



Optimizing Classroom Motivation: An Examination of Effective Motivational Strategies in Sialkot High Schools for ESL Education

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Abstract

Motivation holds a vital significance in the journey of acquiring a second language, where there educators emerge as crucial contributors to shape a favorable learning atmosphere for students. This scholarly exploration meticulously examines the effective methodologies employed by educators specializing in English as a Second Language (ESL) within the high school context in Sialkot, Pakistan. The objective is to discern the intricate interplay between ESL teacher motivation and the pragmatic deployment of inspirational techniques within the educational landscape of Pakistan. Employing a comprehensive mixed-methods framework, this research investigates the most impactful motivational strategies while concurrently shedding light on the challenges encountered by English as a Foreign Language (EFL) instructors in implementing these strategies. A cohort of 40 educators from a distinguished private institution in the Sialkot region actively participated in the survey, articulating their perspectives through a Likert-scale instrument. Utilizing the SPSS tool, statistical analyses ascertain the frequency and rank order of motivational strategies. Outcomes reveal noteworthy clusters, encompassing the clear presentation of tasks, rationale provision for task significance, and the promotion of collaborative work and group norms. In conclusion, this study underscores the paramount significance of ESL educators' motivational strategies in fostering and sustaining motivation among students.

Keywords: acquiring, ESL, second language, learning, motivation.

Introduction

In the dynamic landscape of education, fostering motivation among English as a Second Language (ESL) students in high schools is a paramount concern. This study delves into the intricacies of classroom motivation within the context of Sialkot High Schools, aiming to examine and elucidate effective motivational strategies. Recognizing the unique challenges faced by ESL learners, particularly in the high school setting, this research endeavors to shed light on pedagogical approaches that can enhance student engagement, enthusiasm, and perseverance in English language acquisition. By exploring and analyzing the motivational strategies employed in Sialkot High Schools, this study aspires to contribute valuable insights that educators, administrators, and policymakers can leverage to create an environment conducive to optimal ESL education. As we embark on this investigation, the overarching goal is to pave the way for a more enriching and motivating educational experience for ESL students in Sialkot, ultimately fostering their language proficiency and academic success.

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Learning English as a second dialect has been the foremost prevalent concern in Pakistan to correspond and meet the social desire of being a literate person. Even though Pakistan's local dialect is Urdu, the social disgrace joined to a literate family is as a rule related to those who talk English as a second dialect in Pakistan is connected with Pakistani history. British ruled two nations, counting Pakistan, and endeavored to adjust its instructive educational modules to guarantee that English was instructed (Ahmad & Khan, 2017). The characteristic arrangement of learning English is tuning in, talking, perusing, and composing but in Pakistan's case, it is, to begin with, perusing, writing, listening, and talking. Within the light of scholastics and utilization of quantitative and qualitative method, the study of the motivational strategies used by ESL teachers in public high schools of Sialkot, Pakistan.

The teacher's motivation influences the learning of the understudies. There are numerous understandings and translations of motivation. For illustration, regarded scholastics such as Muir and Dornyei (2013) & Reeve et al. (2015) characterize motivation as "an internal process which intends a change either in one's inner self or surroundings". Learning almost person's encounters, battles and motivation behind being an English language teacher may motivate their understudies to learn English as a second language more viably. Additionally, as instructors spend time with their understudies, they in the long run learn individual students' learning needs.

The necessity to think about and quell the diverse dialects risen as an energetic notion that gave a beginning impulse to the area of moment dialect procurement. Dialect learners started to investigate this captivating range of human improvement and over the final few decades, there has been a plenty of considers within the field. One of the key notions of the dialect learning operation, motivation as a portion of mentees' personal contrasts, is contemplated as an antecedent of the procurement. It is a perplexing and multidimensional set up. Within the learning of a second dialect, motivation is accepted to be an imperative figure, which gives the crucial stimulus for the method for the accomplishment of foreign language (L2). Dornyei and Otto (1998) characterize motivation as the, "the powerfully changing total excitement in an individual that starts, coordinates, arranges, opens up, ends, and assesses the cognitive and engine forms whereby introductory wishes and wants are chosen, hierarchized, functionalized and (effectively or unsuccessfully) trespassed" (p.64).

