Exploring Effective Motivational Strategies Used by ESL Teachers in Sialkot High Schools, Pakistan.

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Abstract:

Motivation plays a pivotal role in the second language (L2) learning process, with teachers serving as key influencers in fostering a positive learning environment for learners. This research delves into the effective strategies employed by English as a Second Language (ESL) teachers in high schools in Sialkot, Pakistan, and investigates the correlation between ESL teacher motivation and the practical application of inspirational methods within the Pakistani educational context. Employing a mixed-methods approach, the study examines the most impactful motivational strategies and the challenges encountered by English as a Foreign Language (EFL) teachers in implementing these strategies. 392 teachers, comprising 196 males and 196 females, participated in the survey, expressing their opinions on a spectrum ranging from "strongly disagree" to "strongly agree." Utilizing SPSS Statistics 26.0, the research determines the frequency and rank order of motivational strategies. The findings highlight clusters such as clearly presenting tasks, providing reasons to render tasks meaningful and promoting group work and group norms. In conclusion, this study affirms the significant role of ESL teachers' motivational strategies in cultivating motivation among students.

Keywords: ESL, motivation, motivational strategies, mixed-method approach.

Introduction

The English language, renowned as a global lingua franca, occupies a paramount position in diverse spheres, contributing significantly to the progress and international standing of nations. Recognized as a diplomatic language, English plays a pivotal role in elevating industries to a global scale. Mastery of English is considered essential for staying abreast of global developments (Zawahreh, 2012), underscoring the importance of acquiring proficiency in the language's fundamental skills—listening, speaking, reading, and writing (Brown, 2000).In Pakistan, where Urdu serves as the primary language, the pursuit of English language proficiency has historical roots in British colonial influence (Ahmad & Khan, 2017). The study at hand focuses on the motivational strategies employed by ESL teachers in public high schools of Sialkot, Pakistan, using a combined quantitative and qualitative approach. Within the evolving field of Applied Linguistics, recent attention has shifted towards understanding the role of personality in language learning and teaching (Taylor, 2013). Language acquisition is viewed as integral to personal development (Lightbown and Spada, 2006), prompting increased scholarly interest in ESL teachers' self-concept (Hiver, 2013; Kubanyiova, 2009; Pennington and Hamayan, 2016).

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Teachers, as catalysts and observers, significantly impact students' language learning experiences. Understanding teachers' motivations, experiences, and struggles in becoming English language educators can enhance the effectiveness of second language instruction. Motivation, a multifaceted psychological phenomenon, is defined by scholars such as Muir and Dornyei (2013) and Reeve et al. (2015) as an internal process inducing change in one's self-perception or environment.Gardner's framework (Maclntyre, MacMaster, & Baker, 2001) identifies socio-cultural influences, individual differences, learning contexts, and learning outcomes as interconnected factors shaping motivation. Motivation, as Gardner (2006) contends, defies simplistic definition due to its complex nature, encompassing various perspectives. Harmer (Abdussalim, 2008) characterizes motivation as an internal impetus propelling individuals to action. This research aims to explore the intricate dynamics of motivation in ESL teaching, acknowledging its historical roots and diverse manifestations within the context of English language education in Pakistan.

In the contemporary era of globalization, the acquisition of language skills has become imperative for individuals seeking effective communication with international partners and engaging in successful interactions. The interconnectedness of people and nations in various capacities, such as strategic alliances, economic partnerships, and political collaborations, underscores the need for linguistic diversity. This necessity has given rise to an increased focus on the field of second language acquisition, wherein motivation, as a facet of learners' individual differences, emerges as a crucial determinant of language proficiency. Motivation, described by Dornyei and Otto (1998) as a dynamic force that initiates, directs, coordinates, activates, terminates, and evaluates cognitive and motor processes, plays a multifaceted and integral role in the second language learning journey.

The term "motivation," derived from the Latin "movere," meaning "to move," encapsulates a complex array of factors that stimulate behavior and provide it with direction. Given its intricate nature, motivation is best examined by exploring the factors influencing individuals' decision-making, perseverance, and effort in pursuing a task. Scholars such as Mower (1950) emphasized the innate desire of a child to learn their mother tongue for the purpose of social interaction within their familial and community context. Gardner's model (1982), building on Mower's ideas, identifies four fundamental features influencing second language learning: socio-cultural conditions, individual differences among learners, the context of learning, and linguistic outcomes.

