

Exploring ESL Classroom Motivation: Insights From Educators And Learners

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Abstract

ESL teachers usually practice different motivational techniques to teach English language to the English language learners. The present research study highlights the relationship between various motivational techniques used by the ESL teachers and students' perception about those motivational techniques. It further reflects on how ESL teachers perceive their roles as teachers, their thoughts on acquirement of knowledge and how learning takes place. The study is survey based qualitative research in which 40 students of secondary level were taken from a high school of Muzaffar Garh. The researchers have made observations, interviewed and through questionnaires studied how students comprehended the teachers' teaching techniques and how do they compare them with their own motivation and interest. The activities that show glimpses of real life are more attracted to ELLs and they¹ are intrinsically motivated to learn and attend classes with interest. The findings of the study delineate that the students are more comfortable and motivated in a classroom environment that is similar to what students perceive as that of real life itself and real life communication. Motivation sets an atmosphere of competition in the classroom which provides vigour and energy in the learners to excel. This accelerates the learning process. Moreover, encouragement and appreciation from the teachers are very important tools of motivation, which enable the students to utilize their abilities in achieving their goals.

Keywords Learners' autonomy, Pedagogical Approaches, Intrinsic Motivation, Classroom Crescendos, ESL Drive.

1. Introduction

In the phenomenon of foreign or second language learning, whenever learning outcomes among individuals are reckoned, motivation has been observed as the driving force (Abdelrady & Akram, 2022; Ramzan et al., 2023a). An extensive amount of researches in this regard have demonstrated that motivation is a striking variable in the process learning. Dornyei, a well-known linguist, asserts that irrespective of learners' capability, understanding as well as learning ability, students are able to learn efficiently with the driving force of motivation (Ramzan et al., 2023b). The present research study pursuit to discuss behavioral conversions by using motivational expressions like 'well done', 'excellent', 'great', 'terrific', and so on.

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The behavioral changes additionally assist students to make selection for their future because students attempt to imitate their instructors. An instructor performs a critical function within the existence of a student (Akram et al., 2021, 2022). He/ she plays very vital function inside the making of a pupil (Akram & Li, 2024).

This study was undertaken in the belief that the future study could be conducted to analyze the actual lessons delivered by experienced and novice teachers to clarify which motivational elements played a part in actual classroom behavior (Noor et al., 2021). In addition, only a few previous studies have focused on the motivational strategies comparing experienced and novice teachers in an EFL setting, so it is worthwhile to investigate the potential differences between the experienced and the novice teachers in terms of their motivational strategies applied in an EFL setting. This research intends to study the significance of motivation and to offer ideas on how to improve motivation level of learners by inquiring the members regarding various motivational teaching techniques practiced in their own classroom framework. This research offers awareness to the teachers of Pakistani schools about how to introduce and improve learners' motivation in learning English as a foreign or second language by providing a bridge between opinions of teachers and students regarding motivational techniques in teaching English. The present study is a concise description of the role of motivation in learning a second language in an ESL classroom, motivational techniques used by ESL teachers in language classrooms, and how students perceive those motivational strategies in their language learning process. The approach used in this study was mainly experimental. Pre-test, post-test and interviews were administered for bringing out the results.

1.1 Objectives of the study

1. To improve students' language learning results by using motivational strategies.
2. To investigate how teachers methods influence students motivation in ESL classrooms.
3. To identify how students perceive the motivational techniques used by ESL teachers.

1.2 Demarcations of the study

Sample of the present study was selected from Government Girls High School, Centre of Excellence, Muzaffargarh only. Only female students of secondary level were selected for the study. Only three weeks' language class was arranged for the participants but owing to time and space constraint, a very small oral written course was selected to be taught.

2. Literature Review

The term "motivation" is usually referred to as the main factor in determining whether learners experience success or failure in the process of language learning. It is believed to be strongly correlated with students' performance in the sense that even the individuals with outstanding capabilities cannot achieve long-term objectives without motivation (Dornyei & Csizer, 1998; Ramzan et al., 2023d). However, how to motivate learners remains a challenging task which confronts most educators and practitioners (Akram & Abdelrady, 2023). Perhaps one of the most prominent issues existing throughout the last few decades of foreign language learning process is the question of how should classroom teachers instill enthusiasm in their students, thereby rekindling their desire and passion to learn. Indeed, as Good and Brophy review, "You can lead a horse to water, but you can't make him drink" (Dornyei, 1994: 209).

Research conducted in Indonesia by Lamb (2004) and Liando et al. (2005) revealed that students learning English as a second language in two Indonesian high schools exhibited more integrative motivation than instrumental motivation. This suggests that, in this context, the primary motivation for learning English was the desire to communicate with English speakers,

rather than more practical goals like advancing in a career (Liando et al., 2005; Ramzan et al., 2023e). In recent years, many foreign language learners have identified additional reasons or motives for learning a second or foreign language that don't fit neatly into Gardner and Lambert's traditional categories of motivation, but still deserve attention. The various motivators were highlighted commonly found among foreign language learners, such as curiosity about the language, the relevance of learners' goals (the connection between their personal objectives, desires, and values and the course content), enthusiasm, and enjoyment. (Crookes & Schmidt, 1991)

Deniz (2010) conducted a quantitative study to gather learners' beliefs and perceptions of motivational strategies used by teachers in learning a foreign or second language. This research focused on the opinions of English Language Teaching (ELT) students in the Education Faculty of a university in Turkey. Using the motivational techniques scale developed by Dornyei (2001b), data was collected from 179 second language learners, including 42 males and 137 females. The study concluded that learners' motivation was directly linked to Dornyei's motivational teaching strategies, although these ten motivational techniques were not widely used by teachers in classrooms. Additionally, learners felt that their teachers varied in their use of these motivational teaching methods. Gardner (2001) emphasizes on the role of motivation to force a person to work hard and achieve his objective or aim; it makes the person determined and vigilant towards achieving his goals. Gardner also opines that a highly motivated person feels pleasure in attempting for his target and devises plans and tactics in achieving that goal. Since long, there are a number of explanations and theories regarding the significance of motivation in learning have been suggested. Manolopoulou-Sergi (2004) stresses that many researchers in the field of foreign or second language learning are of the same opinion that motivation is strongly linked to a person's choice of a specific action, his perseverance in following it and the hard work he does.