Mower's (1950) groundbreaking work, ahead of its time, concentrated on the initial stages of language acquisition, asserting that a child learns their mother tongue to engage with their family and community. Robert Gardner (1982), deeply influenced by Mower's ideas, adopted them as the cornerstone of his research. Gardner's framework encompasses four pivotal dimensions of second language learning: social and aesthetic conditions, individual learner differences, the contextual backdrop of the learning process, and linguistic outcomes. In this research journal, our objective is to dissect and analyze these integral elements, utilizing Mower's and Gardner's theories as a lens to unravel the intricate dynamics of second language acquisition. By scrutinizing the interplay of social, individual, contextual, and linguistic factors, this study aspires to contribute insights that can enhance our understanding of effective strategies in language education, particularly within the unique context under investigation.

Exploration studies consistently emphasize the enduring significance of attitudes and motivation in the context of foreign language learning (Gardener & MacIntyre, 1991; Oxford & Shearin,

1994; Gonzales, 2010). According to Gardner (1985), attitudes play a crucial role in influencing motivation for learning a foreign language, representing a key aspect of socio-educational dynamics. Dornyei (1994) characterizes this motivational operation as a transformative milestone in the landscape of foreign/second language research, marked by an expanded focus on the communal dimension within motivation studies. Within this conceptual framework, it becomes apparent that motivation operates on three distinct levels: the mentee's educational journey, addressing innate needs, and capturing emotional responses. This research aims to delve into and comprehend the intricate connections between attitudes, motivation, and language learning, shedding light on the multi-dimensional dynamics within the educational context under investigation.

Motivation is pivotal in second language acquisition, serving as both the initial driving force for education and an ongoing catalyst throughout the language-learning journey. Effective coordination, as emphasized by Kuo (2013), integrates internal stakeholders' attributes and motivations, responding promptly to external diversities. This research synthesizes motivational strategies across age groups, highlighting the fluid nature of motivation. Directors must recognize this fluidity to foster organizational cultures inspiring consistent high performance. Building on Berney and Steven Elias's (2010) findings, this study addresses the evolving landscape of global English language learning, emphasizing the imperative for motivating strategies in English Language Teaching (ELT). Acknowledging cultural diversity, educators must tailor approaches to accommodate varied learning styles and cognitive processes. Collaborative learning methodologies prove essential in addressing substantial variations within the learner population, underscoring the need for educators to navigate individual differences in cognitive processing (Herrold, 1989). In this research, motivation is conceptualized as a complex socio-psychological influence propelling individuals toward specific inclinations.

Motivation may be a rational unique aspect which forces the dialect learners to gain the dialect proficiency. Gardner (1985) expressed that motivation is a crave to do so and the fulfillment accomplished within the movement (Kitjaroonchai, 2012). Motivation is precondition for learning second language. Dornyei (1998) expressed that not one or the other learners' potentialities, nor suitable educational program and great instructing fulfills the indelible objectives of learning language without a satisfactory standard of motivation. The learners with sky-high standard of motivation appear way better execution in learning second language. Brown (2000) expressed that it is simple to declare in learning dialect language that a learner may effectively learn with legitimate motivation the language (Al-Tamimi & Shuib, 2009).

Research Objectives

- i. To identify the prevailing motivational factors that significantly contribute to ESL educators' inspiration in Sialkot high school classrooms.
- ii. To assess the impact of the identified motivational strategies on ESL teachers' effectiveness in Sialkot public schools.

Research Questions

- i. What are the key motivational factors that significantly contribute to ESL educators' inspiration in Sialkot high school classrooms?
- ii. How do the identified motivational strategies impact ESL teachers' effectiveness in Sialkot public schools?

Limitation od Study

This paper, like many others, has limitations in its research scope and methodology. It focuses solely on public schools in Sialkot, lacking a comparative analysis across diverse cities in Pakistan to elucidate regional variations in sociocultural norms and their impact on ESL teachers' creativity. The study's confined geographic scope overlooks the broader cultural diversity within Pakistan, limiting the generalizability of findings. Furthermore, future research could benefit from incorporating perspectives from external observers to enhance overall validity. The researcher's familiarity with Sialkot may introduce biases, potentially impacting the perceived seriousness of the study when researching one's own colleagues and institutions.

Literature Review

The Affective Filter Hypothesis by Krashen, particularly in the context of Madrid, underscores the emotional aspects of language learning and positions motivation as a pivotal element influencing the process of Second Language Acquisition (SLA). Motivation emerges as a fundamental driver that propels learners towards achieving their educational objectives, with cultural nuances influencing the factors that enhance motivation across different societies (Wentzel & Wingfield, 2007). Woolfolk (1998) defines motivation as an internal state that stimulates, directs, and sustains behavior, while Salvin (2001) characterizes it as an internal process that activates, controls, and maintains behavior over time. Motivation is recognized as a dynamic interplay between the learner, the environment, and the task, viewed as a quality inherent in the individual, the situation, or the activity itself.