Research indicates that attitudes and motivation remain pivotal in the context of foreign language learning (Gardner &Maclntyre, 1991; Oxford &Shearin, 1994; Gonzales, 2010). Motivation, according to Dornyei (1994), represents a watershed moment in the history of second language research, introducing a communal dimension to the study of motivation. This multi-level concept operates through the interplay of efforts, desires, and emotions, shaping the success of second language learning. In this light, motivation serves as both an initial impetus for embarking on the journey of language acquisition and an ongoing driving force that sustains the arduous and persistent pursuit of mastering a second language. As Kuo (2013) suggests, a successful integration of motivation must align with the values and motivations of internal stakeholders while responding promptly to external diversities and stimuli. Drawing from existing literature, this research delineates various motivational strategies and establishes a continuum of motivation

spanning from young-age to old-age workers. Berney and Steven Elias (2010) underscore the reciprocal relationship between external motivation, work stress, time management, and the cultural context of residence.

The evolution of English language learning worldwide underscores the imperative for effective educational systems. In response, educators and administrators must recognize the diverse cultural backgrounds of learners and employ collaborative learning strategies to address significant variations in cognitive processing and educational preferences. Motivation, defined herein as a complex socio-psychological influence that propels an individual's inclination, emerges as a crucial determinant of language proficiency. Gardner (1985) posits that motivation is an intrinsic desire coupled with the fulfillment derived from the learning process (Kitjaroonchai, 2012). Thus, motivation stands as a prerequisite for second language learning, with learners exhibiting high levels of motivation demonstrating superior performance in language acquisition (Dornyei, 1998; Brown, 2000; Al-Tamimi and Shuib, 2009).

Research Objectives

  i.   To investigate about the motivational strategies are the most effectively used by teachers in their ESL classrooms of public schools of Sialkot, Pakistan.
  ii.   To inquire about the hindrances faced by the ESL teachers of Sialkot, Pakistan to implement these strategies.

Research Questions

  i   What are the most effective motivational strategies in the public high schools of Sialkot, Pakistan?
  ii   What challenges are faced by the ESL teachers of Sialkot Pakistan to implement these motivational strategies?

Problem Statement

In Sialkot, learning English as a second language is pivotal, and understanding the motivation of ESL teachers is essential for the profound impact they have on learners' lives. The increasing importance of the English language within the Pakistani community, coupled with its connection to national identity and cultural awareness, underscores the need to explore ESL teachers' motivations (Islam& Chamber, 2013). With societal norms in Pakistan shaped by language, attire, and communication styles, the diverse motivations of instructors and their influence on ESL scholars become a critical focus for effective language education (Islam, Lamb, & Chamber, 2013).

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 Gardener and others, have delved into the theoretical and practical aspects of motivation's significance in understanding language learning differences on an individual level (Maclntyre& 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 & Guilliateaux, 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).
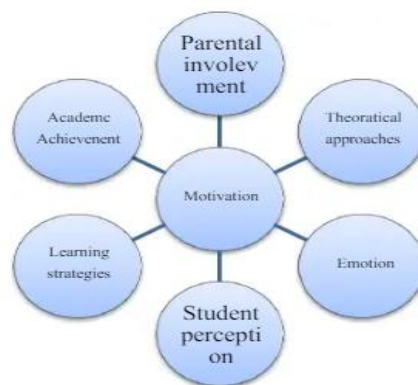

Figure 1. Relation of motivation with other variables

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

3.1 Research Design

The study employs a mixed-methods approach, combining a quantitative survey based on 10 out of 48 Zoltan Dornyei's motivational strategies with qualitative interviews of ESL teachers in Sialkot. Administered to 392 randomly selected teachers, the survey explores the feasibility and effectiveness of motivational strategies, while interviews delve into potential implementation challenges in EFL classrooms. This comprehensive methodology aims to provide nuanced insights into the practical aspects of implementing motivational strategies, contributing valuable perspectives to educational enhancement in Sialkot.

3.2 Population

The survey comprised 392 teachers in region Sialkot, utilizing a "stratified random sampling strategy" for diversity across educational levels and regions. Some ESL teachers were interviewed to gauge the implementation of motivational strategies in ESL classrooms. This approach ensures a representative sample for both quantitative and qualitative analyses, capturing insights from ESL teachers with diverse backgrounds.

