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## Motivational Practices in English Language Teaching: Insights from Students and Teachers in the Federal Government Educational Institutions

### ABSTRACT

This study attempts to explore the motivational practices of English language teachers at the intermediate level in the Government Higher Secondary Schools and Model and Federal Government (FG) Colleges in Islamabad, recognizing that motivation plays a crucial role as both an influential and instrumental factor in effective pedagogy. Data were collected through questionnaires administered to 400 students and 100 English language teachers, and 29 out of 30 non-participant observations were conducted. The response rates were 90.25% (361 responses) for student questionnaires, 79% for teacher questionnaires (79 responses), and the completion rate for non-participant observations was 96.6%, with 29 sessions successfully observed. The data were analyzed using the chi-square test and Z-test for proportions. The results of the study show a lack of motivation in teaching and learning practices at the intermediate level in Model and FG Colleges and Higher Secondary Schools in Islamabad. It is recommended that the teaching material and teaching practices be related to students' interests. A variety of teaching strategies should be employed to minimize monotony and more effectively address the diverse needs and learning styles of students. Furthermore, in order to enhance students' learning experiences at the intermediate level in government institutions in Islamabad, students' active participation in classroom activities should be encouraged, adequate teaching aids should be provided, and language laboratories should be established.

**Keywords:** motivational practices, instructional strategies, effective teaching

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## **Introduction**

English is one of the most important languages in the world today and is taught as a compulsory subject from Grade 1 in Pakistan. However, despite its immense significance in academia and its status as the official language of Pakistan, English language teaching practices remain inadequate in meeting students' learning needs (Siddiqui, 2007). However, one key factor that can improve the situation is teachers developing students' interest and enhancing their motivation to learn English.

Motivation has a vital role in English language pedagogy and is needed both for teachers and students (Cerdán, 2017). The current research is influenced by Dörnyei's model (2001) which has three levels, i.e. (i) the level of learning situation, (ii) the level of language, (iii) the level of learner. It is the level of learning situation which needs to be improved. Both extrinsic and intrinsic motivation of teachers and the taught are necessary for effective learning. Motivation is a key factor in effective teaching, and research indicates its significant correlation with learning. It has a crucial role in teaching and learning languages. There are different techniques used by teachers to motivate students in their studies.

There are various techniques which are used as motivational strategies. For example, English language teachers need to identify students' interests, i.e. asking their likes and dislikes which they need to incorporate in their teaching. Students' 'passion' can be achieved through different teaching aids and tasks focusing on the theme of self-expression. Similarly, encouraging student participation and engaging them in learning activities through different teaching strategies can motivate them to learn the language (Rost, 2006). Similarly, teachers' enthusiasm is also a motivating factor, and it influences learners' views about their teachers and affects their performance (Killen, 1991, as cited in Killen, 2003).

Innovation is also an important aspect of motivation which refers to a qualitative change in teaching activities and tasks. These ideas have to be constantly looked for and thought of. New ideas may be brought into teaching when teachers reflect on their teaching practices and look for learners' preferred ways of learning. Harmer (2004) suggested that innovative teachers constantly search for better ways to improve their teaching and make it more effective. This innovation is necessary, as no teaching method can guarantee 100% success with certainty. Similarly, the changing needs and different conditions also necessitate the use of different methods. Therefore, for English language teachers to be more motivating and effective, they have to make efforts to make their teaching practices innovative. According to Kumaravadivelu (1994), the post-method situation enables teachers to develop location and context-specific pedagogy and classroom-oriented teaching practices. This is the postmethod era and innovation is the hallmark

of this postmethod condition. The postmethod condition has liberated practitioners from adhering to a particular method and empowered them with freedom and autonomy. This condition has given a new direction to the relationship between the practitioner and the theorizer of methods, giving the practitioner a central role.

Knowing the students' likes and dislikes, enthusiasm and involvement of teachers, and innovation in teaching methods play a vital role in motivating and developing learners' interest in learning. Different techniques used to motivate students and teachers have been itemized in the research instruments. This study's research tools also include open-ended questions exploring the motivation of teachers and students.

