

## INVESTIGATING MOTIVATIONAL ORIENTATIONS OF HIGHER SECONDARY SCHOOLS STUDENTS TOWARDS ENGLISH LANGUAGE LEARNING USING DÖRNYEI'S L2 MOTIVATIONAL SELF-SYSTEM

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### **Abstract**

*This paper reviewed the theoretical framework of the L2 Motivational Self-System (L2MSS), as developed by Dörnyei, that students in higher secondary schools are motivated to learn the English language in the Bannu district by the theoretical framework; which consisted of the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. A quantitative research design is used in this study, where a structured questionnaire based on Taguchi et al. (2009), specifically tailored for this study, which was meant to be used to determine the motivational dispositions of learners on the three L2MSS components, was used to collect the data. The population of the study was made up of 250 students of higher secondary schools in the Bannu district chosen using simple random sampling among both the public and the private schools in the district. The responses have been noted using a five-point Likert scale, with 'strongly agree, and 'strongly disagree' being the ends of the scale. The data obtained were processed in the Statistical Package of the Social Sciences (SPSS), and the descriptive statistical methods, including frequencies, percentages, means, standard deviations, and variances, were used to explain the motivational pattern of the learners. The results showed there is a positive learning orientation of the students towards learning English. The most powerful of the three motivational elements was the Ideal L2 Self whose mean scores are greater, as the learner believes that they are highly influenced by a set of visions that they have of themselves as competent English speakers in their future studies, work, and social life. The desire of the students to communicate fluently in English, attain greater education, acquire superior career roles and international interrelations played important roles in motivating them throughout. The Ought-to L2 Self showed a moderate effect on the motivation of the learners and expressed the contribution of parental expectations, social norms, peer pressure, and perceived responsibilities related to being proficient in the English language. Although students admitted the necessity to live up to the external expectations, they were not the driving force compared to their own expectations and future self-images. In a similar vein, L2 Learning Experience demonstrated a significant (although moderate) effect on motivation, including engagement in the classroom, enjoyment and interest in English lessons, and attitudes towards the learning environment. The classroom positive atmosphere, teacher assistance, and intrinsic pleasure in learning English were observed to support the motivation, yet inconsistencies in the responses suggested that the pedagogical enhancement was possible. In general, the paper validates the suitability and applicability of L2 Motivational Self-System developed by Dörnyei to the Pakistani higher secondary*

*settings and points to the Ideal L2 Self as the most prominent predictor of motivation to learn English as a language. The research findings indicate the significance of educational activities that promote the development of future-oriented self-concepts in learners and at the same time allow improving classroom experiences and offering positive social contexts that facilitate sustained motivation and successful English language acquisition.*

**Keywords:** L2 Motivational Self-System, Ideal L2 Self, Ought-to L2 Self, Classroom Motivation, Second Language Acquisition

## Introduction

Numerous researchers have explored the issue of motivation behind high performance and motivation of some learners in second language acquisition (SLA), with motivation being a key variable over and above the language and cognitive capabilities (Dörnyei, 2005). Intrinsic motivation happens when a person is interested in something and extrinsic motivation means that a person is motivated by some outside factor (Deci and Ryan, 1985). L2 Motivational Self-System (L2MSS) by Dörnyei (2005, 2009) offers a solid theory in the motivation of SLA, which includes Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self where learners have a vision of their future self as one that they aspire to, and the Ought to Self where learners believe they should become in order to live up to external expectations (Higgins, 1987). L2 Learning Experience involves a set of situational variables including curriculum, teachers and learning materials that influence motivation in context specific manners (Papi, 2010).

These components are predictive and empirical studies support this fact. To illustrate, the Ideal L2 Self is always seen to provide better motivation as compared to the Ought-to Self in various cultural settings such as Japan, China, Iran, and Korea (Taguchi et al., 2009; Kim and Kim, 2014; Cruz et al., 2019; Khan et al., 2025). Social expectations, career ambitions, cultural interests, and international posture are among other external factors that have a major influence on the motivation of learners (Islam, 2013; Khattak et al., 2023; Gul et al., 2022(c)). Nevertheless, the authors indicate that motivation aspects might require improvement to ensure they correspond with the changing self-concepts and international outlooks of the learners (Fišer and Pongračić 2025; Jameel et al., 2025). Altogether, motivation plays a very significant role in the process of learning English language and the study of the three elements of L2MSS among the students of higher secondary schools could significantly contribute to the research of language learning motivation.

## Problem of the Statement

The role of L2 motivation and second language acquisition (SLA) has been demonstrated in several studies concerning the topic of L2 motivation, such as Tahir et al. (2024) and Ali et al. (2021). The article by Fišer and Pongračić (2025) emphasizes that motivation still plays a key role in L2 learning, but its aspects should change to keep in mind varying attitudes and opinions of learners. In spite of the extensive global research of L2 Motivational Self-system introduced by Dörnyei (2005, 2009), few studies have been conducted with reference to the application of this framework in the context of Pakistan. As an example, Khattak et al. (2023) discovered that international posture, cultural interest, attitudes towards the L2 community, and instrumentality promotion were significant predictors of motivation in BS English students of a remote Pakistani university. On the contrary, the study by Islam (2013) emphasizes that the social expectations and the career goals are the significant factors in the motivation of students. Although these studies have made an enormous impact on the field, no study has ever examined the L2

Motivational Self-System of students studying in higher secondary schools in a Pakistani setting. From first grade up to higher secondary schools, these students were exposed to English and had some experience. Thus, the research will address this gap by investigating the motivational orientations of the higher secondary schools students. This group of people should be given special consideration as they are in an important stage of career planning which directly influences their desire to learn a language. This research will measure the impact of motivational orientations in order to establish key predictors of the success of language learning. By doing so, it bridges a considerable gap in contextual details of the research, giving information on a group of academically overlooked population and contributing to the overall understanding of L2 motivation in the regional settings of Pakistan.

