

## ROLE OF INSTRUCTIONAL STRATEGIES USED BY TEACHERS IN MOTIVATING THE ESL LEARNERS: A CASE STUDY OF SECONDARY LEVEL

1. Anish Nazir, M.Phil Linguistics, Foreign English Teacher, PISB, KSA, [anishnazir7@gmail.com](mailto:anishnazir7@gmail.com)
2. Maryam Khan, M.Phil Scholar, Riphah International University, Islamabad Pakistan, [59788@students.riphah.edu.pk](mailto:59788@students.riphah.edu.pk)
3. Ashir Khan, M.Phil Linguistics, Research Scholar, [ashirkhan020@gmail.com](mailto:ashirkhan020@gmail.com)
4. Dr. Rukaiza Khan (Corresponding Author), Assistant Professor, National University of Sciences and Technology (NUST), Islamabad, Pakistan, [rukaiza.khan@ceme.nust.edu.pk](mailto:rukaiza.khan@ceme.nust.edu.pk)

### ABSTRACT

*The present study identified instructional strategies of the teachers' that positively influenced students' motivation. The aim of the research was to examine how teachers' instructional strategies benefit in motivating ESL learners. This was an experimental study in design and the data was collected in two-phases, starting with quantitative data collection through pre-test and post-test questionnaire, followed by qualitative data collection through interviews. Percentages have been used to assess the data that was gathered. Although the instructors have expressed support for activity-based learning, they have often struggled to put it into practice in their courses for a variety of reasons. The results showed that the absence of authentic content, a lack of AV aids and activity-based teaching training, and a lack of administrative support all had an impact on the implementation of activity-based teaching in the APS. Data was gathered to determine the extent to which the teachers' teaching instructional strategies are helpful and their relationship to the motivation of ESL students. The results of this study will aid EFL teachers in overcoming the difficulties they now face in teaching languages and will offer suggestions for how they might enhance their instruction. It will also be helpful in determining how teachers' educational tactics can improve students' motivation level.*

**Keywords:** Motivation, Instructional strategies, student motivation, Role of EFL teachers, student's engagement

## INTRODUCTION

Language acquisition success relies on motivation. To learn and maintain a language, motivation is more important than effective teaching, aptitude, or curriculum. It is crucial for achievement. It also helps students navigate difficult learning situations they may face while acquiring the language. Motivation drives individuals to take action and maintain their efforts. Topalov, 2011.

**Corresponding Author e-mail:** [anishnazir7@gmail.com](mailto:anishnazir7@gmail.com),  
[59788@students.riphah.edu.pk](mailto:59788@students.riphah.edu.pk),  
[rukaiza.khan@ceme.nust.edu.pk](mailto:rukaiza.khan@ceme.nust.edu.pk),  
[ashirkhan020@gmail.com](mailto:ashirkhan020@gmail.com)

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Intrinsic motivation pertains to an inherent desire to engage in an activity. Intrinsically motivated activities are those lacking an external reward beyond the activity itself, as noted by Deci (1975). Educators can enhance a student's motivation to excel. "School environments that offer relevant tasks, promote student-directed learning, reduce emphasis on grades and competition, and encourage collaboration enhance students' intrinsic task motivation" Rathunde & Csikszentmihalyi (2005, p. 341).

Educators continually seek innovative methods to enhance classroom productivity. This study emphasised effective teaching methods used by experienced and respected educators. The study's findings enable teachers, especially those new or inexperienced, to improve their methods without engaging in an expensive iterative process, facilitating the creation of dynamic and motivating learning environments from the beginning. Educators should focus their efforts on several key areas.

This study aims to examine the impact of teachers' instructional strategies on classroom motivation. The study aims to assess the effectiveness of strategies employed to boost student motivation.

## STATEMENT OF THE PROBLEM

This research examines the impact of instructional strategies employed by teachers on motivating ESL learners in language classrooms. To my knowledge, research on instructional strategies aimed at enhancing students' motivation is limited. It does not exist within the context of the APS School, Muzaffarabad. This study primarily aims to explore the relationship between instructional strategies and student motivation in ESL classrooms at APS School, Muzaffarabad.

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**SIGNIFICANCE OF THE STUDY**

This study investigates the link between instructional strategies and student motivation, evaluating the impact of these strategies on the motivational levels of students at APS School in Muzaffarabad, Azad Jammu and Kashmir. The motivation of students is closely linked to the instructional strategies employed by teachers in ESL classrooms. Most motivational research, as noted by Dornyei (2001), aims to advance the field, though some also seeks to enhance teachers' instructional skills. This study aims to provide insights into teachers' and students' perspectives on instructional tactics to enhance motivation in ESL classrooms and improve teaching effectiveness. Students' perceptions of the methods employed to motivate them are crucial. The study aims to evaluate the effectiveness of motivational strategies from the perspectives of instructors and students at the APS School.

