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Analysis of Student's Extrinsic Motivation of Information Overload in English

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ABSTRACT

Advancements in digital technology have made it easier for students to access various English learning resources. However, this ease of access also increases the risk of information overload—a condition where the volume of information received exceeds an individual's capacity to process it effectively. This condition has the potential to influence students' extrinsic motivation during the learning process. This study aims to analyze the impact of information overload on students' extrinsic motivation in English learning using a literature review approach. A qualitative descriptive literature review method was employed. Data were gathered from ten scholarly articles published between 2018 and 2025, selected based on their relevance to the topics of information overload, extrinsic motivation, digital technology, and English learning. The data were analyzed using content analysis techniques, involving identification, selection, thematic categorization, and the synthesis of research findings. The results indicate that the development of digital technology has a dual impact on students' extrinsic motivation. On one hand, easy access to diverse learning resources boosts students' motivation to achieve academic goals, such as obtaining good grades, meeting assignment requirements, and improving English proficiency. On the other hand, excessive exposure to information leads to confusion in selecting learning resources, increases cognitive load, reduces study focus, and potentially diminishes extrinsic motivation. The study concludes that digital literacy skills, information management, and the wise use of technology are crucial factors in minimizing the impact of information overload, thereby enabling a more effective English learning process.

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1. Introduction

Advancements in information and communication technology have brought about significant changes in the educational landscape, including the process of learning English. Students now enjoy extensive access to a wide array of learning resources, ranging from scholarly journals, e-books, and instructional videos to social media, online learning platforms, and artificial intelligence-based applications. This accessibility offers students the opportunity to quickly gather diverse information, thereby supporting independent learning. However, this convenience brings challenges, specifically the need to select, comprehend, and evaluate vast amounts of information. This phenomenon is known as "information overload"—a state where the volume of incoming information exceeds an individual's capacity to process it effectively,

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potentially compromising decision-making quality and learning effectiveness (Roetzel, 2019; Speier et al., 1999).

The phenomenon of information overload has become increasingly pronounced in the digital era, as students rely heavily on the internet as their primary source of learning. Various digital platforms provide immense quantities of information of varying quality. On one hand, this situation enables students to access a broader range of easily obtainable materials. On the other hand, it requires students to possess digital literacy skills to select information that is relevant, accurate, and aligned with their learning objectives. Without these skills, students risk experiencing confusion, cognitive overload, and difficulty in identifying appropriate learning resources (Roetzel, 2019).

In the context of English language learning, the availability of diverse digital resources—such as YouTube, Google Scholar, language learning apps, social media, and AI-driven technologies—provides students with numerous alternatives for acquiring study materials. However, this abundance of choice does not always yield positive results. Students often spend more time searching for learning resources than actually studying the material itself. Consequently, the learning process becomes less effective as students' attention is fragmented by the sheer volume of available information. This situation underscores the fact that abundant access to information must be balanced with the ability to manage that information effectively to ensure successful learning outcomes (Roetzel, 2019).

In addition to affecting learning effectiveness, information overload also has the potential to influence students' learning motivation. Motivation is a crucial factor determining an individual's success in the learning process. According to Ryan and Deci (2020), motivation is categorized into intrinsic and extrinsic motivation. Intrinsic motivation stems from an individual's internal drive, fueled by interest in and satisfaction with learning activities, whereas extrinsic motivation arises from external factors such as academic demands, grades, rewards, certificates, or expectations from one's environment. Extrinsic motivation plays a significant role in driving students to achieve learning goals, particularly when learning activities are linked to academic achievement or career preparation.

In higher education English language learning, extrinsic motivation remains a dominant factor driving students to study. Many students learn English due to curriculum requirements, graduation prerequisites, the need to obtain TOEFL or IELTS scores, or the desire to enhance their competitiveness in the job market. However, when students are confronted with an excessive amount of information, this motivation can shift. The vast number of references requiring study can lead to academic stress and feelings of overwhelm, while also undermining confidence in completing learning tasks. Conversely, if information is managed effectively, a diversity of learning resources can actually boost student motivation to achieve academic goals (Ryan & Deci, 2020; Roetzel, 2019).