### **Significance of the Study.**

The significance of the study lies in the fact that the study examines the motivational strategies and challenges faced by students in the high schools when learning English. This paper made an effort to comprehend the role of ideal future selves, external factors and classroom experiences of students in their interaction with English using the Zoltán Dörnyei L2 Motivational Self System paradigm. Specifically, the students of higher secondary schools of the Bannu district, with its own socio-cultural and lingual profile, will find the valuable contribution in the study of the insightful analysis of the factors which influence the motivation of students. The study will influence the practice in education in significant ways, depending on the conclusions made. By establishing the key factors behind student motivation, teachers and policymakers can develop specific interventions that will facilitate more effective strategies of learning the English language (Gul et al., 2022(a)).

### **Research Objectives**

- To determine the dominant motivational orientations of higher secondary schools students towards English language learning based on Dörnyei's L2 Motivational Self-system.
- To examine which component of the L2 Motivational Self-system (Ideal L2 Self, Ought-to L2 Self, or L2 Learning Experience) is the strongest predictor of English language learning motivation among Higher Secondary schools students.

### **Research Questions**

- What are the dominant motivational orientations of higher secondary schools students towards English language learning, based on Dörnyei's L2 Motivational Self-system?
- Which component of the L2 Motivational Self-system (Ideal L2 Self, Ought-to L2 Self, or L2 Learning Experience) is the strongest predictor of English language learning motivation among higher secondary schools students?

## **REVIEW OF LITERATURE**

### **Definitions and Importance of Motivation in SLA**

The importance of motivation as a key factor in determining success in second language acquisition (SLA) has been generally accepted, and it has an effect on effort, persistence, and performance of learners. Dörnyei (2005) conceptualizes motivation as the force that identifies the direction and the intensity of the learning behavior whereby Gardner (1985) defines it as a combination of effort, desire and positive attitude towards language learning. Empirical studies indicate that even those learners who have a good cognitive ability might be unable to achieve proficiency without proper motivation (MacIntyre, 2002). The factor of motivation is especially

important when it comes to the sphere of foreign languages when the exposure to the target language is small, and the responsibility falls on classroom interactions and the learner. Motivation in SLA is dynamic and context-specific and it is influenced by goal of learners, self-concepts, and emotional involvement to the learning environment (Ushioda, 2008; Ahmed et al., 2025). It influences the way learners work, communicate with each other and react to difficulties, which is why it is the major concern of the educator targeted at increasing the effectiveness of instruction, in particular, ESL.

### **The Development of the Research of L2 Motivation.**

Gardner and Lambert's (1972) socio-educational model was the early research foundation that pioneered motivation research by separating the two types of motivation: integrative and instrumental motivation. Although this model has provided a solid foundation, it was subsequently criticized because it did not have much explanatory power in various sociocultural settings. As a reaction, there developed cognitive and process-based models, the most prominent of which was developed by Dornyei (2001) and explained the motivation as a dynamic process that develops at various stages of learning. This development led to the emergence of the L2 Motivational Self-System (L2MSS) that incorporated psychological theories of self and identity in the study of SLA (Dornyei, 2005, 2009). Later scholarship has further identified identity, emotion and sociocultural context, with the view that the perceived future of learners and their social positioning are influential on motivation (Norton, 2013).

### **Intrinsic/ Extrinsic Motivation (Deci and Ryan, 1985)**

The Self-Determination Theory separates intrinsic motivation which is self-interested, and extrinsic motivation which is brought about by the use of external rewards or pressure (Deci and Ryan, 1985). In SLA, intrinsic motivation is equated to the continuity of engagement and extensive learning, and extrinsic motivation usually starts learning but might not sustain it unless internalized (Noels et al., 2000). Dornyei (2001) notes that extrinsic motives should be internalized in order to be fully motivated in the long term. These two forms are dynamic in the context of language learning. The learners might learn English because of instrumental reasons but attain intrinsic interests later, as a result of meaningful interaction, which highlights the importance of pedagogical practices in developing autonomous motivation.

### **Motivation in Pakistani ESL Situations.**

English is used in Pakistan as an indicator of academic achievement and social mobility (Islam, 2013). As a result, the motivation of learners depends on their own desires and external forces, including the expectations of their parents and the availability of jobs (Khattak et al., 2023). In places such as Bannu, there is little exposure to English, thus limiting the chances of intrinsic involvement. Motivation is also affected by gender, socioeconomic status, and disparities brought about by region. Research suggests that extrinsic motivation fulfils a more prominent role in such a way that female learners in Khyber Pakhtunkhwa tend to be culturally constrained (Tahir et al., 2024). Nevertheless, motivation can be improved by supportive instructional practices and interactive methods of teaching in a wide range of settings (Ali et al., 2021).

### **Dörnyei's L2 Motivational Self-System**

#### **2 Overview of the L2MSS Framework**

The L2 Motivational Self-System by Dornyei is a conceptualization of language learning motivation with the future self-images of the learner as the central focus of motivation processes (Dornyei, 2005, 2009). The framework is based on the theory of possible selves suggested by



Markus and Nurius (1986): it includes Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience. This model provides a more context sensitive and personalized description of motivation as compared to other previous models.

### **Ideal L2 Self**

The Ideal L2 Self implies dreams of learners to be good users of language and is strongly connected with intrinsic motivation. It is also a highly reliable predictor of long-term effort that is observed not to differ across cultures (Taguchi et al., 2009; Kim and Kim, 2014). The ideal L2 self in Pakistan is frequently predetermined by the desire to travel worldwide and progress in the academic environment (Islam, 2013).

### **Ought-to L2 Self**

The Ought-to L2 Self is the expectation that is projected by the family, society and institutions (Dornyei, 2005). Although it can trigger learning, it is usually linked to anxiety and less effective long term participation (Papi, 2010). This component is very significant in a collectivist environment, such as Pakistan, where social duties are very strong (Khattak et al., 2023).

### **Learning Experience**

L2 Learning Experience represents the classroom-related variables, including the teacher-student and student-student interaction and curriculum (Dornyei, 2009). Encouraging experiences are motivating, and strict, exam-based teaching may destroy it. Technology-supported and learner-centered strategies in Pakistani classrooms have been observed to enhance the motivational outcomes (Ali et al., 2021).