## **Literature Review**

Teachers' and students' motivation is essential for effective English language teaching and must be sustained throughout the entire pedagogical process. According to Hassan, "motivation precedes everything else" (2009, p. 121). Motivation is a complex construct and is difficult to define in easy and comprehensible terms. In his 2006 work, Gardner highlights the elusive nature of defining motivation and the impossibility of defining it in simple words. Henson and Eller (1999) have defined motivation as learners' interest in pursuing academic assignments and learning materials related to their studies. It implies that motivation involves developing learners' interest in language learning.

Intrinsic and extrinsic are the two categories of motivation both of which play a central role in the teaching and learning process (Vallerand, 2007; Benabou & Tirole, 2003). Intrinsic motivation refers to students' internal motivation and deals with learners' internal conditions. According to Henson and Eller (1999), internal motivation driven by interest and satisfaction encourages students to put in greater effort to achieve good grades on tests. Extrinsic motivation deals with external class incentives, for example, grades, rewards, prizes, and food (Donovan, 2015). Achieving both internal and external motivations is an important factor for effective English language teaching.

Teachers can motivate their students by knowing students' interests and what they value in life. Darling-Hammond (1998) is of the view that teachers need to develop an understanding of students' beliefs about themselves and the things they value and care about. Similarly, tasks designed to enhance their success may sometimes make mastering the language more difficult. However, it all depends upon the teacher since the teacher's expertise in relating the subject to students' interests through a variety of teaching strategies can fascinate learners (Rinne, 1998, as cited in Henson & Eller, 1999). The researchers feel that teachers' motivation and involvement can increase the motivation level of learners, thus increasing their interest and involvement in the learning process.

Motivation plays a central role in L2 teaching and learning. According to Dörnyei (2001), it is one of the fundamental aspects of effective pedagogy that contributes to students' learning. In a study by Gardner (2006), motivation showed the strongest correlation with L2 learning among six variables, demonstrating that motivation is a highly influential factor and that highly motivated learners outperform less motivated ones. Similarly, Gardner and Lambert, in their 1959 study, identified motivation as having a high degree of association with learners' second language learning. Further, according to Rost (2006), motivation increases learners' language learning potential and helps them to master the target language. The literature indicates that motivation is a fundamental component of effective teaching and learning, as well as a key determinant of effective pedagogy. Ushida (2005) subscribes to the view of mutual relationship among the variables of motivation, teaching and learning. He is of the view that motivated learners benefit from classroom instruction and effective instruction can in turn motivate the learners.

The reviewed literature indicates that motivation plays a crucial role in the effective teaching and learning of English, as well as in the cognitive and affective performance of both teachers and learners. However, to the best of my knowledge, the motivational strategies employed by English language teachers in Government Model Schools and Colleges need to be explored.

## **Method**

The researchers employed a mixed-method approach in this study, incorporating both qualitative and quantitative designs. This approach was used to consolidate the results and gain an in-depth understanding of the phenomenon, as both methods were well-suited to the topic and focused on motivational strategies.

## **Sample**

The study sample comprised 361 intermediate students and 79 English teachers. Furthermore, the study included 30 non-participant classroom observations of English language teachers. The data were collected from female ( $n = 194$ ) and male ( $n = 167$ ) students and female ( $n = 40$ ) and male ( $n = 39$ ) teachers of English. The study participants were selected from eighteen Government Colleges and 2 Higher Secondary Schools through random sampling. The student questionnaire was administered to 16 of these institutions and the teacher questionnaire was administered to all 20 institutions because of the small number of teachers in some of the institutions. The observations were conducted in 16 institutions. The teachers were informed before their class observations. The participant teachers were informed and their consent was sought before their classroom observations. The response rate of students and teachers was 90.25% ( $n = 361$ ) and 79% ( $n = 79$ ) respectively, and 96.6% ( $n = 29$ ) observations were conducted.

### **Instrumentation**

The research instruments used in this study consisted of a student questionnaire, a teacher questionnaire, and a classroom observation sheet. The questionnaires and the observation sheet comprised closed- and open-ended items, which were adopted and adapted from different sources.

