike native speakers who acquire language naturally, ESL learners must consciously study vocabulary, grammar, and pronunciation—a process that requires persistence. Motivation helps learners overcome challenges such as fear of making mistakes, difficulty in comprehension, or lack of exposure to English-speaking environments (Guerrero, 2015). When learners are motivated, they practice more frequently, seek opportunities to use English in real-life situations, and remain resilient despite setbacks. Additionally, motivation enhances cognitive retention, making it easier to absorb new words and grammatical structures. Without strong motivation, learners may lose interest, skip practice, or give up entirely. Whether driven by academic goals, career advancement, cultural interest, or personal growth, motivation serves as the foundation that enables ESL learners to progress from basic communication to true fluency in English (Alqahtani, 2016). Motivation is a key factor in language learning, and researchers have identified different types that influence how learners engage with a foreign language. **Integrative motivation** occurs when learners are interested in the culture and people associated with the language, wanting to connect with native speakers or integrate into a community. **Instrumental motivation** involves practical goals, such as career advancement, academic success, or passing exams (Lambani, 2016). Some learners are driven by **intrinsic motivation**, where they find personal enjoyment in the learning process itself, such as appreciating music, films, or conversations in the target language. Others rely on **extrinsic motivation**, which comes from external rewards like grades, parental expectations, or job requirements. Understanding these motivational types help educators

tailor their teaching methods to inspire and sustain learners' commitment to mastering a new language (Suchona & Shorna, 2019).

Motivation plays a vital role in the English language proficiency of ESL (English as a Second Language) learners, as it directly influences their willingness to engage with the language, persist through challenges, and achieve fluency. Learners who exhibit strong motivation—whether integrative (aiming to engage with English-speaking cultures), instrumental (focused on academic or professional advancement), intrinsic (driven by personal satisfaction), or extrinsic (motivated by external benefits)—are generally more proactive in their language learning. They tend to engage more consistently in practice, take an active role in classroom activities, and pursue supplementary opportunities to enhance their proficiency (Tsang, 2019). Motivated students are more likely to overcome difficulties, such as complex grammar or pronunciation, because they see value in their efforts. Teachers can enhance motivation by creating a supportive classroom environment, setting clear goals, and making lessons interactive and relevant to real-life situations. Ultimately, motivation acts as a driving force that determines how effectively ESL learners acquire and master English, shaping their overall language success. Motivation helps learners set clear goals and objectives for their language learning proficiency (Salikin et al., 2017).

By having specific targets, such as achieving a certain level of proficiency or passing a language proficiency exam, learners are motivated to work towards them. Goals provide direction and focus, which contribute to continuous improvement in English proficiency (Patahuddin et al., 2017). Motivation helps learners set specific language learning goals and work towards achieving them. Whether it is improving speaking skills, passing an English proficiency exam, or pursuing higher education, motivated learners have a clear purpose and direction. These goals provide a sense of direction and focus, guiding their learning activities and helping them stay on track. Motivated learners tend to invest more time and effort into learning English. In such cases, students are more inclined to engage in independent study, seek supplementary learning materials, and maintain a regular practice routine. This increased effort allows them to dedicate more time to improving their language skills, resulting in higher proficiency levels (Lamb, 2017). Motivated learners take an active role in the language learning process. They eagerly participate in classroom activities, seek clarification by asking questions, and interact with both teachers and peers. Motivation encourages learners to actively pursue opportunities for language practice, both within and beyond the classroom environment. This may involve participating in conversation clubs,

