



GLOBAL PERSPECTIVES ON MOTIVATION IN EFL LEARNING: A SYSTEMATIC LITERATURE REVIEW

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Abstract

This systematic literature review delves into the varied global motivations shaping English as a Foreign Language (EFL) learning within diverse university contexts. Examining Tay Do University in Vietnam, the study illuminates a blend of intrinsic and extrinsic factors contributing to moderate motivation levels. Lithuania's emphasis on instrumental orientation among university students showcases the multifaceted nature of motivation. In Sweden, the research brings attention to challenges faced by newly arrived students, suggesting a need for policy adjustments to address these issues effectively. Indonesian graduates opt for informal education to enhance English proficiency, underlining the importance of diverse methods and success stories in the learning process. Cambodia's exploration reveals nuanced motivational orientations among university students. French higher education students exhibit diverse attitudes toward EFL learning, Japan displays a positive outlook, Saudi students lean towards extrinsic motivations, and Taiwan emphasizes the creation of motivated learning experiences. These findings collectively offer valuable insights for refining teaching strategies, making informed policy adjustments, and inspiring further research initiatives within the realm of EFL learning. Ultimately, this comprehensive review contributes to a deeper understanding of the multifaceted nature of motivations influencing EFL learners globally.

Keywords: EFL Motivation, Global Perspectives, Systematic Literature Review

Introduction

In the rapidly evolving digital era, the urgency to acquire proficiency in English as a Foreign Language (EFL) has never been more pronounced (Leleka, 2023). As global interconnectedness facilitated by digital communication expands, English proficiency has emerged as a vital tool for effective communication (Godwin-Jones, 2020), collaboration (Yeh & Heng, 2022), and participation across various spheres. Understanding the

intricate dynamics of motivation becomes not only pivotal but undeniably crucial for optimizing educational outcomes and fostering effective language acquisition (Huh & Lee, 2020).

Drawing upon statistical data from (Yadav, 2023), the English language stands out as an unrivaled global powerhouse, boasting an astonishing 1,453 million speakers worldwide, including both native and non-native individuals. The inclusion of non-native speakers, utilizing English as

their second language (L2), significantly enhances this remarkable figure. This linguistic ubiquity extends beyond everyday conversation, infiltrating the digital landscape where English solidifies its prominence as the primary language on the internet. Statistical findings reveal that an impressive 57.7 percent of online content is presented in English, firmly establishing it as the leading language in the continually expanding digital universe. Derived from an exhaustive analysis of 10 million websites with the highest traffic, these statistical insights underscore the unparalleled influence of the English language in shaping and facilitating global communication.

This research embarks on a comprehensive exploration titled "Global Perspectives on Motivation in EFL Learning" through a meticulous Systematic Literature Review (SLR). An SLR constitutes a methodically structured process employed to systematically gather pertinent evidence related to a specified topic, aligning with predefined eligibility criteria. As highlighted by Mengist et al. (2020), this rigorous approach aims to offer comprehensive answers to the formulated research questions. The method ensures strict adherence to pre-specified eligibility criteria, guaranteeing that the compiled data is not only highly relevant but also meets predefined standards for inclusion. By undertaking the systematic approach of an SLR, researchers aspire to attain a thorough understanding of the existing body of knowledge within the chosen subject (Sulistyowati & Husda, 2023b, 2023a). The primary objective is to address and provide well-informed answers to the research questions initially posed. Through this method, a meticulous and rigorous examination of the available literature is conducted, contributing to a

robust and evidence-based exploration of the chosen research domain.

As English proficiency assumes increasing importance in our interconnected world, investigating the motivational patterns driving EFL learners across diverse cultural contexts becomes imperative. The research question guiding this investigation is:

RQ: What are the global motivations in EFL Learning?

Method

The study adopts a quantitative research methodology employing a systematic literature review. Data were extracted from the Scopus and Google Scholar databases using the specified keywords "motivation to study English" within the time frame of 2020-2024, utilizing Harzing's Publish or Perish tool on January 10, 2024. Out of the initial pool, comprising more than 779 papers from Google Scholar and 8 papers from the Scopus database, a selection process was applied, excluding duplicates, inaccessible articles, books, and book chapters. Ultimately, the researchers identified and selected 10 articles directly relevant to the focus of the research.

