

Language, Opportunity, and the Digital Age: The Role of External Motivation in English As a Second Language (ESL)**Dr. Vidhya.L**

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Abstract— This article explores the role of external motivation in Second Language Acquisition (SLA), particularly emphasising English As a Second Language (ESL). External motivation refers to factors that have no immediate interest or enjoyment for a student, such as career paths, educational requirements, social inclusion, and economic opportunities. Internal motivation is widely recognized in SLA research, but external motivators are becoming increasingly important in a globalized context, especially as English becomes the dominant language for international communication, business, and academia. This article is based on a new study that aims to examine how socio-cultural, educational, and economic factors affect students' language acquisition processes and shape students' attitudes, learning behaviors, and outcomes. This takes into account how English technology is often determined by external orders such as the need for job mobility, access to higher education, migration to English-speaking communities, or the need for social inclusion. The article also highlights the role of digital technology, the impact of media, and the changing economic environment in raising external incentives for learning English. Given the modern motivational theory, including self-determination theory (SDT) and an integrated tool model for motivation, this paper shows how external motivations not only complement but also support the language acquisition process. The findings highlight the growing importance of harmonising education policies, curriculum development and learning environments with these motivating externalities to improve the effectiveness of language learning. Finally, this article promotes a holistic approach that includes such intrinsic and extrinsic motivators to foster more meaningful and sustainable language learning experiences in today's interconnected world.

Keywords: External Motivation, English, Socio-Cultural Factors, Educational Factors, Economic Factors, Language Proficiency

I. Introduction

Second language acquisition (SLA) is a complex process influenced by cognitive, emotional, social, and environmental factors. Among these, motivation is widely recognised as one of the strongest predictors of successful language learning. Earlier research mainly focused on intrinsic motivation, which comes from personal interest, enjoyment, curiosity, or satisfaction gained from learning a new language (Edward L. Deci & Richard M. Ryan, 1985; Robert Gardner, 1985). Learners with strong intrinsic motivation often show greater persistence, deeper engagement, and long-term commitment. However, recent studies have shown that external motivation also plays an important role in shaping language learning behaviour.

External motivation refers to factors outside the learner's personal enjoyment of the task. These include career opportunities, academic requirements, migration goals, social prestige, family expectations, and the need to participate in a globalised world. In the context of English as a Second Language (ESL), such motivations are especially significant because English has become the dominant language of international communication in business, higher education, science, technology, and media. Therefore, many learners pursue English proficiency not only for personal development but also to gain access to wider educational and professional opportunities. Globalisation has further increased the practical value of English. In many countries, English proficiency is associated with improved employability, upward mobility, and academic success. Reports indicate that more than 1.5 billion people worldwide are currently learning English, with many motivated by career advancement, access to information, and international mobility (British Council, 2020). In emerging economies such as India, China, and Brazil, English competence is often viewed as an advantage in competitive labour markets. Strong communication skills in English can also improve career growth and salary prospects. Recent motivational theories have provided deeper insight into how external motivation supports language learning. Self-Determination Theory explains that motivation exists on a continuum from autonomous motivation to externally controlled behaviour. Although intrinsic motivation often leads to stronger long-term outcomes, external goals can also produce meaningful engagement when learners view them as personally valuable. Another major development is the rapid growth of digital technology. Online platforms, mobile applications, streaming services, video games, and social media have transformed how learners encounter and practise English beyond formal classrooms. Exposure to authentic language through digital environments can improve confidence, motivation, and retention. Platforms such as YouTube, TikTok, Instagram, and podcasts allow learners to engage with English in real-life and meaningful contexts. Given these changes, understanding the role of external motivation has become essential for researchers and educators. External influences now shape learners' goals, attitudes, and persistence throughout the learning journey. Therefore, this review paper examines how socio-economic, educational, technological, and cultural factors motivate individuals to learn English as a second language and how these factors affect learner engagement, strategy use, and language proficiency in the digital age.