enrolling in language exchange programs, or immersing themselves in language-rich experiences. Regular practice leads to improved fluency, vocabulary expansion, and better overall language proficiency (Phillipson, 2016). Motivation boosts learners' self-confidence, which is essential for effective language use. Motivated learners believe in their abilities to learn English and overcome challenges. Motivation often leads to self-directed learning, where learners take initiative and responsibility for their language development. Teachers play a crucial role in motivating ESL learners to master the English language. By creating a positive and encouraging classroom environment, they help students build confidence and reduce anxiety about making mistakes. Effective teachers use engaging, interactive methods—such as games, real-life scenarios, and multimedia—to make lessons dynamic and relevant. They set clear, achievable goals and celebrate students' progress, reinforcing their sense of accomplishment. Personalized feedback and constructive encouragement help learners stay committed, while connecting lessons to students' interests (e.g., music, careers, or travel) fosters intrinsic motivation (Min & Chon, 2020). Additionally, teachers serve as role models by demonstrating enthusiasm for English, inspiring students to persevere through challenges. By cultivating curiosity, providing support, and making learning enjoyable, teachers empower students to take ownership of their language journey and strive for fluency. Motivation serves as a powerful catalyst in developing English language proficiency among ESL learners, directly influencing their learning outcomes. Highly motivated students demonstrate greater engagement, investing more time and effort in practicing listening, speaking, reading, and writing skills. This consistent exposure accelerates vocabulary acquisition, grammatical accuracy, and fluency. Motivation also enhances cognitive retention, as learners actively seek opportunities to apply English in real-world contexts—such as conversations, media consumption, or professional settings—reinforcing their skills (Getie, 2020). Motivation acts as a driving catalyst that amplifies learners' commitment and involvement in language learning endeavors. Individuals who are motivated are inclined to invest more time and energy in honing their listening, speaking, reading, and writing skills. Enthusiastic learners demonstrate elevated levels of tenacity and determination when confronted with obstacles and setbacks. Motivated individuals tend to employ effective language learning strategies (Martin, 2020). They actively seek out opportunities to practice the language, use mnemonic devices to memorize vocabulary, engage in meaningful interactions with native speakers, and take advantage of various resources available for language learning. Motivated ESL students

tend to employ effective learning strategies such as goal-setting, self-regulation, and perseverance. These strategies contribute to better language learning outcomes and improved English language proficiency (Güneş & Sarıgöz, 2021). Motivated learners perceive language learning as an enjoyable and fulfilling process rather than a burdensome task. This positive attitude promotes a conducive learning environment, enhances intrinsic motivation, and facilitates language proficiency development (Wongsa & Son, 2020). Motivation exerts a direct influence on the advancement of speaking and writing skills. Individuals who are motivated are more prone to engage in speaking practice with native speakers or peers, participate in communicative activities, and demonstrate a willingness to take risks in expressing themselves. Motivation positively influences ESL students' speaking and writing skills. Motivated learners are more likely to engage in communicative activities, practice speaking with native speakers or peers, and take risks in expressing themselves, resulting in enhanced oral and written proficiency. Motivated ESL students show a higher level of engagement in vocabulary and grammar learning (Irham, 2022). Self-Determination Theory (SDT) suggests that motivation in learners is driven by the satisfaction of three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy refers to the learner's sense of control and independence in directing their own learning process. Competence is tied to the learner's belief in their own capability to acquire and master the language. Relatedness pertains to the learner's feelings of connection and interaction with others in the learning environment. When these three needs are fulfilled, it fosters a motivating and fulfilling learning experience (Shen & Chiu, 2019).

Research Method and Materials

Research Method

This study adopted a mixed-method research design to explore the effect of motivation on the English language proficiency of ESL learners at secondary-level.

Participants

The study's sample included 400 students for the questionnaire and 6 English teachers for interviews, drawn from both public and private schools in Karachi. A two-stage sampling method was employed to select participants. In the first stage, 10th-grade students were selected using a convenience sampling technique for the questionnaire data collection. In

the second stage, 6 English teachers from the 10th grade were purposively selected for the purpose of collecting interview data.

Instruments and Data Collection Procedure

For data collection, the researcher utilized a student questionnaire and conducted semi-structured interviews with teachers to examine how motivation effect the English language proficiency of ESL learners at the secondary school level. The interviews of these various teachers were recorded and interpreted as well. The survey questionnaire used in this study was self-developed and consisted of two sections. The first section gathered demographic information, such as details about the schools and students. The second section contained statements designed to assess the effect of motivation on the English language proficiency of secondary-level ESL learners. The semi-structured interview protocol was also developed by the researcher based on a thorough review of relevant literature. English teachers of Grade 10 were purposively selected from public and private schools in Karachi, resulting in a total of six interview protocols. The interview comprised 12 questions, along with additional probing questions intended to elicit more in-depth responses from participants. To ensure content validity, the research instruments (both the questionnaire and interview protocol) were reviewed by three educational experts. To establish the trustworthiness of the semi-structured interviews, mock interviews were conducted with teachers from public and private high schools who were not part of the actual study sample. The questionnaire was pilot-tested with 50 Grade 10 students from both public and private schools. Reliability analysis using Cronbach's Alpha yielded a coefficient of 0.864 for the 24-item scale, indicating a high level of internal consistency. The validity of the instruments was further supported by expert review and feedback.

