

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

<https://llrjournal.com/index.php/11>

**Evaluating the Efficacy of Traditional Motivational Strategies in
Resources Constrained L2 Classrooms: A Case study of Female
Government colleges in Hyderabad**



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Abstract

English is widely used in Pakistan in governmental and non-governmental institutions. Meanwhile, it is also second major language as means of communication in various organizations across Pakistan, which increases the significance of English in the country. Furthermore, teachers and students have been working hard to adopt this language at the same time they face various issues in adopting the foreign language. The proportion of female is increasing in the workforce of Pakistan which requires them to learn English for purpose of communication. Therefore, teachers have been implementing few motivational strategies that can motivate students to learn English as a second language. In this regards, the following study is aimed to assess motivational strategies used by teachers on L2 learners particularly in Girls Degree College of Hyderabad. For this purpose, 30 students, and 8 teachers were interviewed from the college, and data was analysed thematic methodology. The findings of the study suggest that female learners are acknowledging their teachers have been making every possible effort to teach them. However, teacher's perception differs, since teacher state that they do not have sufficient resources to further strengthen the learning process in the college, and incorporate the latest strategies into the traditional strategies. Furthermore, English learning processes can be further strengthened through bringing technology in the learning English, and enable teachers to teach more effective than before. Meanwhile, the study also holds value for the reader in terms of recommendations and future implications.

Introduction

English is not just a subject or a course in Pakistan it consider as a second language which increases the value of English and played a vital role in Education system of Pakistan as it played a role of compulsory subject. Both teachers and students work hard to adopt this language in every sector either in private or government at the same time they face various issues in adopting such language. This study specialized towards females as Female proportion is increasing in workforce of Pakistan according to gallup Pakistan 21.4% it increases to 24.4% which requires them to learn English for communication purpose. Education system of Pakistan majorly divided into two sectors the public and private both sectors have English as government sector face more problems than private one to adopt English as a language Teachers need more attention and strategies Therefore, teachers need to implement few motivational strategies that motivate students to learn English language. This research is conducted to assess such strategies and their impact on girls in degree colleges of Hyderabad.

The topic holds significance because English language is compulsory in educational system as well as in industry whether business, health or others therefore, students are required to have good grip over the language to stay competitive and to achieve success. This chapter provides an introduction to the topic by giving background of the topic, aim and objectives and research questions. This chapter also provides significance and rationale of the study to determine why this topic has been chosen and how this research will help teachers in implementing L2 learning strategies. The paper is based on Dornieys motivational theory in which From this research, Dornyei

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

and Csizer (1998) were able to create a set of methodology that could be implemented practically by teachers in the language learning classroom. They base the connection of motivation and classroom methodology on previous research by Clement et al. (1994) that showed three important motivating factors in the language classroom: integrative motivation, linguistic self-confidence, and the appraisal of the classroom environment. This last category shows the importance of teaching methods for motivating language learners. The researcher implemented most famous and commonly use these motivational strategies as sample in female colleges with the different background to find out the impacts of these strategies on L2 female learners which are

The first method, “set a personal example with your own behavior”, is supported by research on the effect of role models and their influence on students (Pintrich & Schunk, 1996). The second method, “create a relaxed atmosphere in the classroom”, has roots in Gardner’s (1985) model, labeled “attitudes toward the learning situation”, that was discussed earlier. The third method, “present tasks properly”, helps to both raise student interest and increase the expectancy of task fulfillment by setting goals and providing effective strategies to reach these goals, which is supported by Dornyei and Otto

(1998). The fourth method, “develop a good relationship with the learners”, is supported by research showing the motivating factor of pleasing the teacher that is built on good rapport

and is used to support student-centered learning (e.g. Rogers, 1983). The Fifth method, “increase the learners’ linguistic self-confidence”, reflects research that shows one’s perceptions of their own competence or ability determines whether or not they will engage in a goal-directed action (Clément et al., 1994). The sixth method, “make language classes interesting”, is a general observation that is supported by many research studies (Deci & Ryan, 1985; Gardner, 1985). The seventh method, “promote learner autonomy”, was a

relatively new area being examined around the time that this study was published, but was reinforced by research from Ushioda (1996) and later expanded on by Dornyei (2005). The eighth method, “personalize the learning process”, promotes peer relations and group development in the classroom. The ninth method, “increase the learners’ goal orientedness”, reflects the importance of goal-setting that is reflected by many research studies (Dornyei & Otto, 1998; Tremblay & Gardner, 1995). The final method, “familiarize learners with the target language culture”, is heavily supported by Gardner’s (1985) theory of instrumental and integrative motivation.

Research Question

Following are the set of research questions used for this study:

What is the perception of L2 female learners about motivational strategies used by teachers?

What is the effect of motivational strategies used by teachers on female L2 Learners?