II. THEORETICAL FRAMEWORK

Motivation has long been recognised as a central factor in second language acquisition (SLA), influencing learners' persistence, effort, engagement, and overall achievement. Over the years, researchers have developed several theoretical models to explain why individuals choose to learn a second language and how different forms of motivation affect the learning process. Early studies largely emphasised internal sources of motivation, particularly learners' personal interest, enjoyment, and positive attitudes toward the target language and its speakers (Gardner, 1985). These internal drives were considered essential for sustained learning and long-term success. However, contemporary perspectives suggest that motivation in SLA cannot be fully understood through intrinsic factors alone. Language learning often occurs within broader social, educational, and economic contexts where external pressures and opportunities strongly shape learners' goals. As a result, more recent frameworks highlight the interaction between intrinsic motivation and external influences such as career advancement, academic achievement, migration opportunities, family expectations, and participation in global communication networks (Ryan & Deci, 2000; Dörnyei, 2001).

This shift in perspective reflects the changing status of English in the modern world. Because English functions as an international language in education, commerce, science, and digital communication, many learners are motivated by practical benefits rather than personal enjoyment alone. In such contexts, external motivation becomes an important driver of language learning behaviour. Learners may begin studying English to pass examinations, qualify for employment, access higher education, or improve their social mobility. These external goals can significantly influence the intensity of effort learners invest and the strategies they adopt during the learning process. Theoretical approaches such as Self-Determination Theory, Gardner's Socio-Educational Model, and Dörnyei's L2 Motivational Self System provide valuable explanations for how motivation operates in language learning. Together, these models demonstrate that intrinsic and extrinsic motivations are not separate or opposing forces; rather, they often interact dynamically throughout the learner's journey. External motives may initiate language study, while internal satisfaction and personal identity may sustain continued progress. Therefore, understanding the theoretical foundations of motivation is essential for examining the role of external factors in English as a Second Language (ESL) learning. These frameworks offer insights into how social environments, institutional demands, and individual aspirations combine to shape language acquisition outcomes in contemporary settings.

III. INTEGRATIVE AND INSTRUMENTAL MOTIVATION

One of the most foundational models in SLA motivation is Gardner's Socio-Educational Model (Gardner, 1985), which distinguishes between integrative motivation and instrumental motivation. Integrative motivation refers to the desire to learn a language to integrate into the culture of the target language community, whereas instrumental motivation is driven by pragmatic concerns, such as securing a job, advancing academically, or meeting immigration requirements.

Integrative Motivation: This type of motivation is often linked to personal growth and cultural appreciation, with learners motivated by the desire to interact with native speakers and understand the target language's culture (Gardner, 1985). While integrative motivation has historically been considered ideal for long-term engagement in SLA, research has increasingly recognized that in today's interconnected world, the distinction between integrative and instrumental motivation is not always clear-cut. For example, many learners view English as a gateway to both cultural understanding and career advancement, blurring the lines between the two types of motivation (Cheng, 2017). **Instrumental Motivation:** Instrumental motivation refers to the pursuit of language proficiency for utilitarian purposes, such as achieving better job prospects or gaining access to higher education. As English has become the dominant language in global commerce and academia, instrumental motivation has become a predominant driver for SLA. In many parts of the world, English proficiency is considered essential for upward social mobility and access to international markets (Graddol, 2006). Recent studies have found that instrumental motivation, such as the need for language skills to meet educational or professional goals, can lead to significant language gains, particularly when learners recognise the immediate practical benefits of English (Liu & Zhang, 2021).

IV. SELF-DETERMINATION THEORY (SDT)

Self-Determination Theory (SDT), proposed by Edward L. Deci and Richard M. Ryan, provides one of the most influential frameworks for understanding motivation in education and second language acquisition. Rather than viewing motivation as a simple division between intrinsic and extrinsic types, SDT presents motivation as a continuum that differs according to the degree of personal autonomy and self-regulation involved (Deci & Ryan, 1985). This perspective is particularly useful in explaining why some externally motivated learners achieve strong outcomes while others lose interest quickly. At one end of the continuum is intrinsic motivation, where learners engage in an activity because they find it enjoyable, interesting, or personally satisfying. In language learning, intrinsically motivated students may study English because they enjoy communicating with others, exploring new cultures, or mastering linguistic skills. Such learners are often associated with sustained effort, curiosity, and deeper engagement. At the other end lies extrinsic motivation, in which behaviour is guided by outcomes that are separate from the activity itself. However, SDT emphasises that not all forms of extrinsic motivation are the same. Some are highly controlled by outside forces, whereas others are more self-endorsed and personally meaningful. To explain these differences, SDT identifies several forms of regulation within extrinsic motivation. Extrinsic Motivation and SLA: Recent research on SDT has shown that extrinsic motivation can be highly effective in SLA, particularly when external factors align with learners' personal values and long-term goals. For example, Baker and MacIntyre (2020) found that learners who viewed English proficiency as a means of improving their quality of life or securing a better job were more likely to engage in and persist with language learning, even in challenging contexts.