The Interviews and questionnaire were conducted to meet the respondents personally and collected the data.

Data Analysis Procedure

All the data were analyzed by using two techniques thematic analysis and descriptive statistical techniques. Thematic analysis was employed to code and interpret qualitative data, enabling the identification of key themes and recurring patterns. This method is widely used in qualitative research for systematically analyzing and reporting patterns within textual data.

Meanwhile, the quantitative data obtained through the questionnaire was analyzed using descriptive statistical techniques.

Result and Discussions

Table 1

Mean score about role of motivation in the English language proficiency of ESL learners.

Sr. No	Statements	<i>M</i>	<i>SD</i>
1.	Motivation plays an important role in the success or failure of learning a language proficiency.	4.33	.999
2.	Motivation is considered a key factor in English language proficiency.	4.14	.997
3.	Motivation helps learners set clear goals and objectives for their language learning proficiency.	4.15	1.085
4.	Motivation provides learners with an aim and direction for language proficiency.	3.98	.777
5.	Motivated learners actively engage in the language learning process.	3.97	1.370
6.	Motivation helps learners in learning a second language proficiency.	4.19	1.019
7.	Motivation is the wrench of success in the learning process of language proficiency.	4.32	9.36
8.	Motivation is an important component or factor in the learning process of English language proficiency.	4.23	1.094
9.	Learners can do better in learning English language proficiency if they are motivated integratively.	3.62	9.14
10.	Motivation refers to the goal of learning a language proficiency.	4.25	1.136
11.	Motivation drives learners to seek out opportunities for language practice both inside and outside the classroom.	4.27	1.047
12.	Motivated learners develop a positive emotional connection with English language proficiency.	4.24	9.77

The table presents descriptive statistics related to the role of motivation in the English language proficiency of ESL learners. The corresponding research question comprised twelve statements, with the majority of responses falling under the categories of "strongly agree" and "agree."

Nine statements received predominantly "strongly agree" responses, while the remaining statements were mostly rated as "agree." The highest mean score, 4.32, was recorded for Statement 7: "*Motivation is the driving force behind success in the process of developing language proficiency.*" Which indicates that role is motivation in the English proficiency of ESL learners is very important.

Table 2

Mean score about effect of motivation on the English language proficiency of ESL learners.

Sr. No	Statements	<i>M</i>	<i>SD</i>
1.	Motivation has relevant and crucial value in learning a second language that influences the success of language proficiency.	4.17	.899
2.	Learning English language proficiency cannot be effective without motivation.	4.16	.867
3.	Learners are intrinsically motivated when they enjoy doing an activity.	4.24	.768
4.	Learners are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid punishment.	3.99	.677
5.	Integrative motivation is the condition when the learners want to learn the target language proficiency.	3.87	.777
6.	Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement.	4.01	.798
7.	Motivation increased effort leads to greater exposure to the language, resulting in improved proficiency.	4.16	.998
8.	Motivated individuals tend to employ effective language learning strategies.	4.04	.668
9.	Motivation fosters a positive attitude toward language learning.	4.36	.888
10.	Motivation is a potential tool that gives energy to the learner to increase their interest in learning English language proficiency.	4.36	.888
11.	Motivation positively influences ESL students' speaking and writing skills.	4.24	.688
12.	Motivated ESL students show a higher level of engagement in vocabulary and grammar learning.	4.16	.878

The table displays descriptive statistics regarding the influence of motivation on the English language proficiency of ESL learners. The relevant research question included twelve statements, with responses largely concentrated in the "strongly agree" and "agree" categories. Ten of the statements received a majority of "strongly agree" responses, while the remaining two were mostly marked as "agree." The highest mean score is 4.36 statement 10 Motivation is a potential tool that gives energy to the learner to increase their interest in learning English language proficiency. Which indicates that there is a strong effect of motivation on the English language proficiency of ESL learners.

Table 3
Independent Sample t-test on Effect of Motivation for Gender Difference

Gender		N	M	SD	T	Df	Sig. (2-tailed)
Effect of Motivation	Male	180	4.20	.748	.430	148	.01
	Female	220	4.25	.601			

Table 3 reveals a statistically significant difference in motivation levels between male and female students ($p < 0.05$). To evaluate this difference, an independent samples t-test was conducted on the motivation scores of both groups. The results confirmed that the variation in motivation between male and female students was statistically significant ($t = 0.430$, $p = 0.01$) was found between male and female students." ($M = 4.20$, $SD = .748$) and female, ($M = 4.25$, $SD = .601$); $t (.430)$, $p = .01$ (two-tailed).