Motivational studies, spurred by the influential contributions of Gardner and others, have delved into the theoretical and practical aspects of motivation's significance in understanding language learning differences on an individual level (MacIntyre & Baker, 2001). Motivation, often manifested as a concept linked to an individual's interest in acquiring specific linguistic skills for particular purposes, is considered a decisive factor in the success of second language learning (Rahman et al., 2010). The components of motivation are intrinsic to the individual's drive toward the prevailing idea of the moment (Rabby, 2001). Motivation is directly tied to individual performance, contributing to organizational performance and serving as a catalyst for employees to enhance their performance in achieving the organization's goals. Scholars like Panagiotakopoulos (2013) highlight the importance of employee motivation, particularly when economic rewards are limited, urging management to provide resources and platforms for employees to excel.

Dornyei and Csizer's study on Hungarian instructor's underscores behavior as a potent tool for motivation in the classroom, emphasizing its role as the driving force to initiate second language learning and sustain the often arduous process (Dornyei & Csizer, n.d.). The study identifies various motivational factors, including empathy, self-esteem, anxiety, and

extroversion/introversion, all playing significant roles in language learning. Instructors are urged to employ effective strategies to motivate learners, as motivated individuals are more likely to enhance departmental performance (Pinder, 2011). In summary, motivation, as a multifaceted and culturally influenced construct, stands as a linchpin in the process of second language acquisition. Its dynamics encompass intrinsic and extrinsic factors, behavioral aspects, and individual psychological features, all contributing to the success of language learning endeavors. Understanding and leveraging these motivational factors are imperative for educators, policymakers, and organizational leaders seeking to optimize language learning outcomes in diverse cultural contexts.

Dornyei and Csizer's (1998) foundational study on EFL instructors identified ten motivational macro-strategies, including setting a personal example and promoting learner autonomy. Banya and Cheng (1997) found disparities between teachers' beliefs and students' perceptions in Taiwan, emphasizing the need for instructional alignment. Noels (2001) discovered that a controlling teaching style diminished students' independence. Broussard and Garrison (2004) defined motivation as a factor that encourages or deters actions, with intrinsic motivation linked to personal satisfaction. Den Brok et al. (2005) highlighted the impact of teacher involvement on student joy, effort, and relevance in language learning. Hung (2006) emphasized the influence of teachers' modeling on students' reading motivation, corroborated by Cheng and Dornyei (2007). These studies collectively stress the pivotal role of teachers in shaping motivational environments, providing a guide for instructors to align perceptions, beliefs, and behaviors to enhance student motivation.

Examining what motivates individuals reveals a commonality in their needs, albeit with variations in how these needs are perceived. Maslow's well-known concept of human needs posits that behavior is driven by unmet needs, forming a foundational understanding in the field of motivation (McClelland, 1953). Within the realm of process theories, which emphasize dynamic mental processes rather than static substances, Fincham and Rhodes (2005) note that what stimulates people is the task itself, elucidating the intricacies of how motivation unfolds. Furthermore, the Self-Determination Theory (SDT), advanced by Ryan and Deci (2000), stands as one of the most comprehensive motivational theories. SDT identifies three fundamental human needs crucial for personal fulfillment and positive development: competence, autonomy, and relatedness. Competence pertains to recognizing one's proficiency in acquiring necessary skills, autonomy involves understanding oneself as the source of action, and relatedness refers to a sense of connection and belonging. SDT posits that individuals act optimally when social and contextual factors support and nurture these three basic needs, while a lack of such support results in diminished motivation (Ryan & Deci, 2000; Dornyei & Guiliateaux, 2008).

Instructors play a pivotal role in shaping students' motivation, and various studies provide insights into the effectiveness of motivational strategies employed by teachers. Godwin's (2012) research on Nigerian students emphasizes the need to understand both the methods teachers use and the extent to which students perceive these strategies as motivating. Similarly, Zafar et al. (2007) conducted a study in Pakistan, highlighting the impact of motivational techniques on student performance and underscoring the significance of teacher-student rapport, reward systems, and decision-making. Astuti's (2013) investigation in Indonesia delves into English

teachers' use of motivational methods and students' perceptions, revealing that a positive teacher-student relationship, characterized by support and respect, significantly influences motivation. Misbha and Saima's (2013) study in Pakistan explores the correlation between research students' goals and their perception of teachers' motivational practices, advocating for instructors to adapt their teaching methods for improved student outcomes. These studies collectively underscore the importance of understanding students' perspectives on motivational teaching strategies and the critical role teachers play in fostering a positive and motivating learning environment (Zafar et al., 2007).