Various prior studies indicate that information overload impacts the learning process, decision-making abilities, and individual behavior regarding the use of digital information. Some research has found that excessive exposure to information increases cognitive load, reduces concentration, and hinders learning effectiveness (Speier et al., 1999). Meanwhile, other studies demonstrate that digital literacy skills and information management strategies are crucial factors in minimizing the negative impacts of information overload within digital learning environments (Roetzel, 2019). Nevertheless, research specifically addressing the

relationship between information overload and students' extrinsic motivation in English language learning remains relatively limited, particularly studies employing a literature review approach to synthesize findings from previous research.

Given these circumstances, a study is needed that integrates various research findings regarding the impact of information overload on students' extrinsic motivation in English language learning. Therefore, this study employs a literature review method, analyzing ten relevant scholarly articles. It aims to describe how information overload affects students' extrinsic motivation in learning English, identify the factors influencing this relationship, and formulate implications that can serve as a basis for developing more effective English language learning strategies in the digital era.

2. Method

This study employs a literature review method with a qualitative descriptive approach. A literature review is a research method conducted by collecting, examining, comparing, and synthesizing findings from previous studies relevant to the research topic to gain a comprehensive understanding of a phenomenon (Creswell & Creswell, 2018; Snyder, 2019). This method was selected because the study aims to analyze the impact of information overload on students' extrinsic motivation in English language learning, based on previously published research findings.

The data sources consist of 10 scholarly articles obtained from academic databases such as Google Scholar, Scopus, ScienceDirect, and ERIC. The articles selected were published between 2018 and 2025 to ensure the analyzed data remains relevant to current developments in digital technology and English language learning. Keywords used in the search process included information overload, extrinsic motivation, English language learning, digital learning, higher education, and English as a Foreign Language (EFL).

Articles were selected using a purposive sampling technique, whereby articles were chosen based on specific criteria aligned with the research objectives. The inclusion criteria were as follows: (1) the article reports on research that has undergone a peer-review process; (2) the article addresses information overload, learning motivation, or English language learning; (3) the research subjects are university students or learners in higher education; (4) the article is available in full text; and (5) the article is published in a national or international journal with academic credibility. Conversely, articles that did not directly address the research variables, were unavailable in full text, or consisted of conference proceedings, theses, or opinion pieces were excluded from the analysis.

The data collection process involved three stages: identification, selection, and data extraction. During the identification stage, the researcher searched for articles across various scholarly databases using the predetermined keywords. The selection process involved reviewing article titles, abstracts, and content to ensure alignment with the research focus. Subsequently, during the data extraction phase, the researcher categorized key information from each article—including author names, publication years, research objectives, methodologies, research subjects, and primary findings—specifically regarding the impact of information overload on students' extrinsic motivation in English language learning.

Data analysis was conducted using content analysis. According to Krippendorff (2018), content analysis is a technique used to systematically identify patterns, themes, and meanings

across various data sources. In this study, the analysis process involved several stages: (1) reading all articles thoroughly; (2) identifying information related to information overload and extrinsic motivation; (3) categorizing research findings based on emerging themes, such as positive impacts, negative impacts, influencing factors, and strategies for coping with information overload; (4) comparing results across studies to identify similarities and differences in findings; and (5) synthesizing the information to serve as a basis for drawing conclusions.

To enhance the validity of the research results, the researcher employed source triangulation by comparing findings from various articles originating from different journals and research contexts. Furthermore, the researcher utilized literature from reputable journals and scholarly books as a theoretical foundation, thereby ensuring a higher level of credibility for the resulting synthesis.

Table 1.

