

Factors Influencing Motivation in Learning English as a Second Language among TVET Undergraduates

Teh Zanariah Mohd Raus¹, Noor Aireen Ibrahim², Kew Si Na³

¹Pusat Pembelajaran Bahasa, Universiti Teknikal Malaysia Melaka, Hang Tuah Jaya, 76100, Durian Tunggal, Melaka, ^{1,2,3}Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, 81310 Johor Bahru, Johor
Corresponding Author Email: tehzanariah@utem.edu.my

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Abstract

Mastering in the English language is important in meeting industrial demands and enhancing the employability of Technical and Vocational Education and Training (TVET) undergraduates. As non-native speaker of English, one of the challenges faced by Malaysian undergraduates is lack of motivation in acquiring English as a second language. Motivation is one of the psychological factors that plays a major role in determining a successful language learning. Even though studies on second language motivation have been extensively conducted worldwide, the empirical research that focuses on Malaysian technical undergraduates' motivation in learning English is still lacking. This study aims to identify the predictors of English language learning among TVET undergraduates. A quantitative research design was employed using survey method that involved 353 TVET undergraduates at Universiti Teknikal Malaysia Melaka (UTeM). The data were analysed using percentage, mean and standard deviation. The findings revealed that cultural interest was the most influential motivational factor while *family influence* emerged as the least influential factor in learning English among TVET undergraduates. This study may serve as a guideline for the lecturers and education policymakers to enhance understanding of Malaysian undergraduates' motivation in learning English specifically at technical universities.

Keywords: TVET Education, TVET Undergraduates, Second Language Learning, Motivation, L2 Motivational Theories

Introduction

Technical and Vocational Education and Training (TVET) emphasize on job opportunities and industrial practices. Thus, it has a pivotal role in the era of globalisation. TVET students are always seen as a catalyst to promote economic growth and to develop skilled workforce. The establishment of TVET institutions is not only to prepare students for industrial demands but

also to produce future employees who can contribute effectively to nation development. The TVET institutions comprise of TVET schools, vocational colleges, polytechnics, community colleges and technical universities that provide practical skills and vocational trainings needed to help the students prepare their specific future careers. In this regard, TVET undergraduates are expected to master the technical knowledge and develop strong communication skills. Based on Zhou (2020), being proficient in English would give the undergraduates with an advantage when applying for future employment, as most of the positions require a candidate to be fluent in English. Due to the demand for English proficiency in various technical fields, it is crucial to understand the factors that motivate TVET undergraduates to learn English. This target language is significant for technical students as technical and scientific fields are conducted in English.

In addressing the need for TVET undergraduates to be competent in performing task at workplace, the ability to communicate in English is an essential skill that TVET students must acquire, ideally, during their tertiary education or before entering the workforce. Geide-Stevenson (2018), Neumann et al. (2019) and Nam et al. (2020) mentioned that learners' ability to communicate in spoken and written English has been shown to impact their academic success and ability to secure employment in this digital era. English language serves as the medium of communication and the language used in knowledge transfer in many Asian countries such as Brunei, China, Indonesia, Iran, Japan, Malaysia, Pakistan, and Singapore. In these countries, mastering the English language is essential for graduates or young people entering the job market.

In Malaysia, English has become the second language, and it is compulsory to be taught at schools and universities. Due to this status, the Malaysian education system emphasizes that students must be proficient in English. Learning a second language can be very challenging for some learners, and this can affect their motivation to learn. A study conducted by Ahmad Yasruddin et al. (2010) revealed that Malaysian engineering students' ability to use the English language was low. Their inability to present effectively during meetings at the workplace as well as to write competent reports, can cause a delay in completing the tasks given by the employers. Similarly, a study involved 279 respondents at three Kolej Kemahiran Tinggi Mara (KKTM) in Malaysia found that the technical students had low English proficiency level (Mat Yusof et al., 2017). In addition, Gardner (2006), Taguchi et al. (2009), and Prasangani (2014) have revealed some reasons that motivate learners to be successful in learning English. Apart from attitudes, anxiety, and learning experience, motivation is the main reason to learn English successfully (Rafika, 2020).