**RESEARCH OBJECTIVES**

- To examine the connection between instructional strategies and students' motivation in the EFL classroom.
- To assess the outcomes of instructional strategies on students' motivational levels during the learning process.

**RESEARCH QUESTIONS**

- What is the connection between instructional strategies and students' motivation in EFL classrooms?
- How far are the strategies beneficial for the students in ESL context?

**LITERATURE REVIEW**

The goal of the current study was to close that gap by examining learners' motivations for learning English as a second language in an ESL situation. Additionally, the study focuses on this, emphasizing how teachers can inspire ESL students to learn English through engaging activities and clear teaching approaches in the context of the secondary school at Muzaffarabad, an Army public school.

English is an important language because it is the language of technology, industrialization, education so learners acquiring English as a second language need to be adequately motivated in order to learn English language effectively. According to Gudu & Jesse (2023), students learning English as a second language (ESL) face many challenges varying from language learning difficulties, mother-tongue, low proficiency in English language, lack of intercultural competence, lack of motivation.

Motivation is an action tool that may lead to the growth of the learning process. It is evaluated by (Li, 2020) that most of the students can learn better only because they are highly motivated while those students who are less motivated may drop the course. The productivity rate increase from ESL classrooms is a high requirement to ensure that the ESL students were motivated and interested to gain knowledge of the new language, English.

Varied strategies including, a brainstorming, debate, drama, role-play, story-telling, hot seating, should be taught within a lesson so that they complement one another Findings of Oktech(2005) study indicated that a majority of the methods and strategies that highly motivated learners were learner-centered ones like explanation, interactive lecture (lecture-discussion), discussion, demonstration and question and answer, discussion and presentations, continuous assessment tests and drama.

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According to different studies, there are various factors that enhance or decrease the learning abilities of students. Students in Oman, the socio-cultural factors that are beyond individual control hinders the learning. And the increased motivation also depended upon teachers' potential and ability to inspire, influence and persuade the students to take their studies seriously. Moreover, in Libyan students learn better in pair work activities, so providing them with such environment created positive impacts.

On an individual level, it depends on the willingness and passion of students. Topalov (2011). Concentrated student motivation is mostly based on the students' subjective experiences, i.e., their willingness and individual motivations to participate in the learning process Brophy (2004). The general and task motivation of EFL YLs as well as whether performing different dictogloss tasks several times individually and in pairs played a role in their level of motivation. These findings support the benefits of collaborative work, which EFL teachers should keep in mind, as well as the usefulness of dictogloss as a motivating classroom task. English is an easy language if the motivation might exist to learn it with continuity

The study focuses on this, emphasizing how teachers can inspire ESL students to learn English through engaging activities and clear teaching approaches in the context of the secondary school at Muzaffarabad, an Army public school.

### **RESEARCH METHODOLOGY**

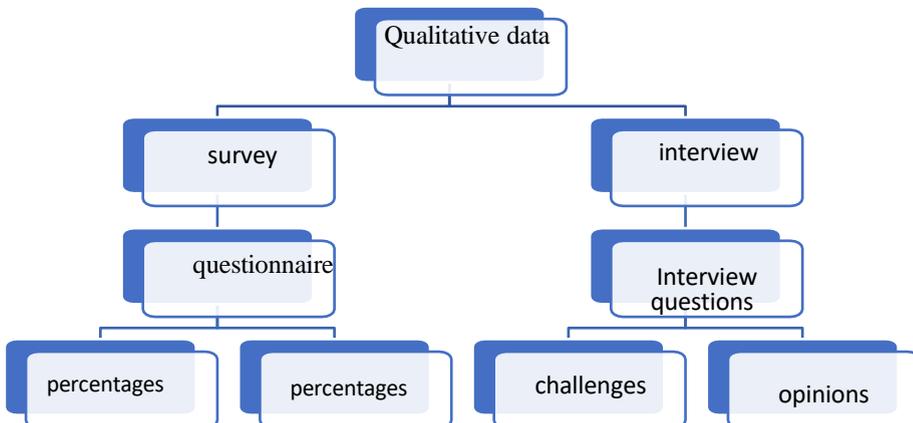
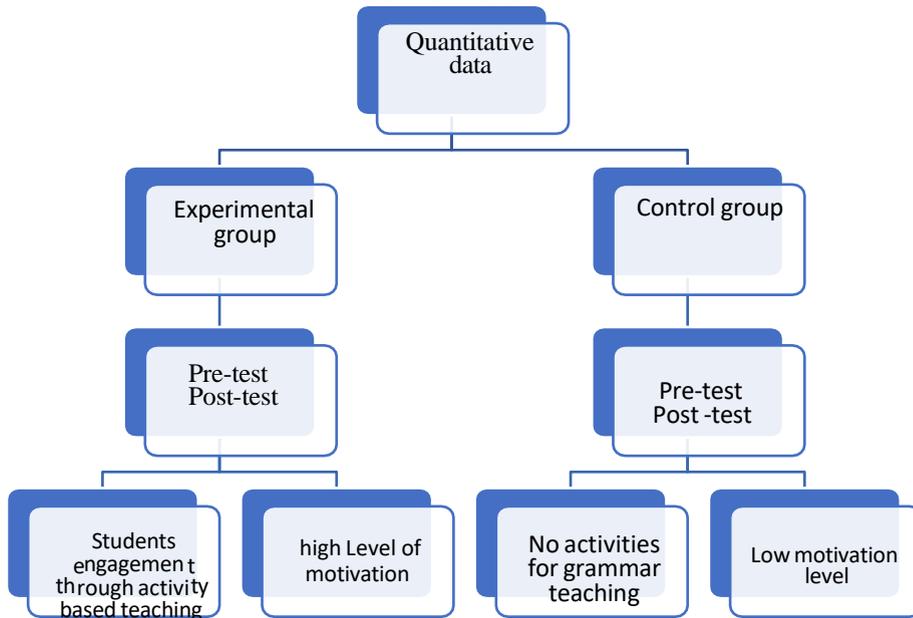
This study is a quasi-experiment. Quasi-experimental designs involving one experimental group and one control group are a popular type of experimental study, according to Cohen et al. (2001).