What is the perception of L2 Female teachers about motivational strategies?

Research Objectives

To determine the conceptual background of L2 learners and motivational strategies used by teachers.

To find out the perception of female L2 learners about motivation strategies used by

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

teachers

To analyse the perception of teachers about motivational strategies in case of Government Girls Degree College, Hyderabad

Literature review

Definition of L2 motivation

Motivation in second language learning denotes learners' desire, effort, and positive attitudes that drive language learning and sustained study behavior. This psychological construct combines will to learn with direction and persistence of learning-related behavior, and it is commonly operationalized as intention to study and engagement in L2 tasks (Melzi & Schick, 2012)

Desire to learn the L2, expressed as a personally endorsed goal or vision.

Effort and persistence in study and practice.

Attitudes toward the L2 and its speakers, which shape willingness to engage with the language (Melzi & Schick, 2012)

Gardner socio educational model

This model emphasized the learner's social and attitudinal context, framing motivation primarily as integrative versus instrumental orientations and as attitudes toward the learning situation. Gardner and Lambert's socio-educational perspective located motivation within learners' desire to integrate with the L2 community and within perceived utility for instrumental goals

Dörnyei L2 motivational self

Dörnyei shifted focus from social attitudes to self and identity, proposing the L2 Motivational Self System composed of three interacting components and emphasizing motivation as future-oriented vision. The system foregrounds internalized self-representations that guide effort toward becoming a user of the L2

Motivational strategies employed by teachers in L2 classrooms significantly enhance language learning by fostering an environment conducive to engagement and achievement. These strategies are tailored to meet the sociocultural dynamics of the classroom and the specific needs of learners, thereby promoting active involvement and creating a supportive atmosphere. The effectiveness of these strategies is underpinned by their ability to address learners' psychological needs, such as autonomy and intrinsic motivation, which are crucial for language acquisition. The following sections detail how these strategies contribute to L2 learning.

Promoting Learner Involvement

Teachers use motivational strategies to actively engage students in the learning process, which is crucial for language acquisition (Abrar-ul-Hassan, 2024).

Strategies include interactive activities and collaborative tasks that encourage participation and investment in learning (Saleem & Ghani, 2019).

Creating a Supportive Learning Environment

A safe and supportive classroom atmosphere is essential for motivation-sensitive teaching (MST), which helps students feel comfortable and willing to take risks in language use (Abrar-ul-Hassan, 2024).

Teachers in Urdu medium schools in Pakistan emphasize the importance of adapting

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

strategies to the classroom environment to maintain motivation(Saleem & Ghani, 2019).

Enhancing Intrinsic Motivation

Motivational strategies are aligned with self-determination theory, emphasizing the importance of autonomy and intrinsic motivation in achieving L2 proficiency(Alrabai & Alamer, 2024).

Structural equation modeling shows that these strategies have both direct and indirect effects on language achievement, highlighting their efficacy(Alrabai & Alamer, 2024).

Preconditions for Effective Motivation

The success of motivational strategies depends on factors such as student mood, cultural context, and linguistic comprehensibility(Rai, 2025).

Understanding these preconditions allows teachers to tailor their approaches to maximize effectiveness(Rai, 2025).

While motivational strategies are generally beneficial, their success is not guaranteed in every context. Factors such as cultural differences and individual learner characteristics can influence the effectiveness of these strategies. Therefore, ongoing research and adaptation are necessary to ensure that motivational strategies remain relevant and effective in diverse L2 learning environments

Significance of the study

English learning is not only a requirement in educational system of Pakistan but it also plays crucial role in achieving career objectives. English is an official language used in Pakistan therefore it is compulsory in educational institutions. However, Cohen, A. D. (2014), stated that English learning is not as easy as it looks; it needs great level of motivation among students to learn this second language. Therefore, teachers implement different strategies to motivate their students to learn English effectively. Moskovsky et al. (2013) mentioned that English learning is not only about being able to speak English but it requires positive attitude towards the language. This topic has been selected to conduct research since English holds great value in education as well as career and motivating students to learn English is one of the great responsibilities of teachers in degree colleges. This is the reason why this topic has been selected to conduct research and to obtain teachers' view about English language and student motivation. They have been asked to mention few of the strategies they use to motivate students to learn this second language. Students' attitude and behaviour has also been reflected in responses of teachers.

Since this study focuses on female L2 learners therefore, female degree college teachers are the main participants for this research. Motivational strategies found through this research will be very helpful for teachers in degree colleges since most effective strategy has also been determined along with major issues faced by teachers in L2 education.