In second language learning context, it is crucial to study the motivational factors towards English language learning among TVET undergraduates. It helps to tailor the language needs as TVET undergraduates have specific requirements in using English such as to do product presentation. TVET undergraduates require strong English proficiency for employability, yet their motivation often differs from that of traditional university students, being more career- and practicality-oriented (Mohd Zin & Yunus, 2020; Vigren, 2022). When TVET undergraduates are proficient in using English, they become motivated thus boost their confident level. Moreover, motivation plays an important role to support career development among TVET undergraduates thus provides them more job opportunities in TVET sectors. By understanding what motivates TVET undergraduates to learn English, it also promotes active

participation in class which improves their communication skills too. Understanding motivation also assists the language instructors to adopt an effective teaching strategy. Pearson (2021) stated L2 motivation informs targeted pedagogical interventions that enhance English for Specific Purposes (ESP) delivery and ensure graduates' readiness for the global labour market. Overall, exploring L2 motivation in learning English among TVET undergraduates provides valuable insights to tailor the language needs, support career development, promote active participation and adopt effective teaching strategy.

Studies in L2 motivation are crucial in revealing which motivational factor has the most influence on language learning, from the learner's background, environment, education level and learner's personality. However, there is still a lack of research on second language motivation that specifically examines the factors that motivate Malaysian TVET undergraduates to learn English. The industries have raised concern on the TVET undergraduates' level of proficiency (Suhaili & Mohamad, 2021) as the ability to communicate in English is one of the requirements in hiring TVET graduates. Therefore, the objective of this study is to identify the motivational factors in learning English as a second language among TVET undergraduates. Being aware of which factors have the most significant influence on students' motivation to learn English, will assist the English instructors to improve teaching methods and provide a suitable teaching materials for TVET undergraduates in acquiring the language successfully.

Literature Review

Motivation

In second language (L2) learning, motivation is frequently regarded as one of the most complicated concepts due to its multifaceted constructs (Dörnyei & Ushioda, 2012). Motivation becomes a multifaceted construct because it comprises of other interconnected factors such as confidence, interest, goals, encouragement and learning environment to influence language learning. Gardner (2000) and Oxford et al. (1996) define motivation as a vital factor in influencing the success of second language learning. This means that motivation is essential to encourage an individual to learn a target language. Similarly, Harmer (2001) views motivation as an internal factor that forces someone to do something to achieve a goal. Motivation is also defined as a spark for a learner to learn L2 and to maintain learning the L2 for a long period continuously (Dörnyei, 1998, p.117). From the social-psychological perspective, motivation is viewed as how individuals show effort and struggles to learn English because they enjoy learning the language (Gardner, 1985, p.10). Since there are many definitions of motivation in second language learning, it can be understood that motivation is a strong feeling or eagerness that inspires learners who wish to learn English to achieve their goal in language learning. When learners are motivated to learn a language, they will show passion and willingness to work hard to master the target language.

L2 Motivational Theories

The L2 motivational theories have undergone four phases of theoretical evolution. Due to the multifaceted constructs, different scholars have highlighted the different aspects of L2 motivation as below:

The Social Psychological Period (1959-1990)

Gardner and Lambert (1972) introduced the integrativeness concept that emphasized social context and attitude as the strong factors in L2 learning. Based on this perspective, learners become more motivated to learn a second language when they have genuine interest in communicating with the L2 community and to be integrated into the L2 culture.

The Cognitive-Situated Period (during 1990s)

Crookes and Schmidt (1991) shifted the social psychological perspective to cognitive-situated perspective. It focused on understanding learners' motivation based on cognition (mental processes). It highlighted that motivation is influenced by specific learning contexts like classroom, task type, syllabus, and instructor.

The Process-Oriented Period (late 1990s and early 2000s)

Dörnyei and Ottó (1998) developed a process model that focuses on motivation as a dynamic process, and changes over time based on various factors. The process model introduced three main stages of motivated behaviour namely pre-actional stage (setting goals and forming intention to learn), actional stage (engagement in the learning process, maintaining motivation) and post-actional stage (reflecting on achievements and setbacks, leading to future motivational orientations).

The Socio-Dynamic Period (2000s-present)

Dörnyei and Ushioda (2009) introduced a more dynamic and complex self-motivation approach known as L2 Motivational Self-System (L2MSS). This approach emphasizes the reasons for learning L2 based on learner's self-concept. L2MSS comprises of three components which are ideal L2 self (the vision of oneself as a successful L2 speaker), ought-to L2 self (the attributes one believes they should possess to meet expectations) and L2 learning experience (immediate learning environment and experiences).