3.3 Research Instrument

The study employed a questionnaire to assess the effectiveness and challenges of 10 Zoltan Dornyei's motivational strategies in ESL classrooms in Sialkot. The questionnaire measured effectiveness on a Liker scale and explored challenges faced by ESL teachers in interview secession. The questionnaire consists of 10 out of 48 strategies which are stemmed from Dornyei's framework.

3.4Data Collection

The research adopted a comprehensive approach to data collection, including questionnaires on Zoltan Dornyei's 10 motivational strategies, and interviews with ESL teachers on strategy implementation and motivation levels in public sector ESL classrooms. This multifaceted approach ensures a thorough exploration of the motivational landscape in Sialkot's ESL education.

3.5Data Collection Procedure

Data collection involved administering questionnaires to 392 ESL teachers in Sialkot, utilizing a stratified random sampling strategy for robust insights. Emphasizing 10 out of 48Zoltan Dornyei's motivational strategies, the survey aimed to illuminate ESL teachers' practices in public institutions, ensuring flexibility to minimize biases. The quantitative aspect employed

semi-structured surveys for in-depth information, while a concurrent qualitative survey with randomly selected ESL teachers provided a representative view of motivational strategy implementation in Sialkot's educational context.

3.6 Data analysis

This research employs a mixed-method approach, quantitatively analyzing data from 392 ESL teachers in Sialkot, clustered into ten thematic categories, and qualitatively exploring implementation challenges through interviews with randomly selected teachers. The study utilizes SPSS-Statistics-26.0 for significance and frequency analysis, revealing underutilized motivational strategies. This comprehensive methodology offers nuanced insights into motivational strategies and implementation hurdles in ESL classrooms (Castleberry & Nolen, 2018)

Data Interpretation

In contrast to conventional studies that predominantly employed close-ended questionnaires with quantitative and qualitative data, this research adopts a mixed-method approach, utilizing semi-structured questionnaires to delve into the societal issue of acquiring English as a second language. The study emphasizes the role of vision, its implementation, and its impact on student learning. Unlike traditional quantitative research, this approach transcends the constraints of a questionnaire, allowing participants to articulate nuanced details according to the context. By employing this strategy, ESL teachers can express their viewpoints in a comprehensive and contextual manner. The selection of the research topic, "The study of the motivational strategies used by public high school ESL teachers in Sialkot, Pakistan," aims to understand the impact of ESL teachers' motivational strategies on learners. Unlike previous studies that predominantly focused on students' motivational strategies, this research specifically addresses public schools, deviating from the usual emphasis on private institutions. The geographical focus on Sialkot, the researcher's local area, eases data collection and enables an in-depth exploration of motivational strategies used by ESL teachers. The study acknowledges the rich cultural diversity in Pakistan but limits data collection to public schools in Sialkot for practical reasons. The ensuing analysis scrutinizes the reliability of motivational clusters and delves into the results of frequency questionnaires.

Ranking Macro Strategies by Importance

The meticulous arrangement of macro strategies, representing essential motivational clusters, was undertaken to discern the nuanced importance attributed by educators. Each macro strategy encapsulated a constellation of interconnected items, demanding a comprehensive evaluation to determine the overall scale of significance. An intricate challenge arose during this process as certain macro strategies risked being unduly influenced by singular items with comparatively lower perceived importance. The strategic mitigation involved diverse clustering approaches, ultimately opting to exclude items with the lowest scores to ensure a more accurate calculation of the mean score for each strategy scale. This method, chosen for its ability to offer a representative depiction of educators' predominant sentiments, consistently yielded results in alignment with alternative methodologies. Thus, the resultant ranking of macro strategies serves as a valuable reflection of the nuanced significance ascribed by educators to these motivational clusters, enriching the understanding of their pedagogical perspectives.