Research methodology could be considered as one of the most imperative parts of the research as it leads to define the core of the study and how it has been conducted. It leads to explain the techniques and methods that the researcher has used in the study and what stance he/she has taken towards it. Gbrich (2012) has explained that methodology of the study could be referred to the set of approaches and methods that are used for data collection and analysis. In this regards, it is also vital to mention that

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

the collection of information and data is critical to studies and this leads to either add value to the research or adversely impact it. Moreover, while authors have used different approaches and methods to carry out the research not one method could be regarded as the most adequate one as different techniques are used for varied studies.

Research Philosophy

It is essential for the researcher to make sure that adequate selection of the research philosophy is made in order to maintain the significance of the study. The philosophy of the researcher could be considered as the stance of the researcher which he/she has taken in order to conduct the study and further could be considered as the assumptions made towards the information and reality. Moreover, it is defined how the information is to be used in the study (Taylor et al, 2015).

The other philosophy is of interpretivism which is based on collecting in-depth and detailed information. It further focuses on maintaining the subjectivity of the study and varied opinions and views are collected to add value to the research (Smith, 2015).the researcher has followed an interpretivism philosophy in order to assess the effect of motivational strategies used by teachers in L2 government girls Degree Colleges of Hyderabad. Through focusing and using the interpretivism philosophy, the researcher has been able to collect detailed information regarding the study area which is then analysed to deduce a conclusion.

Research Design

The research design could be considered as implementation of a broad strategy which is further used to integrate varied methods of study in a realistic manner. It is essential for the researcher to put keen consideration and value to the design of the study as the selection of this may lead to having an impact on the significance of the study (Denzin and Lincoln, 2008). While all aspects of the research methodology are imperative, research design could be considered as the basis of the study and its core. Along with asserting importance on the selection of research design it also has to be made sure that it is established in accordance with the statement of the problem. The three major types of research designs are qualitative, quantitative and mixed methodology. In quantitative studies, the researcher gathers data in numeric forms and concise results are deduced in accordance to the area of research (Blair et al, 2018).

The other research design is qualitative, and this method is used in research that require detailed and in-depth analysis. Maxwell (2012) have defined that to collect such data, both primary and secondary sources could be used by the researcher, and the gathered information could then be analysed through using thematic analysis., a qualitative research design has been implemented to assess the effects of motivational strategies used by teachers in L2 government girls Degree Colleges of Hyderabad. This design has been adopted because of the need to gather varied opinions and views of the selected audience, which further would add value to the study and its significance on the whole.

Sample Size and Technique

It is important for the researcher to identify the right sample size for primary studies in order to make sure that adequate information is collected regarding the study area. In this study, the researcher has used non-probability snowball sampling method to

identify the study participants. A sample size of 8 female teachers and 30 female students (Government Girls degree colleges Hyderabad) from three different colleges has been selected for this research and the information has been gathered through conducting interviews.

Findings And Analysis

This chapter is intended to conduct thematic analysis on the data that is collected from 8 teachers of Government Girls Degree Colleges Hyderabad. Interviews were conducted from English teachers pertaining to the motivational strategies that they have been using during teaching L2 to their students. Based on data of interviews, three emerging themes were identified; which are specific to the objectives of the study, and each theme is analysed and discussed through the responses of teachers. Meanwhile, following chapter analyse, compare and contrast responses of interviewees to address research questions. Lastly, the chapter also provides a brief summary of the findings from the analysis.

Specific strategies and activities used by Teachers to motivate students

Teachers implement various strategies, and develop activities to motivate students for L2 learning in the girl's degree college. This section specifically focuses analyses and discusses these strategies and activities used by the teachers to develop interest of the students in English learning. Meanwhile, empirical evidences and arguments have also been developed and presented to determine their application and implications. Since, many traditional strategies and activities are implemented and performed to motivate students; hence following section identifies these strategies and activities to compare and contrast with recent literature. In this regards, one of the teacher replied as follows

“In government schools, students lack confidence since they have not been such initiatives which build students confident. Second thing is an appropriate strategy to build the skills of students, and each teacher uses different strategies”. [T3, T5, T6, T7, T8].

It is determined that confidence is critically important or effective learning in students becomes very difficult if they are not confident. It also well-argued by Wu and Marek (2010) that confidence stimulates student's learning abilities and boosts performance. Hence, for L2 learning, confidence in a student is an integral part of the learning process. In this regard, some other teachers also has stated as follows

“There is lack of resources in government colleges, and I always get involved with each student in my class and ensure everyone is engaged. Hence, I perform an assessment of all students to let know at what level they are standing, and then I carry out other activities to fill their weaknesses in terms of spelling errors, grammatical errors, vocabulary, writing and listening skills. Hence, students are asked to read out newspaper or book in front of the class” [T2]

“In order to motivate students, different range of activities is performed such as discussion and documentaries are conducted and showed to students when the strength of the class is low. Similarly, students are brought against each other for competition in terms of speeches, and debates with each other, and then students are awarded such as books, appreciation award and other gifts” [T3 and T4]

Another Teacher said while talking about their class strategy,

“During class, I speak English with students but not continuously since some students have may not understand the concept. But, I create competition between students, and often ask each student to tell about themselves in English, and ask them to learn something in English and present it in tomorrow class. It makes them confident and they are keen to share something new with the class. [T4, T5, T6, T7]

Other female teacher was quoted about Reading and other activities they use in their L2 classes,she said;

“Yes, we have an activity to read books, newspaper, novel, and short stories. I also ask students to perform dramas, but not just in English but in their own mother language” [T5].