No	Author	Title	Objective	Method	Sample	Key Finding
1	Permangil (2024)	Demystifying the Indigenous College Students' Learning of English as Determined by Their Language Learning Motivation	Analyzing the motivation to learn English of indigenous students and its influence on English language ability.	Mixed Method (Convergent Parallel)	202 students and 17 interview participants	Learning motivation has a significant influence on English language skills. Intrinsic and extrinsic factors both contribute to improving English language skills.
2	Santos & Akoyt (2018)	Why Learn English? A Case Study of Students' Motivation at Dili Institute of Technology	To find out students' motivation in learning English and its relationship to academic achievement.	Quantitative	80 students	Students have high motivation in learning English, with intrinsic motivation being more dominant than extrinsic motivation.
3	Silalahi et al. (2022)	Investigating Students' Motivation toward the Use of Zoom Meeting Application as English Learning Media During Covid-19 Pandemic	Describes students' motivation to learn English via Zoom.	Descriptive Qualitative	High school students	Learning motivation is influenced by intrinsic factors and external factors such as teachers, parents, and online learning facilities.
4	Ayduğ & Altınpulluk (2022)	Examining Academic Motivation Levels of Undergraduate Students Taking Distance Education During the Covid-19 Pandemic	Analyzing students' academic motivation in distance learning.	Survey Quantitative	170 students	The use of technology and the duration of device use are related to students' extrinsic motivation during online learning.

5	Huang & Reynolds (2022)	Factors that Influence College Students' Reading Motivation	Identifying factors that influence students' reading motivation.	Quantitative	1.437 students	Extrinsic motivation has the highest score. Demographic factors and academic achievement influence students' reading motivation.
6	Tokan & Imakulata (2019)	The Effect of Motivation and Learning Behaviour on Student Achievement	Analyzing the influence of motivation on student learning behavior and achievement.	Correlational (Path Analysis)	Biology Educational Students	Intrinsic and extrinsic motivation have a direct impact on learning behavior and academic achievement.
7	Dokumacı Sütçü & Durmuş (2026)	The Mediating Role of Intrinsic and Extrinsic Motivation in the Relationship between Digital Technology Use and Mathematics Achievement	Analyzing the role of intrinsic and extrinsic motivation as mediators of digital technology use on learning achievement.	Survey Relational	420 students	The use of digital technology increases both intrinsic and extrinsic motivation. Motivation mediates the relationship between digital technology and achievement.
8	Al Shuaili (2025)	Intrinsic and Extrinsic Motivation as Predictors of Academic Achievement and Learning Attitudes	Analyzing the influence of intrinsic and extrinsic motivation on academic achievement.	Quantitative	890 students	Intrinsic motivation has a greater influence on academic achievement than extrinsic motivation.
9	Çelikbilek & Çakır (2024)	Investigation of the Relationship Between Occupational Personality Types, 21st-Century Skills, and Teaching Motivation	Analyzing the relationship between 21st-century skills and motivation.	Quantitative	148 pre-service teacher students	21st century skills are positively related to intrinsic and extrinsic motivation.
10	Kaya & Çenesiz (2020)	The Predictor Roles of Life Satisfaction and Intrinsic–Extrinsic Motivation on the Psychological Well-Being of Pre-Service Teachers	Analyzing the role of motivation on the psychological well-being of prospective teachers.	Quantitative	230 pre-service teachers	Intrinsic motivation has an effect on psychological well-being, while extrinsic motivation has no significant effect.

Source: Data processed by the researcher (2026).

Based on the article search and selection process, ten scholarly articles meeting the study's inclusion criteria were identified. These articles were published between 2018 and 2025 and employed various research approaches, including quantitative, qualitative, mixed-methods, and correlational studies. Most of the research addressed intrinsic and extrinsic motivation within the contexts of English language learning, digital learning, and the use of technology in education. The diverse characteristics of these articles provide a comprehensive

basis for analyzing the relationship between information overload and students' extrinsic motivation in English language learning.