This study addresses the essential question of how teachers' motivational strategies impact students' learning experiences. Existing research acknowledges the significance of effective teaching methods in enhancing student motivation and engagement. While studies, such as Zoltan Dornyei's research, have explored strategies for ESL learners, a critical gap remains regarding students' perceptions of these approaches and their actual impact on intrinsic motivation. The study aims to fill this gap by examining how students perceive and respond to teachers' motivational strategies, offering valuable insights for educators to refine teaching techniques (Dornyei, 2001; Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Martin, 2006).

Research Methodology

The research design employed in this study utilizes a mixed-methods approach to comprehensively investigate the impact of motivational strategies on ESL teachers' effectiveness within the context of Sialkot public schools. This approach combines quantitative data gathered through a survey based on 10 selected motivational strategies derived from Zoltan Dornyei's framework with qualitative insights obtained from interviews conducted with ESL teachers in Sialkot. The quantitative survey, administered to a stratified random sample of 40 ESL teachers, seeks to assess the feasibility and effectiveness of the identified motivational strategies. Concurrently, qualitative interviews are conducted to delve into the nuances of potential challenges faced by ESL teachers in implementing these strategies in English as a Foreign Language (EFL) classrooms in Sialkot.

The study strategically selects its population to ensure representation across diverse educational levels and regions within Sialkot, providing a comprehensive understanding of motivational practices. Employing a structured questionnaire for quantitative analysis and semi-structured interviews for qualitative insights, the data collection process aims to offer nuanced perspectives on the practical application of motivational strategies.

The data analysis phase involves utilizing SPSS for quantitative analysis, categorizing and exploring the data into ten thematic categories. This process aims to reveal underutilized motivational strategies and shed light on potential implementation challenges faced by ESL teachers in Sialkot. This comprehensive research design adheres to academic rigor and aligns with the guidelines outlined by Castleberry and Nolen (2018), contributing valuable insights to the ongoing discourse on ESL education enhancement in Sialkot.

Data Analysis

The research, "Optimizing Classroom Motivation," focuses on ESL teachers' strategies in Sialkot high schools. It quantitatively explores their impact on primary-level students, filling a gap in previous studies. Limited to public schools in Sialkot, the study delves into the reliability of motivational strategies and analyzes the frequency of specific behaviors to provide insights into ESL education.

Set an individual case along with your possessed behavior

Table 1

Constituent number 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.9	5.1	5.1
	Disagree	5	8.8	9.2	14.3
	Neutral	8	11.7	12.2	26.5
	Agree	17	40.9	42.9	69.4
	Strongly agree	8	28.7	30.1	99.5
	33.00	2	.5	.5	100.0
	Total	40	95.4	100.0	

The mean of this constituent by Zoltan Dornyei is 3.99 while standard deviation is 2.357. It portrays more the element of neutrality, which is conceivably lies between 'neutral' and the point of 'agree'. More than 50% agree to the point that ESL teachers must have to motivate themselves for teaching English as a second language in an English classroom. The table summarizes the distribution of responses to a question, categorizing participants into five levels of agreement. The majority of respondents fall into the "Agree" and "Strongly Agree" categories, comprising 69.4% and 99.5% cumulatively.

1. Perceive students' exertion and celebrate any victory

The moment point of this macro strategy is commonly an emotional differentiate to the end marks of Dornyei and Csizer (1998) study, where techniques relating how to reply to or stimulate mentees' exertion fizzled to create the beat 10 list. It is some degree too astounding to discover that the taking part teachers set such a high esteem on advancing exertion attributions in Sialkot, where an ability-driven and achievement-based instructive convention is inescapable. The result demonstrates that the most English teachers did recognize the significance of the mentees' effortful engagement within the learning handle.

Table 2

Constituent number 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	.5	.5	.5
	Disagree	3	2.4	2.6	3.1
	Neutral	7	6.8	7.1	10.2
	Agree	18	42.8	44.9	55.1

Strongly agree	10	42.3	44.4	99.5
45.00	2	.5	.5	100.0
Total	40	95.4	100.0	

First constituent of the second cluster is that the teachers have to acknowledge the efforts done by the learners for motivating them. The mean score of this motivational strategy by Zoltan Dornyei 4.52 while standard deviation is 3.00. The table summarizes survey responses on a topic, indicating a high level of agreement (87.1%) with 42.8% in "Agree" and 42.3% in "Strongly agree." Disagreement is minimal (3.1%), while 10.2% remain neutral. Overall, the majority holds a positive view on the subject.