Another Teacher responded about confidence building strategy as follow;

“I believe the development of confidence among students depends on the healthy relationship between students teachers. Being friendly, having motivational stories and quotations and other motivational stories really work” [T6].

From responses above, it is determined that in order to motivating female students group discussion, class participation, debates, speeches, and the rewarding system is adopted by teachers as their main strategy to motivate and develop interest of students. These strategies are traditional in terms technological aspects. Despite the lack of resources, teachers have been using their own resources to enhance the English language of students in Government College. Furthermore, it can also be stated that teachers have been using different strategies to motivate students, and the most common strategy is competition between students, and class participation. In this regards, literature also suggests that in order to learn something new, motivation is critical but an effective environment, and proper activates increases student’s motivation and keenness to learn something new (Brophy, 2004; Dörnyei, 2001).

However, current strategies are traditional which has been used in government colleges, since aim is to improve the English learning, hence technology can play a vital role to enhance these current strategies and increase their effectiveness. But, the major problem is lack of resources into the government colleges, and many students also belongs to the working class or middle class families which also lowers their chances to get extra classes in coaching centers. Meanwhile, the lack of technology has also affected the effective learning, since reading out a book may be an effective way but listening to a foreign person can be more effective and efficient to improve accent, grammar, and listening power at once.

Importance of feedback and highlighting mistakes

This theme discovers the importance of feedback and highlighting the mistakes for the students. It is important to highlight mistakes of student in a way that does not disturb the learning process, and ego of student is not harmed. It is because, the main objective is to encourage student to avoid mistakes and improve his learning. Then there should be some better way to give feedback and highlight mistakes. In this regards, a teachers replied as

“It is difficult to highlight mistake of every student each day, so mistakes of students are highlighted during mid-term exams, and or in monthly written tests. Then students are notified with mistake through highlighting them. For verbal communication, we have daily or weekly conversation, discussion, debate and read our activities” [T2].

Another Teacher give her conscience as

“During class, I point any mistake of students and correct them at the spot. Meanwhile, students performing well are also awarded books, appreciation awards and other gifts arranged by teachers, students and school as well.[T3]”,

“Student with good performance are left with their own, but some students who weak and have low participation in class, I point out the mistake at the moment and correct them” [T4]

“I ask students to speak whatsoever they like to speak, and I treat them good and respect them which in turn give them the confidence to speak. I also give them feedback at the moment so that they can improve their performance” [T8]

The responses above shows that teachers have been correcting mistakes of students at the spot, and provide feedback to them in order to improve their future performance. Furthermore, one of the teachers also stated that he only points out the mistake of weak students rather than best-performing students due to the high strength of the class, if teacher points out the mistake of every student then it requires a great time. Similarly, gifts, awards and appreciation certificates are also form of feedback to students who have been performing well in the college, and it also increases inner drive of non-performing students to improve their performance. In this sense, it can be argued that feedback and pointing out mistakes of the students can greatly uplift performance of non-performing students and appreciate performing students to further progress ahead.

However, it is can also be counter-argued that importance of feedback system cannot be undermined, but the way it is given to students, might hurt feelings of the students, and affect the learning process within the class room. Hence, in light of evidences presented by Watty et al., (2014) it can be argued that provision of feedback to students is integral part of learning process, but giving feedback to students every time during the class might frustrate them to learn, and might also disturb the learning process in the class, and the student might also become victim of bullied.

Meanwhile, many teachers have stated that they point out mistakes at once within the class, and highlight them to students. However, they might not have realised their act of highlighting mistakes and providing feedback to the students at once within the class might affect student’s learning interest and create disturbance in the class room. Whereas, feedback system gives chance to students to correct their mistakes, and teacher’s appreciation and feedback to students in a friendly way can enhance the performance of student next time. But, an experimental study conducted by Hattie and Timperley (2007) found that students those were given material, compositions, and a sample of speeches to learn and listen, then common mistakes were avoided spontaneously by students during the class. In this way, the students will be become self-sufficient to identify their own mistakes and correct them rather to wait for the teacher to identify them.

Popular features of Teachers and their thoughts about teaching the English Language
This theme identifies and analyses the popular features of the teachers and their thoughts about teaching the English language. Since, it is said that effective learning in the class room depends on the teacher’s ability, thus those teachers with ability to teach effectively should have some distinguishable features, and thoughts about the teaching English language. Therefore, this theme tries to identify those popular features and thoughts of teachers.