Numerous researchers have proposed different frameworks or categories of recommended teaching techniques aimed at motivating learners to study a foreign language (e.g., Brophy, 2010; Dornyei, 1994; Kumaradivelu, 1994; Li & Akram, 2023; Oxford & Shearin, 1994; Williams & Burden, 1997). These techniques are suggested for teachers to enhance their instructional methods. However, many of these frameworks were primarily derived from teaching practices or from learners' perceptions of the effectiveness of these techniques in their classrooms. Both foreign language teaching and learning have often been seen as more instinctive practices rather than scientifically based inquiries (Chen & Ramzan, 2024; Park & Lee, 2006).

Dornyei's semi-intuitive set of ten motivational teaching strategies (1996) includes the following:

1. Make language learning courses engaging by selecting topics, content, and activities that capture learners' attention.
2. Incorporate fun, humor, and games into the classroom.
3. Create an enjoyable and welcoming classroom environment.
4. Encourage student autonomy by allowing learners to share responsibility and experience freedom in the classroom.
5. Make lessons relevant by understanding learners' needs and expectations and adapting the course accordingly.
6. Share personal examples of motivation and dedication.
7. Boost students' confidence by providing encouragement, constructive feedback, and

- opportunities for frequent achievement.
8. Promote the target language by integrating its culture, using authentic resources, involving native speakers, and organizing language-speaking partners for learners.
 9. Establish strong, positive relationships with students.
 10. Emphasize the practical value of knowledge of the target language.

Further empirical evidence was gathered in a study to identify motivational teaching techniques based on learner data (Dornyei & Csizer, 1998). This study aimed to refine the original list of techniques by grounding them in systematic and classroom-based research. The techniques were selected based on a survey administered to 200 foreign language teachers across various educational institutions in Hungary. The survey results revealed ten motivational techniques that these teachers considered most important for classroom application. These techniques became known as the "Ten Commandments" (Nakata, 2006, p.64). This list was more concise and manageable for typical classroom teachers than previous lists (Dornyei, 1996). However, since each classroom and language learning environment is unique, the applicability of a list derived from a single study should be considered with caution. Early studies in this area were more concerned about what motivation is than about how we can use this knowledge to motivate learners. More light was given to identify various motives or validating theories in motivation rather than how to using techniques to improve and increase it. However, attention is now shifted from 'what' to 'how' of these techniques. A number of scholars have proposed and published material on motivation, how it can be increased and how teachers and learners perceive them. Brophy (2010), Dornyei (1994), Kumaradivelu (1994), Oxford & Shearin (1994) Williams & Burden (1997) intended to implement and practice in classroom for improving teaching methodology. Most of these frameworks are derived from teaching experiences or researchers' beliefs about the effectiveness of those techniques.

Foreign language teaching and learning more depends upon intuition than scientific inquiry (Park & Lee, 2006). Similarly, most of the implemented techniques were deprived of empirical evidence (Akram et al., 2020). Dornyei admitted that 'many of its components have been verified by very little or no empirical research in the field of L2' (1994., p.283). Further in his semi-formal interviews Dornyei addressed this issue and put forth set of ten motivational macro-strategies, (1996):

Semi-intuitive set of ten motivational macro strategies
Make the language class interesting by selecting good audio visual aids and try different activities.
Have fun, humour, and games in class.
Make the environment friendly and comfortable.
Make the course relevant by doing need analysis and design the syllabus according to that. Set a personal example being motivated and committed towards the students.
Make the foreign language real by introducing its culture and arrange the native speaker pen friend of your students.
Develop a good relationship with your learners.
Promote learner autonomy by allowing freedom in classroom and try to share responsibility with your learners as much as you can.
Emphasize the utility and benefit of FL to the learners.
Develop learners' confidence by encouraging them, giving them positive feedback and be sure that your students have a consistent feeling of learning.

Table 1 showing Dornyei's semi-intuitive set of ten motivational teaching strategies (1996)

This framework may be regarded as a guideline for the teachers. Kelley and Gorham (1988) presented a behavioral psychological phenomenon in which immediacy causes arousal, which directs attention that is required for retention.

3. Research Methodology

The present research study encompasses of a succinct research methodology adopted by the researchers in the on the trot study area. It is experimental in its nature and seeks help from quantitative approach. Data was analyzed through questionnaire. For the present research, the methodology adopted for the data collection revolves around the pre-test, post-test and mainly the percentages acquired by the responses of students. Students' attendance record was also maintained to check for any change.

3.1 Sampling

Forty female students of secondary level from Government Girls High School, Centre of Excellence Muzaffar Garh have been taken. Every single student was allowed to quit anytime during the study time and it was also highly assured that the data would be used only for the purpose of the present research. The participants got divided into two groups: Control group and Experimental group. The division of students into two groups was based on systematic randomization technique. This technique was adopted to ensure that students of mixed caliber were present in both groups, thus provides the researchers with better opportunity to probe into the effectiveness of the present study. The time duration of the ESL class was one hour after the school time.

3.2 Research Design

A formal permission was pursued to conduct the experimental study from the Principal of the school, Center of Excellence Government Girls High and Normal school. After that, students were given a brief presentation on the present study. Then a formal consent form was given to all the participants to sign after reading it carefully. Before starting this research study, a three-week planner was prepared which contained all the important methodologies, activities and specified course of study to implement for the rest of three weeks. Control group was taught through non-motivational techniques, whereas the experimental group was taught using motivational techniques. Motivational techniques which were used by the researchers included: emphasized on the significance of ESL to learners, developed learners' confidence by encouraging them and giving them positive feedback, active learning was achieved by forming groups or pairs of the learners in classrooms, applied variable teaching methods, techniques and materials to make the learning sessions more interesting for the learners to ensure active participation of learners.

3.3 Research Instruments

The following instruments were utilized in the data collection:

- i) Pre-test
- ii) Post-test
- iii) Interview

A pre-test was administered to eighty students from the selected sample. This pre-test assessed the four key skills of the English language: Reading, Writing, Listening, and Speaking. Initially, students were asked to write a paragraph on the topic "Myself" to evaluate their writing abilities. Next, they read small paragraphs from a newspaper to gauge their reading skills. Following this, students listened to a poem and provided feedback on their interpretation, assessing their listening skills. Finally, students introduced themselves in ten lines to measure their speaking skills.