3. Results and Discussion

3.1. Information Overload in English Language Learning

The advancement of digital technology has transformed how university students access information and learn English. Various digital platforms—such as Google Scholar, YouTube, Learning Management Systems (LMS), language learning apps, social media, and artificial intelligence (AI) technologies—provide extensive access to learning materials. This ease of access allows students to quickly obtain a wide range of references, making the learning process more flexible and less reliant on conventional learning resources. However, such accessibility also leads to a surge in the volume of information students receive simultaneously, potentially resulting in information overload.

Information overload is a condition in which the amount of information an individual receives exceeds their cognitive capacity to process it effectively. This condition makes it difficult for students to select relevant information, evaluate the quality of sources, and identify materials that align with their learning needs. Consequently, the learning process becomes less effective, as a significant portion of time is spent searching for and filtering information rather than comprehending the actual subject matter (Roetzel, 2019).

A synthesis of the analyzed articles indicates that the use of digital technology significantly influences the learning process. Research by Ayduğ and Altınpulluk (2022) demonstrates a link between technology usage in distance learning and students' academic motivation; students proficient in using technology tend to exhibit higher learning motivation. Furthermore, the duration of digital device usage is also associated with students' extrinsic motivation during online learning.

Similar findings were also found by Dokumacı Sütçü and Durmuş (2026), who stated that the use of digital technology has a positive effect on both intrinsic and extrinsic motivation in students. This research shows that digital technology can increase student engagement in the learning process through a variety of more engaging and interactive learning media. However, the increased use of technology also increases the amount of information received by students, necessitating the ability to manage information effectively.

In the context of English language learning, the diversity of digital learning resources offers advantages in the form of easy access to learning materials, language skills practice, and opportunities for independent learning. Permangil (2024) found that motivation to learn English has a significant influence on students' English language proficiency. This motivation is supported by the availability of various digital learning resources that help students develop English language competency through various learning strategies. Meanwhile, Santos and Akoyt (2018) showed that students are highly motivated to learn English due to both intrinsic and extrinsic factors, such as academic needs and future career opportunities.

However, the abundance of available learning resources also presents its own challenges. Students are often confronted with a variety of articles, learning videos, applications, and materials of varying quality and relevance. This situation can lead to confusion in determining the most appropriate learning resources, thereby increasing cognitive overload. If this

situation persists, students can experience decreased concentration, difficulty making decisions, and reduced learning effectiveness.

Based on this synthesis, it can be concluded that the development of digital technology entails two interconnected consequences. On one hand, technology expands access to learning resources and enhances students' opportunities to develop their English language skills. On the other hand, the ease of accessing information also increases the risk of information overload if students lack digital literacy skills and effective information management strategies. Therefore, the ability to select credible learning resources, manage information effectively, and utilize technology wisely is crucial for successful English language learning in the digital era.

Table 2. Synthesis of Findings Regarding Information Overload in English Language Learning

Aspect	Synthesis Result
Sources of information overload	Google Scholar, YouTube, LMS, social media, AI, e-books, digital journals
Causes	Excessive information, diverse sources, difficulty selecting relevant references
Positive Impacts	Facilitates access to materials, increases learning flexibility, and enriches learning resources
Negative Impacts	Confusion in selecting information, cognitive load, decreased learning focus, and decreased learning effectiveness
Implications	Students need digital literacy and information management skills so that technology supports, rather than hinders, the learning process.

3.2. The Influence of Information Overload on Student's Extrinsic Motivation in English Language Learning

Extrinsic motivation refers to the drive to learn stemming from factors external to the individual, such as academic demands, grades, rewards, recognition, and the hope of securing better educational and employment opportunities. In university-level English learning, extrinsic motivation is often the primary reason students seek to improve their language skills—for instance, to meet graduation requirements, achieve specific TOEFL or IELTS scores, participate in student exchange programs, or enhance their competitiveness in the job market.

