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The Role of Motivation in Second Language Learning: A Systematic Review of Empirical Studies

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ABSTRACT

Motivation plays a very important role in acquiring second language influencing how learner's feel about the process, how persistent they are and how far they have been successful. This systematic review examines the previous studies from the last four years which focuses on methodologies, trends, and finding reports and determine how the motivation plays role in acquiring second languagelearning. A comprehensive search of peer-reviewed articles was conducted with the use of academic databases in accordance with the principles of PRISMA to make sure the result is clear and reliable. Fifteen studies that were published between 2020 and 2024 were selected for the inclusion in this review based upon their empirical design, relevance to various types of learners and educational settings. The findings of this research reveals that motivation has a very significant impact on the L2 learning outcomes, mainly in terms of increasing communicative competence and promoting learning autonomy along with contextual and cultural factors. This research emphasizes the need for the future research to explore the novel ways of maintaining the motivation in diverse, digitally mediated L2 context. By synthesizing the existing evidence, this study contributes to both the theoretical and the understanding of motivation in the acquisition of the second language, providing the implication for researchers, educators and policymakers seeking to enhance the L2 learning outcomes. Future researches can be done on motivation of different genders, migrants/refugees in crisis, peer/parental influence and isolated languages.

| **Keywords:** | Language Motivation, Second Language Learners, Motivational Self System |

Introduction

Motivation plays a vital role in second language acquisition (SLA), influencing the language learners beginning and persistence throughout their journey of education. Motivation, which is one of the most studied constraints in SLA research, is often considered as dynamic, multidimensional phenomenon that includes both intrinsic and extrinsic aspects and as well as cognitive, emotional and social components (Dörnyei, 2020; Kim & Pae, 2021). Several theoretical frameworks have emerged to explain the importance of motivation in SLA. Gardner's socio-educational model emphasize the integrative motivation, that involves the desire to integrate into the target language community and culture, whereas instrumental motivation is concerned with the practical goals such as career advancement or educational qualifications (Gardner, 2020). More recently, Dörneyei's L2 motivational system has enhanced these ideas by emphasizing on learner's future selves and how their ideal, L2 self-influences language learning behavior (Dorneyi & Ushioda,2020).Recent researches have increasingly sought to contextualize motivation within various learner populations and the environment of

education. Motivation is no longer viewed as a fixed trait but as a fluid and context-dependent process that is driven by variety of factors, such as social interactions, learner autonomy, and cultural values (Seo, 2021). Studies on motivation in SLA focuses on the role of teachers in creating a supportive learning environment that encourages both intrinsic and extrinsic motivation. For Example, Phon (2021) investigates teacher's feedback, encouragement, and the provision of meaningful tasks influence learner's intrinsic motivation by increasing their sense of competence and autonomy. These findings align with the self-determination theory, which holds that intrinsic motivation thrives when learners sense autonomy, competence, and relatedness (Ryan & Deci,2020).

A range of numerous contextual factors such as socio cultural and economic influences have been highlighted by the empirical research which affects the learner's motivational orientations. Chen and Padilla (2020) discovered that in the collectivist societies, learners' motivation to learn the second language is shaped by the expectations of their families, community, and societal norms. In contrast, intrinsic motivations like personal achievement and self-expression might be more prominent. Recent studies have also emphasized the role of digital learning environment, that how it influences motivation, particularly in the context of COVID-19 pandemic. According to Kim and Pae (2021), the use of online platforms has changed a lot the way learners approach the language learning, with social media and online language exchanges providing new opportunities for interaction and community building which enhance learners' integrative motivation. Digital environments, when designed effect can also promote self-regulated learning, which is essential for sustaining innovation over time (Guo et al., 2022)

Furthermore, intrinsic and extrinsic motivation are not always mutually exclusive; many students are motivated by the combination of internal fulfilment and external awards. According to recent systemic reviews like those conducted by Hiromori et al' (2024), focused on that both forms of motivation are interrelated and influence each other in complex ways. For example, learners may initially use a language for instrumental purposes, such as studying for a language proficiency test, but over time, their motivation slowly changes towards more integrative and intrinsic forms (Hiromori et al., 2024). Studies by Seo (2021) and Phon (2021) shows that while extrinsic motivators like test scores and career prospects can greatly boost motivation, incorporating learner-centered strategies, like project-based learning and task-based teaching, can help student shift towards intrinsic motivation.