The responses of teachers can be summarized as that teachers should be friendly with students at the college, since government colleges lack in resources, and students also do not have a strong educational background, hence, all students should be treated like they know nothing, and are equal. Secondly, one of a major problem for government colleges is that there are no such effective initiatives or promising activities to enhance the confidence of students at primary and secondary schools. Therefore, students having admission in the colleges lack confidence greatly, thus it becomes a hurdle for their learning [T1, T2, T3, and T4].

Therefore, it is role of the teacher to ensure the adoption of appropriate tools and techniques to improve the performance of the students. Since, it is also suggested by secondary research that “Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place” (Lorente, 2008). Furthermore, the primary findings of the study also suggest that teachers should provide an effective learning environment as stated by T2, and it should be friendly in order to provide students with a learning environment. Similarly, another teacher during the interview also stated that effective learning depends on strength of the relationship between student and teacher. [T6] Therefore, it is a feature of a teacher to build positive and friendly relations with the students.

Furthermore, from interview responses, it is also determined that two important features relate to teachers that are dedication, engagement, and understanding of students. In terms of dedication of teachers, it is stated that background of students is weak given that they are coming from government schools and that class of college is overcrowded and also colleges lacks in resources. In such conditions, teachers have been putting their efforts which show their dedication to teaching [T3, T5, and T7]. Similarly, nearly all teachers have directly or indirectly have emphasized that understanding students and engaging with them is part of their class activities.

In this regards, a study conducted by Yazici (2013) found four categories of effective English teaching; socio-affective skills, pedagogical knowledge, subject-matter knowledge and personality characteristics. Three of these characteristics are also present into the teachers of the Degree College, but teacher’s lacks in personality characteristics in the college. The dedication, engagement and understanding of the students are three characteristics which fall under the first three categories. However, personality characteristics were missing in the many of teachers, but few students had also stated their source of inspiration is teacher which might be attributed to sympathy of students rather than to personality.

Significance of English Class and environment to learn

English learning has become significantly important in Pakistan in terms of personal and professional development. In this regards, learning process and learning environment are two important areas which greatly affects the ability of students to learn. Therefore, this theme focuses on the significance of English class and environment to learn English language effectively. In order to comprehend the significance following responses were gathered

“I think the environment is important, we try to speak English together, so we feel more engaged and improvements in communication are observed. But if they only learn in class and they do not have proper practice and environment to learn then I think it will be very difficult to learn for me as a student of English” [S14 , S15, S16]

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

“I enjoy English discussion activities and role plays though I also feel nervous it really enjoying and I feel good and proud when I complete.” [S3]

“Teachers are important for learning English since their guidance and input in the class is critical for us to learn.”[S21]

“Teacher always push me ahead to speak in English every time either in class or not, and he (teacher) also speak with us in English always, and it is a very proud moment for me to have such a teacher who always speaks with me even my English is not as good as my teacher’s English”[S8]

The response of the students also supported by the empirical evidence (Brame, Director and Biel, 2016) that group learning is an effective way to learn fast and effectively. Similarly, another study conducted by Vanhala (2008) stated that group learning enhances learning processes, stimulates emotional aspects such as motivation for the students to learn fast from others. Therefore, it can be determined that group learning has always been an effective way to motivate students to learn fast in the case of English as a second language. However, the argument of Marciniak (2015) can be presented that it is critical to maintaining order and discipline in the group to ensure that learning objectives are achieved rather than exploitation of time and resources.

Furthermore, discussion and role play activities have been enjoyed by students, and considering the study of Hung (2017), the author stated that role play is an effective technique to provide students with a learning atmosphere and create interest in the students to learn a foreign language with joy and consciously without feeling pressured. Hence, it can be argued that English discussion and role play activities require students to actively participate, and prepare themselves for the activity before it begins. Therefore, students prepare to participate and engage to learn with consciousness which increases their cognitive learning ability.

Meanwhile, these activities also increase the engagement of students with each other, and they try to communicate in the English language to improve their participation. However, engagement of teachers with the students can also become an encouragement for the students. It is because students follow teachers as their role model to learn English, and when they communicate in English, students perceive it as a learning opportunity. Similarly, the teacher is the driver of the classroom and the input is always valued and well understood and perceived as stated by Bajrami (2015). However, it can also be argued that the process of English learning in the girl’s degree college lacks resources and formal support from the government institutions. Hence, the learning process is also affected but given that efforts of the teachers are satisfying but require more time and resources to come up with some latest and technology supported and result oriented English learning activities and programs which can further strengthen the English learning process for the students to face competitive real world.