A synthesis of the ten analyzed articles reveals that students' extrinsic motivation is influenced by the evolution of digital technology, which provides a wide range of easily and rapidly accessible learning resources. The availability of instructional videos, scholarly journals, online learning platforms, social media, and AI-powered applications offers students access to a broader scope of information than conventional learning methods. This environment encourages students to engage more actively in their studies, as they can easily obtain materials tailored to their academic needs.

Research by Permangil (2024) demonstrates that learning motivation significantly impacts students' English proficiency. This motivation is driven by academic goals, a desire to enhance competence, and the hope for a better future. Similarly, a study by Santos and Akoyt (2018) found that students are highly motivated to learn English due to educational requirements and career prospects, although intrinsic motivation remains more dominant than extrinsic motivation.

However, the ease of accessing information does not always have a positive effect on extrinsic motivation. The vast amount of information available on the internet can lead to "information overload"—a state where the volume of incoming information exceeds an individual's processing capacity. In such situations, students often struggle to identify credible learning sources and prioritize materials, and they require more time to complete academic tasks. Consequently, achieving the initial learning objectives—such as obtaining good grades or meeting academic requirements—becomes more difficult.

Research by Ayduğ and Altınpulluk (2022) indicates a link between technology use and students' academic motivation during distance learning. On one hand, technology enhances learning flexibility and facilitates access to materials. However, the increased duration of digital device usage also means students are exposed to significantly more information than in face-to-face learning. This situation has the potential to increase cognitive load if students lack the ability to manage information effectively.

These findings are supported by research from Dokumacı Sütçü and Durmuş (2026), which shows that digital technology use is associated with both the intrinsic and extrinsic motivation of learners. The study explains that digital technology can boost motivation by providing more engaging and interactive learning media. However, these benefits are only realized if learners use the technology purposefully and avoid being distracted by the vast amount of available information.

Beyond technology, other external factors influencing extrinsic motivation include the learning environment, teachers, learning facilities, and social support. Research by Silalahi et al. (2022) demonstrates that motivation to learn English during online instruction is influenced by the role of the teacher, parental support, and available learning facilities. These factors reinforce students' motivation to achieve academic goals, even when the learning process takes place online.

Overall, the synthesis indicates that the relationship between information overload and extrinsic motivation is complex. On one hand, the advancement of digital technology expands access to information, thereby increasing students' opportunities to achieve academic goals. On the other hand, an excessive volume of information—unaccompanied by adequate digital literacy skills—can lead to confusion, cognitive fatigue, and a decline in study focus. Ultimately, this situation can undermine students' extrinsic motivation, as learning goals originally centered on grades or academic achievement become more difficult to attain. Thus, the ability to manage information is a crucial factor in ensuring that digital technology serves as an aid to, rather than a hindrance in, English language learning.

Table 3. Synthesis of the Effect of Information Overload on Students' Extrinsic Motivation

Aspect	Synthesis Result
Drivers of extrinsic motivation	Academic grades, coursework, TOEFL/IELTS, job opportunities, academic awards
Sources of information overload	Digital journals, Google Scholar, YouTube, AI, LMS, social media
Positive impacts	Easier access to information, enriched references, increased learning flexibility
Negative impacts	Confusion in selecting sources, cognitive fatigue, reduced focus, increased distractions

Influence on extrinsic motivation	Academic goals remain a driver of learning, but their effectiveness may diminish when students experience information overload
Necessary measures	Digital literacy, source evaluation skills, time management, selective use of technology

3.3. Factors Influencing Student's Extrinsic Motivation in English Language Learning

A synthesis of ten articles indicates that students' extrinsic motivation in English language learning is influenced by various interconnected external factors. These factors include academic demands, the use of digital technology, the learning environment, social support, and future career orientation. In the context of English language learning, these factors act as drivers that motivate students to achieve specific learning goals, such as obtaining good grades, meeting graduation requirements, improving communication skills, or gaining broader employment opportunities.