Self-control is another important component of motivation in second language acquisition (SLA). Kormos and Csizer (2021) argue that the ability to plan effectively, monitor, and evaluate one's language learning process makes the self-regulated maintain high levels of motivation over time. Studies indicate that students who can align with their short-term learning objectives with their long-term goals, like becoming fluent in a language for personal development and cultural exploration, tend to demonstrate more persistent effort and achieve better learning outcomes (Guo et al., 2022). The link between self-regulation and motivation can enable students to take charge of their own learning and emphasizes that how essential it is to support the learner autonomy and goal setting skills in SLA instruction.

However, there are still a lot of gaps in the literature despite the advancement in SLA motivation research. Much of the current research are concentrating on adult learners in formal educational settings and very limited attention has been given to the young learners or those who are in informal learning context (Chen & Padilla, 2019).

Younger learners may face unique motivational challenges like the too much reliance on the outside influences like the encouragement from the parents or peer influence that are often ignored in adult-centric research (Seo, 2021). Additionally, although recent researches have focused on incorporating technology into the language learning, there is still little known about how learners' motivational shifts occur in hybrid learning settings that integrate both the online and face to face instruction. According to Kim & Pae (2021), the hybrid learning environments might combine the flexibility and learner autonomy of digital platforms, potentially offering with the best of both words, interaction and structure of traditional classrooms.

With an emphasis on studies published within the last four years, this systematic review attempts to synthesize recent empirical studies on motivation in second language acquisition. By doing so, it will address all the important gaps in the literature this way, especially those that are related to learner age, sociocultural influences, and digital learning environments. This review will explore how these factors contribute to the motivational dynamics in different SLA contexts, examining the relationship between intrinsic and extrinsic motivation and their effect on learner's engagement and language learning outcomes. In order to improve language learning outcomes and advancing the understanding of motivation in second language acquisition (SLA), this study seeks to provide educators and policymakers with suggestions on how to contribute to improving language learning outcomes ultimately in diverse learning environments. As the learning of the studies in this area is limited, this systematic review focuses on some aspects of the role of motivation in SLA and attempt to address the answer to the questions below:

Literature Review

This review covers 15 observational studies and gives a nuance understanding of the features that impact on the motivation in second language acquisition (SLA). This research highlights the roles of social cultural, study and technology features, the interaction between intrinsic and extrinsic motivations, and the methods to preserve motivation in distinct learning discourses. All of these results are not just the answers of research questions but also gives an awareness for the instructors and lawmakers.

Impact of Socio-cultural, Educational and Technological components

Sociology-cultural, educational and technological component inspires students' motivation in acquiring second language, influencing their perspective and maintaining their involvement in multiple ways. The context of socio- cultural, mainly plays an important role in examining student's motivational priorities. In community focused cultures like China, Japan, South Korea, social norms , familial responsibilities are leading forces driving learners' motivations. Chen and Padilla (2020) pointed out that learners in these contexts care much about stated reasons, such as getting good performance in class, access to a better job opportunity or satisfying family expectations on one's success. The presented extrinsic motivators can be considered as significantly rooted in the collective identity and approximate cultural context. In contrast, in collectivistic cultures such as China, South Korea, Japan, Singapore and many European countries, L2 learners are mainly motivated by extrinsic rewards, community's appreciation and feedback, mastery of other languages and the pleasure of learning languages or acquiring L2 (Seo, 2021). Such inherent disposition is attributed to the individualism need for achievement and self-directedness that characterizes these societies.

Furthermore, socio-cultural factors comprise peer pressure, community roles, and attitudes toward multilingual enmesh oneself with motivational orientations. As for learners, in multicultural countries, such as Canada, they tend to have a high level of integrative motivation because of daily communication with speakers of the target language and because multilingualism is valued in society (Hiromori et al., 2024). In the same way, immigrants and their offspring, or individuals of a specific language group within ethnic diversity exhibit a different motivational pattern stemming from the conflict of ethnicity conservation on one hand and assimilation on the other. In such environment learners' motivation is therefore informed by both the demand to reclaim own cultural past as well as the need to adapt to the larger community.