Thematic Analysis

The researcher gathered data from 6 high schools English teachers in Karachi, encompassing both public and private sectors. The data collection focused on 6 teachers instructing 10th-grade students.

Theme 1. Role of Motivation

Motivation plays a central role in determining the English language proficiency of ESL (English as a Second Language) learners. It is broadly acknowledged as one of the most crucial factors that impact the results of language acquisition. In the absence of motivation, learners may encounter difficulties in effectively acquiring or using a new language.

Sub theme 1.1. Motivation plays an important role in the success or failure

Most teachers (T1, T2, T3, T5, and T6) believed that **Motivation plays an important role in the success or failure of learning a language**. When a person is motivated, they try harder to learn, practice more, and stay focused. This helps them improve their language skills faster. On the other hand, if someone is not motivated, they may lose interest, stop practicing, and find learning difficult. Motivation gives learners the energy and desire to keep going, even when learning gets tough. That is why it is a key factor in becoming good at any language while only one teacher (T4) disagreed.

Sub theme 1.2. Motivation is considered a key factor in English language proficiency

Teachers 2, 3, 4, 5, and 6 agreed that motivation is definitely a key factor in learning English. They believe that students learn better when they are motivated. Teachers think that motivated students learn faster and perform better in reading, writing, speaking, and listening. Without motivation, students may not take their studies seriously and may struggle to become good at English. That is why most teachers consider motivation very important for gaining English language proficiency. However, only Teacher 1 disagreed and did not consider motivation as an important factor.

Sub theme 1.3. Motivation provides learners with an aim and direction for language proficiency.

Teachers 1, 2, 4, and 6 agreed that motivation gives direction to learners and helps them focus on their goals. They believe that motivation provides learners with an aim and clear direction in their journey to achieve language proficiency. When students are motivated, they know what they want to achieve and work hard to reach their goals. It helps them stay focused, organized, and determined to improve their English skills. However, only Teachers 3 and 5 disagreed and did not see motivation as providing direction to learners.

Sub theme 1.4. Motivation helps learners set clear goals and objectives for their language learning proficiency.

Teachers 1, 2, 4, and 5 agreed that motivation helps learners set clear goals and objectives for language learning. They believed it plays a key role in guiding students toward success. However, Teachers 3 and 6 disagreed and explained their own reasons. They thought that other factors, such as

teaching methods or learning environment, might be more important than motivation in achieving language proficiency.

Sub Theme 1.5. Motivation helps learners set clear goals and objectives for their language learning proficiency.

Teachers 1, 2, 4, 3, 5, and 6 all agreed that motivation is the only source for Pakistani students to learn a foreign language. They believe that without strong motivation, students may not put in the effort needed to overcome challenges in learning a new language. In Pakistan, where there may be limited exposure to foreign languages, motivation becomes the driving force for students to study and improve their language skills.

Sub theme 1.6. You motivate your students to improve English language proficiency

Teachers 1, 2, 3, 4, 5, and 6 all agreed that they motivate their students to help them learn and improve their English language proficiency. They believe that by encouraging their students and providing support, they can make learning more engaging and effective. All these teachers focus on boosting students' motivation to help them stay motivated and work towards becoming better in English.

Theme 2. Effects of Motivation

Different responses were collected regarding 'Theme 2. Effects of Motivation' and the findings are represented under two sub-themes.

Sub theme 2.1. Learning English language proficiency cannot be effective without motivation

Teachers 1, 2, 3, and 5 argued that learning English language proficiency cannot be effective without motivation. They believe that motivation is essential for students to stay focused, practice regularly, and improve their skills. However, Teachers 4 and 6 disagreed, suggesting that other factors, such as teaching methods or resources, might play a more important role in language learning.

Sub theme 2.2. Motivation fosters a positive attitude toward language learning

Teachers 1, 2, 3, 4, 5, and 6 all agreed that motivation always fosters a positive attitude toward learning. They believe that when students are motivated, they are more likely to approach their studies with enthusiasm and confidence. Motivation helps create a positive learning environment, encouraging students to stay engaged and eager to improve their skills. No

teacher disagreed with this idea, as they all recognized the importance of motivation in shaping students' attitudes toward learning.