One of the most dominant factors is academic demands. Students are generally driven to learn English due to the obligation to complete coursework, achieve satisfactory grades, or meet academic requirements such as TOEFL or IELTS tests. Findings by Permangil (2024) indicate that learning motivation is significantly correlated with students' English proficiency. Students with clear academic goals tend to exhibit higher learning motivation because they view English proficiency as an asset for achieving both academic and professional success.

The next factor is the advancement of digital technology. The use of technology has provided broader access to various learning resources, such as scholarly journals, instructional videos, language learning apps, and online learning platforms. Ayduğ and Altınpulluk (2022) found a link between technological proficiency and students' academic motivation; the better students are at utilizing technology, the more likely they are to make optimal use of learning resources. However, intensive technology use also increases the volume of information received, potentially leading to information overload if not balanced with digital literacy skills.

Beyond technology, the learning environment also influences students' extrinsic motivation. Support from lecturers, peers, and family can boost students' enthusiasm for the learning process. Research by Silalahi et al. (2022) indicates that teachers, parents, and learning facilities are external factors influencing English learning motivation during online instruction. A supportive learning environment fosters a sense of comfort and enhances students' confidence in achieving their learning goals.

Another equally important factor is career orientation and professional needs. Research by Santos and Akoyt (2018) indicates that students are driven to learn English because they recognize the importance of English proficiency in the professional world. Mastery of English is viewed as an asset that enhances opportunities for employment, further studies, and participation in international work environments. This orientation serves as a powerful form of extrinsic motivation, as it is driven by the expectation of future benefits.

However, these factors may lose their effectiveness if students experience information overload. The abundance of information sources available on the internet can make it difficult for students to identify the most relevant material, causing them to spend more time searching for information than actually comprehending it. This situation increases cognitive load and reduces learning efficiency. Consequently, extrinsic motivation—initially driven by academic

goals—may decline as students feel overwhelmed by the sheer volume of information they must process.

Based on this synthesis, it is evident that students' extrinsic motivation is influenced not only by academic goals but also by their ability to utilize technology and manage information. Therefore, developing digital literacy is crucial, enabling students to leverage technological advancements to support their learning without suffering the negative consequences of information overload.

Table 4. Factors Influencing Students' Extrinsic Motivation

Factors	Nature of Influence	Supporting Article
Academic demands	Drive students to achieve grades, complete assignments, and meet graduation requirements	1, 2, 6
Digital technology	Facilitates information access but increases the risk of information overload	1, 4, 7
Learning environment	Support from lecturers, peers, and parents, along with available facilities, boosts learning motivation	3
Career orientation	English proficiency is viewed as an asset for securing employment and pursuing further studies	1, 2
Digital literacy	Helps students select credible sources and mitigate the impact of information overload	Researcher's synthesis

Source: Researcher's synthesis based on the analyzed articles (2026).

3.4. Strategies for Overcoming Information Overload in English Language Learning

A synthesis of ten articles indicates that the advancement of digital technology offers significant benefits to the English language learning process but also increases the risk of information overload. Consequently, strategies are needed to help students utilize information effectively without suffering from cognitive overload. Implementing these strategies is not solely the students' responsibility; it also requires support from lecturers and educational institutions to create a conducive learning environment.

One crucial strategy is enhancing students' digital literacy. Digital literacy extends beyond the mere ability to use technological devices; it encompasses the capacity to critically search for, evaluate, select, and utilize information. Students need the skills to distinguish credible sources from less valid ones to ensure a more effective learning process. Possessing these skills allows students to mitigate the confusion often caused by the vast array of available learning resources.