V. SOCIO-CULTURAL THEORY AND MOTIVATION

Sociocultural theory, particularly the work of Vygotsky (1978), also offers valuable insights into the role of motivation in SLA. According to Vygotsky, language acquisition is not just a cognitive process but a social activity deeply influenced by the learner's environment. This theory emphasises the role of social interaction and cultural context in motivating language learners. Social Identity and Language Learning: As English has become the dominant global language, many learners are motivated to acquire it as a means of participating in the global community and enhancing their social identity (Norton, 2000). In multicultural societies or when learners interact with diverse groups, the acquisition of English often becomes tied to their sense of belonging or social integration. Studies show that learners who are motivated by the desire to fit into a global community or achieve social integration in English-speaking environments tend to have higher levels of engagement in language learning (Norton, 2000). This aspect of motivation aligns with the concept of integrative motivation but also emphasises the role of social identity and group affiliation in the language learning process.

VI. RECENT DEVELOPMENTS: DIGITAL TECHNOLOGIES AND GLOBALISATION

The rise of digital technologies and globalisation has significantly reshaped the landscape of SLA, further influencing external motivation. Extramural language learning, which refers to learning a language outside formal education settings through media, social interactions, or online platforms, has become an increasingly important factor in motivating language learners. According to Vandergrift (2019), exposure to English-language media, including social media, online courses, and streaming platforms, provides learners with authentic contexts for language practice, often reinforcing their intrinsic and extrinsic motivations simultaneously. Digital Media and Motivation: In today's digital age, English proficiency is often driven by the accessibility and prevalence of online content. Learners are not only motivated by practical considerations like employment or education but also by the desire to engage with global media and participate in online communities. Studies have shown that digital environments, such as YouTube, LinkedIn, and online gaming, offer new opportunities for SLA that go beyond traditional classroom learning, thus providing both extrinsic and intrinsic motivation (Dörnyei, 2020).

Globalisation and Economic Motivators: The increasing economic necessity of English proficiency in the global labor market has reinforced instrumental motivation. According to the British Council (2020), English is considered a critical skill for accessing better employment opportunities, especially in emerging markets where globalization has spurred the demand for bilingual professionals. In countries like India, China, and Brazil, English proficiency is often a requirement for higher-paying jobs and promotions, leading many learners to pursue English for purely economic reasons.

The theoretical frameworks discussed—Gardner's Socio-Educational Model, Self-Determination Theory, and Sociocultural Theory—provide complementary perspectives on how external motivations shape second language acquisition. While intrinsic motivations remain a vital aspect of the language learning process, external motivations, driven by socio-cultural, educational, and economic factors, have become increasingly influential. The evolving role of digital media and the increasing global demand for English proficiency further reinforce the significance of external motivators in SLA. Future research should continue to explore how these external factors interact with learners' personal goals and socio-cultural identities to create more effective and sustainable language learning experiences.

VII. SOCIO-CULTURAL FACTORS

Socio-cultural factors play a crucial role in shaping learners' motivations to acquire English, particularly in contexts where English is not the native language. The social environment, including the presence of English-speaking communities, media exposure, and peer interactions, influences how learners perceive the utility of the language and their willingness to engage in its acquisition. Cultural Integration and Identity: For many learners, especially those in migrant or multicultural settings, English represents a key to social integration and participation in broader social and cultural spheres. Studies have shown that when learners perceive English as a tool for cultural and social integration, they are more likely to engage in language learning. In communities with a strong presence of English-speaking populations, learners often feel motivated to acquire the language to improve their social standing or gain access to cultural experiences (Norton, 2000).

Media and Technology: In the digital age, exposure to English-language media (e.g., movies, television, social media, video games) serves as a significant external motivator for learners. The ubiquity of English-language content in media and entertainment has increased the perceived value of English proficiency, especially among younger generations. This exposure not only strengthens learners' language skills but also reinforces the idea that proficiency in English is a gateway to global citizenship and cultural participation (Davis, 2013).