After the pre-test, the students were divided into two groups, each consisting of forty students. One group, referred to as the experimental group, attended a three-week ESL class, while the other group, the control group, did not. Upon completion of the ESL class, a post-test was administered using the same parameters to both groups. The results for all four skills were compared between the two groups to evaluate the effectiveness of the ESL class and the techniques employed by the ESL teacher.

An interview was conducted with the selected sample, where each participant answered the same ten questions in sequence. The responses were analyzed and their percentages calculated, which were then represented in bar graphs. Each bar graph illustrated responses to individual questions, with the X-axis representing the independent variables (motivational techniques used by ESL teachers) and the Y-axis showing the dependent variables (categorized as "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree"). The interview results aimed to provide insights into the research hypothesis regarding the significance of motivational techniques used by ESL teachers and students' perceptions of these techniques.

4. Data Analysis

Experimental approach was used for interpreting the data. The data collected through the adopted methodologies is analyzed and presented in the form of percentages and bar graphs. The questionnaire consisted of ten question items. In the light of literature review it was hoped that highly motivated students give better results and students find their teachers' motivational techniques very helpful in an ESL classroom. The results were interpreted in the form of percentage. As the present study is a qualitative method of research, so the technique used was interview of the selected sample population. The interviews were conducted by the researcher herself, in accordance to the level of comfort. The researcher was already familiar with the students so it was easy to make a student comprehension about the interview.

The very first statement of the questionnaire (stated as: In an ESL classroom, motivation is the best strategy to improve students' efficiency and understanding) is related to the primary expectation of the research. Motivation is the key that can unlock all the hurdles on the if learning. If students are properly motivated they can perform marvels. Students efficiency and understanding both are crucial factors in learning process. Researcher asked this question from students to check their understanding on this phenomenon Percentage analysis of responses in this regard is as under:

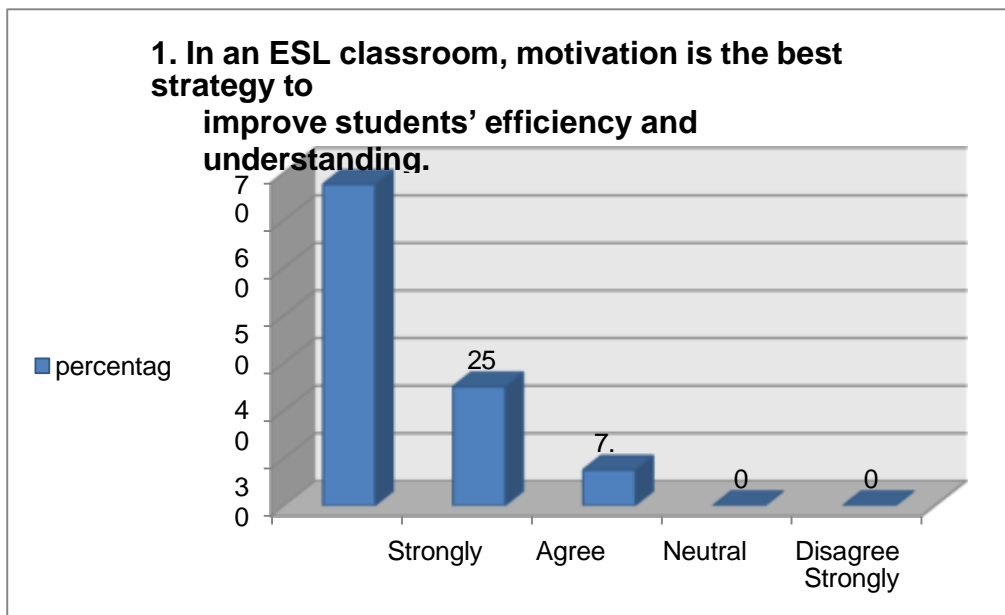


Figure 1: Bar graph for Question 1

Percentage of Strongly agreed students: 67.5% Percentage of agreed students: 25% Percentage of neutral students: 7.5% Percentage of disagreed students: 0% Percentage of Strongly disagreed students: 0%

The data shows that in an ESL classroom motivational techniques are very essential and helpful in second language learning. If properly motivated students develop positive attitude toward learning of target language. Motivational techniques uplift the confidence of learner thus make learner practice the target language. This boosted confidence and enhancement of spoken practice lead students to gain better results. Hence use of motivational techniques in ESL classroom is highly recommendable. These techniques can serve as effective tool by teachers to produce desired results in students. Understanding of the second language is highly associated with motivational strategies. In order to uplift understanding of target language, teacher should apply motivational strategies in ESL class room. Usage of these strategies prove fruitful in all situations.

The second item of the questionnaire (stated as: Oral presentations in class plays an important role in second language learning) includes the role of oral presentation in second language learning. As a matter of fact, oral presentation and assignment can play a significant role in second language learning. It will surely improve the spoken of the students as well as will boost up his/her confidence level when he/she will face the class. Motivating students for presenting their ideas in front of the class can have best results in an ESL class room setting. In modern time presentation skill has gained an extra ordinary significance in all walks of life. The students' ability to give presentation in target language has also been of same importance. Researcher asked students to give their opinion on this phenomenon. Students' opinion on role of motivation in improvement of presentation skill is as under:

Percentage of Strongly agreed students: 62.5% Percentage of agreed students: 32.5% Percentage of neutral students: 5% Percentage of disagreed students: 0% Percentage of