2. Advance learners’ self-confidence

This macro strategy requires small avocation since it is for the most part acknowledged in instructive brain research that the way understudies see or judge their claim capacity features a critical impact on the exertion they are wishing to commit to winding up an assignment. Dornyei and Csizer (1998) categorize this motivational strategy in the upper half of their list. The current study indicates that teachers in Sialkot recognize the significant role they can play in fostering a 'can-do spirit' among their students.

Table 3

Constituents Number 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.4	3.6	3.6
	Disagree	3	1.5	1.5	5.1
	Neutral	7	5.8	6.1	11.2
	Agree	12	38.0	39.8	51.0
	Strongly agree	14	46.7	49.0	100.0
	Total	40	95.4	100.0	

The mean of this constituent is 4.29 and the standard deviation is 0.923. It reveals that the participants’ frequency that are strongly agreeing to the point of encouragement of students to work hard by the teachers is 49%. Teachers motivation can stimulate the neurons of the learners to seek knowledge and make efforts more and more. The table shows that 84.7% of respondents either "Agree" or "Strongly agree" on the surveyed topic, with 46.7% strongly agreeing. Disagreement is low at 5.1%, and 11.2% remain neutral. Overall, the majority expresses a positive sentiment toward the topic.

3. Make a charming and loose environment

Learning a new language in the school environment can be daunting for students, as noted by Dornyei (2005). The documented impact of language learning anxiety due to a strict classroom atmosphere, hindering motivation and achievement (Young, 1999), emphasizes the importance of a positive learning environment. In Sialkot, teachers recognize this need, aiming to create a supportive atmosphere discouraging intimidation and minimizing social comparison, aligning

with the Hungarian survey where the school environment ranked second as a motivational strategy.

Table 4

Constituents Number 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	12.2	12.8	12.8
	Disagree	4	7.8	8.2	20.9
	Neutral	7	17.0	17.9	38.8
	Agree	12	35.5	37.2	76.0
	Strongly agree	15	22.9	24.0	100.0
	Total	40	95.4	100.0	

It is quite impressive that within the vicinity of Sialkot schools either public or private sectors, the teachers are changing their behavior for the improvement of their classroom environment. The majority of the participants are objectively utilizing that constituent in their teaching practices. The mean score is 3.52 on the other hand standard deviation is 1.289. The majority of respondents (61.2%) express agreement on the surveyed topic, with 24.0% strongly agreeing and 37.2% agreeing. Disagreement is at 20.9%, and 17.9% remain neutral. Overall, the sentiment leans towards agreement.

4. Present tasks properly

The instructor's presentation of learning tasks significantly influences students' perception of assigned activities. The participating teacher's responses align with William and Burden's (1997:4) observation that educators need clear rationale for task selection and must precisely convey expectations to learners. Even with a skilled instructor, student motivation falters without clear instructions. Our study concludes that Sialkot teachers emphasize communicating rationale and strategic guidance as integral to motivational pedagogy. This mirrors findings from a Hungarian teacher survey where effective task presentation ranked third among motivational strategies.

Table 5

Constituents Number 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.0
	Neutral	5	4.9	5.1	7.1
	Agree	20	48.7	51.0	58.2
	Strongly agree	13	39.9	41.8	100.0
	Total	40	95.4	100.0	

51% of the participants are agreeing to the view that they have to give good causes to explain that the assigned activity or goal has its own sort of importance in their educational or academic career. The mean score is 4.32 while standard deviation of the constituent number 25 is 0.709. The data table illustrates participants' responses to a survey on a specific topic, categorizing them into levels of agreement. Notably, the majority (58.2%) either "Agree" or "Strongly agree," with a significant 41.8% strongly expressing agreement. Dissent is minimal at 2.0%, while 7.1% adopt a neutral stance. The overall trend suggests a predominant positive sentiment among the respondents regarding the surveyed topic.

5. Increment the trainees' goal-orientees

In L2 motivation research, language learning goals, termed 'instrumental' and 'integrative orientations' (Gardener, 1985), gained broader significance in the 1990s. Our study indicates that English teachers rank goal setting lower, possibly due to uncertainty or challenges in its implementation. This may stem from a perception that curriculum guidelines already sufficiently outline learning objectives.