Learning context also has a significant part to play in support of and maintaining of motivation in SLA. Quality of instruction when complement with quality teacher to student communication can greatly improve learners' perceived competence, self-direction and relatedness. According to Phon (2021), there are evidence found in the task-based learning that include real-life problem-solving tasks as well as realistic communication scenarios. These approaches assist learners ensure they acquire real life language skills and gain a feeling of achievement and relevance. In addition, introducing cultural aspects into language teaching helps learners to be more fully acquainted with the material, and their interest grows stronger due to their need for it. According to Dörnyei (2020), the motivation of learners to engage in language learning increases if the teachers refer to realistic contexts, include cultural beliefs and practices and facilitate active involvement, learners are likely to develop reasons to engage in language learning over a long time. The second way is through peer collaboration and group projects, bearing in mind that it is most effective in classroom-based programmer due to its engagement of unique social identify feelings of belonging. Learner motivation is also directly influenced by the teacher feedback that has a positive impact on shaping motivation. Such feedback is constructive and timely that concentrates on the progress of the learners and not their failures, such feedback provides a boost of confidence and prompts learners to not quit. Also, creating a climate of risk-taking / safe learning context improves both extrinsic and the kind of motivation that comes from within/interest.

Technological progress has brought the greatest impact ever on the concepts of SLA making it adopt modern approaches to improve learners' interest and enthusiasm. Educational software's like Duolingo, babble, and memrise have incorporated game like attributes so much so that one feel like they are actually playing while they learn a new language. Hybrid and game elements such as leader boards, badges, achievement reward systems, address extrinsic motivation by giving users specific rewards or results, but at the same time they include user's engagement and satisfaction (Kim & Pae, 2021). Instagram, Twitter and language exchange forums serve the same purpose and have been helpful to the learners since they help the learners' practice with the native speaking partners and through the interaction that is requested by the integrative motivation theory (Guo et al., 2022). As for the efficiency of the models under analysis, the research findings reveal that the use of a combination of face-to-face interactions and technology-mediated resources enhances the level of learners' motivation and performance regardless of their initial motivational statuses. The technologies of adaptive learning, which provide individual feedbacks focusing on learner needs, enable autonomous learning and let achieve intrinsic and extrinsic motivations for learning. Guo et al. (2022) further found that learners who interact with the adaptive platforms reported significantly higher levels of intrinsic curiosity and extrinsic motivational goal

attainment, showing the possibility of adaptive platforms harmonizing for the gap between the types of motivation.

In addition, Virtual Reality and Augmented Reality are coming up as innovative means in augmenting SLA, in addition to providing learners with almost real-life interactions and cultural contexts. These tools do more than give tangible practice in using the language; they also spark interest, for learning the language is a living experience. For example, first language modules such as virtual travel or cultural interactions may develop purpose and curiosity in learners to perform better thereby fulfilling their intrinsic motivation for learning while at the same time catering for their extrinsic motivation such as preparing to travel or to work in another country.

All in all, socio cultural, educational, and technological aspects which are at play, form a complex and vibrant environment that contributes to the learners' motivation in the process of SLA. Recognizing all these factors will help educators, policy makers and technology developers to design settings that not only attract learners but also maintain their interest throughout.

Interaction Between Intrinsic and Extrinsic Motivations

In the context of the present study, one must identify the functions of motivational components in target language learning and the role of both internal and external factors in SLA. This dynamic relationship usually determines the nature of change of a learner's motivation over a period of time. Extrinsic motivation relates to encouragement from outside the individual, such as reward or threat of punishment, while intrinsic motivation comes from within the individual, such as curiosity and enjoyment in learning (Bhaduri & Kumar, 2011; Filgona et al., 2020; Malone & Lepper, 2021). Normally, learners adopt extrinsic motivation at initial stage of language acquisition, this is because language learning is arguably motivated by the desire to achieve a given or tangible result like passing a standardized test, or getting a better job and meeting course requirements. These external goals afford Learners with an initial motivation to perform structured language learning activities. But as learners advance into the learning process, psychological reasons tend to arise leading to interest that enhances learners' performance.