Strongly disagreed students: 0%

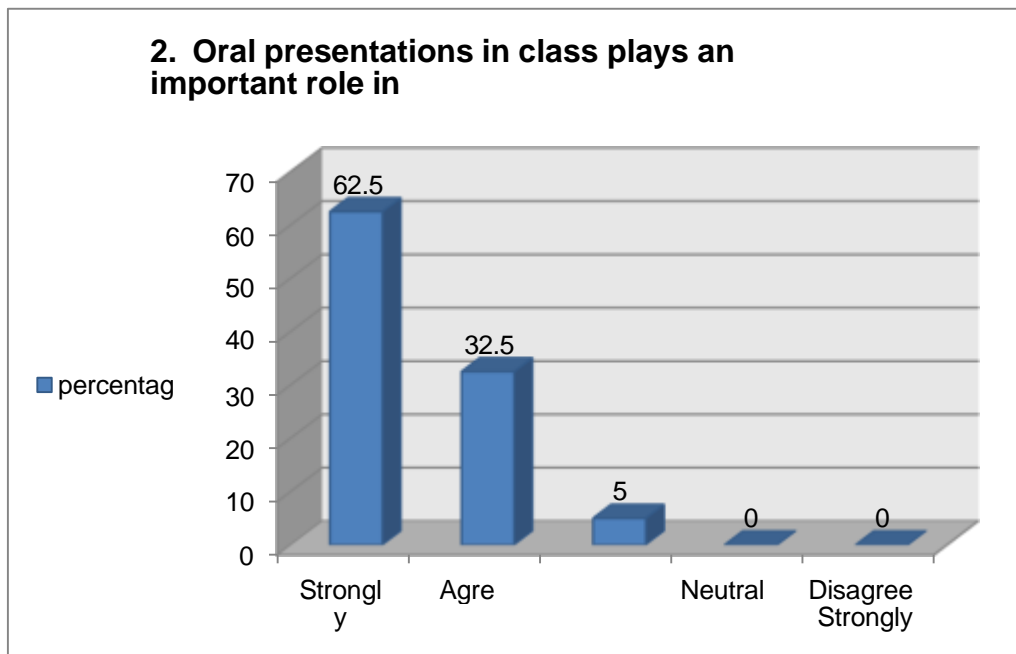


Figure 2: Bar graph for Question 2

Above statistical data shows that majority of students strongly agreed this fact that motivation help them to develop confidence for oral presentation. As a matter of fact, oral presentation and assignment can play a significant role in second language learning. At times it used to be hard for teacher to make student stand in front of class to speak or present his/her skills, but properly planned motivation strategies can help the teacher to boost the confidence of learner. When learner will gain confidence, he feels good about his learning. This feeling of accomplishment will lead the learner to bring forth effective presentations. Motivational techniques can surely improve the spoken skill of the students in target language as well as will boost up his/her confidence level hence he/she will be able to face the class in better and more effective way. Researcher is able to conclude that motivating students for presenting their ideas in front of the class can have best results in an ESL class room setting.

The third item of the questionnaire (stated as: Pair and group works/activities that are conducted in second language help students to achieve their desired goal) throws light on the importance of collaborative work in an ESL class room. Collaboration is one of the most important social skills in 21st century. ESL classroom should also enhance collaborative skill of learner. Researcher asked the sampling population to show their opinion in this regard. Students participating in this survey expressed their opinion as under:

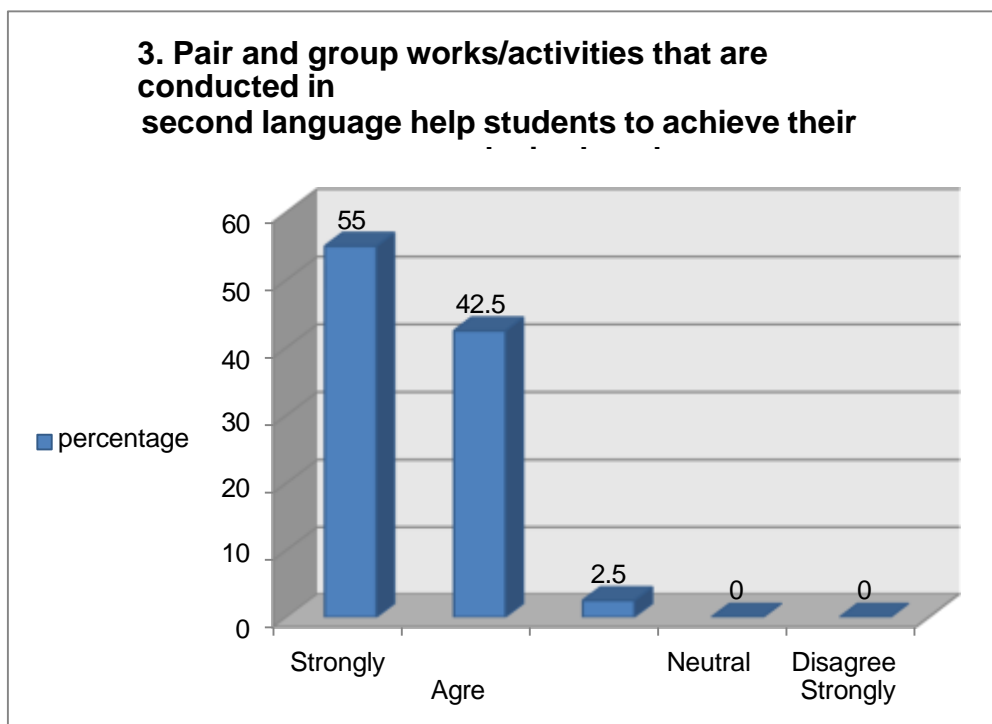


Figure 3: Bar graph for Question 3

Percentage of Strongly agreed students: 55% Percentage of agreed students: 42.5% Percentage of neutral students: 2.5% Percentage of disagreed students: 0% Percentage of Strongly disagreed students: 0% Above statistical data shows that 55% of the total sample population were strongly agreed to the point that collaborative work can have positive impact on the students and it can help learners in achieving their target. While 42.5% students were agreed and 2.5% remained neutral in this regard. This proves the point that students find pair and group work helpful for learning a second language. Language is a social phenomenon so its learning should also be planned through social interaction. Pair and group works lead the students to develop interaction with other learners in target language. Thus learners are better able to grasp the spoken skills in a better way. It is a common fact that students, when encouraged to work in pair and groups learn more. They feel free to share their ideas with the fellow of their own age. This technique helps them not only to build up their spoken ability in target language but also provide opportunity to connect with other people. This social connection can help all the learners. This types of activity also develop positive cooperative environment that leads to produce better results in ESL class room.