How teachers motivate to learn the English language

It is analysed that how teachers have been motivating students to learn English language from the perspective of teachers, and their practices. However, it remains to understand and analyse how teachers motivate to learn English language from perspective students. Therefore, this theme tends to analyse efforts of teachers from perspective of students. Out of thirty some students quoted that;

“Formal support of teachers is a motivational factor for me to learn. But, teachers also

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

organize the speech or debate among the students on the favourite or on a topic our own choice and winners are appreciated with the refreshments and awards.”[S19t]

“I feel very sad and not good during speech or debate thus I don’t participate, but I like to listen English and I also practice at home as my teacher also said speak with yourself in front of the mirror” [S10]

“Our teacher know how to teach and he brings things in a different way to make us understand, and we like the way she speaks in English and her communication style” [S12]

“My teacher has clear English which I like too much, and he is also very decent. And I do not get inspired by a person easily, but my teacher has a way to inspire a student the way student wants to be inspired” [S2]

It can be stated that formal support is perceived as a motivational factor for the students, but some students are also motivated through means of recognition and appreciation in the class and or having rewarded. It is further discussed by Williams, Myerson and Hale (2008) and Stern (2017) that learner’s cognitive process and motivational stimuli differs from one student to another based on their psychological characteristics.

In this regards, the study of Molanorouzi, Khoo and Morris (2015) can be presented as evidence that when people participated in different physical activities and they were asked reasons for participation, then around 8 different reasons were found, and each one had their own purpose and reason. Hence, based on the psychological attributes of the students, they are encouraged and motivated by different means, and have different reasons. It is determined that student participates for different means based on cognitive abilities and psychological attributes.

Hence, teachers organise different programs and events to motivate students to participate. Meanwhile, students who are keen to participate in the speech or debate must have different reason and driver. However, it can be argued that many students are afraid of participating in the debates and speeches, but they are still following their teachers. These types of students listen to teachers and get inspiration, but some students with lacking in confidence limit themselves with specific types of inspirations and guidance.

Similarly, many students follow the guidance of their teachers to speak with themselves in front of the mirror, but since student lacks in confidence thus he abstains from participation to speech and debate. Therefore, it can be determined that the inspirational power of the teacher is also the main driver of English learning for the students, which many students find as guidance for them. In this regards, a study conducted by the British Council in (2013) over three different countries to identify the qualities of inspirational teachers, the study concluded inspiring teachers have different qualities which include having personal and professional virtue. It also includes a systematic approach to teaching, being competent and innovated, and strong grip on the students in the class to get their attention, develop their interest, and give a sense of progress to students to learn and invest his efforts.

Therefore, based on the primary findings and secondary evidences, it can be argued that since students differ in the cognitive abilities and psychological characteristics, hence inspirational qualities of teachers also differ in the same way. Beyond the discussion of differences, it is determined that teachers have a positive and strong effect on the students psychologically to learn English by doing more efforts. However, they need to have guidance and inspiration to move forward toward their

own goals and objectives. In this regards, the teachers have been making sufficient efforts to motivate students to learn English language.

Speaking wrong English and getting bullied from people

This theme specifically focuses onto understand and analyse what is purpose of students to learn English and what is response of teachers and students when a student makes a mistake in the class. Concept of the theme is to identify what purpose do students have, since purpose of study and determination has been found to have positive impact on the student's learning ability. Therefore, this theme develops constructive understanding towards purpose of students to learn English Language, and what is response of students when a student makes mistake in the class. Lastly, the theme also discusses the implications of getting bullied from people and how to avoid them in the class. In this regards following responses from the students were recorded

“My purpose of learning English is to increase my communication skills in English in order to increase my chances to get a job and study in a better university in Pakistan. Because I cannot get a job or get admission to good university if do not speak English in a good way I mean frequently” [S4]

“I like the English language in childhood, and it has become my habit to watch movies in English and this inspiring for me to learn English” [S6]

“I am very weak in learning English, and but I try to learn to English because I want to go abroad for further education and for enjoyment and for this purpose English is important” [S1]

“When I make mistakes while speaking then sometimes teacher point it out at the same time or sometime he tells me after the discussion personally about my mistake, which is astonishing for me that he remembers what was my mistake even he also remember about my wrong accent”

Another student also replied as

“response of teacher is positive and supportive all the time, but I am always getting bullied from other students over my accent and when I stuck while speaking, that is a one of most awful moment for me, because I feel ashamed of” [S7]

The above responses indicate a personal and professional development is the main reason behind learning English among the students. Furthermore, some students are also keener to learn English to have admission to a well-reputed university, and some students are learning English to get a job in large multinational companies. Meanwhile, series of interviews with the students have provided different reasons for learning English, but majority of reasons include for job purpose, education purpose, study abroad, foreign trip, and some students are also learning English because they find it interesting or because they watch English movies and dramas which have developed their interest in learning English.