**Student Questionnaire.** The student questionnaire comprised twelve closed-ended items, one semi-structured item, and two questions were open-ended. The closed-ended items focused on motivational factors such as teachers' showing respect to students, sharing jokes in the classroom, teachers' enthusiasm in lessons, incorporating students' likes and dislikes (interests), opportunities for students to ask questions, developing students' interest in the course material, addressing students' needs in the real life, teachers' appreciation of the students' performance, the use of a variety of teaching methods by the teachers (which are necessary to avoid the monotony), students' getting encouragement to participation in the class activities, and teachers' helpfulness in the classroom. Five-point Likert scales of frequency were used in the closed-ended items of the questionnaire to measure the frequency of the motivational strategies. For validity, the student questionnaire was reviewed by experts in the field. Further, it was piloted and modified. The Cronbach's alpha value of the questionnaire for students is .8.

In the semistructured question, students were given fourteen options: Black or whiteboard, Posters, Flash Cards, Reading speed cards, Pronunciation Cards, Charts, Pictures, Audio Cassettes, Realia, Booklets on different topics, Overhead projector, Slide projector, Videos, Computer. They were asked to select the items their teachers used in class during instruction, while the open-ended questions focused on describing the good qualities of their teachers that motivate them. Further, they were invited to provide suggestions for improving teaching practices.

**Observation Sheet.** The observation sheet comprised 11 closed-ended and one open-ended items. The items of the observation sheet focused on motivational practices such as making the lesson enjoyable for example by sharing jokes, showing respect to students, teachers' enthusiasm in the class, and developing students' interest by asking and incorporating their likes and dislikes in the teaching practices, giving students opportunities to ask questions, making the lesson material interesting, relevance of homework to real life, teachers' praising the students, using a variety of teaching techniques, students' participation in the class, and teacher's helpfulness. The purpose of the open-ended or blank spaces was to observe the teaching aids the English language teachers used in their teaching or the activities they did, which were beyond the scope of the research instruments. For validity, the observation sheet was reviewed by experts. Furthermore, the instrument was piloted and revised. Its reliability was assessed using Cronbach's alpha, yielding a value of .779.

**Teacher Questionnaire.** The teacher questionnaire comprised six closed-ended and two open-ended items. The closed-ended items focused on the teachers' motivation and interest in their teaching practices. The items were about teachers getting encouragement to use a variety of teaching methods, teachers' interest in their jobs, teaching as a boring job, having the freedom to use their own preferred teaching methods, getting chances to develop new methods in teaching, and making no more progress in their teaching position. The two open-ended questions were about the motivational strategies teachers used in their classrooms and the teaching aids that they used. The purpose of the open-ended questions was to probe into the teachers' motivational strategies which may not have been covered by the closed-ended items. The teacher questionnaire was also piloted, modified, and tested for reliability.

### **Procedure**

The data were collected in two steps in the Federal Government Educational Institutions in Islamabad. First, the English language teachers were observed in their classrooms. The purpose of the non-participant observations was to get an insight into the on-the-spot activities and motivational strategies employed by the participating teachers.

In the second phase, the questionnaires were administered to the participants, both teachers and students at the selected male and female institutions using the random sampling technique. Further, for anonymity, the information about names was optional both for students and teachers. After conducting the observations and retrieving the filled-in questionnaires the data were entered into the SPSS. The percentages of the responses were generated through the SPSS software.

### **Results**

To analyse the data the Chi-square goodness-of-fit test, and Z-test for proportions were employed using Excel, SPSS, and MSTAT software. The positive and negative responses of the participants were identified using the chi-square goodness-of-fit test, programmed in Excel. The Z-test for proportions of a single population was used to assess whether the proportion of positive responses equalled half of the population in cases where significant differences existed between positive and negative results. The p-value for the inferential tests was set at .05 and calculated using MSTAT and SPSS for the questionnaires and observation sheet. In cases where positive results were equal to 50% of the total population, the study hypothesis was rejected.

### **Responses of Students about Motivational Strategies**

The results obtained through the student questionnaire using the Chi-square test and Z-test are given in Table 1.

