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The Role of Motivational Techniques and Strategies Used by Teachers to English Language Classroom at Secondary School Level

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ABSTRACT

The purpose of this study is to examine the role of motivational techniques employed in secondary school classrooms by public and private school teachers to encourage students. A total of two hundred and forty (240) secondary school teachers from eight public and private schools participated in the study. The information was gathered using a simple sampling approach. A questionnaire was utilized to gather information from teachers to determine how these techniques were implemented in public and private schools. To assess if there was a difference in opinion between the two types of secondary schools, an independent sample t-test was used. The findings found that teachers in both types of schools used a variety of techniques, including cooperative instructional behavior and lesson structuring. Overall work, reading, and writing abilities of students. In addition, private school instructors were more appreciative of students' achievements to motivate them than public school teachers. Teachers at private schools were also found to be more active in encouraging and counseling students to read newspapers than teachers in public schools.

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Introduction

Motivation is a process or behavior that is rewarded, selected, and goal-directed. Motivation is the power that energizes, guides, and maintains action toward a goal [1]. Motivation is defined as a process or action that is reinforced, selected, and goal-directed, established and energized by a drive that seeks to preserve the person's balance and equilibrium in connection to his surroundings by retaining his fundamental requirements in the process of fulfillment [2]. Many aspects, such as age, gender, and motivation, go into making voluntary efforts to learn certain activities and features, qualities, as well as specific tasks. These elements have a role in improving one's learning, are referred to and described as motivating forces. It is what keeps you going and dictates where you are attempting to go said by [3]. Motivation is a process that begins, continues, eventually ends, and goal-directed behavioral sequences [4]. Certain motivational principles are described by Ref. [5], who stressed that every sort of activity may be encouraged by employing some form of reward. The teacher's function is to facilitate and guide. When a student acts in a specific way for an external purpose (prize or recognition), this is referred to as motivation. We may make studying easier and more fun by employing several motivating tactics and maintaining student interest. Because desired improvements in their conduct are only feasible when they are allowed to do so adequately energized. Motivation is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language. Researchers of this field characterize motivation as far as objective and working for accomplishing that objective. Motivation is an intellectual power that inside drives the student to effectively arrive at the objective. The last specialists characterize motivation as a "choice demonstration" which incites the scholarly exertion for accomplishing the objective. By them, Ref. [6] thinks about motivation as a cycle, not just a final result. Ref. [7] mentioned that second language motivation is an important factor in learning any additional language.

They also mentioned that motivation is an important factor in any field of knowledge. They emphasize the practical aspects of learning a language rather than the theoretical aspects. Motivation is a basic essential part of learning [8]. As an overall component, it is a student's‟ affinity to mean learning (information and ability) and push toward its cycle with try and thought. Specifically, students tend to utilize conclusively in a movement and attempt to get familiar with the thoughts or expert the abilities. Nonetheless, Ref. [9] noticed that motivation is the focal point of discussion in learning L2. He has referenced distinctive full of feeling factors influencing the learning of L2 and names those as emotional elements or factors.

As a result of their submissive humbleness, numerous Pakistani students are reluctant to communicate in English. They are bound to be compliant and pay attention to educators rather than addressing them. Students have restricted chances to pose inquiries or practice

their English while the emphasis is on the educator. Pakistani students should be independent students since the school, English educational program, and shows strategies don't address the issues of the students as far as English capacities. As per an audit of the writing on the issue, second language motivation is connected to different disciplines outside of language learning. A significant idea in language learning motivation might be followed back to the socio-instructive time. The main element in learning a subsequent language is inherent motivation. The semantic or down-to-earth advantages of concentrating on an objective language are instrumental motivations. The socio-instructive components like the decision, commitment, and perseverance were the essential motivations for learning a subsequent language. The focal point of the present examinations is more on what the classroom climate means for students' motivation. Educators should lay out persuasive settings in the classroom in the beginning phase. The subsequent stage centers around working on students' perspectives toward language securing as well as their objective directedness. The third step involves fulfilling and offering criticism in a motivational way. The objective of the review is to raise reasona ble worries and give proposals for classroom systems. It drew on self-adequacy, assump tion worth, and objective direction hypotheses of motivation. Introducing assignments in convincing ways, for example, utilizing in essence development is one procedure that can be utilized. On account of culture-explicit factors, for example, the student way to deal with learning, the showing approach, student qualities, and different elements in the learning atmosphere that impact student's motivation, the strategies utilized by instructors to motivate their students can't be summed up and applied to all classrooms. Teachers and students in a moment, unknown language setting might have varying thoughts regarding what comprises effective motivation in educating and learning. Students' motivation might be hurt because of skewed perspectives. Teachers of English as an Unknown language (EFL) may confront snags that limit their capacity to empower their students. In the present circumstance, youngsters concentrate on English in the classroom yet have restricted chances to rehearse outside of the classroom. Students' motivation to concentrate on English is probably going to be hurt because of this quandary. Students' assessments of their educator's persuading strategies and their drive to study have a good connection. With regards to learning a second or unknown dialect, motivation is significant. It's considerably more pivotal while learning another dialect in an unknown dialect circumstance when children are much of the time presented to the objective language in the classroom. Besides, students' excitement to gain proficiency with another dialect is impacted by their age. Teachers' contribution in moving students is basic since