### **Sociocultural Influences on L2 Motivation**

Sociocultural contexts have a strong influence on motivation and, as such, are environmentally dependent based on identity, family requirements and peer pressure as well as the area (Norton, 2013). In a multilingual country such as Pakistan, the conflict between the local and the international nature of the English language affects the engagement of the learners (Islam, 2013; Shakeel et al., 2025). The geographical differences, especially the Pashto-speaking districts like Bannu, also restrict the access to motivational tools and genuine exposure (Khattak et al., 2023; Sehrish et al., 2025). These results imply the necessity of culturally sensitive motivational interventions.

### **Theoretical Frameworks**

L2MSS by Dornyei is theoretically based on Self-Discrepancy Theory of Higgins (1987) and the Possible Selves framework provided by Markus and Nurius (1986). The combination of these theories describes how the conflict between actual, ideal and ought selves makes us feel motivated. The predictive power of Ideal L2 Self and the anxiety-creating impacts of the Ought-to L2 Self have been proved empirically, by structural equation modeling (Papi, 2010). The socio-educational model of Gardner (1985) is also applicable when it comes to the attitudes and instrumental motivation, especially in the foreign language.

### **Motivational and Educational Outcomes**

Studies have always shown that motivation is largely connected with language proficiency, classroom behavior and the lifetime academic objectives (Dornyei, 2005; Gardner, 1985). A strong ideal L2 Self is a strategy that gives learners greater persistence, autonomy and strategic learning (Ushioda, 2011). Motivation to English is a critical factor in the academic paths and future access in Pakistani higher secondary schools (Islam, 2013; Habib et al., 2024; Gul et al., 2022(b); Ilyas, et al., 2025).

### 2.9.1 Empirical Studies on L2MSS

The strength of the L2MSS is proven by empirical research in a variety of situations. The Ideal L2 Self is always found to be the most powerful predictor of motivated behavior, and the Ought-to L2 Self is linked to anxiety and weak engagement (Taguchi et al., 2009; Papi, 2010; Khattak et al., 2023). Digital media, gender, and globalization have also been mentioned in the recent studies as factors influencing the development of motivational self-concepts (Lamb, 2020; Tahir et al., 2024).

#### Research Methodology

The research design adopted in this study was quantitative design of researched work that employed a structured questionnaire to investigate the motivation orientations of higher secondary schools students toward learning English. The research population was students in Bannu district of Pakistani higher secondary schools whether in public or private schools, a sample of 250 participants was chosen by simple random sampling so that they represent the population. The data was measured by adapting the questionnaire constructed by Dornyei (L2 Motivational Self-System) on the basis of the five-point Likert scale with the following categories: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience, which were measured on the five-point Likert scale (Strongly Agree to Strongly Disagree). The questionnaires were distributed in the classroom, and the data that were gathered were then inputted into the SPSS to be analyzed using the descriptive statistics (mean, median, mode, and standard deviation) to determine the general motivational trends.

#### Analysis and Discussion

##### Analysis of Questionnaire Data on Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience

###### Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	6.8	6.8	6.8
	Disagree	34	13.6	13.6	20.4
	Neutral	32	12.8	12.8	33.2
	Agree	139	55.6	55.6	88.8
	Strongly Agree	28	11.2	11.2	100.0
	Total	250	100.0	100.0	

The first questionnaire item, Ideal L2 Self is used to gauge the general positive motivational orientation among students in higher secondary schools, and it demonstrates that the students have a positive motivation orientation in general. The result indicates that 55.6 percent (n=139) and 11.2 percent (n=28) of the participants concurred and strongly concurred, respectively, making the summative result of 66.8 percent of respondents who could envisage themselves living in a foreign country and holding discussions in English. On the contrary, 13.6% (n=34) did not agree, and 6.8% (n=17) did not strongly agree, and there were 20.4 negative responses, with 12.8% choosing the neutral. These findings suggest that the majority of students have a clear and futuristic vision of themselves as English users, which proves Ideal L2 Self as a powerful element of motivation and justifies the claim of Dornyei that a bright future self-image is a strong internal motivational factor of a second language.

**Q2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	6.4	6.4	6.4
Disagree	34	13.6	13.6	20.0
Valid Neutral	31	12.4	12.4	32.4
Agree	141	56.4	56.4	88.8
Strongly agree	28	11.2	11.2	100.0
Total	250	100.0	100.0	

Questionnaire Item 2 that also evaluates Ideal L2 Self shows that higher secondary school students have a strong positive motivational orientation. It has been found that 56.4% (n=141) of the respondents agreed and 11.2% (n=28) strongly agreed, which, in turn, produced a combined agreement of 67.6% of the respondents who were able to envision themselves living in a foreign country and communicating with locals using the English language. Conversely, 13.6% (n = 34) disagree and strongly disagree (6.4% n = 16) showed 20.0 percent negative responses, and 12.4 percent (n = 31) stayed in the neutral category. These results support that the majority of the learners have a clear and useful future self-image regarding the usage of English, which proves Ideal L2 Self as a prevailing motivational factor, but also makes one agree with Dornyei that the key component in the motivation to use a second language is the specific future-orientated self-image.

**Q3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	5.6	5.6	5.6
Disagree	37	14.8	14.8	20.4
Valid Neutral	36	14.4	14.4	34.8
Agree	146	58.4	58.4	93.2
Strongly agree	17	6.8	6.8	100.0
Total	250	100.0	100.0	

Questionnaire Item 3 that measures Ideal L2 Self indicates that there is generally positive motivational orientation among the students in higher secondary school. The findings indicate that 58.4 percent (n=146) and 6.8 percent (n=17) of the participants had agreed and strongly agreed, respectively, and a total of 65.2 percent of people had imagined themselves speaking English to foreigners. On the other hand, 20.4% (n = 37) of the respondents disagreed and 5.6% (n = 14) strongly disagreed, which makes 14.8 percent of the negative responses, with the 14.4 percent of the respondents choosing the neutral option. These results indicate that the majority of learners have a fairly good future-focused self-perception involving using English, which in turn confirms Dornyei in his arguments that the ability to envision oneself as a person who will become a good English speaker in the international setting leads to an increase in the motivation of the second language use in the long run.