The Fourth item of the questionnaire (stated as: Speeches of motivational speakers are a key factor in learning the second language) highlights the role of motivational speeches in learning the second language. Motivational speeches in target language can serve as good resource for development of listening and comprehension in the target language. More over students can feel connection with a native speaker which can inspire them to perform better. Researcher posed a question to sample population to get their opinion in this regard. Students participating in this survey expressed their opinion as under:

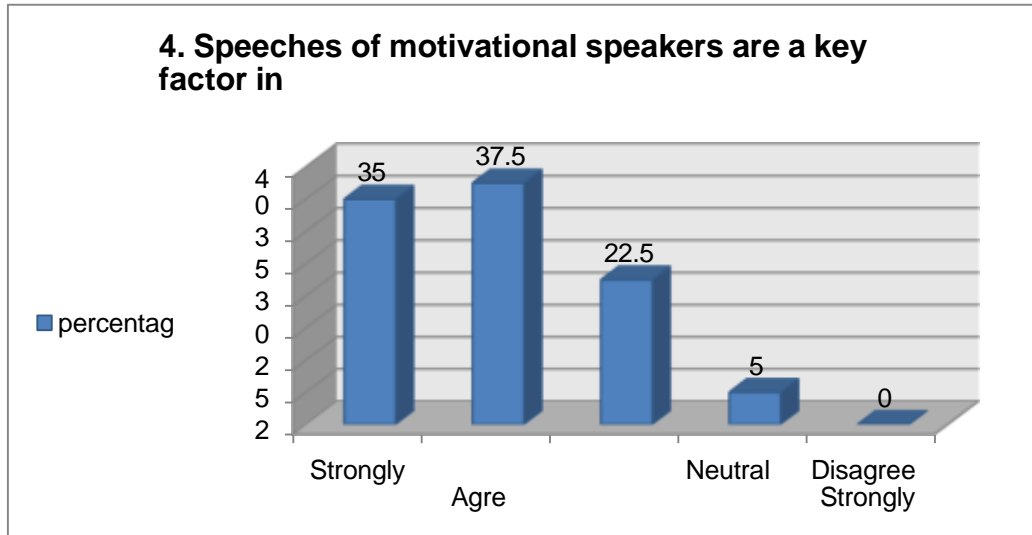


Figure 4: Bar graph for Question 4

Percentage of Strongly agreed students: 35% Percentage of agreed students: 37.5% Percentage of neutral students: 22.5%

Percentage of disagreed students: 5 % Percentage of Strongly disagreed students: 0%

Above statistical data shows that 35% of the total sample population were strongly agreed to the point that motivational speeches can induce positive impact on the learner and it can help learners in achieving their goals in target language. while 37.5% students were agreed and 22.5% remained neutral in this regard. 5% of the population disagrees with the statement as well. These percentages show that learners have positive outlook on role of motivational speeches in acquiring English as second language. This technique helps them not only to build up in target language but also provide opportunity to connect with native speakers. This social connection can help the learners to excel. Learning the second language is an uphill struggle, content of motivational speeches will boost the morale of students. This uplifted morale will help students to develop and perform better in ESL class room. Researcher strongly recommends that ESL teacher should use motivational speeches as a resource in ESL class room.

Fifth item of the questionnaire (stated as: Psychological analysis of the students gives you the right direction in motivating students) is emphasizing the role of psychological analysis in motivation for the second language learning. Psychological analysis help teacher to develop rapport with learners. Because of rapport building teacher can facilitate the learning process. Sample participating in this survey expressed their opinion on this point as under:

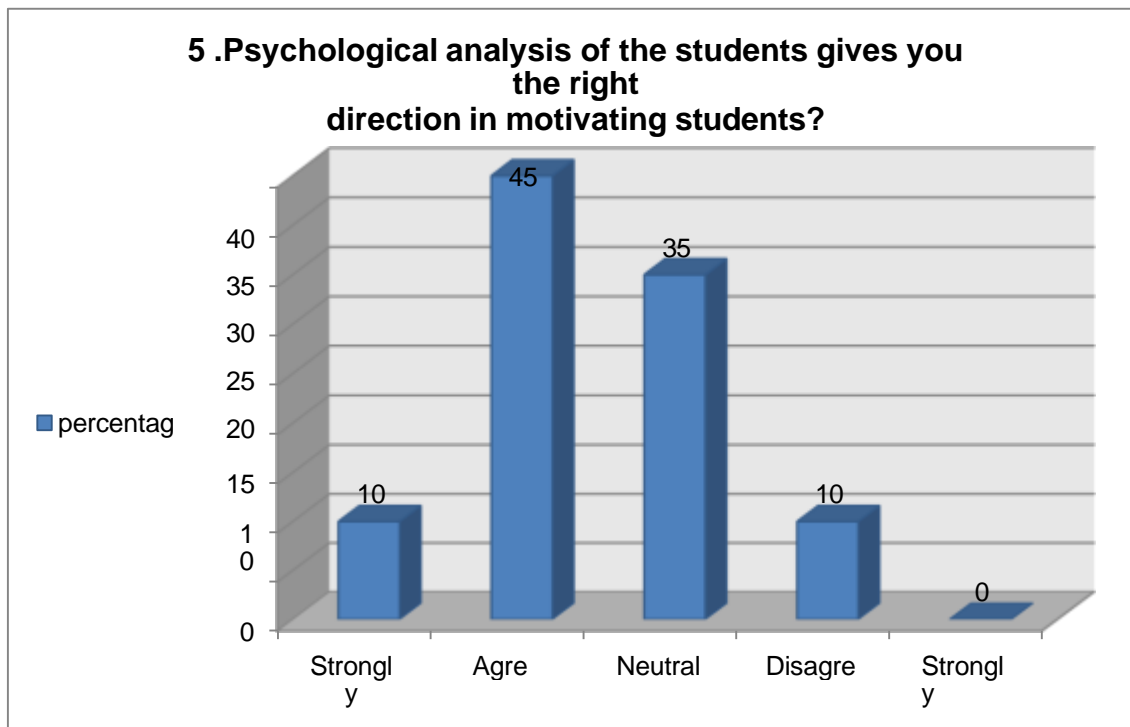


Figure 5: Bar graph for Question 5

Percentage of Strongly agreed students: 10 % Percentage of agreed students: 45% Percentage of neutral students: 35% Percentage of disagreed students:10% Percentage of Strongly disagreed students: 0%

Above statistical data shows that 10% of the total sample population were strongly agreed to the point that psychological analysis can create a better learning environment for the learner and it can help learners in achieving their goals in target language. While 45% students were agreed and 35% remained neutral in this regard. 10% of the population disagreed with the statement as well. These percentages show that fair number of learners thinks that if teacher consider their psychological state in mind and motivate them accordingly, can help them to achieve desired goals in target language. We are living in the era of stress and anxiety, students being part of same society are unknowingly suffering the anxiety and stress. If ESL teacher develops some psychological analysis and tackles the students accordingly, will surely help to develop better results. Psychological analysis can help the researcher to probe deep into the minds of students. This connection will encourage a positive impact on learning process in ESL class room.