instructors' persuasive showing rehearses have been displayed to influence students' motivation.

Student motivation and teacher perception both affect how motivational strategies are utilized by educators. As indicated by studies on propelling showing strategies, educators and students have contrasting points of view of which showing methodologies are persuasive [10-12]. Even though students are brought into the world with the inclination to learn, their prosperity is intensely dependent on the commitment of their instructors. Students' excitement could blur on occasion, requiring extra assistance to push them along.

The independence, significance, relatedness, capability, and self-adequacy of students are on the whole factors in how instructors are seen. The current exploration centers on educator motivation procedures. This study takes a gander at how instructors see motivational procedures, how they're executed, and the way that students express their motivation. This examination will help teachers and instructive professionals in seeing how teachers in Pakistani private schools urge students to secure English as an unknown dialect. This concentrate additionally incorporates the systems of many creators. Some of them are utilized in our school system. In Pakistan, most of them are utilized as per the climate. The reason for this review was to look into the different methods applied out in the open and non-public schools. The motivational strategies are comprised of motivating angles that are used to move an individual to do competently.

The aim and purpose of this research is to investigate the motivational strategies used by second language teachers in second language classrooms. In addition, this research shows the motivational strategies that students think are important in language learning. It also shows motivational strategies can make language learning effective.

Method

A. Research design

This review took on a multidisciplinary approach in which information was gathered through a progression of inquiries from members' impression of the significance and recurrence of the utilization of persuasive methodologies they utilized in their EL classes. There were two strategies utilized,

- A poll was disseminated to members through email through a connection to the web-based review utilizing the Google Structure discussion, and Google form
- An up-close and personal survey where respondents had sufficient opportunity to reach it. Then, the scientists asked an organized meeting poll to evaluate members' contemplations and individual data about motivation procedures.

B. Research Instrument

Quantitative examination configuration was utilized in the current study. A significant apparatus utilized in this study was the poll. It included 10 assortments and 48 motivational procedures. In this review, the poll was partitioned into two sections.

The primary development (Building I) was of the significance of persuasive methodologies, while the second (Develops II) was the overall utilization of motivational procedures in EL classes. Each design exhibited 10 indistinguishable Groups and 48 reading methods. The poll utilized a four-point Likert Scale from one to four where Development Levels I went from one as 'Not Critical' to four as 'Vital', and in Build II, from one as 'Not in any manner' to four, Called 'time after time. Moreover, 10 respondents were consulted separately founded on a progression of empowering survey procedures that they would be able (or may not use) in their English classes. There were 10 Bunches in the poll, however, just four were chosen with the end goal of the meeting in light of the main four on the unwavering quality file. This approach can give inside and out data on what elements affected their decision of motivational systems, and how to apply them.

C. Population and Sample

It was a review-type exploration and the test was chosen advantageously. The information utilized in this review was drawn from the following two sorts of schools (Public schools= 08; Private schools = 08). The target populace of this review was optional teachers who incorporate public and private auxiliary schools educators of Lahore. The test was advantageously selected.

This review contained 16 schools (8 public and 8 non-public schools of Lahore area) and an aggregate of 240 optional teachers (120 non-public school educators and 120 government-funded school teachers). The survey was utilized as an instrument of the review. The survey comprised 23 questions. This poll was ordered into five classifications:

- Agreeable informative practices
- Organizing the illustration
- Students' general work
- Reading abilities
- Writing abilities.