**Q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.4	4.4	4.4
	Disagree	45	18.0	18.0	22.4
	Neutral	27	10.8	10.8	33.2
	Agree	143	57.2	57.2	90.4
	Strongly agree	24	9.6	9.6	100.0
	Total	250	100.0	100.0	

The Ideal L2 Self questionnaire item 4 demonstrates a positive motivational orientation across the students of higher secondary schools, generally. Most of the respondents, 57.2% (n = 143) and 9.6% (n = 24), agreed and strongly agreed, respectively; 66.8% of all respondents could imagine speaking English to international friends or colleagues. Negative responses constituted 22.4% of (n = 45), 18.0% and (n = 11), and 4.4%, respectively, and 10.8% (n = 27) strongly disagreed. These results indicate that the majority of the learners have well-articulated future-focused self-concepts of English-mediated social and professional communication, which corroborates the view that Dörnyei makes about bright futurally orientated self-concepts being a better motivator of second language use.

**Q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.6	3.6	3.6
	Disagree	41	16.4	16.4	20.0
	Neutral	30	12.0	12.0	32.0
	Agree	144	57.6	57.6	89.6
	Strongly agree	26	10.4	10.4	100.0
	Total	250	100.0	100.0	

Questionnaire item 5, which assesses Ideal L2 Self, demonstrates that there is a high positive motivational orientation among the students in higher secondary school. The majority of the respondents, 57.6% (n = 144), agreed and 10.4% (n = 26) strongly agreed with the question, which made 68.0% of them to see themselves becoming fluent English speakers. Conversely, 16.4% (n = 41) said no, and 3.6% (n = 9) strongly no, which amounts to 20.0% that said no, and 12.0% said neutral. These results suggest that most learners have a clear and positive future self-image of being an English fluent person, which confirms that Ideal L2 Self as a potent motivator in the second language learning, a hypothesis of Dörnyei.



**Q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	41	16.4	16.4	19.2
	Neutral	36	14.4	14.4	33.6
	Agree	141	56.4	56.4	90.0
	Strongly agree	25	10.0	10.0	100.0
	Total	250	100.0	100.0	

The ideally L2 self in the Questionnaire item 6 demonstrates a mostly positive motivational orientation in higher secondary school students. Most of the respondents, 56.4% (n = 141), agreed and 10.0% (n = 25) strongly agreed, bringing the response to 66.4% of them imagining themselves speaking English at a native-like level. On the other hand 16.4% (n = 41) disagreed and 2.8% strongly disagree (n = 7), and 19.2% (n = 36) negative. These findings suggest that a significant number of learners have the aspirational and future-oriented self-conceptions of the high levels of proficiency in English, which confirms the statement by Dörnyei that the strong Ideal L2 Selves are influential in long-term language learning.

**Q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.6	3.6	3.6
	Disagree	48	19.2	19.2	22.8
	Neutral	27	10.8	10.8	33.6
	Agree	142	56.8	56.8	90.4
	Strongly agree	24	9.6	9.6	100.0
	Total	250	100.0	100.0	

The questionnaire item 7 that focuses on the career-related dimension of Ideal L2 Self identifies that among the higher secondary school students, there is a greater likelihood of having a positive motivational orientation. Most of them (56.8%, n=142) said yes, and 9.6% (n=24) said strongly yes, which is 66.4 percent of them who see themselves using English in their future professions. Conversely 19.2% (n= 48) disagreed and 3.6% (n= 9) strongly disagreed and formed 22.8 percent of the negativities, with 10.8 percent (n= 27) being neutral. These results demonstrate the existence of a large number of students who perceive their career goals as relating to the use of English, which confirms the opinion of Dörnyei that the future career self-images improve motivation to continue learning English.

**Q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	5.6	5.6	5.6

Disagree	43	17.2	17.2	22.8
Neutral	32	12.8	12.8	35.6
Agree	136	54.4	54.4	90.0
Strongly agree	25	10.0	10.0	100.0
Total	250	100.0	100.0	

Questionnaire Item 8, considering the Ought-to L2 Self, the overall motivational orientation of higher secondary school students is positive. Most of them, 54.4% (n=136) agreed and 10.0% (n=25) strongly agreed making it 64.4% of them who see English as a requirement to meet their future aspirations. Conversely, 17.2% (n = 43) disagreed and 5.6% (n = 14) strongly disagreed, which constituted 22.8% negative responses, and 12.8% (n = 32) were neutral. These results suggest the presence of external demands and social pressures that have an observable impact on student motivation, which confirms the opinion by Dornyei that the Ought-to L2 Self does indeed have an effect on language acquisition, albeit less than in the case of the Ideal L2 Self.

#### Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	3.2	3.2	3.2
Disagree	51	20.4	20.4	23.6
Valid Neutral	36	14.4	14.4	38.0
Agree	129	51.6	51.6	89.6
Strongly agree	26	10.4	10.4	100.0
Total	250	100.0	100.0	

The Ought-to L2 Self measured by Questionnaire Item 9 reveals that there is a positive motivational orientation among the students of higher secondary schools in general. Mostly 51.6 (n=129) agreed and 10.4% (n=26) strongly agreed thus it makes 62.0% of the respondents are motivated by peer expectations. Conversely, 20.4% (n = 51) strongly disagreed and 3.2% (n = 8) strongly disagreed and therefore constituted 23.6% of the negative responses, with 14.4 (n = 36) being neutral. These findings suggest that the role of social expectations by peers on student motivation to study English is moderately affected, able to substantiate the notion by Dornyei that the Ought-to L2 Self provides an influence, but usually less significantly than the Ideal L2 Self.

#### Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	3.2	3.2	3.2
Disagree	55	22.0	22.0	25.2
Valid Neutral	36	14.4	14.4	39.6
Agree	127	50.8	50.8	90.4
Strongly agree	24	9.6	9.6	100.0

Total	250	100.0	100.0
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The Ought-to L2 Self which is the questionnaire item 10, indicates a more or less positive motivational orientation among students in the higher secondary school. Most people (n=127), 50.8% (n=127) and 9.6% (n=24) agreed and strongly agreed respectively, making the total of 60.4% of people motivated by parental expectations. On the contrary, 22.0% (n = 55) of the respondents disagreed and 3.2% (n = 8) strongly disagreed, comprising 25.2 percent negative, and 14.4 percent neutral responses. These results indicate a moderate impact of family requirements on the desire of students to learn English, which confirms the assertion by Dornyei that Ought-to L2 Self has a significant role in influencing engagement but, in most cases, is not as powerful as Ideal L2 Self.

#### Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.6	3.6	3.6
	Disagree	53	21.2	21.2	24.8
	Neutral	42	16.8	16.8	41.6
	Agree	122	48.8	48.8	90.4
	Strongly agree	24	9.6	9.6	100.0
	Total	250	100.0	100.0	

Questionnaire item 11 of the measurement of the Ought-to L2 Self demonstrates that higher secondary school students have moderately positive motivational orientation. Most of them, 48.8 (n = 122) and 9.6 (n = 24) agreed and strongly agreed respectively, amounting to 58.4% of the respondents who were driven by the social expectations. Conversely, the proportion of 21.2% (n = 53) disagreed and 3.6% (n = 9) strongly disagreed (constituting 24.8% negative responses) and 16.8% (n = 42) neutral responses were 21.2% and 16.8% respectively. These results suggest that external social pressures have a moderate impact on the motivation of students to learn English, which is consistent with the study by Dornyei, who says that the Ought-to L2 Self moderately influences engagement, but less significantly than the Ideal L2 Self.

#### Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	45	18.0	18.0	22.0
	Neutral	38	15.2	15.2	37.2
	Agree	131	52.4	52.4	89.6
	Strongly agree	26	10.4	10.4	100.0
	Total	250	100.0	100.0	

Questionnaire Item 12 that assesses the Ought-to L2 Self demonstrates that higher secondary schools students are mostly positively orientated with regard to motivation. Most (n= 131) 52.4 per cent (n= 131) and strongly (n= 26) agreed, making parental expectations motivational to most (n= 62.8) of the participants. Conversely, 18.0% (n = 45) disagreed and 4.0% (n = 10) strongly disagreed, which constitute 22.0% negative answers, and 15.2% (n = 38) were neutral. These results indicate that the expectations placed on them by their families and society have moderate impact on the motivation of students to learn English, which agrees with the assertions of Dornyei that the Ought-to L2 Self in contrast to the Ideal L2 Self has a significant but weak influence.

**Q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	57	22.8	22.8	25.6
	Neutral	37	14.8	14.8	40.4
	Agree	132	52.8	52.8	93.2
	Strongly agree	17	6.8	6.8	100.0
	Total	250	100.0	100.0	

The L2 Learning Experience questionnaire item (question 13) indicates that most of the higher secondary school students have a positive motivational orientation. Most, 52.8% (n=132) theorized and 6.8% (n=17) strongly theorized including social influence and respecting significant others altogether 59.6% of the participants were motivated. Conversely, 22.8 (n=57) and 2.8 (n=7) strongly disagreed and disagreed respectively, and comprised 25.6 percent of the negative answers, and 14.8 percent were neutral. These results indicate that social and educational context of learners moderately affects their motivation to learn English and is consistent with the reasoning by Dornyei that external reinforcement has a significant, but overall minor impact than the Ideal L2 Self.

**Q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	48	19.2	19.2	23.2
	Neutral	36	14.4	14.4	37.6
	Agree	136	54.4	54.4	92.0
	Strongly agree	20	8.0	8.0	100.0
	Total	250	100.0	100.0	

The L2 Learning Experience (Questionnaire Item 14) indicates that there is a positive motivational orientation of higher secondary schools students mostly. Most of them, 54.4% (n = 136) responded to agree with the statement, and 8.0% (n = 20) strongly agreed, which amounts to 62.4% considering their responses to be motivating in learning English. Conversely, 23.2% (n=58) said they disagreed, 4.0% (n=10) strongly disagreed, and 19.2% (n=48) disagreed, and 14.4% (n=36) said they were neutral. On the whole, the results suggest that the L2 learning experience has a medium-sized but significant impact on the motivation of students, which confirms the statement made by Dornyei that the social and environmental factors have a moderately significant impact on language learning motivation, although, on average, they do not influence it as significantly as the Ideal L2 Self, which is an internal construct.

### Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	7.6	7.6	7.6
	Disagree	84	33.6	33.6	41.2
	Neutral	44	17.6	17.6	58.8
	Agree	90	36.0	36.0	94.8
	Strongly agree	13	5.2	5.2	100.0
	Total	250	100.0	100.0	

Questionnaire Item 15, which is describing the L2 Learning Experience, is an indication of how the students perceive the practical implications of not learning English. The entire respondent population (36.0) who agreed (n = 90) and strongly agreed (n = 13) amounted to 41.2 presenting an agreement. On the other hand, 41.2% (n = 103) responded negatively, where 7.6% (n = 19) strongly disagreed and 33.6% (n = 84) disagreed unlike 17.6% (n = 44) of whom responded neutrally. These findings indicate that, although numerous students are aware of a possible adverse effect, the influence of this item on motivation is moderate, which means that other experiences and environmental variables can be more important in determining overall motivation, which can be explained by the framework proposed by Dornyei.

### Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	4.8	4.8	4.8
	Disagree	51	20.4	20.4	25.2
	Neutral	31	12.4	12.4	37.6
	Agree	130	52.0	52.0	89.6



Strongly agree	26	10.4	10.4	100.0
Total	250	100.0	100.0	

Questionnaire Item 16, which is the L2 Learning Experience, is an indication of the social and educational norms related to English proficiency and being an educated individual. The proportion of those who agreed was 52.0% (n = 130) and those who strongly agreed 10.4% (n = 26), and the proportion who agreed is 62.4%. On the other hand, 25.2% (n = 63) were in negative orientation with 4.8% (n = 12) strongly disagreeing, and 20.4% (n = 51) disagreeing as 12.4% (n = 31) selected neutral. These findings suggest that the expectations of society and the perceived educational standards have a positive effect on the motivational factor of students, but the impact is, on average, not as significant as that of the Ideal L2 Self that drives students internally, which does not contradict the framework developed by Dornyei.

#### Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	5.2	5.2	5.2
Disagree	63	25.2	25.2	30.4
Valid Neutral	37	14.8	14.8	45.2
Agree	121	48.4	48.4	93.6
Strongly agree	16	6.4	6.4	100.0
Total	250	100.0	100.0	

The L2 Learning Experience questionnaire number 17, which determines the impact of social recognition on motivation, is considered to be an element of motivation. Four8.4 (n 121) agreed and 6.4 (n 16) strongly agreed, making a total of 54.8 who responded to agree. Conversely, 30.4% (n = 76) were negatively oriented with 5.2% (n = 13) strongly disagreeing, and 25.2% (n = 63) disagreeing, 14.8% (n = 37) were neutral. The findings suggest that social respect and external validation mediate students motivation towards learning English and this finding is in line with Dornyei argument that environmental and social factors have a contribution and motivation although not as much as the Ideal L2 Self.

#### Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	6.8	6.8	6.8
Disagree	63	25.2	25.2	32.0
Valid Neutral	41	16.4	16.4	48.4
Agree	106	42.4	42.4	90.8
Strongly agree	23	9.2	9.2	100.0
Total	250	100.0	100.0	

The L2 Learning Experience, which is the subject of Questionnaire Item 18, is based on social-accountability motivation. Forty-two point four percent ( $n=106$ ) and 9.2 percent ( $n=23$ ) of them agreed and strongly agreed respectively, making a total of 51.6 percent of them agree. Conversely, 32.0% ( $n=80$ ) disagreed, 6.8% ( $n=17$ ) strongly disagreed and 25.2% ( $n=63$ ) disagreed with 16.4% ( $n=41$ ) saying that they were neutral. These findings indicate that the social expectation concern moderate has an impact on student motivation to learn English, as Dornyei argues that social and environmental factors do moderate motivation, but generally not as strongly as the Ideal L2 Self.

**Q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	67	26.8	26.8	30.8
	Neutral	39	15.6	15.6	46.4
	Agree	120	48.0	48.0	94.4
	Strongly agree	14	5.6	5.6	100.0
	Total	250	100.0	100.0	

The 19th question in the questionnaire, which asks about L2 Learning Experience is on classroom atmosphere as a motivation factor. Forty-eight percent (48.0), ( $n=120$ ) agreed and 5.6 ( $n=14$ ) strongly agreed, adding up to 53.6 percent agreement. Conversely, 30.8% ( $n=77$ ) disagreed, 4.0% ( $n=10$ ) strongly disagreed and 26.8% ( $n=67$ ) disagreed with 15.6% ( $n=39$ ) choosing the neutral category. These results indicate that a favorable classroom climate has a moderate influence on the motivation of students to learn English, which is in line with the opinion of Dornyei that experiential and environmental influences have moderate yet generally less powerful effects, compared to Ideal L2 Self.

**Q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.6	1.6	1.6
	Disagree	49	19.6	19.6	21.2
	Neutral	45	18.0	18.0	39.2
	Agree	133	53.2	53.2	92.4
	Strongly agree	19	7.6	7.6	100.0
	Total	250	100.0	100.0	

Questionnaire Item 20 which reflects the L2 Learning Experience shows the intrinsic interest of the students to learn English. Sixty percent of the respondents ( $n=133$ ) said yes and only 7.6 percent of the respondents ( $n=19$ ) said no, which led to 53.2 percent of the respondents saying yes. On the other hand, 21.2% ( $n=53$ ) disagreed, 1.6% ( $n=4$ ) strongly disagreed and 19.6% ( $n=49$ ) disagreed with 18.0% ( $n=45$ ) Neutral option. This suggests that pleasure and self-interest are moderately helpful in motivating students to learn the English language, which is consistent

with the findings of Dornyei, who claims that positive experiences in learning contribute to student engagement; however, they are usually not as strong as the self-motivating Ideal L2 Self.

### Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	74	29.6	29.6	32.8
	Neutral	37	14.8	14.8	47.6
	Agree	112	44.8	44.8	92.4
	Strongly agree	19	7.6	7.6	100.0
	Total	250	100.0	100.0	

The L2 Learning Experience, which is present in the Questionnaire item 21, demonstrates the expectation and interest that students have in regards to English classes. There was an agreement of 44.8 percent (n = 112) and strongly agreeing of 7.6 percent (n = 19) that made the total agreement to 52.4 percent. However, 32.8% (n = 82) remained in disagreement, 3.2% (n = 8) strongly disagreed and 29.6% (n = 74) disagreed, with 14.8% (n = 37) remaining neutral. These results show that the positive expectation and interest of students in English classes have a moderate impact on their level of motivation as a whole, which is in accordance with the opinion of Dörnyei that experiential activities and classroom fun help students learn languages although in general it is less potent compared to the internally motivated Ideal L2 Self.

### Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	47	18.8	18.8	22.0
	Neutral	39	15.6	15.6	37.6
	Agree	134	53.6	53.6	91.2
	Strongly agree	22	8.8	8.8	100.0
	Total	250	100.0	100.0	

Questionnaire Item 22 is the L2 Learning Experience that focuses on the intrinsic enjoyment of English learning among the students. There was an agreement of 53.6 percent (n=134) and a strong agreement (n=22) of 8.8 percent, which marked 62.4 percent responding to the question. On the other hand, 22.0% (n = 55) disagreed, and 3.2% (n = 8) strongly disagreed, and 18.8% (n = 47) disagreed, whereas 15.6% (n = 39) left the neutral choice. Such results imply that the enjoyment of English learning by students moderately predicts their motivation, in line with

Dornyei that intrinsic interest, positive classroom experiences, and environmental factors in combination with the Ideal L2 Self are good predictors of engagement among the learners.