**Table 1**  
Data from students regarding English language teachers motivational strategies and behaviours (n = 361)

S. No	Item categories	Never	Seldom	Some times	Often	Always	Total %
1	Students responses about teachers sharing jokes	10 %	32.1 %	19.4 %	26 %	12.5 %	100 %
2	Students responses about teachers showing respect to students	5.6 %	48.1 %	10 %	20.8 %	15.6 %	100 %
3	Students responses about teachers enthusiasm in lessons	14.7 %	42.2 %	6.1 %	26.1 %	10.8 %	100 %
4	The results of the student questionnaire about teachers incorporating their interests in teaching English by asking about their likes and dislikes	34.6 %	32.1 %	12.7 %	13.6 %	6.9 %	100 %
5	Students perspectives on opportunities to ask questions	11.9 %	13.3 %	14.7 %	20.8 %	39.3 %	100 %
6	Students perspectives on whether teachers make the course material interesting	27.7 %	31.3 %	7.2 %	18.6 %	15.2 %	100 %
7	Relevance of assignments to real-life	26.9 %	33.5 %	15 %	16.9 %	7.8 %	100 %
8	Students responses about teachers appreciating their opinions	11.4 %	15.5 %	21.3 %	26.3 %	25.5 %	100 %
9	Students responses about teachers appreciating their performance	14.7 %	19.4 %	18.3 %	22.4 %	25.2 %	100 %
10	Students responses about English teachers using a variety of methods and techniques	26.3 %	40.2 %	13.6 %	15 %	5 %	100 %
11	Students responses about their encouragement to participate in the class	12.2 %	57.6 %	2.8 %	25.2 %	2.2 %	100 %
12	Students responses about teachers helpfulness in the class	8.9 %	51.8 %	9.7 %	25.8 %	3.9 %	100 %

The English language teachers partially use motivational strategies as reported by students (Table 1). Item one shows that the positive results of students' responses regarding teachers telling jokes in the classroom are larger than the negative results which shows that this attribute exists in the classrooms. However, the teachers do not show adequate respect to learners (Table 1) as the negative responses are larger than the positive responses. The teachers show inadequate enthusiasm in their teaching as the negative responses outnumber the positive ones. The results of item 4 about teachers integrating students' interests are negative. However, students are given opportunities to ask questions as shown in item 5. The results of items 6 and 7 show that the course materials are not made interesting, and the assignments are not related to students' real lives. However, teachers appreciate students' opinions and praise their performance as shown by the results of items eight and nine respectively. However, teachers do not bring adequate variety in their teaching and the environment is not sufficiently participatory as shown by the results of items 10 and 11 respectively. Similarly, the results of item 12 show that the English language teachers are not adequately helpful as the negative responses outnumber the positive ones.

The significance levels of the results obtained through the student questionnaire are given in Table 2. The data were treated as discrete point data and were based on the number of occurrences or frequencies; therefore, it was required to identify the difference in the number of occurrences of the different points (from Never to Always) using the chi-square goodness of fit test. Once a significant difference was identified among the different categories of an item, the results of the item were subjected to further analysis to identify the difference in the responses using a Z-test for proportions with the level of significance set at .05.

**Table 2**

*P-values with their corresponding test values from the questionnaire for students*

S. No.	Chi-square value	Chi-square p-value	Z-test value	Z-test p-value
1	9	.003	3.038	.001
2	1.88	.17	-	-
3	6.94	.008	-2.66	.004
4	40.56	.00	-6.76	.00
5	88.76	.00	10.85	.00
6	11.7	.00	-3.48	.00
7	15.58	.00	-4.035	.00
8	77.25	.00	9.9	.00
9	36.63	.00	6.38	.00
10	39.23	.00	-6.63	.00
11	249.01	.00	-9.6	.00
12	142.89	.00	-8.47	.00



The results of the items which support the research hypothesis are explained in this paragraph. The chi-square p-value of item no. 3 is significant ( $p = .008$ ) (Table 2). The Z-test for proportions was employed to assess whether the proportion of the positive responses constituted at least half of the total population. The z-value ( $z\text{-value} = -2.66$ ) with its corresponding p-value ( $p = .004$ ) shows that the negative responses are significantly larger in proportion. The results of items 4, 6, 7, 10, 11, and 12 (Table 2) show that the teaching practices of English language teachers lack motivation, thus supporting the research hypothesis.

The results of items 1, 2, 5, 8, and 9 demonstrate that the positive responses significantly outweigh the negative ones, thus refuting the research hypothesis.