The poll was appropriated to the educators and the data was requested by the researchers. In choosing of inspecting for this review, designated tests were utilized as the key circumstances were that they ought to be EL instructors right now showing obligatory English fundamental subjects in student certification programs in all abilities. Notwithstanding, the determination of members does exclude the people who show explicit English subjects like

Morphology, Linguistic structure, Second Language Securing or Talk Examination. Because of the proposals of the EL top of the important colleges, an internet-based overview was shipped off members. A portion of the members requested a rundown of inquiries and chipped in for the kinds. The all out number of respondents were 40 ESL teachers from 11 government schools in Pakistan and their showing experience went from five to 28 years. The information gathered from the survey in the initial segment was utilized to decide members' impression of how significant the persuasive methodologies were, while in the second part the information was utilized to decide how regularly members partook in their motivation concentrates on EL. Information was then determined for technique focuses to break down the importance and recurrence of the utilization of motivational methodologies. Standards for the understanding of the mean qualities mean worth Degree of Significance Recurrence of motivational systems uses. Execution is 4.21-5.00 for Vital Generally, 3.41-4.20 for genuinely significant now and again, 2.61-3.40 for Significant some of the time, 1.81-2.60 for somewhat significant Sometimes, 1.00-1.80 for Not significant Never. At last, individual meeting information was gathered, ordered into two high-gain classifications and accumulated in the least and most broken down techniques. This information was added to the survey as it was utilized to decide members' reactions to the review.

Result

The Statistical package of social studies (SPSS-15) was used for data analysis. In addition, the number of responses was calculated to interpret the data. T-tests of independent samples were also used to determine differences between groups. The survey questions were assessed at a level of 0.05 of importance. The following research results are:

Table 1. Group difference for co-operative instruction behaviors that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I can take care of students' self- respect	Public	120	4.72	.453		.778
	Private	120	4.73	.463	-.282	
I provide opportunity to students to work themselves	Public	120	4.49	.580		.678
	Private	120	4.46	.660	.416	
I try to develop the students' interest in learning.	Public	120	4.46	.494		.896
	Private	120	4.65	.496	.130	
I support them in their effort to learn.	Public	120	4.62	.553		.618
	Private	120	4.65	.479	-.499	
Total	Public	120	4.55	.356	-.584	.584
	Private	120	4.57	.349		

Table 1 shows the effect of the Group on group behavior differences that motivate students. There are four statements related to co-teaching ethics on a five-point likert scale. Independent sample testing was used to assess the purpose of the study. The results of the first statement revealed that both types of school teachers (Public and private) agreed on caring for

students' self-esteem and no significant statistical differences were found between their views on this statement. With regard to the second statement, the results show that there is no significant statistical difference between public and private school teachers as both types of teachers have real hope for their students. it was agreed to provide opportunities for their students so no significant difference was found between both types of schools to motivate their students. It appears from the previous statement that both types of school teachers (Public and Private) were promoting students' interest in learning. Although their views were almost identical, independent teachers responded very well as indicated by the large differences in Public Teachers (M: 4.46) and the significant differences in private school teachers (M: 4.65). There is therefore no significant difference between the two types of schools to motivate their students. The total number of co-operative teaching behaviors is 4.55 in public schools and 4.57 in private schools and the value level is .584 p> 0.05. Therefore, results show that no significant differences are found between public and private school teachers and that both school teachers were using positively participatory teaching methods in the classroom.

Table 2. Group difference for structuring the lesson that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I organize the lessonaccording to the ability of students.	Public	120	4.43	.706	.919	.359
	Private	120	4.33	.833		
I deliver lesson with concrete and appropriate examples	Public	120	4.49	.565	-.812	.418
	Private	120	4.55	.548		
I use audiovisual (AV) aids in the class.	Public	120	4.20	.866	-.739	.461
	Private	120	4.28	.698		
I conduct experiments during practical work.	Public	120	4.13	.925	-.443	.658
	Private	120	4.18	.820		
I link the new learning with the past learning.	Public	120	4.42	.740	-.623	.534
	Private	120	4.48	.710		
Total	Public	120	4.33	.545	-.476	.634
	Private	120	4.36	.422		