The data for this study were gathered through the use of a questionnaire. The pre-test and post-test were used to assess the students' prior knowledge and motivation levels, respectively, and to ascertain whether or not the activities had any effect on the students' motivation levels as a result of activity-based learning.

### **DATA COLLECTION**

Two research tools were used to gather the data: (a) a survey study, and (b) an interview with teachers, in order to learn about teachers' perceptions, adapt instructional strategies to increase the motivational level of ESL learners, and also to determine how far the practices of teachers' instructional strategies were found beneficial in Army Public School of Muzaffarabad AJK. Below, these two approaches are described in more detail.

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**DATA ANALYSIS**

A percentage was used to examine the information gathered from the questionnaire for each item. There was a recording of the information gathered through interviews.

**DELIMITATIONS**

The study is restricted to the opinions of 40 students and five EFL teachers from an Army public school in Muzaffarabad, AJ&K.

**RESULT AND FINDINGS**

The analysis addresses teachers' impressions and knowledge of instructional tactics for inspiring students, as well as how much these strategies are helpful for the students of APS Muzaffarabad AJ&K.

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**4.1 PERCEPTION AND ATTITUDE OF STUDENTS TOWARDS MOTIVATION IN  
ESL CLASSROOM**

**4.3.1. Attitude towards Teaching Instructions for PRE- TEST**

Statement / perception /Attitude	No of SA	%	No of A	%	No of S. D	%	No of D	%	Neutra I N	%
1. I believe the assignment was of some value to me.	5	25 %	11	55 %	02	10 %	00	0 %	02	10%
2. Do you think motivation is required for English Language classrooms?	13	65 %	07	35 %	00	0 %	00	0 %	00	0%
3. Does your teacher use activities to engage you during class activities?	01	5 %	08	40 %	01	5 %	05	25 %	05	25%
4. I think completing the assignment could help me learn to motivate students.	07	35 %	07	35 %	00	0 %	01	5 %	05	25%
5. I think activities used for the enhancement of motivation are beneficial for the students.	11	55 %	7	35 %	00	0%	00	0%	2	10 %

6. Lack of motivation is caused because of lack of motivational strategies on the part of teachers.	02	10 %	07	35 %	01	5%	05	25 %	05	25%
7. We can improve motivation without activities and role of teachers	00	0%	00	0%	13	65 %	07	35 %	00	0%

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8. Such types of activities are the main cause of boredom for the students'.	00	0%	04	20%	08	40%	06	30%	02	10%
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**4.4.1. Attitude towards Teaching Instructions for POST- TEST**

Statement perception /Attitude	No of SA	%age	No of A	%age	No of S. D	%age	No of D	%age	Neutra I N	%age
I believe the assignment was of some value to me.	14	70%	06	30%	0	0%	0	0%	0	0%
Do you think motivation is required for English Language classrooms?	15	75%	04	20%	01	5%	0	0%	0	0%
Does your teacher use activities to engage you during class activities?	13	65%	04	20%	0	0%	02	10%	0	0%
I think completing the assignment could help me learn to motivate students.	11	55%	09	45%	0	0%	0	0%	02	10%
I think activities used for the enhancement of motivation are beneficial for the students.	17	85%	03	15%	0	0%	0	0%	0	0%
Demotivation is caused because of lack of motivational strategies on the part of teachers.	10	50%	0	0%	03	15%	04	20%	02	10%