#### **Analysis of the semi-structured question from the student questionnaire**

There was one semi-structured question in the student questionnaire which asked about the following teaching aids:

##### ***Which of the following teaching aids does your teacher use in teaching?***

i. Black or whiteboard, ii. Flash Cards, iii. Booklets on different topics, iv. Charts, v. Pictures, vi. Reading speed cards, vii. Posters, viii. Realia, ix. Pronunciation Cards, x. Audio Cassettes, xi. Overhead projector, xii. Computer, xiii. Videos, xiv. Slide projector.

The use of a black or whiteboard was reported by 100% of the students who filled in the questionnaire and the use of booklets was also reported by some students.

**Analysis of the open-ended questions from the student questionnaire.** The results from the two open-ended questions are as follows:

- 1. *What qualities of this teacher do you like most?*** A total of 24.2% of respondents appreciated their teachers' behaviour, while 15.8% adored the personality of their teachers. Further, 11.7% of students liked their teachers' teaching style, and the same percentage of students responded that their teachers encouraged and appreciated them. Additionally, 8.3% of students identified that their teachers were polite, whereas 6.6% reported that their teachers developed students' interest in their learning. About 5.8% of students stated that their teachers had an encouraging attitude, and an equal percentage highlighted that their teachers welcomed their suggestions. About 4.2% of responses showed that teachers used examples from everyday life, while 3.3% adored the dressing style of their teachers. Meanwhile, 2.5% of students reported that their teachers were enthusiastic and employed diverse teaching

strategies, talked about their future, treated them equally, had a pleasant smile, and the same percentage considered their teachers "pretty". Further, 1.7% of students stated that their teachers were helpful, and 0.83% said that their teachers demonstrated patience and did not get annoyed. The same percentage of students responded that their teachers attentively listened to their queries in class.

Students appreciated their teachers' personality and behaviour. Teachers' good personality may be a motivating factor. For example, one student said that she liked her teacher because "She always looks presentable". Another student liked her teacher because of her personality and said, "The dress of our teacher is very awesome. Our teacher ... bears a good personality". Another student said that she liked her teacher because she looked "sweet and cute". Another student said that their teacher is a "very nice and sweet teacher" that is why they like her.

The results of the open-ended question 1 are explained below.

Most of the responses are about teachers' personalities and behaviour. Students have admired the attributes of their teachers.

Teachers' good personality may be a motivating factor. It may have beneficial effects on students' learning. Sometimes they may be inspired by their English teachers due to their impressive personalities. Being role models, teachers may be followed by students. They may adopt the teachers' way of talking and behaving, which may result in learning the target language. Personality can be an asset in teaching. Some students expressed a preference for their teachers based on physical appearance. Since this attribute is not inherent to every teacher, it should not be considered a prerequisite for effective pedagogy.

**2. *In what way/s could your teacher improve her/his teaching practices?***

***Give your suggestions.*** In response to question no. 2, students proposed that the English language teaching practices require motivation, which has a crucial role in effective teaching.

A total of 18.3% of the respondents suggested that teachers use teaching aids in their classes. About 9.2% of the students recommended that their teachers be friendly and behave appropriately. The same percentage of students reported that their teachers did not treat all students equally and appeared to show favouritism towards certain students in the class. Further, 7.5% of the students highlighted that teachers did not value students' opinions. Additionally, 5.8% of the respondents recommended innovation in teaching practices. About 5%

of the students suggested that teachers could enhance their teaching practices by incorporating examples from students' real-life experiences and 3.3% of the students suggested that the teaching needs to be engaging. Further, 2.5% of the respondents reported that the teaching practices were boring, and the teachers were too lazy to hold the attention of students. The same percentage suggested that teachers be helpful. About 1.7% recommended that teachers employ diverse teaching strategies. The same percentage reported that their teachers did not value their work. A small percentage, 0.83%, of students stated that their teacher never had a smile. The same percentage reported that their teachers did not trust them. Another 0.83% of the respondents reported experiencing taunts from their teachers.

The results from the open-ended question 2 are explained below.

- (i) The students suggested that the current teaching practices be made more engaging. According to them, the teaching practices lack motivation.