Table 6

Constituents Number 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	1.9	2.0	2.0
	Disagree	4	1.5	1.5	3.6
	Neutral	8	7.3	7.7	11.2
	Agree	14	45.3	47.4	58.7
	Strongly agree	11	39.4	41.3	100.0
	Total	40	95.4	100.0	

English is undeniably important, yet Pakistani learners face challenges in acquiring it as a second language. Despite the initial difficulty, the process is deemed beneficial, as reflected in a mean score of 4.24 and a standard deviation of 0.822. The table reveals that a majority of respondents (58.7%) either "Agree" or "Strongly agree," with 41.3% strongly expressing agreement. Disagreement is minimal at 3.6%, and 11.2% remain neutral. Overall, the sentiment leans towards agreement on the surveyed topic.

6. Making the tasks stimulating in learning

People are obliging to contribute a significant sum of time and vitality in exercises that intrigued them. In like manner, in instructive brain research, stirring the mentees' interest and supporting them intrigued as the curriculum goes on has been one of the central affairs when tending to the subject of spurring learners. Not shockingly, the thought of 'interest' has moreover been respected as a noticeable motivational constituent in a counting of second language learning motivation-related frameworks, however as the low positioning of this methodology in Sialkot demonstrates, most honing instructors for a few causes don't consider receiving curiously learning errands a critical constituent of spurring learners.

Table 7

Constituents Number 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.9	3.1	3.1
	Disagree	2	1.9	2.0	5.1
	Neutral	2	8.3	8.7	13.8
	Agree	14	38.4	40.3	54.1
	Strongly agree	18	43.8	45.9	100.0
	Total	40	95.4	100.0	

45.9% participants are strongly agreeing to the point of breakdown of routine by changing the classroom routine of learners. Presentation, group work or pronunciation lectures can be delivered in this attempt. The mean score of this constituent in ESL classroom is 4.25 and the standard deviation is 0.921. The majority of respondents (54.1%) either "Agree" or "Strongly agree," with 45.9% strongly expressing agreement. Disagreement is minimal at 5.1%, and 13.8% remain neutral. Overall, the sentiment leans towards agreement on the surveyed topic.

8. Acquaint learners with L2-related values.

The macro strategy agrees with the idea advanced by Gardener (1985) that dialect mentees' temperament to reach the purposive civilization and its individuals have an impressive impact on their learning accomplishment. During the last decades elevating L2 learners' multi-racial carefulness has gotten to be a specific aim in a few dialect programs over the world, counting Sialkot. Be that as it may, as appeared in table 1,2, the support of this vital zone by the taking an interest teacher is constrained relative to the other techniques.

Table 8

Constituents Number 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	9.7	10.2	10.2
	Disagree	2	3.4	3.6	13.8
	Neutral	3	7.8	8.2	21.9
	Agree	20	48.2	50.5	72.4
	Strongly agree	11	25.8	27.0	99.5
	Total	40	95.4	100.0	

Motivation is pivotal in ESL language teaching development, with 50% of respondents agreeing and 27% strongly agreeing that teachers play a significant role, particularly in the amount of English used in class. The mean score is 4.01, and the standard deviation is 3.098. Overall,

72.4% of respondents express agreement, 13.8% disagree, and 8.2% remain neutral, highlighting a prevailing positive sentiment on the surveyed topic.

9. Advance group coherence and set group norms.

In cordial brain research, it is a dynamic investigation space, gather flow, that centers on how the batch’s collaborative conduct impacts its members’ improvement of convictions and activity. In any case, Dornyei and Murphey (2003) contend that batch-related things have been unaccustomed their due significance in L2 studies. This has been backed up by the end marks of our present study.

Table 9

Constituents Number 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	1.5	1.5	1.5
	Disagree	1	2.4	2.6	4.1
	Neutral	2	9.7	10.2	14.3
	Agree	21	49.1	51.5	65.8
	Strongly agree	12	32.6	34.2	100.0
	Total	40	95.4	100.0	

The mean score of this constituent is 4.14 while the standard deviation is 0.815. In this constituent, it is a chance given to the students to think of classroom norms which will be useful while learning and teaching processes. The majority of respondents (65.8%) either "Agree" or "Strongly agree," with 34.2% strongly expressing agreement. Disagreement is minimal at 4.1%, and 14.3% remain neutral. Overall, the sentiment leans towards agreement on the surveyed topic.