Table 2 shows the results of the Group study differences that motivate students. There are five statements related to lesson planning on a five-point likert scale. Independent sample testing was used to assess the purpose of the study. The first statement was concerned with both types of school teachers (public and private) who planned the subject according to their students' abilities and there was no significant statistical difference between their responses to this statement. An important difference in this motivating statement for students. An analysis of the third statement above shows that there is no significant difference between public and private teachers as they both use audio aids to motivate students in their classroom. The findings of the fourth statement show that both types of school teachers respond by

experimenting with motivation to motivate their students during practical work which shows that there is no significant difference between public and private school teachers in this statement. Also both types of teachers (Public and Private) link new learning with previous learning to motivate their students. In terms of value, no significant differences were found in the views of public and private teachers. The opinion of both respondents is similar to that of independent teachers who respond better to the fifth statement than public school teachers so there is no significance between the two schools. The total lesson plan range is 4.33 in public schools and 4.36 in private schools and the value level is .634p> 0.05. Therefore, the results show that there is no significant difference in the perception of both schools. And little difference was found in their responses to their values which meant that both types of respondents equally used this strategy to motivate their readers.

Table 3. Group difference for students overall work that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I encourage students to participate in challenging tasks	Public	120	4.52	.673	- 1.561	.120
	Private	120	4.64	.562		
I often provide written feedback on the students' performance.	Public	120	4.14	.813.	.155	.877
	Private	120	4.13	856		
I appreciate on their performance.	Public	120	4.51	.534	-2.251	.025
	Private	120	4.67	.555		

Table 3 shows the effect of Group differences on student work as a whole that motivates students. There are four statements related to student performance as a whole on a five-point likert scale. Independent sample testing was used to assess the purpose of the study. The findings of the first statement are that both parties (public and private school teachers) have almost the same view of the statement. According to the average value of public school teachers (M: 4.52) and the average number of private school teachers (M: 4.64), private school teachers encouraged their students more than public school teachers. Considered in the second statement the respondents of both types (public and private) were giving written feedback several times to promote their students' performance so there is no significant difference in this statement between the responses of both respondents. There is strong evidence from this analysis. In a third statement it says that private teachers are more appreciative of student performance than government teachers. There is a significant difference between their responses to this statement as the average value of a public school is (M: 4.51) less than the average value of a private school is (M: 4.67) and a value of t -2.251 is significant at p = .025 <0.05. The fourth statement states that teachers of both types of schools agree to offer prizes to students.

Thus, the analysis of this statement implies that there is no significant difference between the views of public and private school teachers. There is therefore no significant difference between the views of both respondents. The total number of total student work is 4.04 in public schools and 4.06 in private schools indicating that there is no significant difference between the views of both types of school teachers (public and private).

Table 4. Group difference for reading skills that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I encourage students to read books not onlyin school	Public	120	4.34	.667		
but also at home.	Private	120	4.46	.672	- 1.34	.179
I give class time to students to use the li-brary.	Public	120	3.88	1.00		
	Private	120	3.98	1.04	-.691	.490
I take reading tests on regular basis.	Public	120	4.37	.744		
	Private	120	4.53	.593	-1.91	.051
I try to help studentswith reading difficulties.	Public	120	4.58	.529		.316
	Private	120	4.64	.499	-1.00	
I advise students to read English and Urdu	Public	120	4.18	.914		.013
newspaper..	Private	120	3.83	1.22	2.50	
Total	Public	120	4.26	.541	-.262	.794
	Private	120	4.28	.543		

Table 4 shows the effect of the Group's variation on learning skills that motivates learners. There are five statements related to reading skills on a five-point Likert scale. An independent sample t-test was used to assess the purpose of the study. The first statement shows that both types of school teachers have focused on encouraging students to read books at home. It shows that there was no significant difference between public and private school teachers. The second statement shows that both types of school teachers gave their students classroom time to use the library. So there is no significant difference between the responses of both schools. As for the third statement it affects both types of school teachers (public and private) who took students' reading tests to encourage them and there is a big difference between their views on this statement as the value of t (–1.919) is significant (p = .056). And the average number of a public school (M: 4.37) is less than the average number of a private school by (M: 4.53). An analysis of the fourth statement above noted that there was no significant difference between public and private school teachers as they both tried to remove the learning difficulties for their students.

The results of the fifth statement showed that the views of both respondents were different as independent teachers responded better to the fifth statement than public school teachers so there is a difference between the two schools as the value of t (2.506) is significant (p = .013). It can be argued that private school teachers were more likely to advise students on

newspaper reading than public school teachers. The total reading skills total is 4.26 in public schools and 4.28 in private schools and the value level is .794 p>0.05. Therefore, the results show that overall there is no significant difference between the two types of schools.