VIII. EDUCATIONAL FACTORS

Educational environments also provide powerful external motivations for second language learners. From formal school curricula to informal language learning platforms, the educational context significantly influences the attitudes and behaviors of language learners.

Academic Requirements: In many countries, English proficiency is a requirement for academic success. For example, in countries like China, India, and many European nations, English is a mandatory subject in schools, and passing English exams is a key to advancing in the education system (Kormos, 2014). External academic pressures—such as the need to pass standardized tests like the TOEFL or IELTS—are significant motivators for learners to invest time and effort in language acquisition.

Higher Education and Career Opportunities: English proficiency is often a prerequisite for admission to top-tier universities and for pursuing advanced degrees in fields such as science, business, and technology. As English has become the dominant language of academia and research, students in non-English-speaking countries are motivated to learn the language to access global knowledge and to participate in the international academic community (Heller, 2007).

Educational Policies: Government policies and educational reforms that prioritize English instruction can also serve as external motivators for language learners. In countries with official bilingual policies or where English is promoted as a global language, students are often incentivized by scholarship opportunities, international exchanges, and career advancement prospects (Wong, 2014).

IX. ECONOMIC FACTORS

Economic motivations are perhaps the most universally recognized drivers of second language acquisition. In an increasingly globalized economy, English is often seen as the key to better job opportunities, higher wages, and upward social mobility.

Employment Opportunities: English proficiency is widely regarded as an essential skill in the global labor market. Multinational corporations, international organizations, and global industries often require employees who are proficient in English to facilitate communication, negotiations, and access to global markets. As a result, many learners are motivated to acquire English to enhance their employability and secure well-paying jobs (Graddol, 2006).

Global Mobility: For individuals seeking to migrate to English-speaking countries, learning English is often a practical necessity. Many migrants learn English to pass immigration tests, secure jobs, and integrate into society. In these contexts, the instrumental motivation of economic gain or social mobility provides a strong incentive for learners to invest in their English language education (Chiswick & Miller, 2008).

Economic and Social Capital: Learning English can also be seen as a form of social capital—a valuable asset that enables individuals to access social networks, gain respect, and improve their standard of living. The link between economic success and English proficiency has led many governments and institutions to emphasize English as a tool for national economic development, particularly in countries where English is not the first language.

Second language acquisition, particularly of English, is deeply influenced by external motivations, including socio-cultural, educational, and economic factors. While intrinsic motivations certainly contribute to language learning, external factors such as career aspirations, academic requirements, and social integration

needs play a crucial role in shaping learners' attitudes, goals, and engagement with the language learning process.

Understanding these external motivators is essential for educators, policymakers, and language learners themselves. Educational programs that align with learners' external motivations—whether through career-focused language courses, academic English preparation, or integration-focused community initiatives—can enhance the effectiveness of language learning. Moreover, recognizing the economic and socio-cultural forces that drive language acquisition can help create more inclusive, context-sensitive language education policies that cater to the diverse needs of second language learners in a globalised world.

X. CHALLENGES AND OBSTACLES IN ENHANCING SECOND LANGUAGE ACQUISITION THROUGH EXTERNAL MOTIVATION

In the digital age, opportunities to improve second language acquisition (SLA), especially English learning, have increased through online platforms, mobile applications, and global communication networks. However, several barriers still limit the effectiveness of external motivation in language learning. These challenges arise from socio-cultural and educational factors and must be addressed to achieve better learning outcomes.

1. Socio-Cultural Barriers: Although digital technologies provide wider access to English, not all learners benefit equally. Social identity, economic background, and access to resources strongly influence participation in language learning (Bonny Norton, 2000).

Limited Access: Learners from rural or disadvantaged communities may lack stable internet connections, devices, or financial resources for paid learning tools. This digital divide reduces opportunities to practise English through online content, virtual interaction, or language apps (Kohn, 2020).

Cultural Discomfort: Much online English content reflects Western cultural values, which may not align with learners' local identities or experiences. As a result, some learners may feel disconnected or less motivated to engage with the language. Cultural relevance is important because language learning is closely linked to identity and social meaning (Claire Kramsch, 2009).

2. Educational Challenges: Despite the growth of digital resources, many educational institutions still face difficulties in using technology effectively for SLA.