Hiromori et al. (2024) recorded this shift in their quantitative survey of learners in the English language learning process who were intending to undergo high stakes language proficiency tests such as IELTS and TOEFL. At the beginning, the learners' engagement was guided by extrinsic purpose such as passing the test to get an opportunity to join a college or university or get a job. Although the extrinsic motivation which bottomed on the fun aspect of the materials extremely decreased, as learners continued to practice with effective and efficient learning materials, engage in cultural meaningful discussions and feel the achievements of using the language, they developed the intrinsic interest in the language and its cultural aspects. This shift is highly revealing of how motivating learning experiences can sustain student interest for the longest time.

It becomes clear that what has been said about intrinsic and extrinsic motivation is not an either/or proposition, but contains elements of both. Although, external motivators like grades, certificate, bonuses, or parents' expectations may help engage a learner more than intrinsic motivation they eventually fade and the learner is left with deeper commitment in extra learning. For instance, Seo (2021) pointed out that learners in collectivistic cultures are likely to commence with extrinsic motivation from cultural

and familial pressures. However, in autonomy-supportive contexts and culture-promoting contexts, extrinsic motivation such as self-interest or interest in the language disappears and interest or self-interest in the culture takes over and gradually becomes dominant.

Thus, the idea of self-regulation acts a very important moderating factor in between extrinsic and intrinsic motivation. Of particular interest is the fact that students who engage in the construction of self-regulated learning skills, including goal pursuit, time management, and metacognition skills, are in a better position to align their short-term extrinsic goals with their long-term internal goals and values. For instance, specificity of goals and objectives, self-evaluation of individual accomplishment as well as appreciation of the value of mastering the language keeps one motivated. In the context of motivation, Ryan and Deci (2020) highlighted autonomous-supporting for learning environments, meaning that it is learners who make decision about their learning purposes, activities, and paces. These environments elicit the motivational ownership and interest and make the learner shift from extrinsic motivational regulation to the intrinsic.

However, this interaction is fueled by different cultural and social factors. According to the values of the type of culture, individualist learners focus on their internal and personal reasons, while collectivist learners consider external and social rewards and penalties. However, as the cultural differences indicate, the proportional combination of both types of motivation is always found to be effective for the maximal learning. For instance, Zhao and Gao (2020) pointed out that learners who once learner languages to cater for the expectations of family developed meaningful interest in learning languages when they realized the value of meaningful interaction and cultural interchange.

Digital learning environments itself also create the opportunities to enhance the conception of both intrinsic and extrinsic motivation. Positive affect may be signified by gamified aspects of the learning platform taking advantage of the extrinsic motivation to perform in order to receive outcomes such as achievement and recognition, while interaction and feedback engage intrinsic motivation through curiosity (Chen & Zhang, 2021). These motivational factors guarantee interest and as well as maintenance of practice in language learning activities in the long-run.

Finally, the conflict of interest between autonomous and extrinsic motivation explains the dynamics of motivation in SLA. Therefore, while extrinsic rewards provide foundational necessary conditions to begin the acquisition of the target behaviors important to learners, intrinsic motivation enhances the learning process and makes it worthwhile. It is important to understand this dynamic as a useful foundation for developing new learning environments and strategies that will foster both types of motivation, with a view to achieving the optimum synthesis in different learning situations.

Sustaining Motivation Across Diverse Contexts

Motivation in SLA central to learning processes has to be managed within a complex, dynamic, and learner-centered and culture-sensitive framework. At the core of this process is autonomy, competence, and relatedness, psychological needs, presented by self-determination theory. These elements play a big role in creating intrinsic motivation as well as commitment to the cause in the long run. In separate works done

by both Guo et al. (2022) and Phon (2021), they showed that learners who received tutorial, peer and family support were more likely to remain motivated for longer time. Activities that were used by the participants as an effective strategy were group assignments they have to complete together, cultural experiences, in which learners are exposed to culture of the target language, and peer tutoring schemes as learners felt that they have obligation towards other learners. I discovered that these approaches meet the need for relatedness while at the same time establish learning environment that is welcoming and empowering for learners.