Research in L2 Motivation

Many researchers have carried out studies that investigate on the factors that motivate learners to learn English as a second language. Different learners are influenced by different motivational factors. Some learners are instrumentally and extrinsically motivated in learning English while others are influenced by various motivational factors such as integrativeness, family influence, cultural interest and ideal L2 self.

Azar and Tanggaraju (2020) conducted a study that involved 150 undergraduates of Bachelor in Teaching English as a Second Language (TESL) at a private university in Malaysia. The study revealed that the TESL undergraduates were instrumentally motivated towards learning English. They learnt English to pass an exam, and to graduate from the university. Thus, Gardner et al. (1983) mentioned instrumental motivation is learning a language for practical or utilitarian purposes. This means that English language is used as an instrument to achieve learners' specific goals. In contrast, a study conducted on 72 engineering students at the Technical University of Madrid found that the Spanish engineering students were extrinsically motivated to learn English for academic success and job promotion (Bobkina & Fernández de Caleyá Dalmau, 2012). Thus, extrinsic motivation refers to learning English to attain external rewards or to avoid negative outcomes.

Dörnyei and Clément (2001) conducted a study involved 4765 of primary school pupils in Hungary and the findings indicated that integrativeness, instrumentality, direct contact with L2 speakers, and vitality of the L2 community were among the strong reasons for learning English. Similarly, Mori and Gobel (2006) found that integrativeness was the contributing factor to learn English among university students. They learnt English to communicate with the L2 community and to gain a deeper understanding of the L2 speakers' cultures. Hence, learners who are integratively motivated, learn a language because they want to integrate with the culture, people, or community of the target language.

Previous studies also indicated that family influence played an important role towards second language learning. Nguyen (2019) reported that 61 mothers and 65 fathers from 371 students who participated in the study, were able to speak English. The findings also found the students were motivated to learn English due to parental English ability. This means when parents have positive attitude in using English, the learners are indirectly become motivated to learn the language. In second language learning context, family influence includes parental role in encouraging or discouraging English learning, providing a learner the opportunities and resources to learn English and acting as role models in using the language. Learners' motivation and family influence are also evidenced in a study by Shih and Chang (2018) among Taiwanese high school students in which family influence played a significant role in affecting learners' future self-guides.

On the other hand, a study conducted by Bobkina and Fernandez de Caleyá Dalmau (2012) revealed that cultural interest also influenced the engineering undergraduates at the Technical University of Madrid to learn English. The findings indicated that majority of the engineering undergraduates showed their interest towards different aspects of English-speaking culture such as music, movies, and science issues. Meanwhile, Kim & Kim (2014) conducted a study among Korean EFL students and found that the ideal L2 self had a positive impact on learning English. This means when a learner imagines himself as a fluent English speaker in future, the ideal L2 self becomes a strong factor in motivating him to learn English confidently.

Methodology

Research Design and Participants

A quantitative research design was utilized in this study. The respondents involved were among 353 of third-year undergraduates who pursued degree programmes at Universiti Teknikal Malaysia Melaka (UTeM). As depicted in Table 1, the respondents comprised of 205 male (58.1%) and 148 female undergraduates (41.9%). A purposive sampling was employed in this study to provide the required data by selecting participants based on criteria that have been set (Fraenkel et al., 2012). There criteria were (i) the respondents have undergone the English language courses at the undergraduate level and (ii) have registered in Semester 1, 2021/2022 academic session at UTeM. The rationale for choosing the third-year undergraduates was because they had attended the required English courses and thus are able to respond to the items in the questionnaire. Furthermore, as third-year undergraduates, it is believed that the respondents have reached a level of maturity to enable them to provide their thoughts and views on English language learning.