Lack of Teacher Training: Teachers may not receive sufficient training to integrate digital tools into language teaching. Without proper guidance, technology may be used inefficiently, reducing its motivational and educational value (Zoltán Dörnyei, 2020).

Quality of Digital Content: Not all language-learning platforms provide meaningful learning experiences. Some applications focus more on entertainment or gamification than on communication skills and deep language development, which can limit long-term progress (Hampel, 2021).

Overload and Fragmentation: The large number of available apps, websites, and online resources can overwhelm learners. Too many choices may create confusion and reduce consistency in learning, leading to frustration or disengagement (Hockly, 2018).

XI. DIGITAL DIVIDE AND TECHNOLOGICAL ACCESSIBILITY

The digital divide continues to be a major obstacle to equal language learning opportunities. Although digital tools can expand access to education, many learners still face unequal access to technology across regions and socio-economic groups (Puentedura, 2013).

Infrastructure Issues: In rural or low-income communities, reliable internet access and digital devices such as smartphones, laptops, or tablets may be limited. Without these basic resources, learners cannot fully benefit from online platforms, language applications, or virtual learning environments that support English acquisition (Selwyn, 2020).

Language Accessibility: Another challenge is that many digital platforms provide content mainly in English with limited support in learners' first languages. Insufficient multilingual guidance can increase cognitive difficulty, create confusion, and reduce learner confidence. As a result, some learners may lose motivation or discontinue language study (Dooly, 2017).

XII. PSYCHOLOGICAL AND MOTIVATIONAL OBSTACLES

Even when strong external motivations exist, learners may still experience psychological barriers that slow progress in second language acquisition (SLA). Motivation is most effective when learners view language study as meaningful and personally relevant (Edward L. Deci & Richard M. Ryan, 2000).

External Pressure and Burnout: Digital platforms that depend heavily on rewards, streaks, badges, or competition may create pressure rather than genuine interest. Learners may focus only on completing tasks for rewards instead of developing real language ability. Over time, this can lead to stress, frustration, and burnout (Chou, 2018).

Isolation and Lack of Interaction: Although online learning offers communication through forums or social media, the absence of face-to-face interaction may reduce learners' sense of connection and support. Social interaction plays an important role in language development, and limited human engagement can make learning feel isolated (Lev Vygotsky, 1978).

Cognitive Overload and Multitasking: Digital environments often expose learners to multiple apps, notifications, and distractions. Constant switching between tasks can reduce concentration and memory processing, making language learning less effective (Kalyuga, 2020).

XIII. ETHICAL AND PRIVACY CONCERNS

As language learning increasingly shifts to digital platforms, concerns related to privacy, data security, and ethical use of technology have become more important. Many language-learning applications collect personal information to personalise learning experiences, raising questions about how user data is stored, shared, and protected (Van Dijk, 2020). Privacy and Trust: When learners are uncertain about how their personal data is used, they may lose trust in digital platforms. Reduced trust can lower participation, engagement, and motivation in online language learning environments.

Ethical Use of Educational Technology: Learners should be clearly informed about data collection practices, consent procedures, and the purpose of personalised learning systems. Transparent and ethical policies are essential for creating safe and supportive digital learning spaces.

Overall Conclusion: Although the digital era provides valuable opportunities for second language acquisition through external motivators such as career growth, educational advancement, social connection, and access to global resources, several obstacles remain. Socio-cultural barriers, weak pedagogical integration, limited technological access, psychological challenges, and privacy concerns can reduce the effectiveness of digital learning environments.

Addressing these issues requires a balanced approach that combines technology with inclusive policies, teacher support, learner well-being, and ethical standards. By overcoming these barriers, the digital age can become a powerful force for improving motivation and success in English language learning.