10. Advance self-determining

Deci and Ryan's (1985) self-determination hypothesis highlights the link between autonomy and intrinsic motivation. In our study, promoting learner autonomy was considered the least significant macro strategy, possibly influenced by cultural factors emphasizing teacher authority. This aligns with observations that education often falls short in granting learners autonomy. In Sialkot, fostering learner autonomy was ranked seventh.

Table 10

Constituents Number 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	1.9	2.0	2.0
	Disagree	1	1.0	1.0	3.1
	Neutral	4	6.8	7.1	10.2
	Agree	11	27.7	29.1	39.3
	Strongly agree	21	57.9	60.7	100.0
	Total	40	95.4	100.0	

Self-motivation is the motivation in which students think themselves demotivated, they have an ability to motivate themselves when they encounter distractions. 60% population of the survey is

strongly agreeing to the constituent of teaching learners self-motivating strategies. The majority of respondents (60.7%) either "Agree" or "Strongly agree," with 29.1% expressing agreement. Disagreement is minimal at 3.1%, and 10.2% remain neutral. Overall, the sentiment leans towards agreement on the surveyed topic.

Analysis of Interviews: Consistent Favorable Perspectives on Motivational Strategies in ESL Teaching

In a series of interviews conducted with ESL educators, a recurrent theme surfaced, indicating unanimous endorsement of motivational strategies within their instructional practices. One teacher's sentiments encapsulate this prevalent viewpoint: "Motivational strategies prove highly beneficial in ESL instruction, assisting me in creating a more conducive learning environment for my ESL learners."

Insight into Pedagogical Impact

This articulation signifies the perceived value of motivational strategies, suggesting a pivotal role in fostering a more effective and engaging ESL learning environment. The emphasis on enhancing understanding aligns with the overarching goal of cultivating an impactful and supportive educational experience for ESL learners. This articulate expression underscores the perceived value of technology integration, suggesting that it plays a crucial role in transforming teaching methodologies. The teacher's emphasis on enhancing teaching methods aligns with the overarching goal of fostering a more interactive and engaging educational environment for students.

Consistent Positive Attitudes Towards Technology Integration

Through a series of interviews with educators, a prevailing theme emerges – a unanimous endorsement of integrating technology into the classroom. The sentiments expressed by one teacher encapsulate this prevalent view: *"Incorporating technology has significantly enhanced my teaching methods. It adds a dynamic element that engages students and facilitates a more interactive learning experience."*

Enhancing the Learning Experience

The acknowledgment of assistance in better understanding underscores the potential of motivational strategies to enrich the overall learning experience. This aligns with the broader research focus on exploring the practical application of these strategies and their impact on ESL learners within the Sialkot context. In conclusion, the interviews collectively portray enthusiastic acceptance and utilization of motivational strategies among ESL educators, offering valuable insights for understanding effective ESL teaching practices in Sialkot.

Perceived Lack of Implementation Challenges

In probing the challenges encountered by ESL educators in implementing motivational strategies, a striking consensus emerged – a resounding absence of significant obstacles. One teacher confidently asserted, "No, not at all. Motivational strategies have proven to be highly helpful; I have not encountered any challenges." This unanimity in responses underscores a shared perception that the integration of motivational strategies is a seamless and problem-free endeavor within the ESL teaching context.

Uniform Affirmation

The consistent denial of challenges reflects uniform affirmation among ESL educators regarding the smooth incorporation of motivational strategies into their teaching methodologies. This

collective sentiment paints a positive picture of the feasibility and ease with which these strategies are applied in ESL classrooms.

General Consensus on Utility

The absence of reported challenges contributes to a general consensus among ESL educators on the utility and effectiveness of motivational strategies. This shared perspective strengthens the argument that these strategies, grounded in the framework proposed by Zoltan Dornyei, resonate practically with ESL educators in Sialkot. In conclusion, the unanimous dismissal of challenges provides valuable insights into the perceived ease and effectiveness of implementing motivational strategies, fortifying the broader research findings on their practical applicability in ESL classrooms in Sialkot.