Furthermore, referring to the mistakes made by students and response of teacher, it can be determined from the responses that the response of teachers is always positive and supportive to students when they make mistakes and teachers correct the mistake in the class or after class separately. On the other hand, it is also found that some students also bully students who make mistakes. It shows that there are some elements into the class which can greatly affect the student's learning willingness and ability.

However, as an argument, a study conducted by Hattie and Timperley (2007) also

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Print ISSN: 3006-5887

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discussed this issue that direct corrective feedback during the discussion can disturb the whole class, while the provision of feedback to students after the discussion is a not more helpful way. Meanwhile, during the experimental students were given material, compositions, and a sample of speeches to learn and listen, and then common mistakes were avoided spontaneously.

Similarly, another study conducted by Watty et al., (2014) can also be presented which found that giving feedback to students every time might make them frustrated to learn, hence other means of the effective method need to be adopted such as to give instructions to them, and make them independent to correct their own mistakes. However, in order to address the bullying role of the teacher is critical to actively address the issue and other bystanders in the classroom as well.

Summarized Findings and Conclusion

It is conceptualized that characteristics and attributes of the teachers are critically important to create a learning environment in the classroom. In this regard, the role of the teacher is prominent to create and sustain a learning environment that provides students with an opportunities to learn and develop English speaking capabilities. Similarly, it is also said that effective learning in the classroom depends on the teacher's ability to maintain the interest of students in the classroom. Meanwhile, the interviews of the teachers suggest that development of friendly environment, dedication, engagement and understanding the students are four key attributes and features of the teachers that ensure effective learning in the colleges. It is because the many students in the government colleges lack in confidence and majority of students does not have a strong educational background, hence they require more attention of the teachers to learn.

Furthermore, findings from secondary research also suggest that there are four categories of effective teaching features which include; socio-affective skills, pedagogical knowledge, subject-matter knowledge and personality characteristics. Meanwhile, these first three categories of features have been found in the teachers, but the last one is missing from many teachers in the government colleges.

Teachers in government colleges have been utilizing and implementing various strategies to motivate students to learn. Meanwhile, the direction of each strategy is to let students practice the English in various ways such as students are encouraged to read newspaper or book loudly in front of the class. Similarly, teachers also conduct an assessment of whole class to indicate and highlight mistakes and weak areas of students. In this way, teachers help students accordingly separately which turn to be a motivational strategy for the teachers. It is because when teachers in Government College interact with students separately or in a friendly manner then it has a positive significant effect on the psychology of the student.

Furthermore, teachers also create competition among the students by means of speeches, debates and discussion with each other. Over successful completion of the competition, best-performing students are awarded books, appreciation award and other gifts. Furthermore, the teachers also ask students to bring something new to discuss with the class, and students come with preparation over a topic to present in the class. Meanwhile, these are strategies used by teachers to motivate students, but these strategies are traditional and many times teachers utilize their own resources to enhance the learning process at the colleges. It implies that government colleges lack technological enhanced environment to boost the learning process.

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

Similarly, teachers also highlight the mistakes of students during the mid-term exams, and or in the monthly written test. However, some teachers also point out mistakes of students during the class while verbal communication session which is conducted daily or weekly. It is also found that teachers only highlight mistakes of students who are not well performing, and students who are performing well are left on their own to improve mistakes. However, highlighting mistakes of students at the moment may also create frustration among them, but it is not realised by teachers. In this regards, secondary research also suggests that provision of negative feedback to students might have a negative effect on their learning, hence the feedback should be provided in such a way that does not hurt the feelings of the student. On the other hand, giving feedback to students within the class might make them a victim of bullying, and due to the provision of feedback to students within the class will also disturb the whole class.

Meanwhile, students also highlight that teachers have an important role in creating effective learning within the class through motivational strategies. Such as students highlight that teachers organize group discussion within the class which increases practices and brings improvements in English speaking. It indicates that students also acknowledge the importance of the environment which enable effective English learning. Similarly, students state that some of their teachers also motivate them to speak in English with them within and out of class, and it becomes a one learning opportunity and source of motivation for students. Students feel proud when they speak in English with the teacher, which increases their confidence level to speak in English at a public place and helps them to improve.

Similarly, secondary research also suggests that when students are given tasks in the group, they learn fast and effective and it also enhances their learning processes, stimulates emotional aspects such as motivation for the students to learn from others. It is the effect of the environment which is created in a group known as synergy, but order and discipline within the group are critical to ensure learning rather than wastage of resources and time. Therefore, it is a key feature of the teacher to develop a group of students with a sequence that every group has some well-performing students and lead groups from the front which further creates competition and stimulate students to speak.

