

English Language Learning Motivation in Pakistan: A Study of Influencing Factors among Undergraduate Students

Asad Ali Azhar¹, Husnain Riaz^{2*}, Muhammad Usman Abid³, Ali Ahmad⁴, Abu Bakr Riaz⁵ and Tasawar Iqbal⁶

1. BPP Manchester Campus MSc Management with Project Management, UK
2. London Metropolitan University, London Campus, UK
3. School of Law, University of Hertfordshire, UK
4. Institute of Horticultural Sciences, University of Agriculture, Faisalabad, Pakistan
5. University of Chester, UK
6. Institute of Physiology and Pharmacology, University of Agriculture, Faisalabad, Pakistan

*Corresponding Author: husnainriaz28@gmail.com

ABSTRACT

English plays an important role in education, business, communication and professional development in Pakistan. It is widely used in higher education and is considered an essential skill for academic success and career advancement. However, undergraduate students' motivation to learn English varies according to personal, social, academic, and environmental factors. Some students are highly motivated because they recognize the value of English to achieve their future goals, while others face difficulties due to poor teaching methods, limited learning opportunities, and lack of confidence. This paper discusses the importance of English language learning in Pakistan and examines the main factors affecting the motivation of undergraduate students. It also highlights common challenges and suggests practical strategies to improve motivation for learning. Understanding these influential factors can help educational institutions, teachers, and policymakers develop effective approaches that encourage students to improve their English language skills and achieve better academic and professional effects.

Keywords: English Language Learning, Motivation, Undergraduate Students, Pakistan, Higher Education, Learning Factors

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Introduction

The English-speaking population around the globe is incredibly large and with this amount of use, English has become the primary international language for communication, education, science, technology, and finance. In Pakistan, English is very important because it has official status and is used extensively in higher level educational institutions, in the work place, in governmental and other corporate entities (research, businesses, etc.). Most universities in Pakistan use English as their medium for instruction (in all disciplines, including medicine, engineering, pharmacy, business, computer sciences, information technology, etc.) and therefore require undergraduate students to develop their English language skills in order to excel academically and improve their future employability (1).

Motivation plays a significant role in determining whether or not a person will successfully learn a language. It is through motivation that students are motivated to fully engage with classroom activities, practice oral and written output, complete assignments, and overcome challenges associated with learning. Motivations can come from multiple sources including personal interests, career advancement, access to higher education opportunities, encouragement from family, effective teaching methods, and access to learning materials. However, many external factors may influence the motivation of students such as their previous educational background, limited proficiency in English, language anxiety, and unequal access to learning environments. The rapid growth of technology in education and online form of education also provides new avenues for assisting English language learners in their pursuit of becoming proficient in their English language skills. The purpose of this literature review is to support the discussion of the major variables, obstacles, and methods that affect the motivation of undergraduate students in Pakistan to develop their English language proficiency (2).

2.Importance of English Language Learning in Pakistan

In Pakistan, English is a vital instrument of communication in regards to educational success, professional aspirations, communication with others, and obtaining current research information/informational resources. As English is one of the country's two official languages, it is extensively relied upon in higher education throughout colleges/universities, government offices, and businesses. Considering that the majority of academic institutions will utilize English as a medium of instruction, it is imperative that students learn how to read classical textbooks, research literature, and other forms of academic literature, in order to do well in classes. In addition, understanding and using proper grammar in speaking and writing, therefore being proficient in English generally, helps to increase the likelihood of being hired by a company; very few employers will hire an individual based

on skills acquired through school when the candidate lacks effective communication skills (3).

3.Factors Influencing English Language Learning Motivation

There are many different factors that influence undergraduate students' motivation to learn English. These factors can be personal, educational, social, cultural or based on the environment. When these factors are understood, educators and educational institutions can devise effective strategies to help motivate students to improve their English language ability.

Interest and Career Aspirations

Personal interest in learning English is one of the biggest motivations to learn English. Students who find learning English enjoyable usually participate well in classroom activities and practice the language outside of the classroom. They will also read more English books, watch more educational videos, listen to more English podcasts, and speak more English with other people. These types of activities lead to both increased proficiencies in the language and increased confidence. In addition to personal interest, the desire to pursue a career can motivate undergraduate students to learn the English language. Many professions, including medicine, engineering, pharmacy, business, information technology, law and education, have English proficiency as an important qualification (4).

Teaching Methods and Classroom Environment

Student motivation is greatly influenced by the way in which instructors deliver their lessons. Instructors who use interactive teaching strategies, such as cooperative learning, class participation through discussion, presentation, group projects, and language practice engage their students in the learning experience and help to alleviate the fear of making errors. Alternatively, when a classroom's primary teaching methodologies are built upon memorization, grammar translation, and lecture-based instruction, students often tend to lose interest in the class (5).

Family Support

Students' attitudes to their schooling can also be influenced by family. Parents who have a high regard for education provide encouragement for their children to develop their English language skills through reading, communicating and participating in academic activities. The emotional support offered by family helps support the confidence and motivation of the students. Families can also assist by providing educational resources such as; books, internet access, language classes, or private tutoring. Students who receive a greater amount of family support will be more likely to receive additional opportunities to enhance their English reading development.