Findings

The final findings of this research include:

- i. The data analysis of the study shows that motivational strategies of ESL teachers are supportive to motivate the learners to learn English as second language, it is the clarity of their strategies that persuade the learners to learn ESL effectively.
- ii. As the vision of ESL teachers is to motivate their students so they stress all the skills to English language.
- iii. The ESL teachers utilize distinctive strategies to execute them in the classroom. In any case, they utilize distinctive teaching strategies such as presents tasks properly, give importance to the students' efforts, promote group work and norms, the proper behavior of the teachers and recognition of learners with L2 related values, etc.
- iv. ESL teachers face challenges in implementing motivational strategies due to issues like syllabus completion difficulties, parental pressure, learners' disinterest, family problems, domestic violence, overcrowded classrooms, and diverse learning abilities. These challenges hinder effective teaching in ESL classrooms.

Discussion on the findings

This current study investigates the quantitative analysis of the most effective use of motivational strategies used by the ESL teachers and the order rank of the motivational strategies within the vicinity of Sialkot Pakistan. The researcher tries to find out some prior strategies which are and have to be used in future planning and observation in the ESL classrooms of Sialkot. The point of view of the researcher is to be related with Dorneyi's research which is conducted in 2001, states the motivational strategies used by ESL teachers is an idea which is synthesized from the viewpoint of an expert observer. Lightbown (2006) says that the exceedingly motivated teachers or motivational teacher center on their own conduct and state of mind. The rousing and inviting demeanor of the teacher are supportive to persuade the learners to memorize English as a second language.

Result appears that teachers like to utilize motivational strategies. Trees M.D'Elisa (2015) recommended that teachers consider themselves as important part of their teaching and like to utilize propelling strategies, since they accept on the flexibility of motivation and considering them as successful way of teaching for their learners. Majority of the teachers report that they continuously like to utilize motivational strategies within the classroom when they consider them

critical for their learners. Concurring to Harddre and Hennessy (2013) in classroom, teachers will contribute his or her vitality in motivational strategies in case they accept ESL learners motivation to be moldable and changeable beneath their influence. In this way this appears that teachers' conviction with respect to motivational strategies are positive. As appeared within the discoveries that large number of teacher's reaction is positive towards motivating strategies. Astua Godwin (2012) conducted a study and found contrasts between what teachers continuously claim to utilize in classroom and what learner seen teacher continuously utilized, which appear that most of teachers underreport the strategies they utilize. Craig, Stephen and Akiko (2012) also discover a gap between teachers and student's discernment with respect to utilize of motivating strategies and bolster the perspective of Astua. Our findings are somehow agreeing to the point of teacher's perception only. Astuti (2015) conducted a study and found that teachers motivating strategies implies the learners learning results (Misbah & Saima, 2013) too back the concept of Astuti. While Astua Godwin (2012) discover no relationship between what strategies teachers continuously claim to utilize in classroom and what truly persuade the learners.

Campbell, Kyriakides, Muijis, and Robinson (2003) characterized teacher's motivating strategies as the effect of classroom components on the execution of learner. Martin (2006) too portray that when motivational strategies are executed viably by teachers, it minimizes the demeanors that delay learning for both learners and group of learners, whereas bloating the demeanors that improve learners' learning results.

Conclusion

This research concludes that the motivational strategies by Zoltan Dornyei can be utilized by the majority of the teachers of English language to motivate the learners in Pakistan. The research also finds that there is a little difference of rank order in the vicinity of Sialkot. The rank order which comes at the highest place is to 'present tasks properly' has a mean score of 6.29, a cluster of two motivational strategies of clear instruction by modeling and presents good reasons to make task meaningful. The second ranked motivational strategy cluster is to 'give importance to the students' efforts which has a mean score of 4.28. While on the third number, 4.18 is the mean score of the cluster is to promote group work and group norms. The fourth ranked cluster is 'the proper behavior of the teacher' which has the mean score 4.138. Recognition of learners with L2- related values has a mean of 4.05 with fifth rank order in the cluster. On the other hand, sixth rank order is promotion of, learner's self-confidence has an average mark of 4.04. The seventh rank order of the cluster 'increment in learner's goal-orienters has a mean score of 4.03. The average mark of eighth rank order is 3.99 'making the learning tasks stimulating'. The ninth order rank is 'promotion of learners' autonomy' has a mean score of 3.754. while the last one ranked order is to create a pleasant atmosphere has a mean score of 3.64. In the vicinity of Sialkot, the first consideration by the teachers have to show tasks properly and the last one is to create the atmosphere pleasant in the classrooms. The 92% of the ESL teachers are in favor of motivational strategies that they are following in their ESL classrooms while 8% of the ESL teachers have to face various problems in the vicinity of Sialkot, Pakistan. The overall perspective of the ESL teachers of Sialkot has shown that they use different motivational strategies and have considerable effects on student's learning.

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