

## The Influence of Value Components on Motivation to Learn ESL

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### Abstract

Learning English as a second language (ESL) requires a high level of motivation especially among university students. This study examines the influence of value components of motivation to learn English in Malaysia, where attitudes towards language learning are generally considered moderate. A quantitative survey of 104 full-time and part-time undergraduate students was conducted using a Likert scale questionnaire with three (3) main sections: value, expectancy, and affective components. The findings show that both groups of students have different motivational expectations and perceptions, but extrinsic goal orientation (value components) was rated highest by students in both study modes. They also show strong confidence in their academic abilities and learning. Analysis of the affective components show test-related emotional experiences, while overall there were no significant motivational differences between the different learning modes. Recommendations include tailored learning support and managing test anxiety to increase ESL students' motivation.

**Keywords:** Learning motivation, English as a Second Language, Value Components, Expectancy Components, Affective Components, Full-Time, Part-Time

### Introduction

#### Background of Study

Learning is inherently a process that requires nothing less than a strong motivation and passion to succeed. This is because acquiring new knowledge, skills and abilities usually is a slow, draining and demanding process. Therefore, being motivated is essential to move anyone to learn something (Ryan & Deci, 2000). Researchers have various definitions of motivation. For example, Walter & Hart (2009) define motivation as an individual's desire to behave in certain ways. While according Rani and Lenka (2012), they characterise it as a process responsible for instigating, controlling, and perpetuating specific behaviors. These definitions highlight the important concept of motivation in influencing a person's desire, action and behaviour in learning.

Often the learning process is demotivated when people are not properly prepared and do not understand how to use motivation to facilitate learning (Rahmat et al, 2021). Pintrich

& De Groot (1990) describe several factors that can influence motivation, namely: (i) value components, (ii) expectancy components and (iii) affective components. Value components are about how students evaluate the importance and attractiveness of the task. The expectancy components explain how future decisions, participation and continuity depend on students' expectations and the value of the tasks (Eccles & Wigfield, 2003). The affective components refer to anxiety and stress as motivational factors.

Learning English as a second language (ESL), despite its many benefits, is not without its challenges. English is especially important in Malaysia as a language of business, education and technology due to its historical heritage and its role in the country's development and progress (Thirusanku & Yunus, 2014). It is a compulsory subject that must be taken from primary school through secondary school to university. Despite this, the general attitude of students towards learning English is moderate. They have neither a negative nor a positive opinion about the English language and its learning (Zulkifley & Said, 2020).

Thus, the purpose of this study is to investigate the influence of value components on motivation in the learning of English as a second language (ESL) specifically among tertiary education students in full-time and part-time modes. This study also aims to investigate how the perception of value differs from expectancy and affective components across learning modes. Understanding these dynamics will contribute to the development of tailored strategies to enhance ESL motivation and, subsequently, improve language acquisition in Malaysia.

### **Statement of Problem**

Recent research has demonstrated the significance of motivation in the acquisition of the English language among student populations. Hafizah and Fithriani (2023) emphasised the importance of conducting an investigation into motivation in order to gain insights into the elements that motivate English students. The authors noted that the role of learning motivation has frequently been overlooked in the process of language acquisition. Geng and Jin (2023) extensively examined the topic of motivation among older people in the context of English language learning. They emphasised the necessity for a more comprehensive comprehension of L2 motivation within this demographic. According to Noprival (2022), there is a need for additional research and analysis to examine the motivations of students from diverse backgrounds.

### **Objective of the Study and Research Questions**

This study is done to explore the perception of learners on their motivation to learn ESL. Specifically, this study aims to address the following objectives:

- To determine if there is a significant difference in motivation across different learning modes.
- To compare learners' perception of their value components across different learning modes.
- To compare learners' perception of their expectancy components across different learning modes.
- To compare learners' perception of their affective components across different learning modes.
- To compare the total mean of value, expectancy, and affective components across different learning modes.

## Literature Review

### Demotivating and Motivating Factors for Learning a Language

The motivation to learn a new language is influenced by a multitude of factors, including both motivating and demotivating elements. Intrinsic motivation plays a crucial role in language learning, as individuals who have a genuine interest or passion for a language tend to exhibit higher levels of dedication and persistence (Deci & Ryan, 2000). Additionally, the perceived value of acquiring a new language, such as increased career opportunities, enhanced cultural understanding, and personal growth, can act as a powerful motivator (Gardner, 1985). On the other hand, language learners often face demotivating factors that hinder their progress. For instance, fear of making mistakes, anxiety about not meeting performance expectations, and perceived difficulty can diminish motivation (Dörnyei & Ushioda, 2011). Understanding the interplay between these motivating and demotivating factors is essential for educators and learners alike, as it can inform strategies to enhance language learning experiences.

### Full Time Vs Part Time Learning-Differences in Motivation

Few studies have been conducted to compare the learning differences in motivation between full time and part time students. One recent study investigated motivational traits in 67 adult learners (part time students) and 84 traditional learners (full time students) at a university in Prague, Czech Republic (Urban & Jirsáková, 2022). Part time students reported a higher level of achievement and motivation due to being more conscientious about their work and studies as compared to full time students. On the contrary, a study done by Omolu (2018) on 84 students enrolled in the English Education Study Program at FKIP Universitas Muhammadiyah Palu, Indonesia revealed that full time students with high levels of motivation were proven to have better academic achievement compared to part time students who were employed. To explain the differing results of the two previous studies, one study conducted by Gardner et. al (2022) on part time and full time students at eight different institutions in the Midwest of the U.S.A revealed that those who study full-time were more extrinsically motivated while part-time students were more intrinsically motivated because of the need to balance work and home responsibilities. What can be summarized from all three studies above is that students' motivation to succeed depends on how passionate they are to achieve personal underlying goals that will give them a certain level of utility in the future.

### Past Studies on Motivation for Learning a Language

Numerous studies have been undertaken to examine the elements that motivate students in their pursuit of English language acquisition. Some studies have examined intrinsic elements that contribute to students' sustained motivation, while others have addressed the potential influence of extrinsic factors. Previous studies have indicated that students exhibit a propensity for language acquisition.