Table 1

Ranking Macro Strategies by Importance

Scales and constituent strategies	Mean	SD
1. Creating a pleasant classroom climate	4.14	1.13
(1) Bring in and encourage humor	4.14	1.07
2. Proper teacher behavior	3.64	1.17
(2) show students you care about them	3.35	1.15
3. Promote group cohesiveness and group norms	4.18	1.55
(3) Allow students to get to know each other	4.26	0.94
(5) Explain the importance of the class rules	4.03	1.01
4. Familiarize learners with L2-related values	4.05	1.66
(4) Familiarize students with the cultural background of the target language	4.11	0.81
(7) Invite senior students to share their English learning experiences	4.09	0.78
(9) Remind students of the benefits of mastering English	4.28	0.85
5. Present tasks properly	6.29	0.732
(6) Give clear instructions by modeling	4.14	0.76
6. Recognize students' effort	4.28	1.868
(8) monitor students' progress and celebrate their victory	4.28	0.65
7. Increase learners' goal-orienteers	4.03	0.97
(10) Encourage students to set learning goals	4.29	0.77

Cultivating a Relaxed Learning Environment

The school hall serves as the backdrop for a transformative journey, particularly when acquiring a new language, often evoking trepidation among students (Dornyei, 2005). Acknowledging this, it is well-documented that the anxiety induced by a rigid school hall atmosphere acts as a

significant deterrent to students' motivation and academic success (Young, 1999). Notably, in the Hungarian teacher survey, the school hall's atmosphere claimed second place in terms of motivational strategies. Our findings resonate with this perspective, indicating that educators in Sialkot are attuned to this challenge. They recognize the pivotal role of fostering a supportive learning environment, one that discourages intimidation and encourages social camaraderie. This underscores their commitment to ensuring a positive and relaxed atmosphere conducive to effective language learning.

Creating a pleasant classroom climate

Figure 2

Constituent number 1

Bring in and encourage humour and laughter frequently in your class.
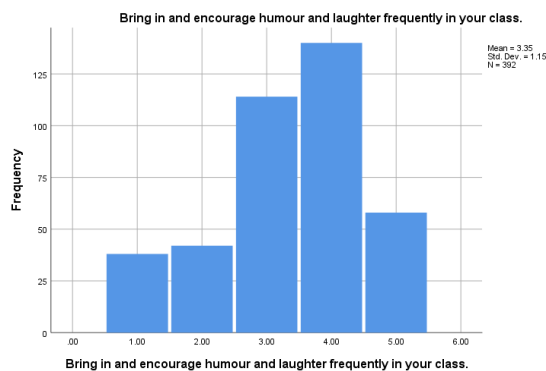
The environment of the classroom matters a lot but many of the participants of Sialkot choose to be neutral. The mean score of this point of cluster is 3.35. which clearly reveals that one part of participants want to make their environment humorous and laughter able while remains neutral. The data represents responses from 392 participants regarding their agreement with a given statement. The majority of respondents either agreed or strongly agreed, constituting 48.2% and 14.1%, respectively. On the contrary, 19.4% expressed disagreement or strong disagreement, with 10.2% and 9.2%, respectively. Additionally, 27.7% remained neutral. The cumulative percentages provide a comprehensive view of the distribution, showing that 49.5% of participants leaned towards agreement, while 9.7% inclined towards disagreement. A small proportion (4.6%) of responses was missing from the dataset.