In the case of DCeL and HLdL, technology assumed an evolutional supportive role in maintaining learners' motivation. As we have endeavored to execute our ideas, aspects such as game elements, learning modules and various exercises have been found to be very effective in capturing learners' attention. The programs like Duolingo, Babbel, and Memrise make the most of gamification through the use of leader boards, badges, and challenges both using extrinsic motivation and intrinsic motivation. According to Kim and Pae (2021), a high level of learners' engagement was reported since users' motivation stems from the internality of participating in a game and receiving points and bonuses with corresponding benefits suggested by the platforms. The same also offer learners instant feedback in their learning process so that they can easily realize their progress hence the enhanced feeling of competence hence motivation.

Thus, going beyond gamification and online chat language learning forums and language exchange platforms, such as iTalki and Tandem, prove to generate motivation sufficient for sustaining learning. These platforms enable learners interact with the target interlocutors and also give the learners practical exposures to the languages. Such type of communication promotes integrative motivation as it propounds understanding and embracing of the culture and people who speak the language by the learners (Chen & Padilla, 2020). Further, more integrated and interactive, face-face custom models blended with resources from the internet show high efficiency. In turn, hybrid models integrate fixed-face-to-face instruction with differentiated, mandatory online courses meeting learners' motivational diversification and course delivery preference.

Support from socio cultural factors is also a useful for reinforce continued motivation to progress. Due to a cultural collectivism, the community, an extended family, expectations, and settings that support learners' group-oriented learning promote learners' language learning commitment. For instance, Seo (2021) named such cultures as Japanese, South Koreans, and Chinese highlighting that the students enjoy a lot of family and community support. Partnership projects, collaborative or group works, group assignments correlate to the collective culture of these societies making learning more intrinsically and extrinsically rewarding.

In contrast, learners in collectivist culture, including most of the Asian countries, prefer contexts that focus on self-interests. In these environments, motivation is kept alive by certain tasks derived from learners' interests, interests incorporated in self-created learning projects, projects of using creatively developed language in writing, combined with multimedia projects, including creation of videos and podcasts (Dörnyei, 2020). Such activities can enable learners to study according to their specific interests, make personal decisions, and in the process gain internal motivation. In addition, learners are often encouraged to set their personal goals and practice reflection-strategies which increase learners' chances to stay on track with their visions and therefore remain motivated in what they are doing.

Another role that we identify in cultural immersion programs is that of sustaining motivation. A variety of opportunities to engage with the target culture directly, including actual study abroad experiences or simulations like online exchange programs, should be noted to help learners become more interactively motivated because learners' connection to the language and the cultural background is heightened when engaged directly. Such experiences transform learners' motivation from extrinsic to intrinsic with a resultant appreciation of the importance of the language in people's interaction and in cultural activities.

Thus, the socio cultural, educational and technology approach is one that can be used to discuss the determinant of sustained motivation in Second Language Acquisition. When psychological needs are met, when designed learning environment is inviting and conducive to learning, and when technologies are employed appropriately, learners will stay motivated throughout the language acquisition process, teachers, and policymakers. These strategies do more than just maintain learners' attention, but also enables the learner to foster a lifelong learning attitude towards language learning.

Emerging Trends and Insights

Several emergent trends were identified in the body of the research, where it seems that the way SLA is being studied and developed caters to changes in education systems of various countries and cultures. First, the availability of SLA in a hybrid and online setting has increased dramatically the reach, reachability, and reach of the gave language learning to learners from different geographical locations, SES, and culture. These flexible learning models offer chances for persons that can otherwise be locked out from course-based learning due to factors including; time, geographical influence or monetary factors. Examples such as Duolingo, Babbel, Rosetta Stone: a provider of language learning solutions in a hybrid and online context provides an understanding on how to combine ease of access and achievements that are meaningful when it is not possible to commit fully due to other responsibilities (Kim & Pae, 2021).