The study conducted by Purnama et al. (2019) focused on examining the motivation of second-grade kids to learn the English language. The research encompassed a sample size of 22 students who were selected from a certain educational institution to serve as participants in the questionnaire. Additionally, a small number of students were interviewed in order to provide extra support for the

study's data. The study produced two key findings: firstly, the students showed a high level of motivation, and secondly, they maintained this motivation throughout their language learning journey. This can be attributed to their belief that English proficiency enables them to engage in effective communication across many contexts, enhancing their overall quality of life. In a separate study, Fandiño et al. (2019) undertook an investigation of the factors associated with the motivation to acquire proficiency in the English language among undergraduate students enrolled in virtual and distance learning programmes. The study featured a sample of 16 women and three men who were interviewed. The findings of the study indicated that the participants were motivated to learn English due to several factors, including possible short and long-term benefits, personal growth, and autonomy, as well as social and contextual demands. The study further indicated that proficiency in acquiring English is significantly influenced by the individual motivation levels of students, the efficacy and support provided by tutors, and the effectiveness and engagement of the teaching methodologies employed. The study conducted by Fariyah and Umamah (2021) focused on investigating the motivation levels of students in online English language learning. The research conducted in this study utilised a combination of questionnaires and semi-structured interviews to gather data. The participants consisted of 31 students who were enrolled in a private institution located in Malang, Indonesia. The study findings indicate that the level of motivation among the pupils is modest. The findings of the study also indicated that students employed a combination of extrinsic and intrinsic motives in their language acquisition endeavours. The aforementioned findings indicate that students employed useful strategies, such as time management and setting end objectives, in order to maintain their motivation in the process of learning the English language.

### **Conceptual Framework**

Figure 1 shows the conceptual framework of the study. This study is done to explore the influence of value components on motivation in the learning of English as a second language (ESL). Motivation is needed to facilitate learning (Rahmat, et.al, 2021). Motivation in learners acts as a catalyst to further give them confidence to learn further. According to Pintrich and De Groot (1990), the three factors that can influence motivation in learning are value components, expectancy components and also affective components. Value components can be further sub-divided into (i) internal goal orientation, (ii) external goal orientation and also (iii) task value beliefs. Next, expectancy components can be sub-divided into (i) students' perception of self-efficacy and (ii) control beliefs for learning. In addition to that, this study also investigates if there is any significant difference for motivation across different modes of learning.

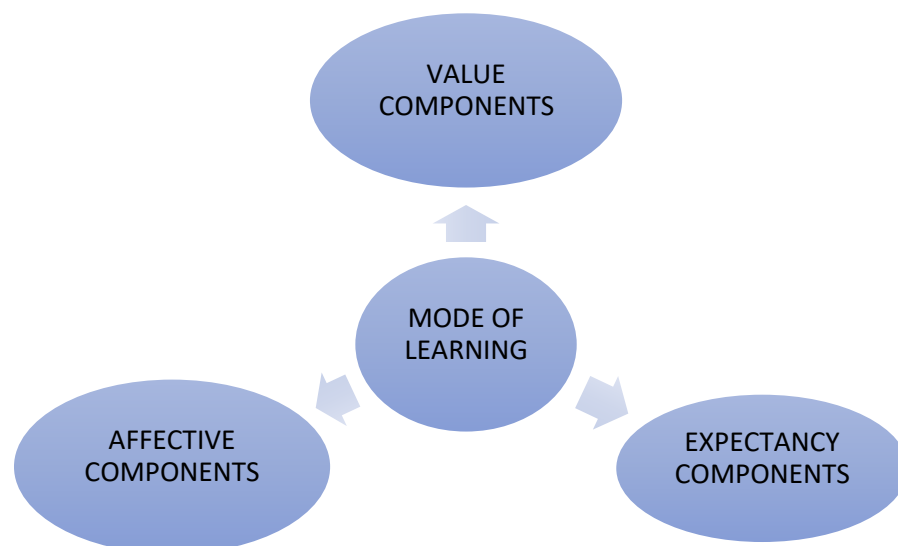


Figure 1- Conceptual Framework of the Study  
Motivations across different Modes of Learning

**Methodology**

This quantitative study is done to explore motivation factors for learning ESL among undergraduates. A purposive sample of 104 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich and De Groot (1990) to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 12 items on value components. Section C has 7 items on expectancy components and section D has 5 items on affective components.

Table 1-  
Distribution of Items in the Survey

SECT	CONSTRUCT		VARIABLE	No Of Items	Total Items
A	VALUE COMPONENTS	(a)	Intrinsic Goal Orientation	4	12
		(b)	Extrinsic Goal Orientation	3	
		(c)	Task Value Beliefs	5	
B	EXPECTANCY COMPONENT	(a)	Students' Perception of Self-Efficacy	5	7
		(b)	Control Beliefs for Learning	2	
C	AFFECTIVE COMPONENTS				5
	TOTAL NO OF ITEMS				24

Table 2-  
Reliability of Survey

**Reliability Statistics**

Cronbach's Alpha	N of Items
.906	24

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of 0.906, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study. Independent sample T-test was performed to determine significant differences of selected variables.

**Findings**

Findings for Demographic Profile  
Q1 Gender

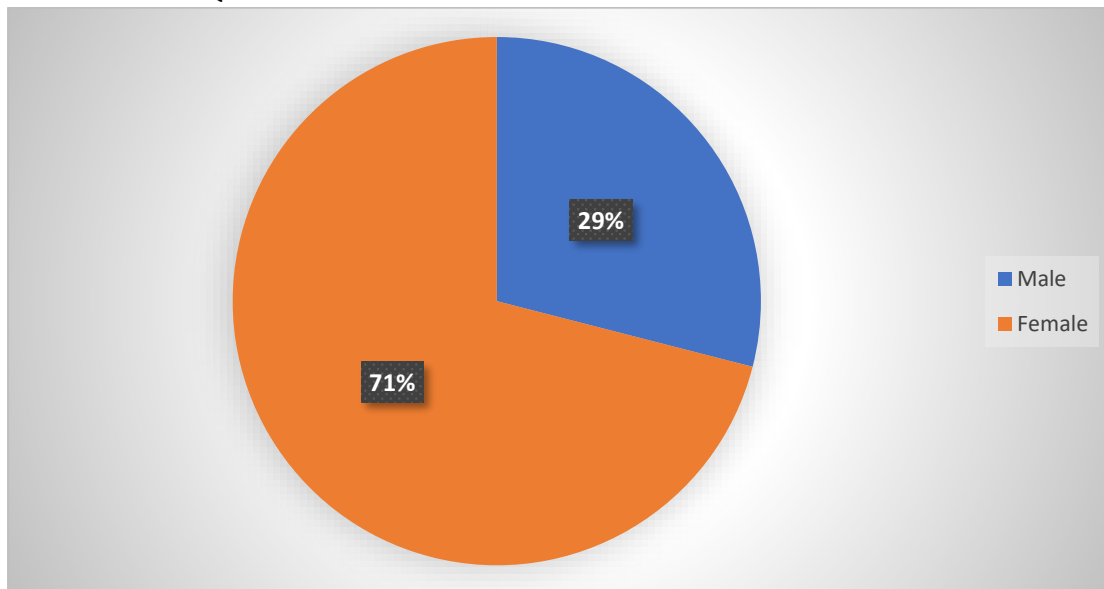


Figure 2- Percentage for Gender

Figure 2 displays the percentages for gender of the participants. The majority of the participants were female students with 71% while male students only comprised 29% of the overall total participation.