We can improve motivation without activities and role of teachers	0	0%	0	0%	17	85%	04	20%	0	0%
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Such type of activities are the main cause of boredom for the students'.	0	0%	02	10%	14	70%	04	20%	0	0%
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**COMPARISON OF PRETEST AND POSTTEST**

In comparing the research data from pre-test and post-test scores in the experimental study, it was observed that the response "I believe the assignment was of some value to me" achieved the highest score of 70% in the post-test, while the lowest score was 55 in the pre-test. This change indicates that, after the experimental period, respondents in the experimental group recognized the value of grammar-based assignments provided by teachers that focused on the application of rules for conversion. They strongly agree that grammar lecture tasks are advantageous following the experimental period.

The pre-test and post-test results from the experimental study indicated that motivation is essential for learning English. The post-test achieved a maximum score of 75%, while the minimum score was 65%. Before the experimental period, participants did not recognize the importance of motivation. However, the implementation of activity-based teaching and effective methodologies by teachers enhanced motivation levels. The pre- and post-test results in the experimental investigation supported the claim that the teacher employs activities to maintain student interest in class. The students recognized after a three-month treatment period that effective learning occurs when teachers employ various engaging methods that stimulate student interest. The highest post-test score was 65%, while the lowest was 40%. This disparity arose because, in regular classes, language teachers often rush to complete the syllabus, neglecting activity-based teaching that fosters student learning. The experimental study's pre- and post-test scores indicated that completing the assignment could enhance my ability to inspire students. The highest post-test score recorded was 55%, and the lowest was 35%. Students noted the effort teachers put into language lessons to ensure comprehension and create a supportive environment for L2 speaking and study. Educators required confirmation that their efforts were effective. Consequently, it was essential for pupils to engage equally, which they accomplished during therapy but failed to do in regular class. Pre- and post-test results supported the claim about the effectiveness of the activities used to enhance motivation. Upon finishing the experimental phase, respondents recognized that an experienced and competent teacher significantly boosts student motivation to learn English in ESL classes. The teacher's role is crucial in developing students into proficient users and speakers of the L2 language, a factor that was previously absent in regular classes. The post-test results showed a highest score of 85% and a lowest score of 55%. Following the teaching phase, respondents recognized that effective methodologies had changed their perception of this assertion. Pre- and post-test results indicated that teachers' insufficient motivational tactics contribute to students' lack of motivation. The responses to this assertion scored between 35% in the pre-test and 50% in the post-test. Language teachers significantly motivated students, enhancing their cooperation and participation in ESL lessons. Students recognized that the issue lay not in the teachers' techniques but in their own understanding and collaboration. Students' participation is crucial in class discussions and activities in ESL classes to reduce the gap. Following the teaching phase, respondents recognized that effective methodologies had changed their comprehension of this assertion. Pre- and post-test results indicated that teachers' insufficient motivational strategies contribute to students' low

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motivation levels. The responses to this assertion varied from 35% in the pre-test to 50% in the post-test.

Students exhibited heightened motivation due to language teachers, which enhanced their cooperation and participation in ESL lessons. This motivation persisted as students recognized that the issue lay not in the teachers' ability to implement techniques, but in their own lack of understanding and cooperation. The results of the pre- and post-tests corroborated the assertion that motivation can be enhanced independently of teacher involvement or additional activities. ESL students are required to use and speak the target language, fostering habitual use. Consequently, the respondents achieved post-test scores ranging from 65% to 85%, indicating a shift in their attitudes toward learning styles during the treatment phase. The pre-test and post-test scores indicated that respondents strongly disagreed with the notion that boredom arises from a lack of coordination, collaboration, and variety in activities, demonstrating a shift in their thinking and learning styles following the treatment phase. The minimum score on the post-test was 40%, and the maximum score was 70%. During the experimental period, students' active roles and the teacher's commendation for their engagement in class activities effectively bridged this significant gap.