Second, the recent incorporation of artificial intelligence (AI) in language learning application makes individual motivational reactions towards learning different languages to become more adaptive and personalized. They also provided instructions of intelligent tutoring, real-time feedback, and adaptive learning to cater for the learner's individual pace and needs, and major difficulties. For example, the AI-based apps like ELSA Speak and Busuu not only selected pronunciation or grammar lessons appropriate to learners' data but also provide effective and engaging learning. These technologies also increase ratios of intrinsic motivation as the learners develop a feeling of competence and mastery from the technologies providing feedback on the learners' performance in a timely and constructive manner (Seo, 2021; Chen & Padilla, 2020).

Third, increased concern with cultural integration knowledge assessment in multicultural educational context has paved the way towards increased significance of integrative motivation. This point is just a reflection of the general concern that extends language learning to include cultural sensibility as well. Learners in the multicultural context such as Canada and Singapore generally present higher integrative motivation as they communicate with the speakers of the target language and in multicultural contexts. The focus of various programs including language exchange, international virtual partnerships that tailors learning towards cultural experiences have also

compounded this by allowing the learners to apply the language learnt alongside the related culture (Hiromori et al., 2024; Guo et al., 2022).

However, the call for integrative motivation has been more enhanced by the emergence of social media platforms and the global communication systems. Instagram, YouTube or TikTok allow learners to watch vlogs, language tutorials, cultural stories, and owing to such sources and topics, learners evolve curiosity and personal engagement towards the TL. This access additionally improves second language acquisition and helps cultivate a worldview by which learners see language not as a means of winning a competition, but as a way to forge connections and engage other cultures in discourse (Dörnyei, 2020).

Last but not the least, there has been marked changes in instructional methods through implementation of technology where major focus is on methodologies such as task-based learning, collaborative learning and project-based learning all aimed at solving real-life problems. They can be used in concurrent education intentions that seek to make learner active, empowered and think critically. Through carefully designed lesson plans teachers and instructional designers enhance lessons with digital technologies and cultural materials filling the students with the desire to learn the language through purposeful play. In their totality, all point to a new direction that seeks to provide learners with culture sensitive, learner centered, and more engaging learning experiences.

Material and Methods

Systematic review emphasizes on recent researches and their role in motivation of second language acquisition, specifically emphasizing on the studies done in last four years. This research is influenced by the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) guidelines to get a systematical approach to select, analyze and to get a deeper review of study. A detailed search was done on different academic databases, which includes Google Scholar, ERIC (Education Resources Information Centre), JSTOR and Scopus, in order to examine related studies. The important keywords of this research are "motivation in second language acquisition, "integrative and instrumental motivation in SLA", "socio-cultural factors and SLA motivation" ,"digital learning environments and motivation", "self-regulation in language learning," and "technology and motivation in SLA". In order to make this research more accurate and get authentic results Boolean operators were used. For ensuring the accuracy and relatability of research many journal articles, conference papers and dissertations that were done and published between 2020 to 2024 were deeply analyzed. The study will be done by using both qualitative and quantitative methods for motivating purposes for SLA in different educational settings like classroom, online learning sessions and hybrid models. Moreover, it adds the study that addresses intrinsic and extrinsic motivation, socio-cultural influences, feedback of teachers, learner autonomy and the role of technology in it . This exclusion criteria not only includes the study that is just relevant to the motivation for SLA, like the factors that specifically focuses on the perfection of language but also emphasizes on non-empirical studies like reviews and theoretical papers. The research articles that were published before 2020 were excluded from it. The process of this study has two major stages the first one is screening of title and abstract and the second one is following of full text review. At the starting of this study review and assesses the relatability of title and abstract to the research questions in order to check their relevance and those that met the inclusion criteria were selected for the review of complete text. At the very next

stage the full texts of the selected studies are reviewed in depth just gorgeous get confirmation that they mainly focus on motivation in SLA, by adding the factors like socio-cultural influences, digital learning environments, and intrinsic and extrinsic motivations. The final selection of studies was those that mainly focuses on this criterion.

Data was extracted systematically from each study that was part of it by concentrating on the key features like study methods (qualitative, quantitative or mixture of both), population and sample characteristics such as cultural environment, technologies and educational settings. The key features of the study were later reviewed to understand the contribution of different points and factors in Second Language learning dynamics, while analyzing that how is interaction created between intrinsic and extrinsic motivations and how the educational institutions and policymakers can facilitate and maintain motivations in multiple acquiring centers.