Q2 Discipline

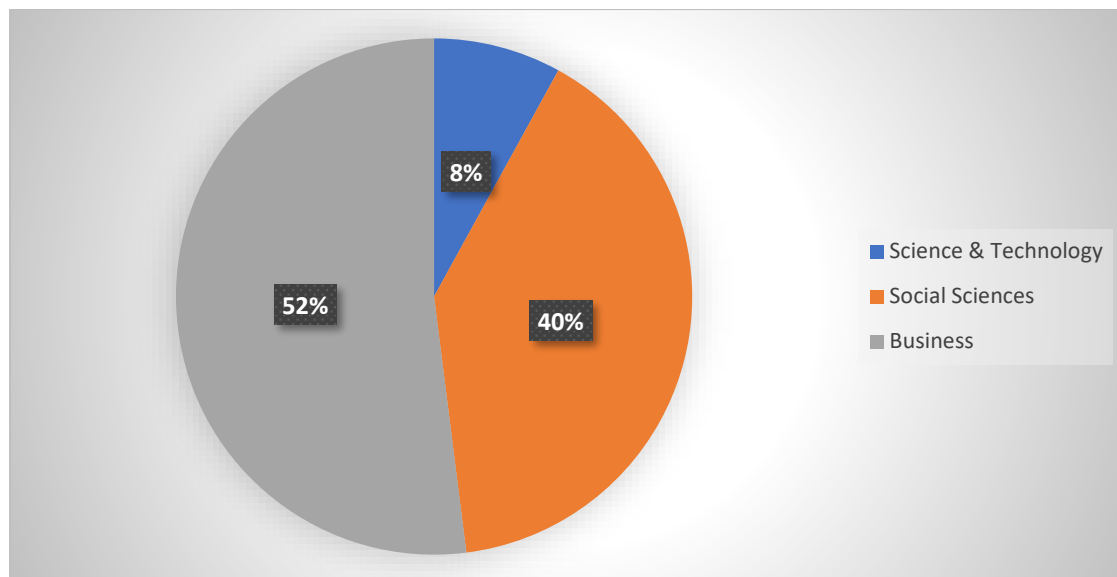


Figure 3- Percentage for Discipline

Figure 3 displays the percentages for disciplines enrolled by the participants. The highest number of participants were Business students with 52%, while the lowest number of participants were Science & Technology students with only 8% of the overall total participation.

#### Q3 Mode of Learning

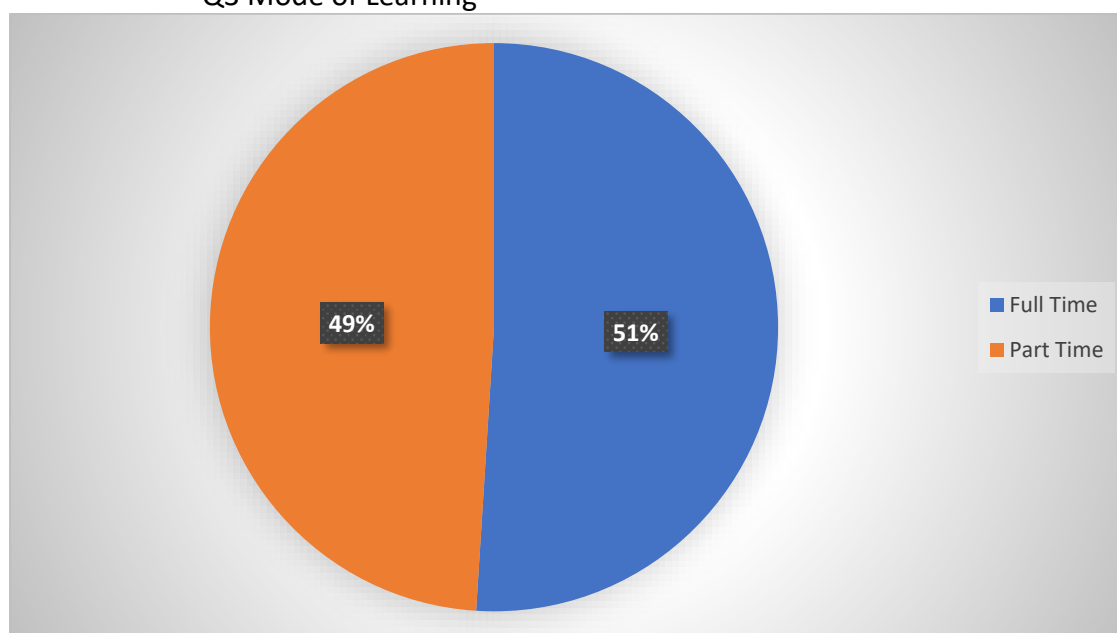


Figure 4- Percentage for Model of Learning

Figure 4 displays the percentages for the participants' mode of learning. The percentages show that there is almost an equal number of students from both modes of learning who responded to the questionnaire. The majority of the participants were full time students with 51% while part time students comprised 49% of the overall total participation.

Findings for Relationship between value components with expectancy and affective components

This section presents data to answer research question 1- Is there any significant difference for motivation across different learning modes? In order to answer this

question, an independent sample t-test was performed to compare motivational components for full time and part time students. According to Jackson (2015), for Levene’s test (for  $\alpha = .05$ ), if  $p \leq 0.5$ , the variances are significantly different. If  $p > .05$ , the variances are not significantly different. The findings below show the analysis for (i) value, (ii) expectancy and (iii) affective components

(i) VALUE

Table 3- Significance Difference for Value Components

➔ T-Test

Group Statistics

	Q3Mode	N	Mean	Std. Deviation	Std. Error Mean
value	Full time	53	3.8553	.60273	.08279
	Part time	51	4.1193	.60696	.08499

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
value	Equal variances assumed	1.935	.167	-2.225	102	.028	-.26394	.11864	-4.9925	-.02862
	Equal variances not assumed			-2.224	101.786	.028	-.26394	.11865	-4.9929	-.02859

With reference to table 3 above, there was a significant difference for value components in full-time students and (M=3.8553, SD= .60273) and part-time students (M=4.1193, SD=.60696);  $t(102)=-2.225, p=.0028$ .