**Q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	79	31.6	31.6	34.4
	Neutral	40	16.0	16.0	50.4
	Agree	111	44.4	44.4	94.8
	Strongly agree	13	5.2	5.2	100.0
	Total	250	100.0	100.0	

Questionnaire Item 23, which represents the L2 Learning Experience, also investigates the interest of the students in receiving additional English lessons at school. The results showed that 44.4% (n = 111) agreed and 5.2% (n = 13) strongly agreed which resulted in 49.6% of the participants agreeing. Conversely, 34.4% (n=86) disagreed, 2.8% (n=7) strongly disagreed and 31.6% (n=79) disagreed and 16.0% (n=40) said neutral. The results indicate that the need to take more English lessons moderately determines the motivation of students in accordance with the framework proposed by Dornyei that classroom engagement and the experiential factors play a smaller but significant role in influencing the motivation of language learning, although less powerful than the Ideal L2 Self.

**Q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	6.0	6.0	6.0
	Disagree	70	28.0	28.0	34.0
	Neutral	36	14.4	14.4	48.4
	Agree	117	46.8	46.8	95.2
	Strongly agree	12	4.8	4.8	100.0
	Total	250	100.0	100.0	

The L2 Learning Experience is to be analyzed in the Questionnaire Item 24 which explores the participation and the enjoyment of the students in English classes according to their perception of the fact that the time flies. Four per cent (n = 117) answered in the affirmative (Agreement) and four point eight per cent (n = 12) responded strongly, making it fifty one point six per cent of the respondents who responded positively. However, 34.0% (n = 85) disagreed, and 6.0% (n = 15) strongly disagreed and 28.0% (n = 70) disagreed, and 14.4% (n = 36) chose the neutral. These results indicate that experiential enjoyment and positive classroom involvement are moderate predictors of students motivation, which is consistent with the framework proposed by Dornyei that learning conditions and experiences play an important role in the motivation of L2 students, although in general not as moderately as the internally directed Ideal L2 Self..

**Descriptive Analysis of Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience**  
**Descriptive Statistics**

	N	Minimu m	Maximu m	Mean	Std. Deviation	Variance
Q1	250	1.00	5.00	3.5080	1.07637	1.159
Q2	250	1.00	5.00	3.5240	1.06488	1.134
Q3	250	1.00	5.00	3.4600	1.01019	1.020
Q4	250	1.00	5.00	3.4960	1.03454	1.070
Q5	250	1.00	5.00	3.5480	1.00185	1.004
Q6	250	1.00	5.00	3.5440	.97358	.948
Q7	250	1.00	5.00	3.4960	1.02282	1.046
Q8	250	1.00	5.00	3.4600	1.06439	1.133
Q9	250	1.00	5.00	3.4560	1.02971	1.060
Q10	250	1.00	5.00	3.4160	1.03500	1.071
Q11	250	1.00	5.00	3.3960	1.03706	1.075
Q12	250	1.00	5.00	3.4720	1.03027	1.061
Q13	250	1.00	5.00	3.3800	.99980	1.000
Q14	250	1.00	5.00	3.4320	1.01662	1.034
Q15	250	1.00	5.00	2.9760	1.10103	1.212
Q16	250	1.00	5.00	3.4280	1.07398	1.153
Q17	250	1.00	5.00	3.2560	1.06725	1.139
Q18	250	1.00	5.00	3.2200	1.12814	1.273
Q19	250	1.00	5.00	3.2440	1.03768	1.077
Q20	250	1.00	5.00	3.4560	.94426	.892
Q21	250	1.00	5.00	3.2400	1.05967	1.123
Q22	250	1.00	5.00	3.4600	.99819	.996
Q23	250	1.00	5.00	3.1760	1.02627	1.053
Q24	250	1.00	5.00	3.1640	1.07598	1.158
Valid N (list wise)	250					

The descriptive statistics indicate that higher secondary schools students demonstrate a generally positive motivation toward English, based on Dörnyei's L2 Motivational Self-System. Across the 24 items, mean scores range from 2.976 (Q15) to 3.548 (Q5), showing moderate to high agreement. Items related to the Ideal L2 Self, such as Q5 (3.548), Q6 (3.544), and Q2 (3.524), have the highest means, suggesting that students are primarily motivated by their internalized vision of themselves as competent English users in future contexts, including international communication, careers, and social recognition.

Ought-to L2 Self items (Q8–Q12) have slightly lower means, from 3.396 (Q11) to 3.472 (Q12), indicating that social expectations and parental pressures provide moderate motivation. L2 Learning Experience items (Q13–Q24) show wider variation, from 2.976 (Q15) to 3.460 (Q22), reflecting moderate influence of classroom environment, engagement, and enjoyment. Items capturing interest and enjoyment, such as Q20 (3.456) and Q22 (3.460), have higher means,



whereas Q15 (2.976), regarding perceived negative consequences of not learning English, has the lowest.

#### 4.1 Findings

The results of this research indicate that the majority of high schools students from Bannu district, in general adopts a positive motivational orientation towards the learning of the English language. In the three elements of L2 Motivational Self-System (L2MSS) developed by Dornyei, Ideal L2 Self has continuously become the most powerful predictor of motivation. The descriptive statistics have shown how the mean scores on items pertaining to the Ideal L2 Self were more significant in comparison to the Ought-to L2 Self and L2 Learning Experience, which implies that the primary force that moves the students to work with the language is their internalized visions of the future academic, professional, and social life that require speaking English effectively. This Ideal L2 Self domination highlights the significance of the personal goal-setting, self-image, and perceived future selves of students as the main factors that help to maintain long-term motivation toward second language acquisition. The findings indicate that students are active in envisioning themselves as proficient speakers of the English language in different daily life situations, such as speaking with foreign students, gaining access to higher learning, and achieving their career goals, and this motivation enhances their dedication to learning the English language.