Table 1

Gender of Respondents

		Frequency	Percent
Valid	Male	205	58.1
	Female	148	41.9
	Total	353	100.0

The respondents were from eight faculties in UTeM as shown in Table 2. Most respondents were from the Faculty of Mechanical Engineering representing 26.9% (n = 95), and 21.5% (n = 76) were from the Faculty of Manufacturing Engineering. There were 14.2% of respondents (n = 50) from the Faculty of Mechanical and Manufacturing Engineering Technology. Meanwhile, 13.3% of respondents (n = 47) were from the Faculty of Electrical and Electronic Engineering Technology. Only 9.6% of respondents (n = 34) were from the Faculty of Information and Communication Technology. For the Faculty of Electronics and Computer Engineering, a total of 7.9% of respondents (n= 28) participated in this study. Another 3.7% of respondents (n = 13) were from the Faculty of Electrical Engineering. The least number of respondents was from the Faculty of Technology Management and Technopreneurship with 2.8% (n = 10).

Table 2

Number of Respondents Based on Faculty

Faculty	Frequency	Percentage
Faculty of Electrical Engineering	13	3.7
Faculty of Mechanical Engineering	95	26.9
Faculty of Manufacturing Engineering	76	21.5
Faculty of Electronics & Computer Engineering	28	7.9
Faculty of Information & Communication Technology	34	9.6
Faculty of Technology Management & Technopreneurship	10	2.8
Faculty of Electrical & Electronic Engineering Technology	47	13.3
Faculty of Mechanical & Manufacturing Engineering Technology	50	14.2
Total	353	100.0

In terms of age, the respondents ranged from 22 to over 30 years old. As shown in Table 3, most of the respondents representing 86.7% (n = 306) aged from 22 to 24 years old. This is followed by 12.5% of respondents (n =44) aged from 25 to 27 years old. In contrast, 0.6% of respondents (n = 2) were aged above 30 years old, and only 0.3% of respondents (n = 1) whose age ranged from 28 to 30 years old.

Table 3

Age of Respondents

Age	Frequency	Percentage
22–24 years old	306	86.7
25-27 years old	44	12.5
28-30 years old	1	0.3
Above 30 years old	2	0.6
Total	353	100.0

Research Instruments

To identify the motivational factors in learning English as a second language among Malaysian TVET undergraduates, a structured questionnaire adopted from Taguchi, Magid and Papi (2009) was used in this study. The questionnaire was divided into two parts as depicted in Table 4. Part I consisted of three items on the respondents' demographic information namely gender, age, and faculty. Part II, on the other hand, comprised of 75 items on the respondents' motivation for learning English.

Table 4

Components of Questionnaire

Part	Aspect Measured	No. of Item
Part I	Demographic Information	3
Part II	Motivation for Learning English	75

A total of 75 items consisted in Part II of the questionnaire elicited information on respondents' motivation for learning English based on ten motivational factors. The ten motivational factors as shown in Table 5 are criterion measures (9 items), ideal L2 self (10 items), ought-to L2 self (10 items), family influence (9 items), instrumentality-promotion (12 items), instrumentality-prevention (8 items), attitudes to learning English (6 items), cultural interest (4 items), attitudes to the L2 community (4 items), and integrativeness (3 items).

Table 5

L2 Motivational Factors in Learning English

L2 Motivational Factor	No. of items
Criterion measures	9
Ideal L2 self	10
Ought-to L2 self	10
Family influence	9
Instrumentality - promotion	12
Instrumentality - prevention	8
Attitudes to learning English	6
Cultural interest	4
Attitudes to the L2 community	4
Integrativeness	3
Total	75

For items no. 1-62, the questionnaire adopted statement-type items with a five-point Likert scale level of agreement ranging from *Scale 1- Strongly Disagree (SD)*, *Scale 2- Disagree (D)*, *Scale 3- Neutral (N)*, *Scale 4- Agree (A)* and *Scale 5- Strongly Agree (SA)*. In addition, item no. 63-75 used a five-point scale format with the level to indicate a preference ranging from *Scale 1- Not at all*, *Scale 2- Not so much*, *Scale 3- So-so*, *Scale 4- A little*, and *Scale 5- Very much*.

Research Procedures

Before collecting the data, English lecturers who teach the third-year undergraduates were contacted to gain access to the selected respondents as the questionnaire was to be distributed in the English classes. The English lecturers involved were informed in detail about the purpose of conducting the study and the procedures of collecting data. Permission was obtained from the English lecturers to spend the last 30 minutes of their lecture hours

administering the questionnaire. The questionnaire was distributed in Week 2 and Week 3 of the semester. The third-year undergraduates who participated in this study were informed about the survey beforehand. They have also signed a consent form to voluntarily participate in the survey. The respondents were then given about 20 minutes to complete the questionnaire. Once the respondents had answered the survey, the questionnaires were collected, and data were recorded and analysed descriptively using SPSS.