(ii) EXPECTANCY

Table 4- Significance Difference for Expectancy Components



➔ T-Test

**Group Statistics**

	Q3Mode	N	Mean	Std. Deviation	Std. Error Mean
expectancy	Full time	53	3.5795	.53262	.07316
	Part time	51	3.9636	.63622	.08909

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
expectancy	Equal variances assumed	2.218	.139	-3.343	102	.001	-.38407	.11489	-.61195	-.15620
	Equal variances not assumed			-3.332	97.529	.001	-.38407	.11528	-.61285	-.15529

With reference to table 4 above, there was a significant difference for value components in full-time students and (M=3.5795, SD= .53262) and part-time students (M=3.9636, SD=.63622); t(102)=-3.343,p=.001.

- (iii) AFFECTIVE  
Table 5- Significance Difference for Affective Components

## → T-Test

### Group Statistics

	Q3Mode	N	Mean	Std. Deviation	Std. Error Mean
affective	Full time	53	3.8679	.88313	.12131
	Part time	51	3.4471	.91178	.12767

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
affective	Equal variances assumed	.780	.379	2.391	102	.019	.42087	.17600	.07176	.76997
	Equal variances not assumed			2.390	101.492	.019	.42087	.17611	.07152	.77021

With reference to table 5 above, there was a significant difference for value components in full-time students and (M=3.8679, SD= .88313) and part-time students (M=3.4471, SD=.91178  $t(102)=-2.391, p=.019$ ).

### Findings for Value Components

This section presents data to answer research question 1- How do learners perceive value components in motivation to learn ESL? In the context of this study, value components are measured by (a) intrinsic goal orientation, (b) extrinsic goal orientation, and (c) task value belief.

#### (a) INTRINSIC GOAL ORIENTATION (4 items)

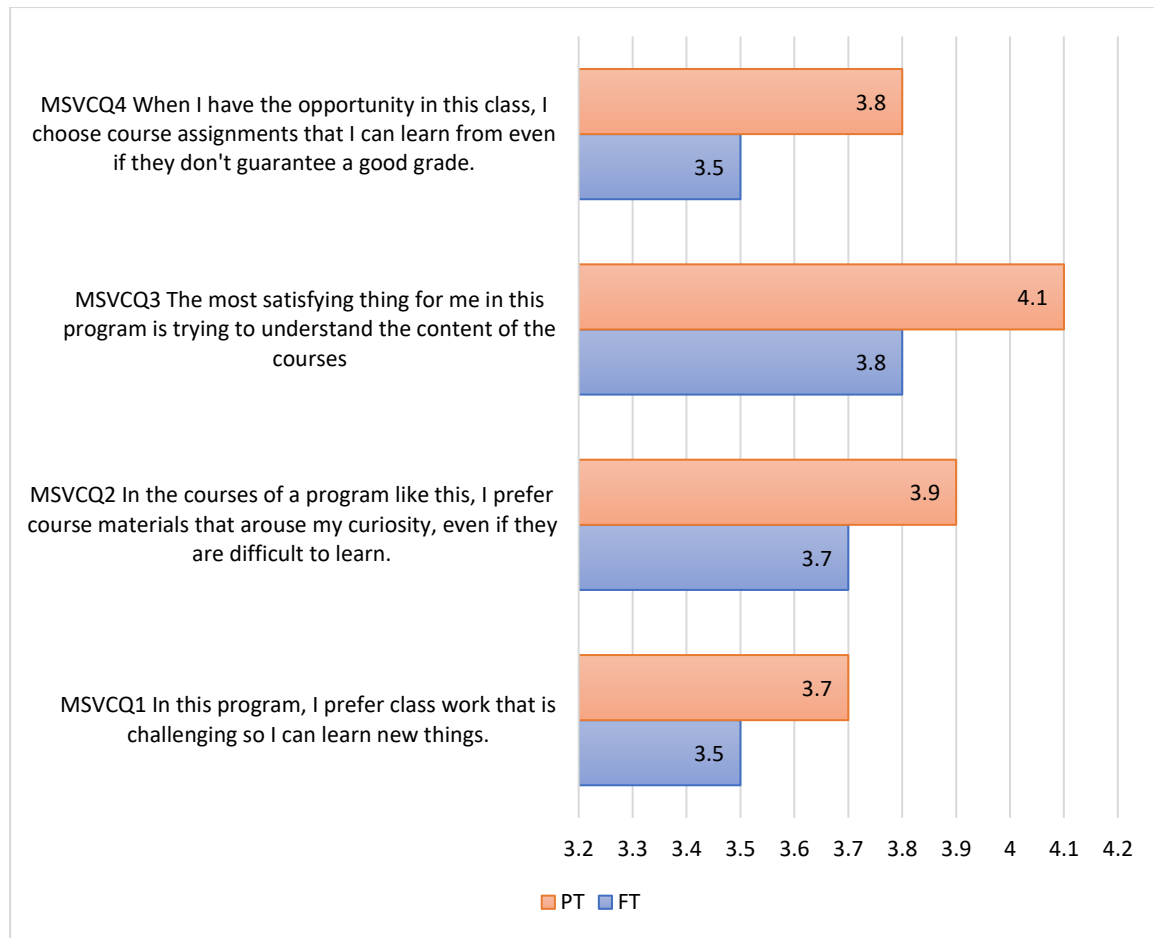


Figure 5- Mean for Intrinsic Goal Orientation

Figure 5 displays the means for intrinsic goal orientation of the participants. The highest mean for full time students is 3.8 while the highest mean for part time students is 4.1 for the same item which is MSVCQ3. This shows that the most satisfying part of the participants' programs is when they are able to understand the content of the courses they take. On the other hand, the lowest mean for full time students is 3.5 for two items; MSVCQ1 and MSVCQ4. This shows that the full time students are neutral towards class work that is challenging and equally as neutral about choosing course assignments that they can learn from when good grades are not guaranteed. Similarly, item MSVCQ1 is also ranked as the lowest mean by part time students with 3.7. This shows that the part time students are more willing to accept class work that is challenging so that they can learn new things.

(b) EXTRINSIC GOAL ORIENTATION (3 items)