The interview responses of teachers and students mutually recognise traditional modes of motivational strategies as a source of motivation for them, which are used by teachers. However, among many of these traditional strategies, some teachers have developed distinguishable practices at the colleges such as they ask students to speak English with them, and advise them to speak in English with them in front of the mirror. Similarly, students also acknowledge that their teachers always provide formal support to them at college, and always try to inspire them to learn English. Furthermore, teacher's approach to the students is also multi-dimensional which motivates and stimulates students to learn; such as some students are motivated through verbal appreciation, some students are motivated through rewards, and some students are motivated through feedback separately and friendly. Hence, teacher organizes and develop different approaches to motivate, stimuli, and inspire to learn. Interview data suggests that many students are afraid and avoid to participate in organized discussion, speeches, and other programs since they lack in confidence. In this regards, it is found that teachers provide formal support and give feedback to students to improve, and advise them to develop self-talking practice. However, there

are no guidelines to support the students when they are bullied in the class, and teachers also provide feedback to students within the class; but rarely do they give feedback to students separately. It has a negative effect on the students and their learning ability as well. It is because English learning depends on the efforts of students and on the educational background of the students. If a student has a weak education background, but his interest in the movies, dramas, and or in speaking English is high then it will turn to be easy for them. This is also supported by primary findings of the study that many students have an interest in the English, hence their learning and grip power was greater than others.

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Appendix A

Table 1 Students

	Student	Code	Class	College
1	Student 1	S1	BSC (First Year)	Government Shah Latif Girls Degree College
2	Student 2	S2	BSC (First Year)	Government Shah Latif Girls Degree College
3	Student 3	S3	BSC (First Year)	Government Shah Latif Girls Degree College
4	Student 4	S 4	Intermediate (Second year)	Government Shah Latif Girls Degree college
5	Student 5	S 5	Intermediate (Second year)	Government Shah Latif Girls Degree collage
6	Student 6	S6	Intermediate (First Year)	Government Shah Latif Girls Degree college
7	Student 7	S7	BSC (Final Year)	Government Shah Latif Girls Degree college
8	Student 8	S8	BSC (Final year)	Government Shah Latif Girls Degree College

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

9	Student 9	S9	BSC (Final Year)	Government Shah Latif Girls Degree college
10	Student 10	S10	BSC (First Year)	Government Shah Latif Girls Degree
11	Student 11	S11	Intermediate (First Year)	Government Girls Degree College Unit#8
12	Student 12	S12	Intermediate (First Year)	Government Girls Degree Unit#8
13	Student 13	S13	Intermediate (First Year)	Government Girls Degree college Unit#8
14	Student 14	S14	Intermediate (Second Year)	Government Girls Degree college Unit#8
15	Student 15	S15	Intermediate (Second Year)	Government Girls Degree college Unit#8
16	Student 16	S16	Intermediate (Second Year)	Government Girls Degree college Unit#8
17	Student 17	S17	Intermediate (Second Year)	Government Girls Degree college Unit#8
18	Student 18	S18	Intermediate (First Year)	Government Girls Degree college Unit#8
19	Student 19	S19	Intermediate (First Year)	Government Girls Degree college Unit#8
20	Student 20	S20	BSC (Final Year)	Government Girls Degree college Unit#8
21	Student 21	S21	BSC (Final Year)	Government H.I Zuberi Girls Degree College
22	Student 22	S22	BSC (Final Year)	H.I Zuberi Girls Degree College
23	Student 23	S23	Intermediate (First Year)	H.I Zuberi Girls Degree College
24	Student 24	S24	Intermediate (Second Year)	H.I Zuberi Girls Degree College
25	Student 25	S25	Intermediate (Second Year)	H.I Zuberi Girls Degree College
26	Student 26	S26	Intermediate (First Year)	H.I Zuberi Girls Degree College
27	Student 27	S27	Intermediate (Second Year)	H.I Zuberi Girls Degree College
28	Student 28	S28	Intermediate (Second Year)	H.I Zuberi Girls Degree College
29	Student 29	S29	Intermediate (First Year)	H.I Zuberi Girls Degree College
30	Student 30	S30	Intermediate (Second Year)	H.I Zuberi Girls Degree College

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

Table 2 Teachers

	Teachers	Code		College
1	Teacher 1	T1	First Year and Second Year	Government Shah Latif Girls Degree College
2	Teacher 2	T2	Second Year and BSC Final year	Government Shah Latif Girls Degree College
3	Teacher 3	T3	BSC Classes	Government Shah Latif Girls Degree College
4	Teacher 4	T4	First year and Second year	Government Girls Degree college Unit#8
5	Teacher 5	T6	BSC Classes	Government Girls Degree college Unit#8
6	Teacher 6	T7	First Year and Second Year	Government Girls Degree college Unit#8
7	Teacher 7	T8	Intermediate classes	H.I Zuberi Girls Degree
8	Teacher 8	T9	Degree classes	H.I Zuberi Girls Degree