Influence of Peers

Classmates and friends play a major role in influencing how learners behave while learning. If a student has a peer who is positively disposed toward the English language, they will usually be more motivated to study together. When students work together on group discussions, collaborative projects, or peer-to-peer learning, they are able to practice their communication skills in a supportive setting. Friendly competition among classmates may also encourage students to work harder and do better in class than they otherwise would have. Peer encouragement also helps students to overcome any fear or hesitation they may feel about actively participating in classroom activities. Positive peer relationships are therefore a major contributing factor to increased motivation and improved second language proficiency for students.

Self-Confidence and Self-Efficacy

Confidence can have a strong impact on how willing students are to use English in both social and academic settings. Students who are confident in their ability to learn English will be more likely to participate in class, ask questions of their teacher and practice speaking English regularly. This confidence in one's ability to perform a task, or self-efficacy, develops as a result of successful learning opportunities. As students see themselves improving with their skills in pronunciation, vocabulary acquisition, reading, and writing, they will likely be motivated to continue developing their skills in these areas.

Educational Resources and Technology

With the advancement of modern technology, the landscape for learning a new language has changed considerably. Undergraduates today have access to many learning resources, including online courses, educational websites, language-learning apps, electronic dictionaries, virtual classrooms, and artificial intelligence tools that offer additional opportunities to learn a language beyond traditional classroom instruction. Through the use of these resources, students can learn on their own at their own pace. They will also enjoy a more positive experience in learning new languages because of engaging activities, such as interactive exercises, pronunciation practice, video-based lessons, and online quizzes.

Social and Cultural Influences

The impact of society on the motivation behind students' wanting to learn English is quite clear. In Pakistan, English is often linked to academic success, career advancement, and therefore social mobility. Many students perceive that proficiency in the English language can elevate their status or improvements to their own growth as individuals. The effects of globalization enhance this desire to be proficient in the English language, with increasing opportunities for students to develop their English skills through international communication via social media, online learning, collaborative research or working for multinational corporations, among others. The ongoing exposure to English language media (e.g., films, television documentaries, books and other educational content) facilitates continued motivational development towards the English language (6).

4. Challenges to English Language Learning Motivation

There are many obstacles that impact students' motivation for learning English as a second language in Pakistan, including educational and psychological factors. Students who come from different educational backgrounds have varying levels of proficiency in English; therefore, they will find it difficult to comprehend lectures and to complete their course work independently. Other obstacles include the lack of opportunities to practice speaking English and the fear of making a mistake, leading to anxiety and a lack of participation in classes. The examination system in Pakistan is dependent on memorization as opposed to communication, coupled with inadequate teaching material, financial restraints, and lack of encouragement from teachers, all affect the motivation of students to learn English. Additionally, lack of self-esteem or confidence, academic stress, and negative experiences will have a negative impact on students' desire to learn English as a second language (7).

5. Strategies to Enhance English Language Learning Motivation

Teaching for Learners and Treating Teachers to Help Learners

Universities need to promote teaching styles, which engage and allow students to be active participants in their class by means of discussions, presentations, debating, and working together as a team. These types of approaches will also make the learning process more exciting and enhance their ability to communicate with the use of a variety of media. Teachers

need to receive ongoing training to keep them up-to-date with the newest teaching strategies, be equipped to use current technologies, and be trained to provide students with regular feedback that would provide students with motivation for continued learning.

Promoting Independent Learning and Improved Assessment Processes

Students should be encouraged to read English books, watch educational videos, practice writing, and establish their own personal learning goals. Assessments should be conducted to evaluate students' progress in practical language applications through the use of presentations, interviews and project work rather than solely relying on multiple choice/essay tests during a written examination period. Utilizing continuous assessments regularly will promote development of students' communication skills over a longer period of time than simply during their year end exam period.

Family, Community, and Government Support

Put Effort into a Partnership Between Families, Communities, Schools, and Policy Makers

Schools can partner with families, communities, schools, and policy makers to help develop supportive learning environments for students. By providing high-quality teaching and state-of-the-art learning resources (e.g., scholarships, language labs, equal access to learning resources), these combining efforts by families, communities, schools, and policy makers can greatly improve students' motivation for learning. Collectively, these collaborating efforts will bolster the proficiency levels of students' English language skills, enhance students' academic performance, and prepare undergraduate students within Pakistan for career success in an ever-increasingly competitive global job market (8).

6. Future Prospects

Technology advances such as education technology, artificial intelligence (AI), and digital learning methods will enable students to access a broad range of new and custom-made ways to learn English. There will be an emphasis on skills related to working with others verbally (i.e., communication), developing one's thinking processes (i.e., critically), and using the language for specific tasks (i.e., practically) among colleges who are providing these opportunities for students (9).

7. Conclusion

The English language plays a vital role in the academic, professional and personal development of undergraduate students in Pakistan. Student motivation is influenced by several factors, including personal goals, teaching styles, family support, peers, academic resources, and technology access. However, challenges such as uneven educational background, language anxiety, limited practice opportunities, and inadequate resources continue to affect learning outcomes. By adopting student-centered teaching methods, improving educational opportunities, integrating modern technologies, and creating supportive learning environments, universities can enhance student motivation. These efforts will improve English language proficiency and prepare graduates for greater academic achievement, career success, and meaningful participation in an increasingly globalized world.

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