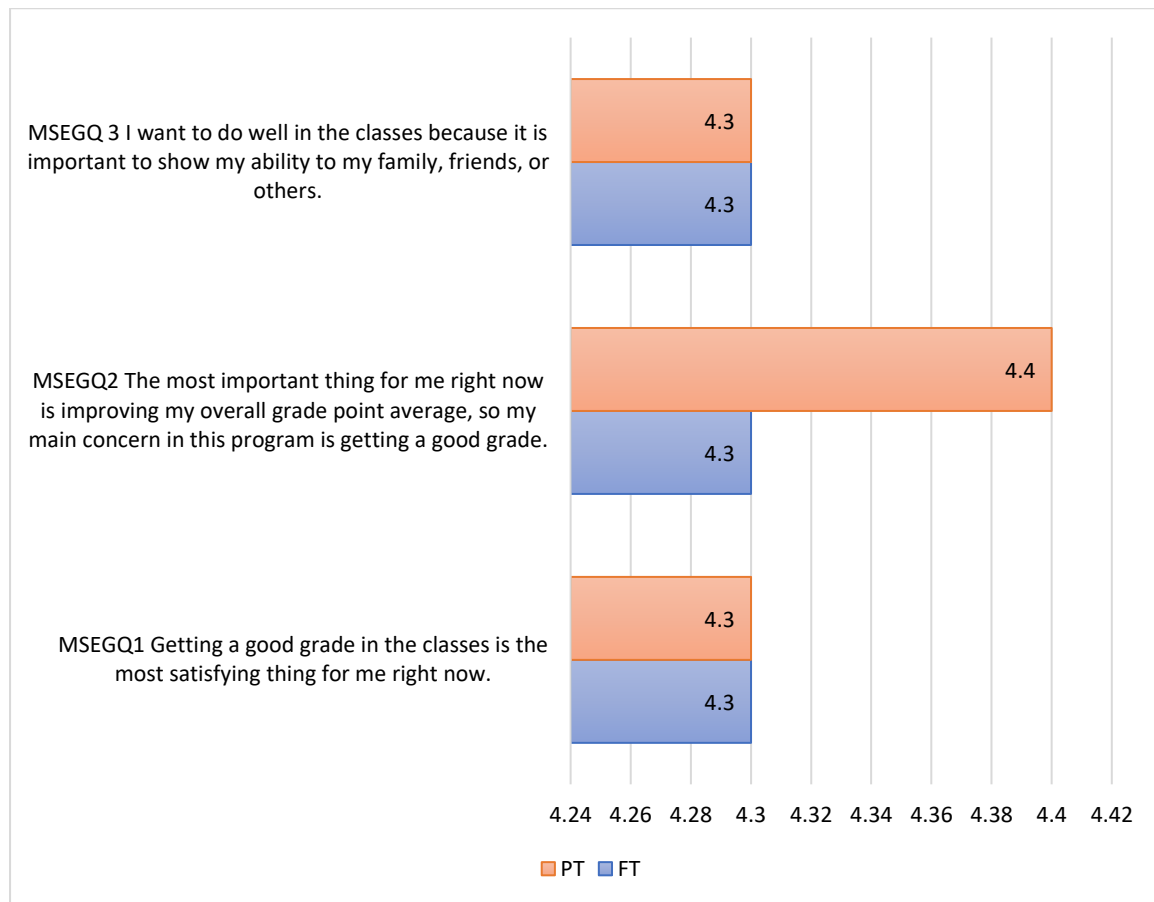


Figure 6- Mean for Extrinsic Goal Orientation

Figure 6 displays the means for extrinsic goal orientation of the participants. For full time students, all of the items have an equal number of mean, which is 4.3. This shows that full time students place equal importance on all three extrinsic goals. On the other hand, the highest mean for part time students is item MSEGQ2 with 4.4. Other items share an equal number of mean which is 4.3. This slight difference reveals that the part time students’ main extrinsic goal in their programs is to get a good overall grade point average.

## (c) TASK VALUE BELIEFS (5 items)

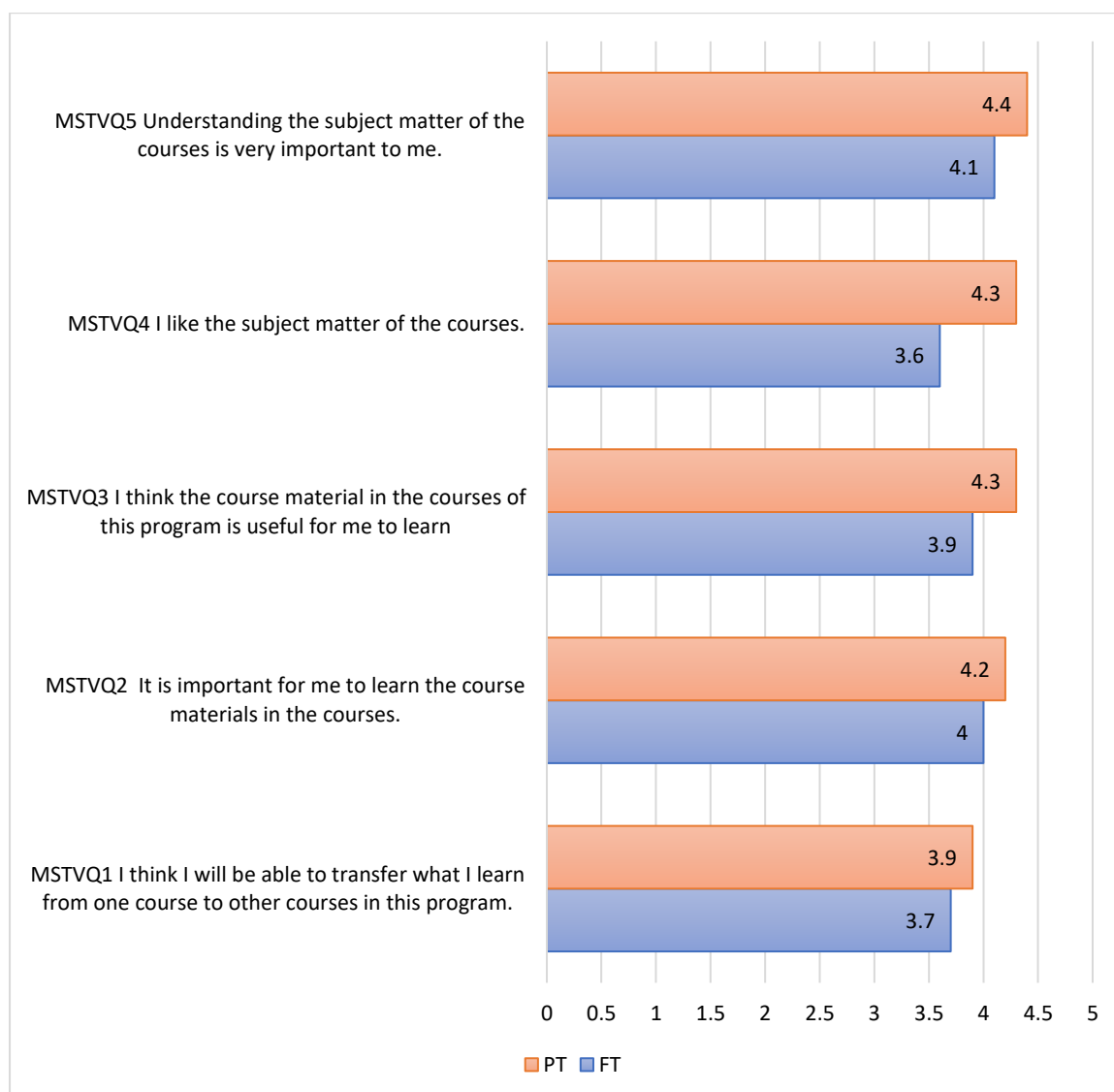


Figure 7- Mean for Task Value Beliefs

Figure 7 displays the means for task value beliefs of the participants. The highest mean for full time students is 4.1 while the highest mean for part time students is 4.4 for the same item which is MSTVQ5. This reveals that all of the participants put utmost importance on understanding the subject matter of the courses. However, item MSTVQ4 has the lowest mean ranked by the full time students with 3.6 which reveals that liking the subject matter of the courses is not as important to them as the value of other items. On the other hand, item MSTVQ1 has the lowest mean ranked by the part time students with 3.9 which reveals that the value to transfer what they learn from one course to other courses in this program is not as strong as the value of other items.