Findings

Descriptive statistics such as mean, and standard deviation were used to identify the factors that motivate TVET undergraduates in UTeM to learn English. As depicted in Table 6, mean scores of the motivational factors were ranked from the highest to lowest. Based on the overall mean scores, the findings indicated that cultural interest ($M = 4.41$, $SD = 0.64$) was the most influential factor in learning English, followed by attitudes to the L2 community ($M = 4.34$, $SD = 0.70$), integrativeness ($M = 4.31$, $SD = 0.63$) and instrumentality promotion ($M = 4.30$, $SD = 0.61$). Meanwhile, for attitudes to learning English ($M = 4.20$, $SD = 0.68$), ideal L2 self ($M = 4.17$, $SD = 0.65$), and instrumentality prevention ($M = 4.06$, $SD = 0.81$). Criterion measures were reported as ($M = 3.84$, $SD = 0.68$), and ought-to L2 self ($M = 3.56$, $SD = 0.88$). The least influential factors in learning English among TVET undergraduates was family influence ($M = 3.36$, $SD = 0.93$).

Table 6

Means and Standard Deviations of Motivational Factors

Motivational factor	Mean (M)	Std. Deviation (SD)
Cultural Interest	4.41	0.64
Attitudes to L2 Community	4.34	0.70
Integrativeness	4.31	0.63
Instrumentality Promotion	4.30	0.61
Attitudes to Learning English	4.20	0.68
Ideal L2 Self	4.17	0.65
Instrumentality Prevention	4.06	0.81
Criterion Measures	3.84	0.68
Ought to L2 Self	3.56	0.88
Family Influence	3.36	0.93

Descriptive Analysis of Cultural Interest

Table 7 presents the descriptive statistics of cultural interest as the most influential factor in learning English among TVET undergraduates. A total of four items related to cultural interest were asked in the questionnaire to indicate a level of preference ranging from Scale 1- *Not at all*, Scale 2- *Not so much*, Scale 3- *So-so*, Scale 4- *A little*, and Scale 5- *Very much*. Cultural interest refers to L2 learner's interest for cultural products from English-speaking countries such as music, films, reading materials (magazines, newspapers and books) as well as TV programmes. As can be seen in Table 7, the mean scores ranging from 4.11 to 4.65 on a 5-point scale, indicating a generally high level of cultural interest among the respondents. The highest mean score related to cultural interest was recorded for Item 66 (*Do you like English films?*) with $M = 4.65$, $SD = 0.62$. The second highest mean score was for Item 65 (*Do you like the music of English-speaking countries e.g. pop music?*) with $M = 4.49$, $SD = 0.76$ and followed by Item 68 (*Do you like TV programmes made in English-speaking countries?*) where $M = 4.37$, $SD = 0.82$. The lowest mean score, although still relatively high, was recorded for Item 67 (*Do*

you like English magazines, newspapers, or books?) with $M = 4.11$, $SD = 0.99$. The findings suggest that TVET undergraduates in this study have a strong preference for cultural products from English-speaking countries. They are culturally motivated to learn English through English-language films, music, and television programmes. However, the respondents showed low interest in reading English materials such as magazines, newspapers, and books when learning the English language. Overall, these findings highlight that cultural interest contributes as the most influential factor in learning English as a second language among TVET undergraduates.

Table 7
Descriptive Statistics of Cultural Interest

Item	Statement	N	Mean	Std. Deviation (SD)
65.	Do you like the music of English-speaking countries (e.g. pop music)?	353	4.49	0.76
66.	Do you like English films?	353	4.65	0.62
67.	Do you like English magazines, newspapers, or books?	353	4.11	0.99
68.	Do you like TV programmes made in English-speaking countries?	353	4.37	0.82