Proper teacher behavior
Figure 3

Constituent number 2

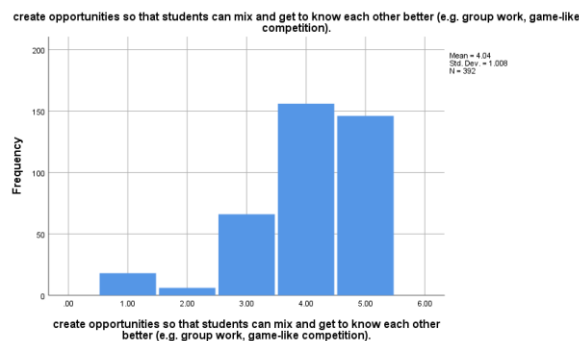Show students that you respect, accept and care about each of them.
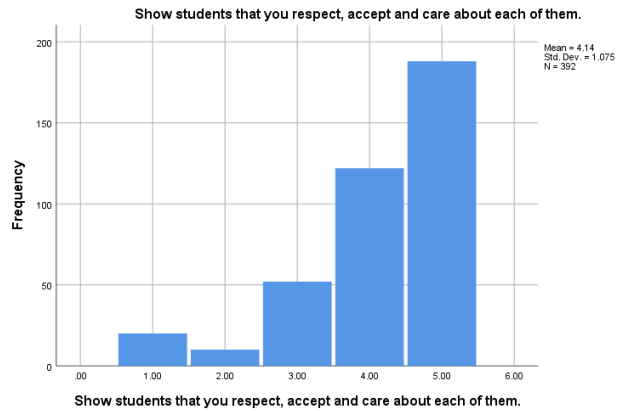
In this aspect of motivational strategies, teachers emphasize demonstrating positive behaviors to students, fostering an environment that promotes self-confidence among second language learners. This aligns with the notion that respect acts as a cohesive force, uniting teams and institutions. The mean value of 4.14, with a standard deviation of 1.075, indicates a prevalent inclination among educators in Sialkot, Pakistan, to incorporate this strategy into their teaching practices.The data reveals a strong positive inclination among respondents, with 75.4% either agreeing or strongly agreeing with a specific motivational component. Only a minimal proportion (7.3%) expressed disagreement, indicating a predominant consensus in favor of the discussed motivational strategy. This consensus emphasizes the perceived importance and desirability of the strategy among ESL teachers in Sialkot, Pakistan.

Promote group cohesiveness and group norms

In social psychology, an evolving area of study explores the impact of collective behavior on individuals' beliefs and actions. However, Dornyei and Murphey (2003) assert that factors related to groups have been relatively neglected in second language (L2) studies. Our current research findings support this assertion, highlighting the under appreciation of batch-related elements in the context of L2 studies.

Figure 4

Constituent number 3 Allow students to get to know each other

create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).

The opportunities have to be given to the learners to know each other properly after mixing. Group work, game-like competition, etc can be the chances to communicate each other and get to know better in every way. 39.8% population is agreeing to be a part of creating activities like games, group-worked. In this section of the survey, participants' responses were analyzed

concerning their agreement with the presented statements. A notable 77% of the respondents indicated agreement, with 39.8% selecting "agree" and 37.2% choosing "strongly agree." These findings underscore a substantial consensus among participants, revealing a predominant positive inclination towards the addressed aspects.

Figure 5

*Constituent number 5 Explain the importance of the class rules*
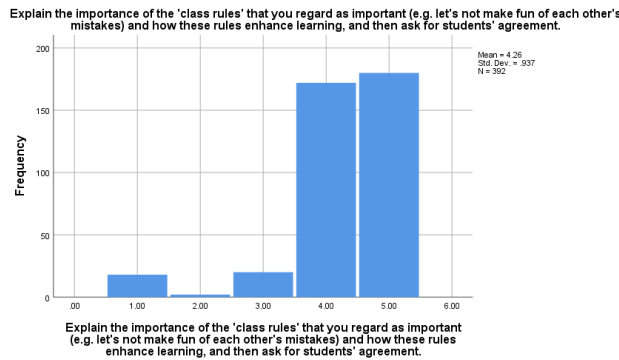
As a non-native speaker of English language, the communication is more important due to which the listeners have to be forbidden to make fun of others mistakes. It is not appropriate to make fun of each other while speaking in front of the audience. The mean of this constituent is 4.26 while standard deviation is 0.937. Participants' responses in this segment were categorized based on agreement levels. The majority, accounting for 87.7%, expressed agreement, with 43.9% stating "agree" and 45.9% indicating "strongly agree." These results signify a prevalent positive sentiment among participants, highlighting a significant consensus on the subject matter.

Familiarize learners with L2-related values

Figure 6

Constituent number 4 Familiarize students with the cultural background of the target language
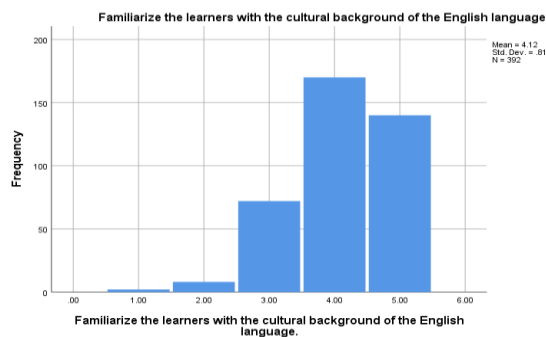

Recognizing the cultural background of English is crucial for ESL learners, as indicated by a mean score of 4.12 and a standard deviation of 0.81. The majority (78.4%) of participants expressed agreement, with 43.4% choosing "agree" and 35.7% opting for "strongly agree." This

consensus highlights the perceived significance of cultural awareness in language acquisition, emphasizing its potential impact on learner development.