There may be various reasons for these kinds of responses. If the syllabus is boring, it can make the whole teaching process less engaging. This issue can be addressed by incorporating diverse classroom activities that actively immerse students in their lessons. Moreover, an uncondusive classroom environment due to a lack of subject-specific facilities can lead to student boredom. However, the data indicate that the main issue lies in unsatisfactory teaching practices.

### **Results of the Observation Sheet**

Table 3 summarizes the data from the observation sheet regarding motivational strategies and activities in English classes at the intermediate level. The scales "never" and "Little" have been taken as negative categories and "Somewhat", "Much", and "A great deal" have been taken as positive categories. The analysis of the non-participant observations is as follows:

**Table 3**  
Results regarding motivational behaviours and activities of the English language teachers (n = 29)

S. No	Item category	Never	Little	Somewhat	Much	A great deal	Total per cent
1	Observation results on teachers making lessons enjoyable through jokes	37.9%	34.5%	13.8%	13.8%	-	100
2	The results of observation sheets on teachers showing respect to students	6.9%	31%	34.5%	20.7%	6.9%	100
3	Teachers enthusiasm for lessons	13.8%	37.9%	24.1%	17.2%	6.9%	100
4	Teachers incorporating students likes and dislikes in teaching English	62.1%	31%	3.4%	-	3.4%	100
5	The resultson teachers giving opportunities tostudents toask questions	10.3%	24.1%	27.6%	31%	6.9%	100
6	The results on teachers making the subject matter interesting	20.7%	51.7%	6.9%	6.9%	13.8%	100
7	Relevance of homework to practical life	27.6%	44.8%	13.8%	10.3%	3.4%	100
8	Teachers appreciating students	6.9%	34.5%	44.8%	10.3%	3.4%	100
9	The results on the use of different teaching methods and techniques	44.8%	31%	17.2%	6.9%	-	100
10	Students participation in the class	37.9%	31%	13.8%	10.3%	6.9%	100
11	The results of observation sheets on teachers helpfulness	27.6%	41.4%	17.2%	6.9%	6.9%	100

It was observed that the teachers did not share jokes adequately as the negative data are larger than the positive data (Table 3). However, the results of observations indicate that teachers show respect to students, as evidenced by a higher proportion of positive responses. The positive and negative results of the teachers' enthusiasm for lessons are almost equal. The results demonstrate that students' interests are not incorporated adequately into teaching practices. However, they are provided with opportunities to ask questions. The results of item 6 show that teachers do not make the subject matter (material) interesting. Similarly, the homework was not sufficiently related to students' practical lives. The positive results are greater than the negative ones concerning teachers appreciating the learners. However, the results regarding items 9, 10, and 11 are largely negative.

**Table 4**

*P-values and the corresponding test values from the observation sheet*

S. No	Chi-square value	p-value	Z-test value	p-value
1	5.83	.016	-2.7	.003
2	1.689	.19	-	-
3	0.034	.85	-	-
4	21.55	.000	-9.16	.00
5	2.79	.09	-	-
6	5.8	.016	-2.7006	.003
7	5.8	.016	-2.7	.003
8	0.86	.35	-	-
9	5.8	.015	-2.7	.003
10	4.17	.041	-2.2	.013
11	4.17	.04	-2.2	.013

The p-values of serial numbers 1 to 11 in Table 4 correspond to the respective test values of serial numbers 1 to 11 in Table 3.

The chi-square p-value of item no. 1 ( $p = .016$ ) of the observation sheet shows significant differences in responses. Its Z-test results show that the positive results are significantly smaller. In the same way, the p-values of items 4, 6, 7, 9, 10, and 11 show that the negative responses are significantly larger than the positive ones, thus supporting the research hypothesis.

The results of the chi-square goodness-of-fit test of item 2 of the observation sheet indicate that there are no significant differences between positive and negative results, which does not support the study's hypothesis. In the same way, the results of items 3, 5, and 8 show that the negative results are significantly smaller, which does not support the research hypothesis.

**Teaching aids teachers used in the class.** The results of the observations concerning teaching aids teachers used in class show that a significant number of teachers rely on textbooks and white/black boards only. The results are shown in Table 5.