**ATTITUDE TOWARDS PAIR AND GROUP-WORK ACTIVITIES ( PRE-TEST)**

Table 4.3.2. Attitude towards Pair and Group-Work Activities

<b>Statement /Attitude</b>	<b>No of SA</b>	<b>%age</b>	<b>No of A</b>	<b>%age</b>	<b>No of SD</b>	<b>%age</b>	<b>No of D</b>	<b>%age</b>
Group work activities provide adequate opportunities for developing genuine interaction among learners that develop ultimate motivation.	10	50%	09	45%	0	0%	01	0%
Group work activities waste teachers and learners time	0	0 %	01	5 %	10	50 %	0	0%
Pair and group-work activities help learners to focus purposefully and cooperatively on understanding target language.	12	60 %	07	35 %	0	0%	01	5 %

**ATTITUDE TOWARDS PAIR AND GROUP -WORK ACTIVITIES (POST-TEST)**

<b>Statement /Attitude</b>	<b>No of SA</b>	<b>%age</b>	<b>No of A</b>	<b>%age</b>	<b>No of SD</b>	<b>%age</b>	<b>No of D</b>	<b>%age</b>
Group work activities provide adequate	17	85%	03	15%	0	0%	0	0%

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opportunities for developing genuine interaction among learners that develop ultimate motivation.									
Group work activities waste teachers and learners time	0	0%	0	0%	15	75%	05	25%	
Pair and group-work activities help learners to focus purposefully and cooperatively on understanding target language.	17	85%	03	15%	0	0%	0	0%	

**COMPARISON OF PRE-TEST AND POST TEST**

The assertion that group work activities facilitate genuine interaction among learners, thereby enhancing motivation, received the highest score of 85% in the post-test. In contrast, the lowest score was 50% in the pre-test. Following the treatment period, respondents in the treatment group exhibited increased motivation and substantial learning through the exchange of ideas and positive interactions, which fostered teamwork. These initiatives significantly elevated motivation levels among students in ESL classes, a contrast to regular classes where teachers prioritized curriculum completion over engagement activities, often neglecting the time needed for such interactions. The results of the experimental study's pre- and post-testing indicated that the assertion regarding group work activities as a waste of time received the highest post-test score of 75%. Conversely, the lowest score of 50% emerged from the recognition, after the treatment phase, that group work activities facilitated students in enhancing their ability to share knowledge and offered increased speaking practice during discussions. Furthermore, activity-based learning in group settings has contributed to heightened confidence and motivation among learners.

**Table 4.3.5 Attitude towards Teaching and Learning Materials (PRE-TEST)**

Statement /Attitude	No of SA	% age	No of A	% age	No of S. Disagree	% age	No of disagree	% age
Materials provided for learning material should be well organized and logical	13	65 %	07	35 %	0	0%	0	0 %
Materials provided for learning should be based on daily life sentences	11	55%	09	45 %	0	0 %	0	0 %

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Materials provided for learning should enhance motivation towards target language.	12	60 %	08	40 %	0	0 %	0	0 %
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**Table 4.3.5 Attitude towards Teaching and Learning Materials (POST-TEST)**

Statement /Attitude	No of SA	% age	No of A	% age	No of S. Disagree	% age	No of disagree	% age
Materials provided for learning material should be well organized and logical	17	85%	03	15%	0	0%	0	0 %
Materials provided for learning should be based on daily life sentences	16	80%	04	20%	0	0%	0	0 %
Materials provided for learning should enhance motivation towards target language.	17	85%	3	15%	0	0%	0	0 %

**COMPARISON OF PRE-TEST AND POST TEST**

The assertion that learning materials must be well organized and logical received the highest score of 85% in the post-test, whereas the lowest score was 65% in the pre-test, based on a comparison of research data from an experimental study. The implementation of the treatment period for the treatment group, supported by well-organized and logical material, facilitated their learning. The experimental study's pre- and post-test results indicated that the assertion that learning materials should incorporate everyday expressions achieved the highest post-test score of 80% and the lowest pre-test score of 55. This change occurred after the teaching phase, where students recognized a shift in their learning style as the teacher utilized everyday examples and encouraged the use of the target language. Students in standard classes were accustomed to having their assignments dictated, but during therapy sessions, they realized they could apply their creativity to volunteer work, which increased their engagement in ESL lessons.

Moreover, study supports the idea that instead of instructing the student on how to solve the problem, the teacher serves as a facilitator who encourages the student to evaluate their own ideas and critical thinking.