Sixth item of the questionnaire (stated as: Computers and other visual aids are important in second language learning) is about the relationship of computers and other visual aids in learning the second language. 21st century learners are also called flat generation because of their increased interaction with screens of computers and other electronic gadgets. Researcher proposes that effective use of computer and other visual prompts like animations and video clips can facilitate the learner. Sample participating in this survey expressed their opinion in this regard as under:

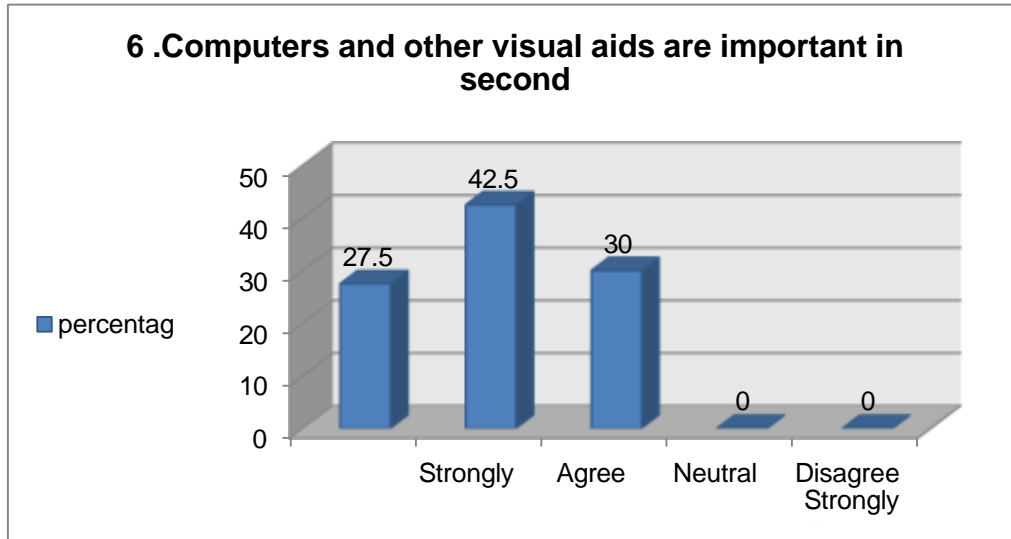


Figure 6: Bar graph for Question 6

Percentage of Strongly agreed students: 27.5 % Percentage of agreed students: 42.5 %
 Percentage of neutral students: 30% Percentage of disagreed students:0 % Percentage of Strongly disagreed students: 0%

Above statistical data shows that 27.5% of the total sample population were strongly agreed to the idea that computers and other visual aids can facilitate the learning process. While 42.5% sample were agreed and 30% remained neutral in this regard. 0% of the population disagree with the statement. 70% of sampling population admitted this fact that language teachers can bring forth better involvement and results by use of technology in class. Computer assisted learning can cause long-term learning. Researcher recommends that such type of technology assistance must be added in the teaching of the second language. Computer assisted learning is whole new paradigm that can facilitate the target language acquisition.

Seventh item of the questionnaire (stated as: Praising and encouraging techniques can help you overcome your deficiencies) seeks opinion of sampling population about praise and encouragement of teacher and its impact on their learning. Praising and encouragement develop positive self-image in students. By the help of this positivity they can enhance their learning ability. This positive outlook can also help them to overcome fear of mistakes, thus helping them to overcome their deficiencies of language learning. Sample participating in this survey expressed their opinion in this regard as under:

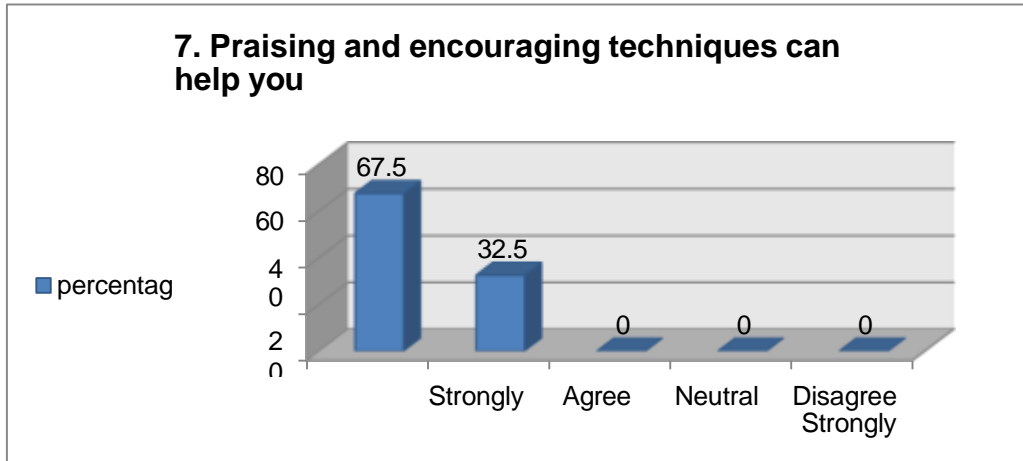


Figure 7: Bar graph for Question 7

Percentage of Strongly agreed students: 67.5 % Percentage of agreed students: 32.5 %
 Percentage of neutral students: 0%
 Percentage of disagreed students: 0 %
 Percentage of Strongly disagreed students: 0%

Above statistical data shows that 67.5% of the total sample population were strongly agreed to the idea that praising and encouragement lead them to overcome their language learning deficiencies. While 32.5% students were agreed and 0% remained neutral in this regard. 0% of the population disagree with the statement. 100% of sampling population confirms the fact that the praising words by the teacher and encouraging remarks help them to develop the aspects in which they are lacking. Thus researcher strongly recommends that appropriate praise and considerable encouragement lead students to better learning pursuits.