Figure 7

Constituent number 7 Invite senior students to share their English learning experiences
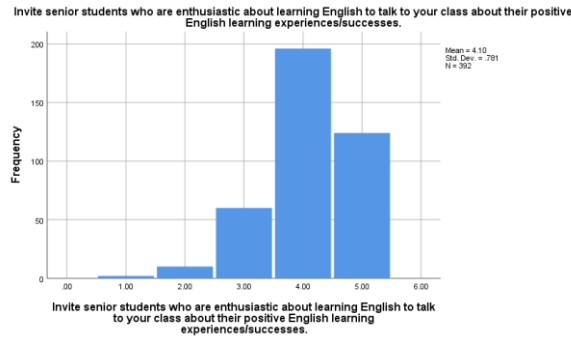
The encouragement of inviting enthusiastic senior students is well-received among the majority of participants, with a consensus of 81.6% agreement (50.0% agree, 31.6% strongly agree). This practice is seen as a valuable motivational strategy, as it provides an opportunity for senior students to share their experiences, thereby motivating current language learners. The positive sentiments expressed affirm the importance of creating a charming and relaxed environment in ESL classrooms.

Figure 8

Constituent number 9 Remind students of the benefits of mastering English
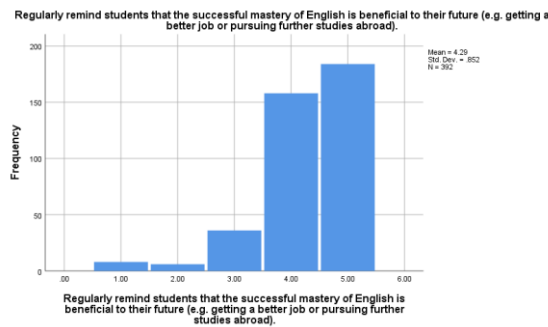
Highlighting the future benefits of English language acquisition is widely supported, with a mean score of 4.29 and a low standard deviation of 0.52, indicating strong agreement (53.1%). Educators recognize the potential for English proficiency to create valuable opportunities, such as studying abroad. This positive response aligns with the overarching theme of fostering motivation in English language classrooms, emphasizing the significance of this motivational strategy. Additionally, there is a broad consensus on the positive impact of involving students in decision-making processes, reflecting educators' acknowledgment of these strategies' effectiveness in enhancing motivation and engagement.

Figure 9

Constituent number 6Give clear instructions by modeling

Give clear instructions about how to carry out a task by modelling every step that students will need to do.
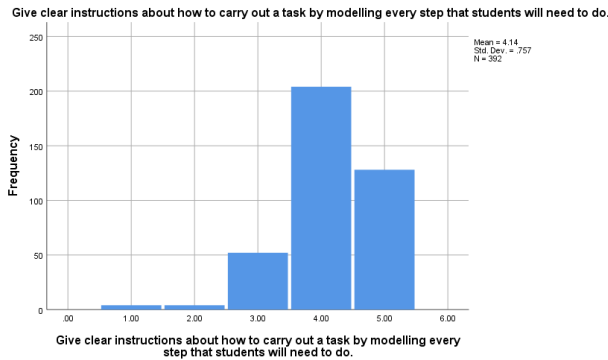
The constituent emphasizing task clarity in ESL classrooms, with a mean score of 4.14 and a standard deviation of 0.757, underscores the significance of providing explicit instruction. This involves teachers modeling each step of assigned tasks and offering support where needed. Additionally, the assessment of acknowledging the cultural background of the English language reveals a strong positive sentiment, with 81.7% of participants expressing agreement (52.0%) or strong agreement (32.7%). This consensus highlights the widely recognized value of considering cultural nuances in language learning among the surveyed individuals.