**STUDENTS PROBLEM IN LACK OF MOTIVATION TOWARDS TARGET LANGUAGE IN ESL CLASSROOM (PRE-TEST)**

Statement perception /Attitude	No of SA	%age	No of A	%age	No of S. D	%age	No of D	%age	Neutral N	%age
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The teacher's method of instruction was interesting and effective to learn the target language.	04	20%	07	35%	0	0%	03	15%	06	30%
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The teacher's method of instruction was confusing.	0	0%	0	0%	05	25%	11	55%	04	20%
My own lack of motivation is the reason.	0	0%	02	10%	06	30%	09	45%	02	10%
The teaching material and content was not engaging and motivating to learn English.	01	5%	03	15%	03	15%	09	45%	04	20%
I did this task because I had no choice.	11	55%	05	25%	00	0%	04	20%	0	0%
I am satisfied with my performance at this task.	08	40%	0	0%	0	0%	12	60%	0	0%
I enjoyed the motivation activity very much.	09	45%	05	25%	0	0%	03	15%	03	15%
I think this was an important assignment.	09	45%	07	35%	0	0%	0	0%	04	20%
It is difficult to engage all the students for teachers in the class.	06	30%	07	35%	01	5%	01	5%	05	25%
I find it challenging to maintain confidence during the activities.	09	45%	06	30%	0	0%	04	25%	0	0%
I thought these activities were boring.	01	5%	01	5%	07	35%	09	45%	02	10%

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Teacher was unable to solve the problems of students during class activities.	11	55%	04	20%	05	25%	0	0%	0	0%
Lack of motivation is caused by noisy classroom	10	50%	05	25%	02	10%	01	5%	03	15%
I think doing these activities would be helpful to me in enhancing my level of motivation.	09	45%	12	60%	0	0%	0	0%	0	0%
While I was completing the assignment, I was thinking about how much I enjoyed it.	06	30%	06	30%	02	10%	04	20%	02	10%
I think that completing the assignment was useful for understanding motivation.	07	35%	08	40%	0	0%	02	10%	02	10%

**STUDENTS PROBLEM IN LACK OF MOTIVATION TOWARDS TARGET  
LANGUAGE IN ESL CLASSROOM (POST-TEST)**

<b>Statement perception /Attitude</b>	<b>No of SA</b>	<b>%age</b>	<b>No of A</b>	<b>%age</b>	<b>No of S. D</b>	<b>%age</b>	<b>No of D</b>	<b>%age</b>	<b>Neutra l N</b>	<b>%age</b>
The teacher's method of instruction was interesting and effective to learn the target language.	16	80%	04	20%	0	0%	0	0%	0	0%
The teacher's method of instruction was confusing.	0	0%	0	0%	15	75%	5	25%	0	0%
My own lack of motivation is the reason.	17	85%	03	15%	0	0%	0	0%	0	0%

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The teaching material and content was not engaging and motivating to learn English.	0	0%	0	0%	17	85%	03	15%	0	0%
I did this task because I had no choice.	0	0%	0	0%	15	75%	05	25%	0	0%
I am satisfied with my performance at this task.	10	50%	10	50%	0	0%	0	0%	0	0%
I enjoyed the motivation activity very much.	18	90%	02	10%	0	0%	0	0%	0	0%
I think this was an important assignment.	11	55%	09	45%	0	0%	0	0%	0	0%
It is difficult to engage all the students for teachers in the class.	10	50%	15	75%	0	0%	0	0%	0	0%
I find it challenging to maintain confidence during the activities.	05	25%	15	55%	0	0%	0	0%	0	0%
I thought these activities were boring.	15	75%	5	25%	0	0%	0	0%	0	0%
Teacher was unable to solve the problems of students during class activities.	12	60%	08	40%	0	0%	0	0%	0	0%
Lack of motivation is caused by noisy classroom	14	70%	06	30%	0	0%	0	0%	0	0%
I think doing these activities would be helpful to me in enhancing my level of motivation.	16	80%	03	15%	0	0%	0	0%	0	0%
While I was completing the assignment, I was thinking about how much I enjoyed it.	11	55%	09	45%	0	0%	0	0%	0	0%

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I think that completing the assignment was useful for understanding motivation.	17	85%	03	15%	0	0%	0	0%	0	0%
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**COMPARISON OF PRE-TEST AND POST TEST**