Eighth item of the questionnaire (stated as: Motivational techniques are more effective than physical punishment) seeks the opinion of the sampling population about motivational technique versus physical punishment. Corporal punishment is absolutely banned and illegal to practice in any educational institute. Even then enforcement of this law is not that much strong. Sample participating in this survey expressed their opinion in this regard as under:

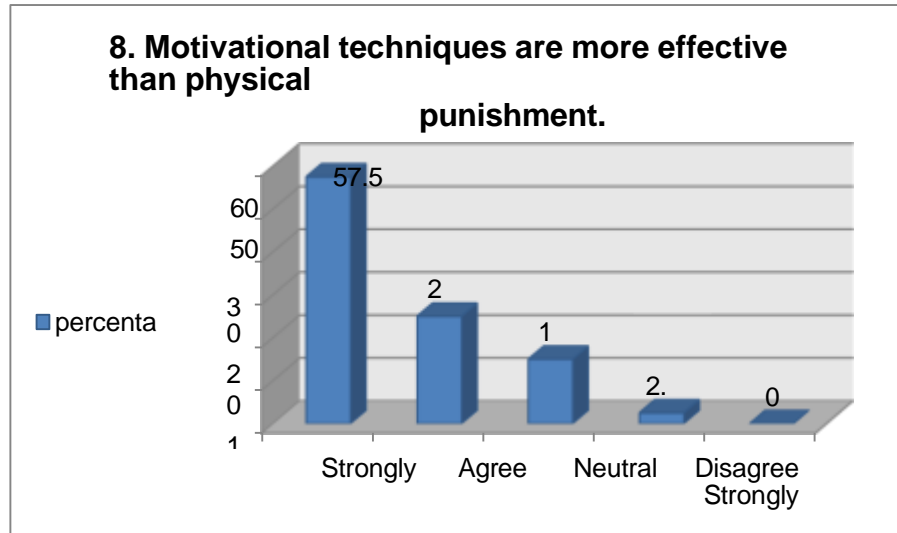


Figure 8: Bar graph for Question 8

Percentage of Strongly agreed students: 57.5 % Percentage of agreed students: 25 % Percentage of neutral students: 15 % Percentage of disagreed students: 2.5 % Percentage of Strongly disagreed students: 0%

Above statistical data shows that 57.5% of the total sample population were strongly agreed to the idea that motivation is a better tool as compared to physical punishment to improve their learning efficiency. While 25% students were agreed and 15% remained neutral in this regard. 2.5% of the population disagree with the statement as well. 82.5% of sampling population opted in favor of the idea that motivation can bring forth more effective and long lasting results as compared to physical punishments. Punishment of any type seems beneficial on the surface as it produces immediate result but on deeper level it destroys the confidence of the learner and contribute nothing in learning process. Thus researcher strongly recommends the practice of motivational strategies as compared to corporal punishment.

Ninth item of the questionnaire (stated as: Your teachers are using right motivational techniques that can improve your second language learning) seeks the opinion of the sampling population about motivational technique used by their second language teacher. Sample participating in this survey expressed their opinion in this regard as under:

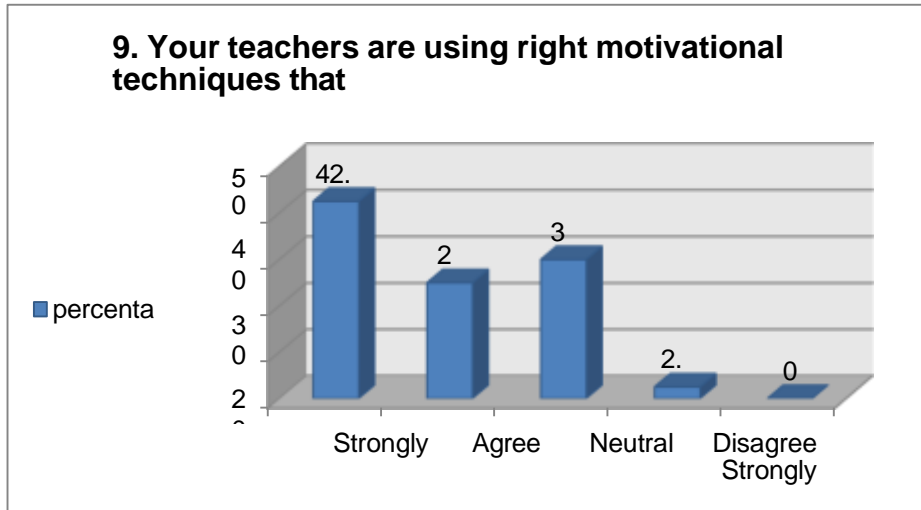


Figure 9: Bar graph for Question 9

Percentage of Strongly agreed students: 42.5 % Percentage of agreed students: 25 % Percentage of neutral students: 30% Percentage of disagreed students: 2.5 % Percentage of Strongly disagreed students: 0%

Above statistical data shows that 42.5% of the total sample population were strongly agreed to the idea that motivational technique used by their teacher is appropriate and helping them to learn second language effectively. While 25% students were agreed and 30% remained neutral in this regard. 2.5% of the population disagrees with the statement as well. 67.5% of sampling population showed satisfaction on usage of proper motivational techniques by their teachers. It shows that number of teachers using satisfactory motivational techniques is reasonable but still it has potential for improvement. Hence researcher recommends a proper teachers' training with the aim of

Introduction and effective use of motivational techniques.

Tenth item of the questionnaire (stated as: Student centered techniques can help you achieve more proficiency in English language) inquires about the relationship of student centered techniques and proficiency in target language. Sample participating in this survey expressed their opinion in this regard as under:

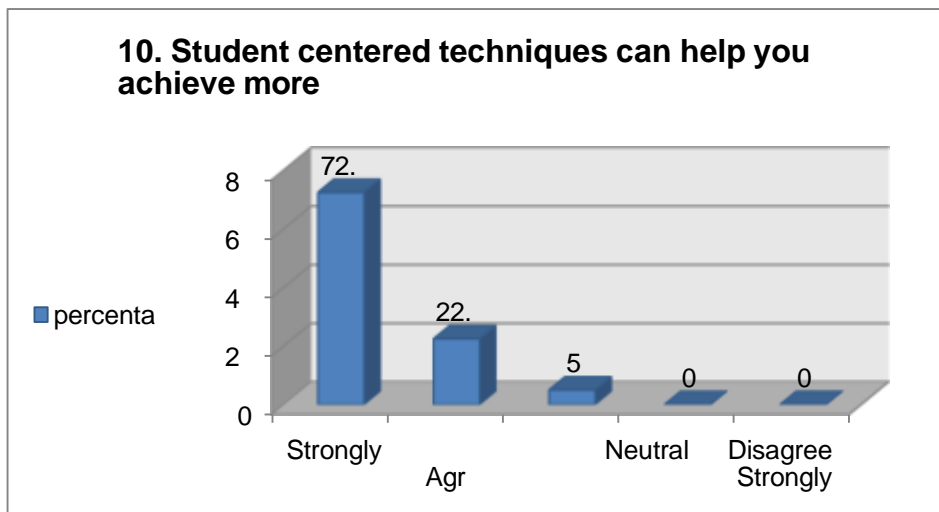


Figure 10: Bar graph for Question 10

Percentage of Strongly agreed students: 72.5 % Percentage of agreed students: 22.5 %

Percentage of neutral students: 5%

Percentage of disagreed students: 0 % Percentage of Strongly disagreed students: 0%

Above statistical data shows that 72.5% of the total sample population were strongly agreed to the notion that student centered techniques are more effective and efficient in gaining language proficiency. While 22.5% students were agreed and 5% remained neutral in this regard. 0% of the population disagrees with the statement. 95% of sampling population showed agreement on the notion that student centered techniques are far more beneficial in gaining language proficiency. Researcher recommends that student centered techniques and methodologies should be implemented in all language learning class rooms as these techniques are involving hence inducing long-lasting learning.