Descriptive Analysis of Family Influence

Table 8 illustrates the descriptive statistics of family influence as the least influential factor in learning English among TVET undergraduates in UTeM. A total of nine items related to family influence were asked in the questionnaire using a 5-point Likert scale level of agreement ranging from Scale 1- *Strongly Disagree (SD)*, Scale 2- *Disagree (D)*, Scale 3- *Neutral (N)*, Scale 4- *Agree (A)* and Scale 5- *Strongly Agree (SA)*. Family influence refers to active and passive parental roles on the L2 learner (Gardner, 1985). Based on Table 8, the mean scores ranging from 2.50 to 4.08 on a 5-point Likert scale. It was found that the highest mean score related to family influence was obtained for Item 30 (*My parents encourage me to study English*) with $M = 4.08$, $SD = 0.95$. The second highest mean score was for Item 31 (*My parents encourage me to take every opportunity to use my English e.g. speaking and reading*) with $M = 3.84$, $SD = 1.04$. The findings also found that Item 34 (*My parents encourage me to practise my English as much as possible*) with $M = 3.68$, $SD = 1.11$ and Item 32 (*My parents encourage me to study English in my free time*) where $M = 3.50$, $SD = 1.14$ were among the reasons of family influence to learn English among TVET undergraduates. Another important reason to study English was obtained in Item 35 (*Studying English is important to me in order to bring honours to my family*) with $M = 3.47$, $SD = 1.19$ and Item 33 (*My parents encourage me to attend extra English classes after class e.g. at English conversation centres*) with $M = 3.28$, $SD = 1.21$. Respondents also perceived that Item 37 (*Being successful in English is important to me so that I can please my parents/relatives*) with $M = 3.25$, $SD = 1.27$, as one of the family influence factors. They were also motivated to study English based on Item 36 (*I must study English to avoid being punished by my parents/relatives*) with $M = 2.58$, $SD = 1.41$. The lowest mean score of family influence was for Item 38 (*My family put a lot of pressure on me to study English*) with $M =$

2.50, SD = 1.41. From these findings, family influence is the least influential factor in motivating the TVET undergraduates in UTeM to learn English. The findings suggest that parental involvement as support system in learning has less impact in influencing the respondents' motivation to learn English as compared to other motivational factors involved in this study.

Table 8
Descriptive Statistics of Family Influence

Item	Statement	N	Mean	Std. Deviation (SD)
30.	My parents encourage me to study English.	353	4.08	0.95
31.	My parents encourage me to take every opportunity to use my English (e.g. speaking and reading).	353	3.84	1.04
32.	My parents encourage me to study English in my free time.	353	3.50	1.14
33.	My parents encourage me to attend extra English classes after class (e.g. at English conversation centres).	353	3.28	1.21
34.	My parents encourage me to practise my English as much as possible.	353	3.68	1.11
35.	Studying English is important to me in order to bring honours to my family.	353	3.47	1.19
36.	I must study English to avoid being punished by my parents/relatives.	353	2.58	1.41
37.	Being successful in English is important to me so that I can please my parents/relatives.	353	3.25	1.27
38.	My family put a lot of pressure on me to study English.	353	2.50	1.41

Discussion

This study was conducted to identify the factors that motivate TVET undergraduates in learning English as a second language. The findings indicate that the undergraduates were culturally motivated in learning English with the highest overall mean score (M=4.41, SD=0.64). This finding is consistent with Bobkina and Fernandez de Caleyá Dalmau (2012) and Hossain (2024) who pointed out cultural interest plays a vital role in influencing learners' motivation in English language learning. This could be due to the young generation, in this case, the TVET undergraduates, inclination for English music, films, and television programs as well as English magazines, newspapers, and books. This finding parallels with the study conducted by Haghverdi (2017) among 60 high school students in Iran which found that the

use of English songs and movies had a significant effect on student's motivation to learn English.

Learners' interest in films and music from English-speaking countries can boost motivation and act as a strong motivational factor in second language acquisition. Watching English films and listening to English songs can create an enjoyable learning environment and lead to positive attitude towards learning English. When learners listen to English songs, they are not only learning new words from the lyrics but also encouraging them to search for the meaning of the song. Besides, they will learn to pronounce English words correctly. On the other hand, by watching English films, learners can improve understanding about the films when the subtitles are provided thus encourage more engagement to learn English. This finding is consistent with Roslim et al. (2021) who investigated the use of English movies in tertiary-level language teaching can boost students' confidence in improving oral skills, vocabulary, interest and motivation as well as decreasing their anxiety and tension. Thus, it can be suggested that cultural interest serves as the most influential factor in learning English among learners.