To assure the veracity and quality of the works that were part of this research, a deeper assessment was done with the help of Critical Appraisal Skills Programme (CASP) checklist, which examine studies based on criteria like research standards, sample size, information gathering methods, and examining and analyzing styles. However, this method of review has some boundaries. It is bounded to be only published in English language and the area of focus should be on acquisition of second language. It restricts non empirical studies and the publication older than four years specifically which means that some potentially relevant old and non-empirical studies were executed. Moreover, the research aims to cover variety of learning scenarios, it might be possible that this would not be able to completely represent all academic contexts and learning cohort.

Results and Discussion

The findings of this study gives a deeper understanding of the key role of motivation in second language acquisition (SLA). They promote the educational, and technological factors work together and highlights the importance of tailoring motivational strategies to hold individual needs and wants. The research highlights the complex nature of motivation, claiming that there is no single approach to encourage and maintain it in diverse learning environments.

The socio-cultural factors that promote and affects motivation claims that how important is the learning background or context in SLA. Learners from diverse backgrounds maybe motivated by things more deeply like family expectations or social rules, on the other hand learners from individualistic cultures are mainly motivated towards personal goals, such as expressing themselves and growing as a person.

These differences highlight the key factors of educators and policymakers using strategies that fit with students' cultures and experiences. For example, engaging families in language learning process Within a group society learning can increase motivation, while focusing on self-development, creative activities That may proceed better in self-settings.

The findings also project a complex relationship between intrinsic and extrinsic motivation. While things like grades, exams, or career opportunities are important for starting, moving towards intrinsic motivation is key for keeping learners engaged and helping them learn deeply over time. This change usually happens when students feel good at what they're learning, have authority over their education, and relish it.

However, for researchers to become inherently motivated, instructors need to create a deliberate effort to provide engaging and independent learning experiences. This illustrates why it is vital to train teachers to motivate students and use creative teaching methods, like project-based learning and gamification, in speech classes. The influence of technology on motivation in second language learning (SLA) is extremely significant, especially after the COVID-19 pandemic. Digital tools and media have made language understanding resources more attainable and changed how students interact with the language they are attempting to learn. Online speech exchange programs, interactive apps, and collaborative digital media have given students genuine and adjustable learning methods, allowing them feel more independent and motivated. However, while technology has tremendous potential, it must be used thoughtfully to address challenges like limited digital access, learner fatigue, and human connection. A combination of formal classroom learning and digital tools — hybrid learning — seems to provide the best solution for many learners.

Looking at the rate of the studies reviewed, it is clear that research has greatly improved our vision and concept of motivation in second language learning (SLA). However, there are still some significant gaps. Most analyses focus on adult learners in formal classrooms, while younger pupils and casual learning settings are often overlooked. Also, while technology is being explored more, we still don't completely understand how hybrid education (a mix of classroom and online learning) affects motivation over time. Future study should focus on these areas, including distinct types of students and long-term studies to better understand how motivation varies over time.

In conclusion, this review highlights the importance of motivation in second language learning (SLA) and the need for a well-rounded practice that handles different contexts. Instructors and policymakers can create learning environments that support building and maintaining pupil motivation by incorporating social, educational, and technological factors in language teaching. It demonstrates the improvement made in understanding motivation in SLA and opens the door for new ideas in research and teaching practices.

Conclusion

The significant role of motivation in second language acquisition is highlighted by this systematic review which also reveals the complex interactions between socio-cultural, educational, and technological factors that affect learner's engagement, persistence and success. This review synthesize insights from 15 percent empirical studies offs a thorough understanding of how motivation shapes and is influenced by different aspects of the SLA process. The findings highlight that motivation is a dynamic and not static construct. It has a changing phenomenon that requires the use of focused techniques to maintain and enhance it over time (Dörnyei, 2020; Seo, 2021; Kim & Pae, 2021)

The impact of socio-cultural factors on second language acquisition (SLA) motivation remains significant. Learners' motivations are deeply rooted in the cultural and societal environments they navigate, with collective values often driving motivation in more collectivist societies, while individual goals tend to take priority in individualistic cultures (Chen & Padilla, 2020; Hiromori et al., 2024). This highlights the importance of culturally responsive approaches in SLA instruction, as learners' motivations are closely connected to their social identities, family expectations, and broader cultural norms (Seo, 2021). Additionally, socio-cultural dynamics play a crucial

role in shaping learners' willingness to engage with the target language, with elements like peer influence, community support, and societal attitudes serving as key factors (Chen & Padilla, 2020; Phon, 2021).