Recognize students' effort

Figure 10

Constituent number 8Monitor Students' Progress and Celebrate their Victory

Monitor students' accomplishments, and take time to celebrate any success or victory.
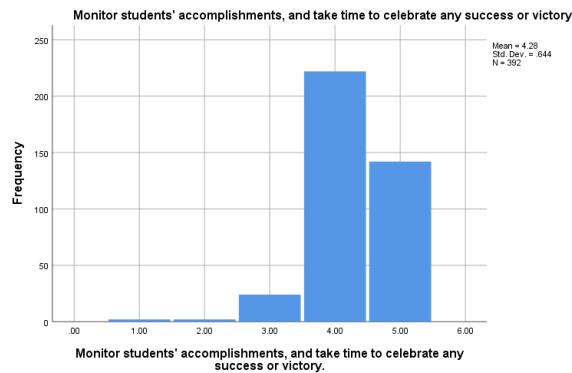
Teachers significantly influence students' success by monitoring and celebrating achievements (Mean = 4.28, SD = 0.64). The widely endorsed motivational strategy of incorporating real-world applications in ESL classrooms (Mean = 4.50, SD = 0.52) enjoys strong support (90.6% agreement), highlighting its perceived effectiveness in enhancing student engagement and language acquisition. This underscores the crucial role of educators in fostering a meaningful and practical learning environment in ESL education.

Increase learners' goal-orienteers

Constituent number 10 Encourage Students to Set Learning Goals

Encourage students to select specific, realistic and short-term learning goals for themselves (e.g. learning 5 words everyday).
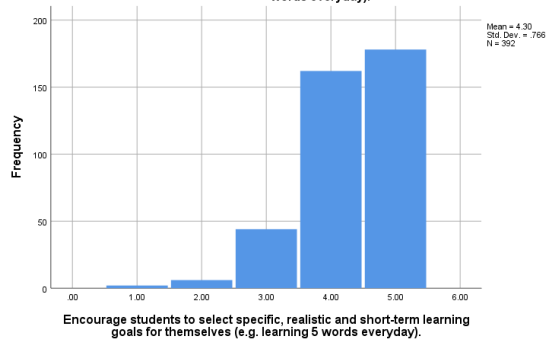
Learning English as a second language is perceived as challenging for Pakistani learners. Teachers play a crucial role in instilling confidence, emphasizing the simplicity of consistent learning, such as acquiring five words daily (Mean = 4.30, SD = 0.766), with 45% strongly supporting this short-term approach. The motivational strategy involving real-world applications in ESL classrooms is highly endorsed (Mean = 4.50, SD = 0.52), with 88.7% expressing agreement. This underscores the pivotal role of educators in creating meaningful ESL learning experiences.

In summary, the analysis of ESL teachers' motivational strategies in Sialkot, Pakistan, unveils diverse perspectives. While preferences for a humorous classroom environment vary (Mean = 3.35), strong positive inclinations are evident in constituents focusing on positive teacher behavior (Mean = 4.14) and group cohesiveness. Strategies fostering student interaction and understanding class rules receive widespread agreement (Mean = 4.26). Cultural awareness (Mean = 4.12) and senior student involvement find broad support, emphasizing their value. Recognizing the benefits of English proficiency (Mean = 4.29), monitoring student progress (Mean = 4.28), and incorporating real-world applications (Mean = 4.50) emerge as highly endorsed and effective motivational strategies.

Interviews Analysis

Consistent Favorable Views on Motivational Strategies

In a series of interviews conducted with ESL teachers, a recurrent theme emerged – a resounding endorsement of motivational strategies in their teaching practices. The sentiments expressed by one teacher encapsulate the prevailing attitude: *"They [motivational strategies] are very helpful while teaching ESL. These assist me in my classrooms for the better understanding of my ESL learners."*

An Insightful Perspective

This articulate expression highlights the perceived value of motivational strategies, suggesting that they play a pivotal role in facilitating a more effective and engaging ESL learning environment. The teacher's emphasis on better understanding aligns with the overarching goal of creating an impactful and supportive educational experience for ESL learners.

Widespread Belief in Value

This sentiment is not isolated but rather indicative of a widespread belief among ESL teachers that motivational strategies serve as valuable tools. The consistent favorable views expressed across interviews reinforce the notion that these strategies are actively embraced and leveraged as essential components of the teaching toolkit.