Furthermore, technology advancement in the 21st century has changed the way learners learn (Punyaporn & Soontornwipast, 2022), and the recent pandemic Covid-19 brought rise to more innovative online teaching and learning approaches. Social Network Sites (SNSs) such as Facebook, Twitter, Flickr, and YouTube has become essential tool and addition in any English language classroom. TVET undergraduates can simply access to various cultural products and learn English in an interesting way. Al-Jarrah et al. (2019) found that social media assisted university students in learning new words and phrases in English. The familiarity and ease of learning English through social media help to motivate students to learn English as compared to using printed materials like books and manuals.

Previous studies found that parents play an important role in encouraging or shaping learner's motivation to learn English. However, in this study, the findings indicated that family influence with $M= 3.36$, $SD=0.93$, was regarded as the least influential motivational factor in learning English among TVET undergraduates. It suggests that parents' expectations and encouragement do not significantly impact the TVET undergraduates' motivation to learn English. In other words, the undergraduates may feel the encouragement and supports given by their parents or family members to learn English, but it is not the main reason for them to be motivated. Motivation to learn English among the undergraduates could be influenced by other factors such as their personal goals, inspiration from the English instructor, exposure to social media and interest in communicating with native speakers. It seems that these factors are more motivating for the undergraduates to learn English compared to family influence. Furthermore, in some families, parents are not proficient in English, thus they are unable to provide adequate support in encouraging their children to learn English.

Conclusion

The aim of this study was to identify the motivational factors in learning English as second language among TVET undergraduates. The main finding obtained in this study indicates that cultural interest is the most influential factor in learning English among TVET undergraduates. Because of their preference toward English songs, films, television programs and reading materials, TVET undergraduates in UTeM have directly become motivated in learning English.

It is believed that when learners know the reason for learning English, the learning process will be easier and more effective for them. In addition, the findings also provide the evidence that family influence had the lowest impact in influencing TVET undergraduates' motivation to learn English.

This study provides some vital pedagogical implications as a starting point for English lecturers at technical universities in Malaysia. Pertaining to this study, TVET undergraduates in UTaM are culturally motivated in learning English as a second language. Thus, the English lecturers can create opportunities for the undergraduates to communicate with the L2 community. This can be achieved by organizing an online forum discussion between L2 learners and international students or native speakers of English. Any group activities in the ESL classroom should also include foreign classmates as group members. Besides, watching a video about foreign cultures can also be integrated into the ESL classrooms. It will provide an opportunity for them to learn different cultures and traditions of the L2 community. Moreover, by organising an international cultural day involving students from other countries will also motivate the undergraduates in learning English.

The present study makes several significant contributions to all stakeholders including the TVET undergraduates, English instructors, curriculum designers and policymakers at technical university towards English language learning. Understanding the TVET undergraduates' motivation in learning English will help the instructors to improve teaching method by adapting a specific teaching strategies and materials that make English learning more engaging, practical and aligned with the TVET undergraduates' future career demands. For example, if TVET undergraduates are instrumentally motivated, the English instructor can conduct a workplace-related activities in class such as mock job interview or meeting simulation to increase engagement in L2 learning. On the other hand, studying L2 motivation is essential for the curriculum designers to design relevant English courses that are contextualized and meaningful in line with TVET undergraduates' language learning aspirations. For policymakers, this study also helps them to create policies that emphasize on English communication skills for technical and vocational purposes so that TVET programmes remain relevant to industry needs. By considering the importance of motivational factors among TVET undergraduates, it helps them to stay motivated and learn English better either for academic or employment purposes.

This study is limited to TVET undergraduates in UTaM who pursue their studies in degree level, thus, the findings are not meant to be generalised to all TVET undergraduates at other institutions, educational levels, or fields of study. Based on the findings of this study, it is recommended that English lessons at technical university must depart from more traditional approaches by integrating social media platforms to conduct more interactive activities in learning English. Through Facebook, Tik Tok and Instagram, the TVET undergraduates can learn to pronounce new words, especially the specific terms involved in their technical fields. In addition, creating a livelier class environment with more opportunities for interactions with other learners will result in a more meaningful L2 learning experience. Future research could assess the effectiveness of English activities conducted in ESL classrooms in improving the undergraduates' motivation to learn English.

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