The interaction between intrinsic and extrinsic motivation also stands out as a central theme, reflecting the dynamic nature of what drives learners in SLA. While extrinsic factors—such as career opportunities, academic achievements, or external rewards—often spark initial interest in learning a language, they often evolve into intrinsic motivations that foster a deeper appreciation for the language and its cultural significance (Ryan & Deci, 2020; Hiromori et al., 2024). Findings from the reviewed studies demonstrate that learners who start with instrumental goals often develop integrative motivation over time, emphasizing the importance of creating supportive environments that encourage this transition (Phon, 2021; Seo, 2021). This evolving connection between intrinsic and extrinsic motivation challenges the traditional distinction between the two and reinforces the need for a more holistic understanding of learner motivation (Guo et al., 2022).

Particularly in the context of hybrid and digital and hybrid learning environments, the role of technology in shaping motivation has grown in importance. By giving students flexible, engaging, and interactive opportunities for language acquisition, digital tools, online platforms, and virtual learning communities have transformed the SLA landscape (Kim & Pae, 2021; Guo et al., 2022). In order to sustain long term motivation, the review highlights the advantages of incorporating technology to promote the self-regulated learning, collaborative engagement, and autonomy (Ryan & Deci, 2020; Kim & Pae, 2021). Furthermore, hybrid learning environments combine the structured interactions of traditional classrooms with the flexible nature of online platforms, offering a balanced approach that accommodates a range of learner requirements and preferences.

Despite the developments. The review also identifies critical gaps in the literature. The focus on the adult learners in the formal educational setting has left the young learners receiving little attention and the informal texts unexplored in spite of all the motivating demands and challenges (Chen & Padilla, 2020; Seo, 2021). Moreover, there isn't enough long-term research examining how motivation changes over time in response to hybrid and digital learning environments. Addressing these gaps is essential to gain a more sophisticated understanding of motivational dynamics and their implication for various learner population (Guo et al., 2022)

The finding of this review holds significant ramifications for educators and decision-makers. In order to maintain and foster motivation, language learning environments need to be learner-centered, technologically advanced, and culturally responsive. Teachers play a crucial role in this process by providing meaningful feedback, promoting autonomy, and creating tasks that compliment student's desires and goals (Phon, 2021; Ryan & Deci, 2020). On the other hand, policymakers must ensure that there is equitable access to technological resources and create policies that support the accommodate diverse learning contexts and populations (Kim & Pae, 2021; Hiromori et al., 2024).In conclusion, SLA motivation is a complicated, context dependant phenomenon that demands a multifaceted approach to understand and improve. By combining contemporary empirical research, offering insights into the education, socio cultural and technological dimensions of motivations and providing practical suggestions for promoting engagement and language learning process. This is how this review advances the field. Future research studies should aim to fill in these gaps,

particularly by examining the long-term effects of hybrid and digital learning settings and concentrating on underrepresented the groups of learners. The field of SLA can progress towards more inclusive, effective, and sustainable language teaching methods by investigating and addressing the various facets of motivation.

In conclusion, SLA motivation is a complicated, context dependant phenomenon that demands a multifaceted approach to understand and improve. By combining contemporary empirical research, offering insights into the education, socio cultural and technological dimensions of motivations and providing practical suggestions for promoting engagement and language learning process. This is how this review advances the field. Future research studies should aim to fill in these gaps, particularly by examining the long-term effects of hybrid and digital learning settings and concentrating on underrepresented the groups of learners. The field of SLA can progress towards more inclusive, effective, and sustainable language teaching methods by investigating and addressing the various facets of motivation.

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