**Table 5**

*Teaching aids observed to be used in the class.*

S. No.	Teaching aids used	Observed total per cent
1	Whiteboard/blackboard	100%
2	Textbook	100%
3	Board marker and chalk	100%

Other teaching aids were not found to be used by teachers in the English language classrooms.

## Results from the Teacher Questionnaire

The teacher questionnaire results are presented in Table 6 using five-point Lickert scales of agreement. The results are interpreted through the p-values of the Chi-square and Z-tests.

**Table 6**

*Results from the questionnaire for teachers (n = 79)*

S. No	Item statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Total per cent
1	Teachers responses to the statement about getting encouragement to use diverse teaching methods	3.8 %	14.1%	7.7%	39.7%	34.6%	100%
2	Teachers responses to the statement about their enjoyment of teaching	1.3%	2.6%	2.6%	47.4%	46.2%	100%
3	Teachers responses to the statement about teaching as a tiring and boring job	35.9%	46.2%	9%	5.1%	3.8%	100%
4	No liberty to use their preferred teaching methods	16.7%	28.2%	11.5%	29.5%	14.1%	100%
5	Getting no chances to design new teaching methods	21.8%	42.3%	14.1%	16.7%	5.1%	100%
6	Teachers responses to the statement about their making no more progress in their current teaching position	17.9%	51.3%	7.7%	16.7%	6.4%	100%

The responses of negative categories were taken together and those of the positive categories were added together. The results of all six items show that teachers are motivated (Table 6). The teachers get encouragement to use a variety of methods; they like their teaching profession, they have the liberty to employ their teaching techniques, they can develop new techniques to bring innovation, and they have opportunities to advance further in their careers. The levels of significance of the results of the six items are shown in Table 7.

**Table 7**

*P-values and the corresponding test values from the questionnaire for teachers*

S. No	Chi-square value	p-value	Z-test value	p-value
1	60.3	.00	4.92	.00
2	127.46	.000	15.72	.00
3	83.3	.000	-12.68	.00
4	16.69	.000	-1.14	.127
5	33.9	.000	-6.034	.00
6	48	.000	-5.64	.00

The p-values of serial numbers 1 to 6 in Table 7 correspond to their respective test values of serial numbers 1 to 6 in Table 6.

The significance level of the p-values for both the Chi-square test and Z-test for proportions was kept at .05. The p-values of items 1 to 6 given in Table 7 demonstrate that the teaching practices are significantly engaging as the positive results are larger than the negative ones, thus supporting the null hypothesis.

**Results from the open-ended questions in the teacher questionnaire.** The results of the two open-ended questions are given as follows:

1. **What do you do to motivate students?** In response to this question, a considerable number of teachers i.e. 21% reported that they appreciated their students' performance to motivate them. Furthermore, 11% of the teachers stated that they organized diverse teaching activities to motivate their students. About 9 % reported that they helped students recognize the importance of English. Additionally, 7% of the teachers stated that they focused on topics related to students' areas of interest. The same percentage of teachers stated that they motivated students by asking them questions. About 5% said that they awarded prizes to their students. A small percentage 1.5% reported that they fostered a competitive environment in classes and shared lesson objectives with students to enhance their motivation.

The English language teachers motivate students using different strategies. They appreciate the students' good performance and relate the

topic to their interests. For example, one teacher said, "I use encouraging words, praise them in front of the class." Another teacher said, "I admire the hardworking student in the class so that other students follow their example." One teacher said that she appreciated even a single English sentence by students. A small number of teachers motivated their students by highlighting the importance of English and awarding prizes to them. One teacher said, "I sometimes reward them with chocolates for different class activities." The English language teachers use different teaching strategies such as creating a competitive environment in the class, telling students the objectives of the lesson, and asking probing questions in such a way that motivates students. For example, one teacher said, "An air of competition I create among the students by dividing them into groups and then enable them to participate in different types of quiz competitions held in the class. This thing motivates them to improve and excel the other students." Another teacher said, "I try to make them aware of their vital role in society and especially in their families. I also take help from religion, social and moral values and present examples of successful personalities."