The analysis of pre-test and post-test scores in the experimental study indicated that the assertion about the teacher's instructional method being engaging and effective for learning the target language achieved the highest score of 80% in the post-test, whereas the lowest score recorded was 35% in the pre-test. This change results from the implementation of the teaching phase, leading to a shift in learners' learning styles. Students acknowledged that concise and informative instructions in ESL classes were advantageous. Teachers' lessons focused on activities and presentations clearly resulted in heightened student enjoyment and engagement, promoting fluency and effective learning of the target language. The research data from the pre-test and post-test scores in the experimental study showed that the statement about the teachers' instructional method being confusing had the highest post-test score of 75%, while the lowest pre-test score was 55%. This improvement results from learners addressing challenges in understanding, listening, speaking, and writing through consistent practice and drills in the target language, leading to decreased confusion in ESL classes. The research data from the pre-test and post-test scores in the experimental study showed that the statement about personal lack of motivation as the main reason for not understanding the target language had the highest score of 85% in the post-test, in contrast to the lowest score of 45% in the pre-test. This change occurred because, following the experimental phase, learners found the lessons engaging and interesting, capturing their attention, unlike the regular lessons that did not stimulate their interest, resulting in a lack of motivation. The research data from the pre-test and post-test scores in the experimental study indicated that the teaching materials and content were interesting and motivating for learning. The post-test yielded the highest score of 75% in English, whereas the pre-test recorded the lowest score of 55%. The improvement resulted from the teacher's use of audiovisual aids, which boosted student motivation. The research data from the pre-test and post-test scores in the experimental study indicated that this task was completed out of necessity, resulting in a highest post-test score of 75%. This outcome was shaped by engagement and enjoyment in class discussions and activities during the experimental phase. They also received adequate guidance and engagement in class discussions and presentations, enhancing their satisfaction and motivation. Students largely agreed that they were satisfied with their performance in this context. The research data from the pre-test and post-test scores in the experimental study showed that the statement about the instructor's ability to engage all students had a highest post-test score of 50% and a lowest pre-test score of 35%. The enhancement resulted from student collaboration, enabling the teacher to navigate the classroom more effectively. The research data from the pre-test and post-test scores in the experimental study showed that the perception of these activities as dull received the highest score of 75%, while the lowest was 45%. This indicates that as students effectively completed these activities, their boredom decreased, resulting in heightened engagement in class. The research data from the pre-test and post-test scores in the experimental study showed that the statement about teachers' inability to address students' problems during class activities had the highest score of 75%, whereas the lowest score was 45%. This variation was linked to the supportive

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learning environment in the classroom, where teachers involved every student in all activities. The research data from the pre-test and post-test scores in the experimental study showed that the statement about the helpfulness of activities in enhancing motivation received the highest score of 80%, while the lowest was 60%. This variation arose as students noted that during the experimental period, they were fully engaged and guided, requiring their complete attention, which notably heightened their motivation. The research data from the pre-test and post-test scores in the experimental study showed that the statement about enjoyment during the project received the highest score of 55%, whereas the lowest score was 40%. This variation is due to students' interest, motivation, and cooperation with the teacher. Students recognized the significance of motivation and engagement in the classroom.

This section of the research data provides the analysis of the Qualitative data that was collected by teacher's perceptions and adaptation of instructional strategies to motivate students. It also aims to identify the practices of teachers' instructional strategies in Army Public School. The analysis discusses teacher's perceptions and knowledge about instructional strategies to motivate students and their real practices in the classroom of APS Muzaffarabad AJ&K.

**TEACHERS' KNOWLEDGE AND PERCEPTIONS ABOUT MOTIVATIONAL INSTRUCTIONS STRATEGIES AND PRACTICES**

Statement	No of Yes	No of No			
What do you know about motivation	5 80%	Nil			
Do you think that motivation is important for students in ESL language classrooms?	No of Yes 05 100 %	No. of No 0 0%			
What do you think is important for students in ESL classrooms?	Fluency & Accuracy 03 60 %	To Communicate in L2 05 100%	Never Use L1 02 40 %		
What do you think is required for English teachers in ESL classrooms?	To be Co-Communicator 4 80%	To be Facilitator 02 50 %	To have Native & Fluency Accuracy 03 80 %		
Which of the following activities have you used in your ESL classroom to engage students?	Audio drill 04 80%	Discussion 05 80%	Role play 03 60 %	Pair work and group work activities 4 80 %	

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What are the reasons behind students' lack of motivation towards learning the English Language?	Language barriers 04 80%	Insufficient grammatical knowledge 03 60 %	Lack of resources 04 80%	less use of English language practices at home 05 80%	Lack of self confidence 04 80%
Do you think the following activities are beneficial in your ESL classroom?	No of Yes 05 80%	No of No 0 0 %			

**Table 4.2 Teachers' knowledge and Perceptions about instructional motivational strategies and practices**

**Participant 01:** *“Motivation is a process that initiates, guides and maintains goal-oriented behaviors. Motivation boosts students' thinking skills. Moreover, it is a way of moving towards a goal-oriented behavior”*

Teachers define motivation as a process that encourages learners to engage willingly in activities. It promotes the adoption of appropriate behaviors for the task. Respondents noted that a high motivational level in students enables them to perform tasks effectively and adopt desirable behaviors. Respondents found that motivated learners in ESL classrooms are more eager and driven to learn English through activity-based learning than their less motivated peers. Additionally, motivation serves as a mechanism for attaining particular objectives. Motivation drives learners to take action. The internal and external motivations to remain dedicated or engaged in a role or objective. Respondents noted that it enhances learners' thinking skills, encourages them to embrace challenges, and improves their learning process. The respondent noted that improving internal and external motivation has significantly impacted English learning in ESL.