### Findings for Expectancy Components

#### (a) STUDENTS ' PERCEPTION OF SELF-EFFICACY (5 items)

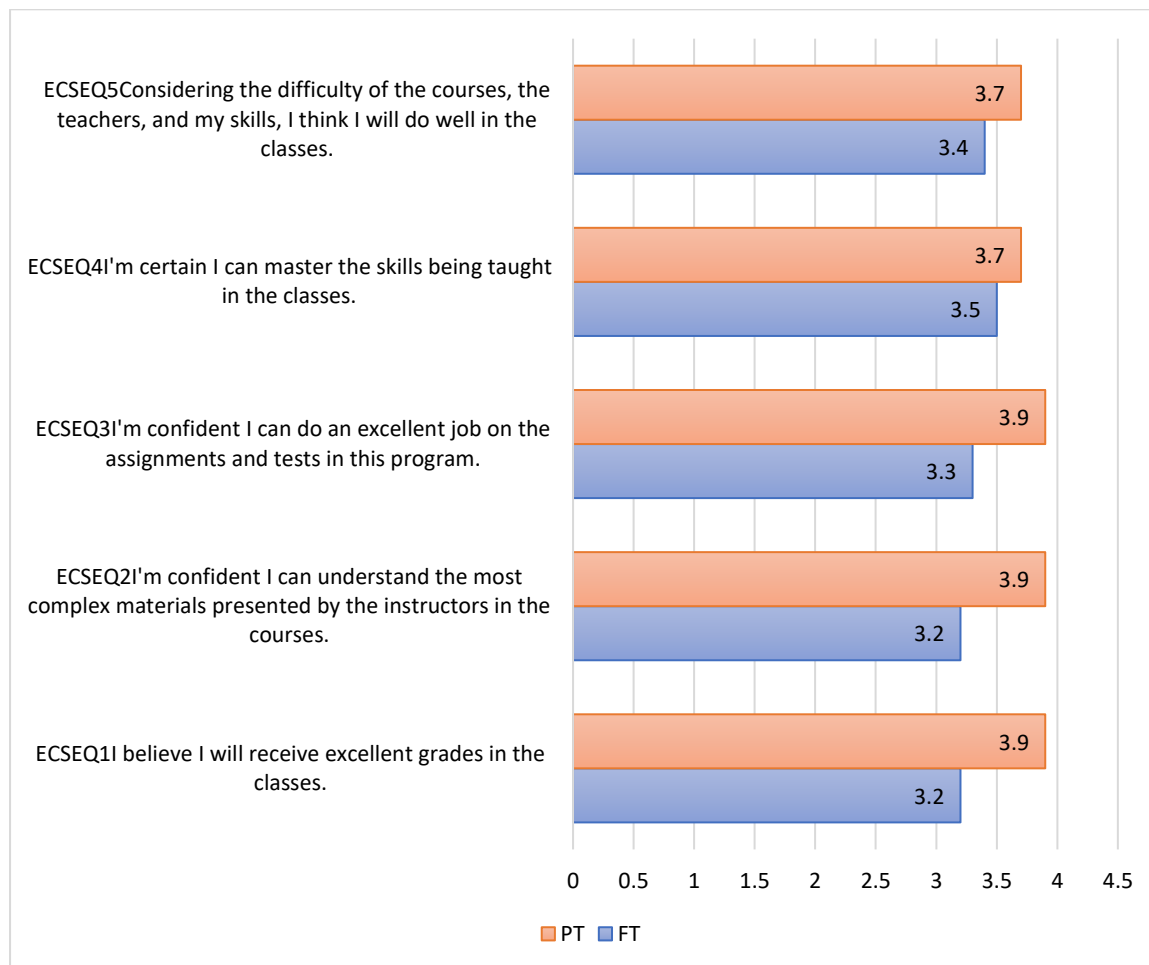


Figure 8- Mean for Students' Perception of Self-Efficacy

The analysis of the expectancy components in learners' motivation to learn ESL, as measured by their perception of self-efficacy, reveals intriguing insights. As illustrated, self-efficacy is gauged through five items, each reflecting students' confidence in their academic abilities and success in ESL classes. Notably, students in both full-time (FT) and part-time (PT) learning modes express strong confidence in their academic capabilities, with mean scores consistently above 3.0. Specifically, the items related to achieving excellent grades (ECSEQ1) and mastering complex materials (ECSEQ2) showcase notably high confidence levels across both groups, with mean scores of 3.55 (FT) and 3.9 (PT). Moreover, students' belief in their ability to excel in assignments and tests (ECSEQ3) is evident in the relatively high mean scores, which are 3.6 (FT) and 3.9 (PT). Although there is a slight disparity between FT and PT students in certain self-efficacy items, such as mastering skills (ECSEQ4) and the overall assessment of their performance (ECSEQ5), it is evident that learners, regardless of their learning mode, generally hold a positive view of their own capabilities, with mean scores ranging from 3.4 to 3.7. These findings underscore the importance of fostering and sustaining learners' self-efficacy beliefs, which play a pivotal role in enhancing their motivation and engagement in ESL education.