XIV. SOCIO-CULTURAL FACTORS AND EXTERNAL MOTIVATION IN THE DIGITAL ERA

Socio-cultural factors have long been recognized as significant drivers of motivation in SLA. According to Vygotsky's sociocultural theory, language learning is a social process shaped by interactions with others, and motivation is closely tied to learners' desire to belong to particular social groups or communities (Vygotsky, 1978). In the context of the digital era, these factors have been magnified by the global reach of the internet and social media. Platforms like Facebook, Instagram, Twitter, LinkedIn, and YouTube have not only increased opportunities for social interaction but have also made English the default language of global communication. Learners around the world are increasingly motivated to learn English to engage in social networks, access cultural content, and participate in global conversations. For instance, digital spaces offer learners the chance to engage with international peers, participate in discussions on global issues, and consume English-language media—thus providing an ongoing context for extramural language learning (Vandergrift, 2019). The desire to be part of these global communities acts as a powerful external motivator. Learners often see English proficiency as the key to integrating into these larger digital communities, reinforcing integrative motivation (Gardner, 1985). The use of English in online gaming, social media interactions, and virtual communities further enhances the desire to learn English, as learners can see tangible social benefits from language proficiency.

Moreover, the growing importance of digital literacy has made English a requisite skill for social mobility. In regions where English is considered a lingua franca, particularly in global cities or through participation in international events, learners are driven by the necessity to communicate effectively in digital environments. As a result, learners are increasingly motivated to acquire English to foster social relationships, enhance their digital presence, and become part of a larger cultural or professional network (Norton, 2000).

XV. EDUCATIONAL FACTORS AND EXTERNAL MOTIVATION IN THE DIGITAL ERA

Educational factors strongly influence external motivation in second language acquisition (SLA). In many countries, English proficiency is essential for admission to universities and for success in fields such as science, technology, medicine, and business. As higher education becomes increasingly globalised, English is widely used as the medium of instruction, making it an important requirement for academic progress and international opportunities (Sjöholm, 2020). The digital era has strengthened this motivation by expanding access to online learning. Platforms such as Coursera, edX, Duolingo, and Khan Academy provide English-based courses, certifications, and skill development opportunities. Many learners are motivated to improve their English in order to complete these courses, earn recognised credentials, and enhance their academic or professional profiles (Zoltán Dörnyei, 2020). In addition, digital tools such as language-learning apps, interactive websites, and virtual exchange platforms offer flexible and personalised learning experiences. These tools allow learners to practise speaking, listening, reading, and writing according to their own pace and goals. AI-supported platforms such as Rosetta Stone and Babbel adapt lessons to learner needs, helping sustain motivation and long-term engagement (Liu & Zhang, 2021).

XVI. THE ROLE OF DIGITAL ENVIRONMENTS IN ENHANCING EXTERNAL MOTIVATION

Digital environments have become one of the strongest external motivators for English learners in the modern world. The internet provides easy access to English-language movies, television, music, podcasts, news, and educational content. This constant exposure offers authentic language input, which is important for language development. According to Stephen Krashen's Input Hypothesis, learners develop language skills when they receive understandable and meaningful input (1985). Learners can engage with English by watching films with subtitles, listening to podcasts, reading online articles, or following international media. These activities make learning more enjoyable and closely connected to real-life interests. Social media has also increased opportunities for language learning. Platforms such as YouTube, TikTok, Skype, and Zoom allow learners to access tutorials, communicate with others, and practise English in real time. Interaction with native speakers and global communities can improve confidence, fluency, and motivation. Another important feature of digital learning is gamification. Platforms such as Duolingo and Memrise use rewards, progress tracking, challenges, and daily goals to encourage regular practice. By making language learning interactive and enjoyable, these tools help learners remain motivated and consistent in their studies.

XVII. CONCLUSION

In conclusion, the digital era has significantly transformed second language acquisition, especially in English, by amplifying external motivations through socio-cultural, educational, and technological factors. The increased global use of English, the availability of online learning platforms, and the pervasive influence of social media and digital media content have created an interconnected, accessible environment that fosters both integrative and instrumental motivations for English learning. As English continues to serve as a global bridge in education, business, and culture, the digital era provides a powerful context for learners to acquire and refine their language skills. Understanding how digital environments enhance external motivation can help educators and policymakers design more engaging and effective language learning experiences that align with learners' goals, interests, and digital realities.

Declaration of the Use of AI: The authors declare that artificial intelligence (AI) tools were used only to assist with language editing, grammar improvement, paraphrasing, and manuscript organisation during the preparation of this review paper. All intellectual content, interpretation, critical analysis, and final approval of the manuscript were performed by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the submitted work.

Appendix Appendix Title: Supplementary materials related to this review paper may be included here, such as additional tables, figures, search strategies, summary charts, or extended reference lists, if required by the journal. Since this manuscript is a review article, no additional appendix data are currently provided.

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