Sub theme 2.3. Motivation positively influences ESL students' speaking and writing skills

Teachers 1, 2, 4, 5, and 6 agreed that motivation positively influences ESL (English as a Second Language) students' speaking and writing skills. They believe that motivated students are more confident in speaking and more willing to practice writing. However, Teacher 1 disagreed, stating that motivation alone might not be enough to improve these skills and that other factors, such as practice and exposure, are also important.

Sub theme 2.4. Motivation encourage students to increase their vocabulary grammar learning proficiency

Teachers 1, 3, 4, and 6 agreed that motivation encourages students to increase their vocabulary and grammar learning proficiency. They believe that motivated students are more likely to make an effort to learn new words and understand grammar rules. However, Teachers 2 and 5 disagreed, suggesting that motivation might not be the only factor and that other methods or strategies might be more effective for improving vocabulary and grammar skills.

Sub thee 2.5. Learners are extrinsically motivated when they want to gain a reward

Teachers 1, 2, 3, 4, 5, and 6 all agreed that motivation plays a significant role in learners' success. They explained that learners are often extrinsically motivated, meaning they are driven by the desire to earn a reward, such as good grades or approval from others. This type of motivation encourages students to work harder and stay focused on their language learning goals. According to the teachers, extrinsic motivation can lead to better effort and improved performance in language learning, especially when students are motivated by tangible rewards.

Sub theme 2.6. Learners are intrinsically motivated when they enjoy doing an activity

Teachers 1, 2, 4, and 6 agreed that learners are intrinsically motivated when they enjoy doing an activity. They believe that when students find learning fun and interesting, they are naturally motivated to engage more and improve their skills. However, Teachers 3 and 5 disagreed, suggesting that intrinsic motivation might not always be enough, and that other

factors, such as external rewards or pressure, may be needed to drive students to learn.

Conclusion

This purpose of this study was to find out the effect of motivation on English language proficiency of the ESL learners. For this purpose, two objectives and two research questions were made according to the objectives. The first objective was to investigate the role of motivation in the English language proficiency of ESL learners. The findings show that motivation plays a key role in learning the English language. It is one of the most important factors in determining how successful students are in mastering the language. The second objective was to find out the effect of motivation on ESL learners' English language proficiency. Based on the results, it is clear that motivation has a strong impact on learners. This means that motivation is a powerful factor in the learning process. Without motivation, it becomes hard for students to reach their learning goals, as effort and interest are crucial for success. Motivated students are more involved in the learning process, which helps them understand the English language better.

Recommendations

Teachers should inspire and motivate their students to actively engage in the language learning process, leading to improved language proficiency and a lifelong passion for learning.

Teachers should encourage students to reflect on their language learning progress regularly.

Teachers should organize events or opportunities for students to demonstrate their language proficiency, such as presentations, debates, or performances.

Teachers should encourage students to work together in pairs or groups to practice their language skills. Peer interaction promotes active learning, provides a supportive environment for language practice, and enhances motivation through social connections.

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1	Significant contribution to existing knowledge	5
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REVIEW REPORT (Provide suggestions for improving the quality of the manuscript.) SECOND SECTION

This study clearly demonstrates that motivation is a decisive factor in shaping ESL learners' English language proficiency at the secondary level. The findings show that motivated students display higher engagement, stronger skill development, and greater perseverance in learning English. Both quantitative and qualitative results highlight motivation as a key driver of academic success, influencing learners' attitudes, goals, and overall performance. Overall, the study provides valuable insights for educators, emphasizing the need to foster both intrinsic and extrinsic motivation in classroom settings.

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REVIEWER'S DECISION (Write Yes / No in appropriate box):

Aggregate points	Decision	Status
≥45	Publish as it is	45
40-44	Accept with minor revisions	
30 to 39	Accept with major revisions	
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Name: Dr. Tahira Asghar
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Department of English Linguistics
The Islamia university of Bahawalpur

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4	Meticulousness of details	5
5	Soundness of methodology	4
6	Elaborate presentation of findings	3
7	Evidence driven conclusion	4
8	Conventions of academic writing	3
9	Organization and readability	5
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AGGREGATE		42

REVIEW REPORT (Provide suggestions for improving the quality of the manuscript.) SECOND SECTION

Findings need elaboration and few references needs revision

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