## (b) CONTROL BELIEFS FOR LEARNING (2 items)

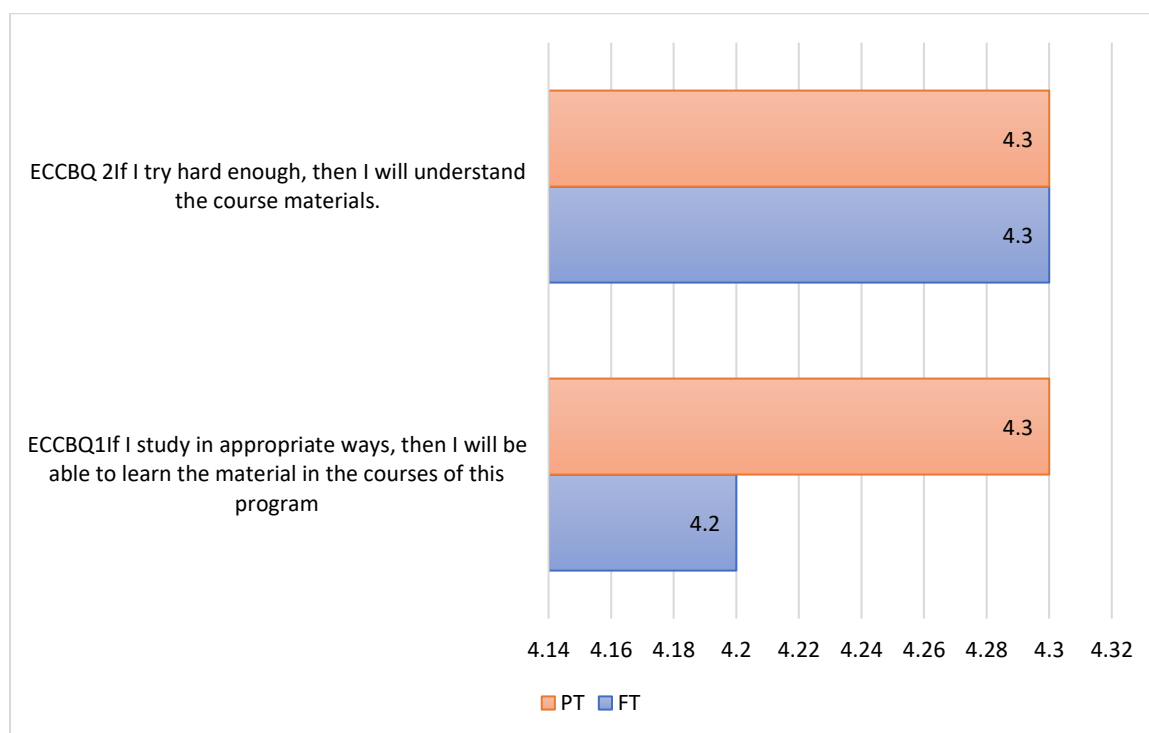


Figure 9- Mean for Control Beliefs for Learning

The analysis of control beliefs for learning, as indicated by the mean scores for two items, ECCBQ1 and ECCBQ2, provides valuable insights into learners' perceptions of their ability to influence their learning outcomes in the ESL program. Both full-time (FT) and part-time (PT) students demonstrate notably high levels of control beliefs, suggesting a strong conviction that their efforts can positively impact their learning. For ECCBQ1, which reflects the belief that studying in appropriate ways leads to successful learning, FT students have a mean score of 4.2, while PT students score slightly higher with a mean of 4.3. Similarly, for ECCBQ2, concerning the belief that trying hard enough leads to understanding course materials, both FT and PT students share a mean score of 4.3. These findings indicate that learners in both learning modes possess a robust sense of control over their learning process, emphasizing the importance of fostering a sense of agency and self-efficacy in ESL education. The high mean scores on these control belief items suggest that students believe in their capacity to influence their learning outcomes, which can significantly contribute to their motivation and commitment to learning ESL.

### Findings for Affective Components

#### (c ) AFFECTIVE COMPONENT -reversing (5 items)

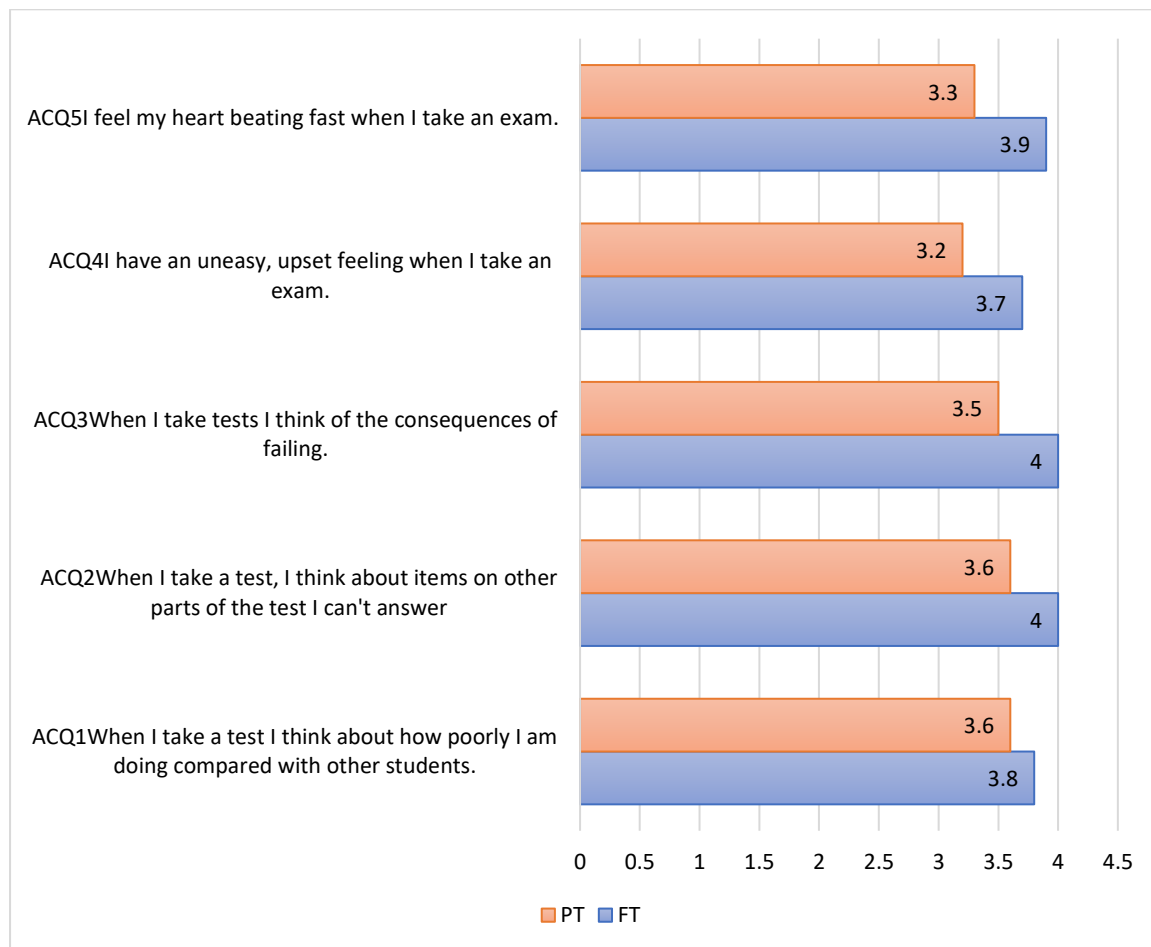


Figure 10- Mean for Affective Components

First, in terms of comparing full-time (FT) and part-time (PT) students, there are some notable differences in their perceptions. FT students generally express slightly higher levels of these affective components compared to PT students. For example, in ACQ1, which assesses thoughts about performance compared to others during tests, FT students have a mean score of 3.8, while PT students have a mean score of 3.6. Similarly, in ACQ2, which measures thoughts about unanswered test items, FT students have a mean score of 4.0, while PT students have a mean score of 3.6. In ACQ3, concerning thoughts about the consequences of failing, FT students have a mean score of 4.0, while PT students have a mean score of 3.5. These differences suggest that FT students may experience slightly more intense negative affective components during testing situations. Based on the data above, it's essential to consider that both groups report experiencing varying degrees of these affective components, with mean scores ranging from 3.2 to 4.0. These findings highlight the importance of addressing and managing test-related anxiety and negative affective components in ESL education to create a more supportive and motivating learning environment for all students.