Enhancing the Learning Experience

The acknowledgment of assistance in better understanding underscores the potential of motivational strategies to enhance 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 in the context of Sialkot. In conclusion, the interviews collectively paint a picture of enthusiastic acceptance and utilization of motivational strategies among ESL teachers, contributing valuable insights to the broader understanding of effective ESL teaching practices in Sialkot.

Perceived Lack of Challenges in Implementing Motivational Strategies

In exploring the challenges faced by ESL teachers in implementing motivational strategies, a striking consensus emerged – a resounding absence of obstacles. One teacher confidently stated, *"No, not at all. These [motivational strategies] have proven to be very helpful; I haven't encountered any challenges."* This uniformity in responses underscores a shared perception among teachers that the integration of motivational strategies is a seamless and problem-free endeavor in the ESL teaching context.

Uniform Affirmation

The consistent denial of challenges reflects a uniform affirmation among ESL teachers 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.

Seamless Integration

The assertion of helpfulness without encountering challenges implies a seamless integration of motivational strategies into the daily teaching practices of ESL educators. This aligns with the broader research objective of evaluating the practicality of these strategies in the specific context of Sialkot.

General Consensus on Utility

The absence of reported challenges contributes to a general consensus among ESL teachers on the utility and effectiveness of motivational strategies. This shared perspective strengthens the argument that these strategies, rooted 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, bolstering the broader research findings on their practical applicability in ESL classrooms in Sialkot.

Findings and Conclusion

The conclusive findings of this research on "The Study of the Motivational Strategies used by the ESL Teachers of the Public-Schools of Sialkot, Pakistan" demonstrate the pivotal role of ESL teachers' motivational strategies in effectively inspiring learners to acquire English as a second language. The clarity and variety of these strategies align with the teachers' overarching vision of motivating students across all language skills. Noteworthy strategies employed include presenting tasks effectively, valuing students' efforts, fostering group work and norms, maintaining proper teacher behavior, and recognizing learners with L2-related values. However, the study reveals challenges encountered by ESL teachers, including difficulties in adhering to prescribed syllabi, parental pressure on subject selection, family-related issues, and varied learning abilities among students. These impediments impact the seamless implementation of motivational strategies in ESL classrooms, highlighting the need for targeted interventions and support systems

Discussion on the findings

This study delves into the quantitative analysis of the efficacy of motivational strategies employed by ESL teachers in Sialkot, Pakistan, aiming to determine their order of effectiveness. Drawing on the insights of Dornyei's research (2001), which emphasizes the significance of motivational strategies synthesized from the perspective of expert observers, the study aligns with the notion that highly motivated and engaging teachers play a crucial role in encouraging language acquisition. The results underscore a preference among teachers for utilizing motivational strategies, reflecting a positive belief in their effectiveness for student learning. This positive stance is in line with prior research emphasizing the influential role of teacher attitudes and behaviors in motivating learners (Lightbown, 2006). However, the study acknowledges potential gaps between teachers' self-reported strategies and students' perceptions, echoing findings from previous research (Stephen, & Akiko, 2012). The study further aligns with the view that effective motivational strategies contribute to improved learner outcomes (Misbah&Saima, 2013), emphasizing the pivotal role of teachers in shaping the motivational climate within the classroom (Campbell et al., 2003; Martin, 2006). This research offers valuable insights into the intricate dynamics of motivational strategies and their impact on ESL learners in the specific context of Sialkot, Pakistan.

Conclusion

This study reveals that Zoltan Dornyei's motivational strategies are widely applicable to English language teachers in Pakistan, with slight variations in rank order observed in Sialkot. The most prioritized strategy involves presenting tasks properly, emphasizing clear instruction, modeling, and providing meaningful reasons, garnering the highest mean score of 6.29. Teachers in Sialkot also place significant importance on recognizing students' efforts (mean score of 4.28) and promoting group work and norms (mean score of 4.18). The study underscores the teacher's proper behavior (mean score of 4.138) and recognition of learners with L2-related values (mean score of 4.05). Despite minor differences, the teachers in Sialkot predominantly implement these motivational strategies, with 92% expressing favorability and only 8% encountering challenges. Overall, ESL teachers in Sialkot employ diverse motivational strategies, significantly influencing student learning. The study recommends further exploration through mixed-method research to comprehensively understand the effective application of motivational strategies by ESL teachers in Sialkot, Pakistan.

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