4.1 Results of Questionnaire

Serial No.	Specifications	Strongly Agree	Agree A	Neutral N	Disagree D	Strongly Disagree
		SA				SD
1	In an ESL classroom, motivation is the best strategy to improve students' efficiency and understanding.	67.5%	25%	7.5%	0%	0%
2	Oral presentations in class plays an important role in second language learning.	62.5%	32.5%	5%	0%	0%

3	Pair and group works/activities that are conducted in second language help students to achieve their desired goal.	55%	42.5%	2.5%	0%	0%
4	Speeches of motivational speakers are a key factor in learning a second language.	35%	37.5%	22.5%	5%	0%
5	Psychological analysis of the students gives you the right direction in motivating students?	10%	45%	35%	10%	0%
6	Computers and other visual aids are important in second language learning.	27.5%	42.5%	30%	0%	0%
7	Praising and encouraging techniques can help you overcome your deficiencies.	67.5%	32.5%	0%	0%	0%
8	Motivational techniques are more effective than physical punishment.	57.5%	25%	15%	2.5%	0%
9	Your teachers are using right motivational techniques that can improve your second language learning.	42.5%	25%	30%	2.5%	0%
10	Student centered techniques can help you achieve more proficiency in English language.	72.5%	22.5%	5%	0%	0%

Table 2 showing Results of Questionnaire Affective Variables

- a) Situational use of language
- b) Students' understanding and creativity
- c) Confidence
- d) Satisfaction
- e) Proficiency in English
- f) Real life communication
- g) Language efficiency

5.1 Findings and Discussion

The results from the questionnaire indicate that motivation is a fundamental component in an ESL class, with students reporting a significant positive impact from their teachers'

motivational techniques. Additionally, strategies focused on student involvement are more effective than those centered solely on the teacher. When teachers acknowledge students' efforts and celebrate their successes, it demonstrates their commitment to student progress, fostering a strong teacher-student relationship. This approach not only encourages students to perform better but also enhances their self-confidence and motivation. Conversely, a lack of appreciation or negative feedback can erode students' self-assurance and motivation, potentially leading them to disengage from learning. Both students and teachers in the ESL context endorsed motivational strategies that include recognizing students' efforts and providing constructive feedback. Students were more engaged and less hesitant to answer questions or perform tasks when they felt their efforts were valued and not subjected to humiliation.

Effective feedback is crucial in maintaining a positive learning environment. Teachers who provide constructive criticism without being overly harsh help avoid discomfort and maintain a supportive atmosphere. The study found that a relaxed classroom environment reduces stress and anxiety, thereby promoting better learning. Well-designed tasks and a focus on students' progress contribute to increased motivation and involvement. Supportive feedback from teachers, including both verbal and non-verbal encouragement such as smiling and eye contact, was found to significantly boost students' motivation and relaxation. Many students reported feeling more motivated and at ease when their teachers exhibited these positive behaviors. Teachers who used humor and approachable gestures were also perceived as more effective in fostering student enthusiasm and commitment.

Students generally expect and appreciate positive feedback from their teachers, which helps identify areas for improvement and encourages continued effort. However, the timing and manner of providing feedback are crucial; feedback should be constructive, not overly critical or public, as public correction can diminish student confidence. Prompt and positive feedback is highly motivating, helping students understand their strengths and areas for growth, and plays a vital role in encouraging their progress in learning the target language. In order to sort through the perceptions of teachers and students, the

procedure followed was questionnaire. Government High School Center of Excellence, Muzaffar Garh was involved in data collection.

Two areas were highlighted during data collection strategy:

- (i) Role of motivation and techniques used.
- (ii) Insights of students regarding their teachers' motivational techniques.

Motivation plays a key role in language learning process. The teachers conducting language learning classes should be aware of the significance of motivation and its influence on their students. Here, another notion emerges which can be regarded as core of motivation i.e. passion. Successful learning depends on learners' passion. While designing a language course, the teacher must know about individual's interest, expectations, capabilities and level of intelligence. In a language learning classroom, we use magazines and newspapers, to enhance basic learning skills of students, i.e. reading, writing, listening and speaking. The second most important area in this research work is how the students perceive their teacher's teaching and motivational techniques. While conducting interviews and questionnaires, most of the students were having same point of view regarding roles of their teachers. Students were mostly shy and hesitant in sharing their experiences and ideas. But after confidence and motivation given by their teacher they were able to speak directly and confidently to the researcher. Findings mostly include same point of view about the role of teachers in language learning class. One prominent view point was emphasized by the students, that the teachers should not totally depend on the direct method of teaching. Grammar translation method or use of native language should not be completely neglected.

5.2 Conclusion

Motivation is a vast canvas painted by numerous research scholars as cited in the previous chapters. It is considered as the basic element in learning second language which encourages students to overcome their fears and complexes. It creates an environment in the class which enables learners to groom their personality and grow themselves towards their particular directions. Motivation sets an atmosphere of competition in the classroom which provides vigour and energy in the learners to excel. This accelerates the learning process. The used methodology comprises of same perceptions put forth by the teachers and learners to discuss these points and few points which were perceived and proposed differently in the limelight of Dornyei's framework and the themes arose from the research methodology. Motivation provides a path and direction to an individual to achieve his aims and goals in life. It is a force that boosts a person's thirst for success. There may be numerous hurdles in one's way but due to proper motivation and guidance, these hurdles can be crossed. Encouragement and appreciation are very important tools of motivation, which enable the students to utilize their abilities in achieving their goals. Encouraging students to achieve certain targets and appreciating them on their little successes make them work harder to achieve bigger targets.

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