**Findings for Comparison of Total Mean Scores**

Table 6-  
Comparison of Total Means across Learning Modes

NO	MOTIVATION FACTOR	TOTAL MEAN FOR FULL-TIME	TOTAL MEAN FOR PART TIME
1	VALUE	3.8553	4.1193
2	EXPECTANCY	3.5795	3.9636
3	AFFECTIVE	3.8679	3.4471

Table 6 presents the aggregated mean scores pertaining to the motivation aspects of value, expectation, and affective, as observed across both full-time and part-time students. Overall, there are no significant changes observed in the mean scores between part-time and full-time students. Among all the variables considered, it was observed that full-time students attained the highest total mean scores for affective (3.86), whilst the total mean scores for value (3.85) exhibited a negligible disparity. In relation to part-time students, they achieved the highest overall mean scores for value, with a score of 4.11. Overall, there is a lack of substantial distinction between full-time and part-time students in terms of motivating variables. In contrast, it was observed that full-time students achieved a higher overall mean score for affective (3.86) in comparison to part-time students, who earned a mean score of 3.44. In contrast, it was seen that part-time students achieved higher mean scores for both value (4.11) and expectancy (3.96) in comparison to full-time students, who obtained scores of 3.85 and 3.57 for value and expectancy, respectively.

**Conclusion****Summary of Findings and Discussions**

This paper examines how undergraduate students' motivation to learn in two different learning modes is influenced by perceptions of value, expectancy and affective components of motivation. In the first research question, it was noticed that both full-time and part-time students have different expectations and perceptions of the value, expectancy and affective components of motivation, as indicated by the statistically significant differences in mean scores. These differences suggest that the choice of learning mode plays a central role in shaping the motivational factors that drive ESL learners. This is in line with the study conducted on Master's degree students in Ontario, Canada, where it was found that part-time students appeared to be highly motivated than their full-time counterparts (Song, 2012). Part-time students are more aware of their learning goals and are therefore more self-motivated and autonomous in their learning.

For the second research question, the value component, extrinsic goal orientation received overall the highest and almost similar mean scores when compared to intrinsic goal orientation and task value beliefs for students across different modes of study. This indicates that both groups highly value extrinsically driven goals in their ESL learning. This is consistent with a previous study suggesting that extrinsic motivation is naturally a stronger predictor variable of classroom participation intention (Liu, 2020).

For the third research question, it was interesting to note that both full-time and part-time students, regardless of their study modes, expressed strong confidence in their academic abilities and their capacity to positively impact their learning outcomes. This may contribute significantly to their drive and determination to learn ESL. This aligns with the research

findings of Jenal et al. (2022), who highlight the importance of both control beliefs and extrinsic motivation in maintaining high learning performance among Malaysian students during the COVID-19 pandemic.

In relation to the fourth research question, the findings of students' perceptions of affective components related to testing in ESL classes have revealed important insights into students' emotional experiences during examinations. While both full-time and part-time students report experiencing negative affective components, it is notable that full-time students tend to express these emotions slightly more than part-time students. This suggests that full-time students may have a slightly more intense sense of test related anxiety.

For the fifth research question, the total mean scores indicate no significant difference in the motivation components across learning modes. Part-time students tend to place slightly higher importance on the value and expectancy components of their ESL education, while full-time students experience slightly more positive emotions related to their ESL learning.

#### **Pedagogical Implications and Suggestions for Future Research**

Based on the findings, several recommendations can be made on the topic of motivational factors of part-time and full-time undergraduate students. The first recommendation is that curriculum developers should develop tailored learning support to maximise motivation. For example, part-time students may be more motivated by extrinsic goals such as improving their job prospects, while full-time students are more motivated by intrinsic goals such as experiencing the learning of a new language. The second recommendation is to provide both part-time and full-time students with opportunities for interaction and feedback. Both full-time and part-time students in this study expressed strong confidence in their academic abilities. This indicates that they are motivated by a sense of control over their learning. Therefore, it is important to provide platforms and opportunities for interaction and feedback in ESL classes. This can help students to have more control over their learning and develop their self-efficacy. The next recommendation relates to test anxiety. The findings of this study suggest that full-time students may have more test anxiety than part-time students. It is important to address this issue as test anxiety can affect learning and motivation to learn. Educators can help to address test anxiety by teaching students strategies to manage their anxiety, such as stress reduction techniques and positive self-talk.

The findings of this study suggest that the choice of learning mode, extrinsic goal orientation, and self-efficacy are all important factors that influence motivation in ESL learning. However, there may be other factors that also play a role. For example, the findings of this study did not take into account the students' age, gender, or language background. Future research could investigate the impact of these and other factors on motivation in ESL learning to enable data generalisation.

#### **Theoretical And Contextual Contributions**

This paper offers significant theoretical and contextual contributions to the field of ESL motivation, particularly within the Malaysian university context. The research reveals differences in motivational expectations between full-time and part-time students and highlights the central role that learning mode plays in shaping ESL learners' motivation. This not only enriches the broader theoretical framework of motivation in language learning, but also offers valuable insights into the complexity of motivation in different educational contexts. Moreover, the study's emphasis on the dominance of extrinsic goal orientation

highlights the importance of external motivators in ESL learning and deepens our understanding of the link between extrinsic motivation and academic achievement. In the Malaysian context, where attitudes towards language learning are generally moderate, these findings are particularly relevant and highlight the need for tailored support and strategies to harness and sustain ESL students' motivation. The contextual contributions of the study are significant as they shed light on Malaysian university students' motivation, which may differ from that of other cultural or linguistic contexts. Ultimately, this study offers practical insights for educators and institutions to improve ESL students' motivation. It plays a crucial role in shaping the educational landscape in Malaysia and contributes to the broader field of language education research.

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