Results and Discussion

Upon conducting the systematic literature review, a comprehensive examination of the available literature on the chosen topic revealed several noteworthy findings. The synthesized results contribute valuable insights to the understanding of the subject matter. The key outcomes of the review can be summarized as follows:



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Table 1. Research Findings

Authors	Research Method	Number of Respondents	Country	Findings
(Huynh et al., 2021)	Quantitative (SPSS software)	326	Vietnam	Students at Tay Do University had motivation to learn English, but levels were not high. Both intrinsic and extrinsic motivation existed, with extrinsic being higher. Factors affecting motivation were identified. Findings contribute to improving English teaching in Vietnam.
(Daukšaitė-Kolpakovienė, 2021)	Quantitative and Qualitative	61	Lithuania	Lithuanian university students at Vytautas Magnus University are instrumentally oriented in learning English. They see English as a tool for future goals like travel and work. Implications for teaching other obligatory subjects at liberal arts universities.
(Gustafsson, 2022)	Qualitative (Interviews)	25	Sweden	Newly arrived students in Sweden show differences in motivation compared to Swedish-speaking students in studying English. Negative emotions and less connection to English as part of Swedish society were identified. Implications for policy change, teacher strategies, and further research were suggested.
(Aini & Waluyo, 2023)	Qualitative (Interviews, Questionnaire)	92	Indonesia	Graduates lack oral and writing English proficiency despite formal education. Taking courses in informal education, workplace, and higher education are ways to enhance proficiency. Success stories and various methods contribute to student motivation at English study centers.
(Seng, 2023)	Qualitative (Interviews, Questionnaire)	72	Cambodia	Cambodian university students show slightly better integrative than instrumental motivation in learning English. No significant gender differences in motivational orientations were found. Weak correlation between integrative motivation and English proficiency was identified.
(Lundgren, 2023)	Qualitative (Questionnaire)	30	Sweden	Newly arrived students studying Swedish and English in Sweden are primarily motivated by the L3 learning experience. English seen as important for travel, study, or work overseas.

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(Marshall, 2021)	Qualitative	6	France	French higher education students' motivations to study English vary. Dörnyei's L2MSS used to explore how students feel about using English, imagine their future selves using the language, and perceive their L2 learning experience. A transparent approach to learning English and identity building could enhance motivation.
(Takahashi & Im, 2021)	Questionnaire	829	Japan	Japanese university students generally perceive the spread of English positively and study it for pragmatic reasons. A smaller number have negative perceptions. The study developed a scale to gauge attitudes toward the global spread of English, with implications for future research.
(Shamiry & Fuad, 2020)	Questionnaire	90	Saudi Arabia	The majority of respondents are not highly motivated and chose English as a major against their will, primarily driven by extrinsic motivation to secure good jobs. High statistics of deprived and withdrawn students confirm researchers' hypothesis of students' demotivation in the Department of English. Remedial academic initiatives are suggested to help Saudi undergraduate students overcome difficulties and problems resulting from extrinsic motivation and promote positive (intrinsic) motivational makeup for lifelong learning.
(Tseng, 2021)	Qualitative Study	30	Taiwan	There is no direct or linear link between motivation to study English and intended effort. The relationship is social, and participants' learning experiences play a critical and complex role in mediating intended effort. The study suggests that teachers should focus on creating motivated learning experiences rather than relying solely on tests to motivate students.

RQ: What are the global motivations in EFL Learning?

The exploration of motivations in English as a Foreign Language (EFL) learning across diverse global contexts provides a nuanced understanding of the multifaceted nature of student engagement. From Vietnam to Taiwan, each study offers unique insights into the intricacies of EFL motivation. In Vietnam, a quantitative study at Tay Do University

unveils moderate levels of motivation with a mix of intrinsic and extrinsic factors. Lithuania's research highlights instrumentality among university students, emphasizing English as a tool for future goals. In Sweden, the challenges faced by newly arrived students reveal disparities in motivation, necessitating policy changes and tailored strategies. Indonesian graduates' pursuit of English proficiency through informal education is underscored, emphasizing the role of success stories and

varied learning methods. Cambodia's study identifies nuanced motivational orientations, while Sweden's examination of newly arrived students emphasizes the significance of the L3 learning experience. French higher education students exhibit diverse attitudes toward learning English, emphasizing the need for transparent approaches. Japan's large-scale study indicates a positive perception of English spread, offering a valuable scale for future research. Saudi students' extrinsic motivations underscore the importance of addressing demotivation through academic initiatives, while in Taiwan, a qualitative study advocates for creating motivated learning experiences beyond traditional assessments. Collectively, these studies enrich our understanding of global motivations in EFL learning, emphasizing the need for tailored approaches that consider cultural, societal, and individual dynamics.

Conclusion

The global exploration of motivations in English as a Foreign Language (EFL) learning reveals diverse insights. In Vietnam, Tay Do University's study highlights moderate motivation levels with a mix of intrinsic and extrinsic factors. Lithuania emphasizes instrumentality among university students, while Sweden's research underscores challenges faced by newly arrived students, necessitating policy changes. Indonesian graduates seek English proficiency through informal education, emphasizing success stories and varied methods. Cambodia's study identifies nuanced motivational orientations, while Sweden emphasizes the importance of the L3 learning experience. French higher education students exhibit diverse attitudes, Japan perceives English positively, Saudi students show extrinsic motivations, and Taiwan advocates for

creating motivated learning experiences. These global studies enrich our understanding of EFL motivations, emphasizing the importance of tailored approaches.

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