Table 5. Group difference for writing skills that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I ask students to write on current problems to enhance their creative writing skills.	Public	120	4.13	.836	.810	.419
	Private	120	4.03	.916		
I give feedback to improve their grammatical mistakes after checking home work.	Public	120	4.39	.612	-1.270	.205
	Private	120	4.49	.608		
I dictate them difficult words/phrases to improve spelling.	Public	120	4.42	.668	-.680	.497
	Private	120	4.48	.661		
I try to encourage their self -writing abilities.	Public	120	4.50	.580	-.416	.678
	Private	120	4.53	.660		
I usually give them paragraph for writing to improve their hand writing.	Public	120	4.23	.775	-.081	.936
	Private	120	4.24	.820		
Total	Public	120	4.33	.493	-.345	.731
	Private	120	4.35	.497		

Table 5 shows the effect of Group differences in writing skills that motivate learners. There are five statements related to writing skills on a five-point likert scale. Independent sample testing was used to assess the purpose of the study. The first statement indicates that the differences observed on the roads are not significant. Both types of school teachers agreed to improve the art of writing for their students in the current crisis.

Significant differences between responses from public and private school teachers were not found. It appears that in the third statement, public and private school teachers were instructing their students to improve their spelling errors. There is no significant difference between the responses of public and private school teachers. The fourth statement states that both types of school teachers (public and private) were trying to promote creative writing skills. In this statement no significant differences were found between the views of both types of school teachers. The value of t is -.081 which is> than p = 0.05 value. The difference was not significant. The total literacy skills of public schools are 4.33 and in private schools it is 4.35 and the mean value is .345 p> 0.05.

Therefore, the results showed that there was no significant difference between the views of both types of school teachers indicating that teachers in both schools used writing techniques in their classroom to motivate students.

Discussion

This study is about the motivational strategies used by secondary school (public and private) teachers to motivate their students. Motivation is a way of meaningful learning and teaching that can make both learning and teaching a success. Motivation is divided into three psychological, social and personal categories. The concern of our study is based on personal

motives. The purpose of our research is to find useful motivational strategies for teachers in effective learning. These methods have helped to better engage students in the learning process and shape their meaningful personality. This study has benefits for teachers and students as well. Through these strategies teachers will be able to develop skills or strategies that will enable the learner to become more knowledgeable and plan the learning environment, so that learners can make their own and benefit from their learning. A good learning environment will lead to the overall development of our country as the progress and prosperity of any country depends largely on the level of education. Ref. [13] also highlight the benefits of a good learning environment for students to succeed students also learn how they perceive school.

Teachers are the primary source of instruction, ethics and ethics for their students [14]. In this case the study will play an important role in improving student learning, developing innermotivation and improving academic performance through these motivational strategies. Thanks to these motivational teaching strategies students will be able to achieve many goals related to theirwork. It is important to know that some types of motivation strategies are being developed and others are related to the internal environment [15]. This study showed thedifference between the two schools namely the public and private schools that use themost strategies in their curriculum. The five main categories of motivational strategies described in this study are collaborative teaching behaviors, lesson planning, and overall student work, reading skills and writing skills.

Overall, the results showed that there was no difference in mathematical significance in the application of the above-mentioned strategies other than two focus on student performance than Government teachers. There is a significant difference between their responses to this statement as the average value of a public school is (M: 4.51) less than the average value of a private school is (M: 4.67) and a value of t -2.251 is significant at p = .025 <0.05. The findings of the statement, "Teacher's advice to students to read English and Urdu newspaper" showed that the views of both respondents were not the same as independent teachers responding better to this statement than public school teachers and therefore there was a difference of opinion between the two schools as a t-value (2.506) is important in (p = .013). Thus, it was shown that private school teachers were more active in advising students on newspaper reading than in public school teachers.

Conclusion

Through a review of some of the most significant research in the area, this study looked at the role of motivational strategies in language learning classrooms. Depending on the

circumstances of language acquisition, learners' motivation might fluctuate. The importance of motivation in the development of linguistic abilities cannot be overstated. Teachers can play an important role in encouraging students to acquire a second or foreign language. Motivational techniques play a significant role in learning a second language, and they are impacted by a number of factors. Some ESL teachers neglect motivation while encouraging their students to study more. As Faculty members, we should educate our students how to be motivated.

Conflict of Interest

The author declares that there is no conflict of interest.

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