**Participant 02:** *“if students want to develop language skills it is highly important for them to speak in English in the ESL classroom”*.

Approximately 60% of educators indicated that fluency and accuracy are essential in ESL classes, highlighting their commitment to enhancing these skills in students during English language instruction. To enhance spoken English, teachers concurred that it is essential for students to engage in conversation in a second language during class.

**Participant 03:** *“Motivation is very essential for students in ESL Language classroom because without motivation one cannot achieve the desired goals”*

Nearly 50% of teachers indicated that motivation is crucial in ESL classrooms, as it drives the desire to achieve specific goals. It allows students to acquire English within an ESL framework. Students struggle to speak English during tasks; thus, receiving appreciation as motivation encourages them to practice speaking more with peers and teachers in the classroom. Ultimately, it guides them toward their intended objective, as motivation is essential for achieving any goals.

Around 80 percent of responding teachers concurred that it is essential for students to avoid using their native language in ESL classes, as this impacts their second language acquisition. 80% of instructors surveyed concurred that teachers ought to engage in

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discussions with students during class, as this can enhance their communication skills. Almost half of the responding instructors concurred that

**Participant 01:** *“teachers use different activities in the classrooms to engage ESL students such as Role plays, presentations, talking chips, round robin, group work, pair work, board practice, discussion, exit card, playing audio tracks”*

Teachers were questioned regarding the exercises implemented in class to enhance students' communication skills and engage them in the ESL environment. Audio drill is an effective activity for assessing students' language listening abilities and enhancing their understanding of word usage in audio tracks. Approximately 80% of teachers report using this method in their ESL classes to improve students' listening skills. About 80% of teachers believe discussion is essential for enhancing communication and engagement in ESL classes. 80% of educators indicated that involving students in group projects is very advantageous and effective. Students benefit from sharing experiences and ideas, enhancing the clarity and success of the language learning process. Interview data led to a similar conclusion.

**Participant 05:** *“As English is our second language so group work activities, class discussion, Peer learning will help them in learning from each other's experiences, helping in language learning process clear and successful”*.

What exercises have you used to maintain ESL students' attention in class? Eighty percent of teachers indicated that they employed class discussions to allow students to engage in conversation and share their opinions, which also keeps them attentive during lectures. Teachers also favor pair and group work, as reported by 80% of respondents, because it encourages students to collaborate and enhances their confidence in group discussions and presentations. Nearly 60% mentioned using audio drills to enhance listening skills in ESL classes. Additionally, 60% of teachers noted that they incorporate role play activities to boost students' confidence and communication skills.

**Participant 03:** *“It's very difficult for the teachers to deal with students having low levels of motivation to learn English because of the reasons: language barrier, lack of speaking practice at school and home, lack of self-confidence and fear of mistakes. Sometimes students' get confused in grammatical concepts”*

Teachers were questioned about the reasons for students' disinterest in learning English. Language barriers pose a challenge, as indicated by 80% of responding teachers, due to students' tendency to communicate in their first language (L1) and their anxiety when required to speak in the target language, like English. According to 60% of teachers, insufficient grammar knowledge among students hinders their motivation to learn languages, as they struggle to apply grammatical principles. 80% of responding teachers indicated that students' lack of motivation to learn L2 in ESL classes is due to insufficient resources. Effective resource use promotes student engagement in class activities. Scarcity of resources complicates teachers' ability to plan engaging and motivating activities for ESL students. In response to this question, 80% of teachers indicated that students' lack of motivation or challenges in speaking English are significant issues. The absence of essential conditions for L2 learners to practice the target language at home leads to students abandoning their efforts to learn and speak English. According to eighty percent of teachers, students' lack of confidence contributes to their motivation issues, as they fear making mistakes and being ridiculed by peers. Consequently, they hesitate to share their experiences in ESL classes.

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**Participant 04:** “Activities are very beneficial because they provide more chances of students' engagement in class activities in order to create a healthy environment for better learning.”

Approximately 80% of teachers affirmed that engaging activities are utilised to aid students in learning English in ESL classes. When teachers incorporate activities in the classroom, students' interests are heightened, leading to increased motivation to complete the assignment. It also promotes healthy competition among students, thereby increasing their motivation.

## CONCLUSION

The findings highlight the effectiveness of group work in enhancing students' communication skills in language classes. To enhance student confidence and prepare them for effective L2 communication in ESL classrooms, teachers should implement interactive activities such as group work. Research indicates that teachers strongly believe group work activities provide ample opportunities for fostering genuine connections among students, as they engage all participants in dialogue and allow every student to express their opinions on various subjects.

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