Another strategy involves the systematic selection and management of learning resources. Students should establish learning objectives before seeking information to ensure a more focused search process. Relying on scholarly journals, academic books, and official sources as primary references can help minimize exposure to irrelevant information. Furthermore, compiling reference lists, taking notes on key material, and categorizing information by topic can assist students in managing information more efficiently.

The use of digital technology must also be approached wisely and purposefully. The synthesis of the articles suggests that technology can boost learning motivation when utilized in alignment with academic needs. Conversely, using digital media without a clear objective can increase distractions and heighten the risk of information overload. Therefore, students should limit the use of social media unrelated to their studies and instead leverage learning

apps, Learning Management Systems (LMS), and AI-based technologies as tools to support their understanding of the material, rather than relying on them as their sole sources of information.

Furthermore, effective study time management serves as a crucial strategy for mitigating the impact of information overload. Students are advised to create structured study schedules, prioritize the material to be studied, and balance the time spent gathering references with the time dedicated to comprehending the content. Through proper time management, students can alleviate the pressure caused by the vast amount of information requiring processing while simultaneously maintaining their learning motivation.

The roles of lecturers and educational institutions are also pivotal in assisting students to cope with information overload. Lecturers can recommend credible learning resources, guide students in evaluating information quality, and design learning activities that foster critical thinking skills. Meanwhile, educational institutions can support the development of digital literacy by providing training on the use of academic information sources and learning technologies, as well as by strengthening scientific information-seeking skills.

Based on a synthesis of research findings, these strategies are expected to help students utilize digital technology more effectively, allowing them to reap the benefits of easy information access without negatively impacting their extrinsic motivation. Consequently, effective information management emerges as a vital competency for students navigating the technological advancements of the digital era.

Table 5. Strategies for Overcoming Information Overload in English Language Learning

Strategy	Objective	Benefit
Improving digital literacy	Enhancing the ability to search for, evaluate, and use information	Reducing errors in selecting learning resources
Selecting learning resources	Choosing relevant and credible references	Reducing the burden of unnecessary information
Wise use of technology	Using technology according to academic needs	Maximizing the benefits of technology while minimizing distractions
Study time management	Allocating time for information gathering and material comprehension	Improving focus and study effectiveness
Lecturer guidance	Providing direction on learning resources and study strategies	Helping students manage information more effectively

Source: Researcher's synthesis based on the analyzed articles (2026).

4. Conclusion

This study aims to analyze the impact of information overload on students' extrinsic motivation in English language learning through a literature review approach. Based on a synthesis of ten analyzed scholarly articles, it can be concluded that the development of digital technology has facilitated students' access to a wide range of English learning resources. The availability of academic journals, online learning platforms, social media, learning applications, and artificial intelligence-based technologies offers students greater opportunities to improve their English proficiency and achieve academic goals.

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On the other hand, easy access to information also increases the risk of information overload. The influx of information received simultaneously makes it difficult for students to select relevant learning resources, increases cognitive load, and reduces the effectiveness of the learning process. This situation has the potential to diminish students' extrinsic motivation, as learning goals—such as achieving good grades, completing assignments, and preparing for a career—become harder to attain when students feel overwhelmed by the sheer volume of available information.

The synthesis also indicates that students' extrinsic motivation is influenced by various external factors, such as academic demands, the use of digital technology, the learning environment, support from lecturers and family, and future career orientation. These factors can boost learning motivation if supported by the students' ability to manage information effectively. Conversely, low digital literacy and a limited ability to evaluate information can exacerbate the negative impact of information overload on the English language learning process.

Based on these findings, this study underscores that information management is a crucial competency for students in the digital era. Strategies such as enhancing digital literacy, selecting credible learning resources, using technology wisely, and receiving guidance from lecturers can be implemented to minimize the impact of information overload while sustaining students' extrinsic motivation in English language learning. Future research is recommended to examine the relationship between information overload and extrinsic motivation through field studies involving direct student participation, thereby yielding more in-depth empirical evidence.

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