The research also indicates that the Ought-to L2 Self, which represents the social requirements, parental demands and the pressure of the society in general, has a moderate impact on the student motivation. Though most of the students recognize the need to satisfy such external expectations, the effects of such expectations seem to be of secondary importance to the inner desires that accompany Ideal L2 Self. The evidence indicates that, though the social expectations may make learners participate in language learning to a certain extent, this level of motivation is not durable and internalised as compared to motivation that is based on personal goals. These results can be correlated with the theoretical assumptions of Dornyei (2009), where an external pressure can trigger or strengthen a learning process, and yet, it will hardly result in any long-term and self-sustaining motivation, unless the pressure is supplemented by a clear and attractive picture of the Ideal L2 Self. In the given socio-cultural setting of Bannu, where the family and the society's expectations about the education level are eminent, it is remarkable that intrinsic motivation continues to play the leading part, which is the ability of internalized future self-images to influence the consistent learning behaviour.

Besides internal and societal variables, L2 Learning Experience was also determined as a moderately producing variable in the motivation of the students. The dimension reflects classroom interactions, pleasure in classes, and overall contentment with the learning environment of the students. The results show that students whose classes in the English language are perceived to be interesting, interactive, and enjoyable will tend to have positive motivation. As an example, a large percentage of the participants stated that they anticipate enjoying English classes, that they enjoy learning English, and that they like group-based activities in the classroom.

These positively productive learning experiences do not only lead to the immediate enhancement of student engagement but also to a higher grand motivational orientation because of the creation of supporting and challenging environment that supplements the internalized aspirations. Nonetheless, the inconsistency in reactions also implies that not all students consider the

activities in the classroom exciting, which means that pedagogical gains could be achieved to make the learning experience as motivating as possible. The results indicate that instructional design, teaching strategies, and classroom interactions have a role to play in determining the environmental factor contribution to language learning motivation.

The three-component analysis shows that there is a definite trend: the motivational orientations of the students have their origins in the idea of the desired future self, whereas social obligations and the classroom experience are the facilitating factors. Objects that have the greatest mean scores were associated with the desired goal of students to become fluent in the English language and to apply it both internationally, socially, and professionally. Conversely, those items related to external influences, like the need to fulfill parental expectations or the need to comply with the social norms, the means of which were lower, which means that, though these influences may be noted, and they may be decisive, they are not as strong as the Ideal L2 Self. On the same note, positive experiences in the classroom have a significant role to play in generating motivation, although the role does not seem dominant. The trend is in line with the main assumption of the L2MSS framework suggested by Dornyei, proving that the Ideal L2 Self is the most effective factor in maintenance of the linguistic learning motivation, and external pressures and experiences are secondary but supporting factors.

Additionally, the research points to the interaction between the internalized future-related goals and external factors in determining the motivation of students. The high result of the Ideal L2 Self indicates that the students at higher secondary levels can afford to imagine themselves as effective users of English and internalize the images to help them shape their learning patterns. At the same time, the medium impact of the Ought-to L2 Self and L2 Learning Experience highlights the facilitative role of the social expectations and classroom conditions, thus showing that learners have both intrinsic motivation and the external reward. The descriptive information is also indicative of differences in the students, where some of them are less engaged or even neutral to particular items in the experiential, implying that different students react differently to the classroom conditions, teaching methods or peer interactions in motivation. These points underline the necessity of educators to strike the balance between strategies that induce intrinsic motivation and supportive classroom practices and proper consideration of social expectations.

Comprehensively, the results have given a good insight into the motivational profile of higher secondary schools students in the Bannu district, showing that the inspiration to learn English is highly driven by the internalized future self-image, averagely supported by the social pressure, and also enhanced by positive learning experiences. The findings highlight the relevance of using Dornyei, L2MSS in Pakistani context, which shows how the three elements together influence the learning of English language among students. The Ideal L2 Self prominence implies that self-concept, future prospects, and personal goals of students should be the focus of instructional measures that will ensure increased motivation, and the Ought-to L2 Self and L2 Learning Experience aspects should be used to supplement the efforts aimed at the holistic and supportive learning environment.

### **5.1 Conclusion**

The paper concludes by stating that the motivation of students of higher secondary schools in Bannu district toward learning English is predominantly positive, the main driving factor being the Ideal L2 Self, their internal image of themselves as future proficient users of the English language. The Ought-to L2 Self, that is, the expectations of the social and parental environment,

and the L2 Learning Experience, that is, the classroom performance and pleasure are moderately powerful supporting variables. In general, motivational factors that lead students to strive the most is through their personal goals and future-focused self-concepts, although extrinsic motivation is supported and not overridden by external pressures and positive learning experiences. These results indicate the need to develop positive future identity images and interesting supportive classroom settings to maintain longer-term language learning.

### 5.1 Recommendations

This research sheds light on several possible recommendations to enhance the English language learning motivation of higher secondary schools students. As ideal L2 self, is identified as the most influential motivational component in this study. The other two components of L2MSS need considerable attention. In the Ought to L2 self, if students are learning English because of family pressure, societal influence, job obligations or learning English to get better marks, teachers should familiarize students with the importance of learning English, such as that it is a global language or that it helps in academics. This will directly change their expectations from fear-based to supportive. Similarly, there are several possible ways that teachers should be employed to enhance the L2 learning experience of higher secondary schools students, such as designing interesting, pleasant, and meaningful classroom activities that foster active participation, cooperation, and peer learning.

For future research Longitudinal research could be conducted to track down the changes in their motivation, as these students are at developmental stage. The interaction of the Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience over long periods of time and in reaction to changing social and academic contexts may be better understood through such research.

Moreover, adopting mixed-methods approaches, such as interviews and classroom observations, can both provide richer qualitative insights to complement quantitative findings.

These techniques will enable researchers to investigate the intricate interactions between learning experiences, societal pressures, and intrinsic motives that influence individual motivation, providing insightful information for teachers hoping to promote long-term language learning engagement. By putting these suggestions into practice, educators, researchers, and legislators may create evidence-based plans that improve students' English language skills and promote their long-term academic achievement, personal growth, and employment prospects.

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