The responses are explained as follows:

Teachers employ a variety of strategies to motivate students such as relating the topic to students' interests and appreciating their performance. A small number of teachers motivates students by signifying the importance of English and the same number of teachers' award prizes to students. Further, teachers use diverse teaching strategies, such as posing questions to students, creating a competitive environment, and telling the objectives of the lesson, to engage their students in learning English.

Motivation is a crucial factor in effective teaching. Most of the teachers use the strategy of praising the students. The other strategies which teachers use to motivate students seem inadequate. It may be because of the use of GTM in classes in which teachers are an authority. Besides, human feelings are not addressed in this method (Larsen-Freeman, 2000). Therefore, the training of the trainers and then the training of the teachers may help improve the situation.

**2. *What audio-visual aids do you use in teaching the English language?***

The results of the teacher questionnaire in response to this question are given in Table 7.



**Table 7**  
*Results regarding the use of audio-video aids*

Serial No.	Teaching aids	Percentages of the responses
1	White/blackboard	50%
2	Charts	10%
3	Pictures	19%
4	Videos	16%
5	Books	10%
6	Sketches	03%
7	Projector and handouts, and realia each	1.5%

The results show that white/blackboard is used by most of the English language teachers. Other audio-visual aids such as pictures, handouts and realia, projectors, sketches, videos and charts are used by a negligibly small number of teachers.

## Discussion

According to the results from the student questionnaire, classroom observations, and teacher questionnaire, the study hypothesis is partially supported. The findings from the observation sheet indicate that teaching practices lack sufficient motivation, as the negative responses for seven out of eleven items outweigh the positive ones (Tables 3 & 4). The results from the student and teacher questionnaire show that teachers make their lessons enjoyable and incorporate jokes in their lessons. However, the observation sheet results are insignificant, indicating that teachers do not incorporate jokes in English language teaching classes to increase lesson enjoyment. Jokes play an important role in the teaching and learning process in general and in language teaching in particular. It can be observed that jokes have a positive impact on students in the classroom when used appropriately, particularly during lengthy classes when students feel tired or bored. Jokes break the monotony, relieve boredom, and can serve as linguistic input in language teaching classrooms. Jokes “can enrich their [students’] vocabularies and simultaneously [can] participate in an active language practice” (Pecnik, 2001, para. 7). Pecnik (2001) further points out that jokes can help understand lessons or concepts in a better way if they are related to the lessons and that they are a good educational device, serving several purposes such as “to introduce a new topic or theme, tense, vocabulary or any other grammatical structure” and “to unburden the students of tension which appears during such lessons that involve a great amount of concentration” (para. 8). Thornbury (2012) found the importance of relaxed and welcoming classrooms, that a good teacher “is friendly and relaxed—makes people feel relaxed”. Humour plays an important role in the learning process as it creates a positive learning environment, fostering creativity and increasing motivation (Martin, 2010). Chiasson (2002) has given a detailed

account of why to use and why not to use humour in the classroom and has provided guidelines for using jokes in the classroom.

It was found in the study that teachers have a respectful attitude toward their students and do not insult them. Their tone and gestures are respectful. Showing respect and listening to the students are important factors that contribute to developing rapport with students (Harmer, 2007), which is an important element of effective English language instruction. It is an important aspect of effective language teaching to create a respectful environment in the classroom as it increases student motivation and is a key to an effective classroom milieu (Abepiusc, 2017). The study's findings indicate that students can discuss their ideas in the classrooms and have opportunities to ask questions, attributes overlapping with respecting students. Students can better understand concepts when they are allowed to ask questions. Similarly, they may feel empowered when they participate in classroom discussions.

Teachers appreciate students' opinions and value their performance during the lesson. The praise students receive in the classrooms serves as a positive reinforcement, which encourages and motivates them. However, praise should not be excessive, as students may become unresponsive to overpraising or develop a constant dependence on it. Excessive praise "lacks the specificity that is valued by students" (Levy, 2014, p. 13).

The students' responses indicate that English language teachers lack enthusiasm in their teaching, whereas the observers reported the opposite. The observers found that the teachers were enthusiastic and highly spirited. The reason for the students' negative opinion might be that teachers do not teach enthusiastically in their routine teaching practices. Enthusiasm is an important factor and is necessary for motivation. An enthusiastic teacher inspires enthusiasm in students in a conducive learning milieu (Scrivener, 2005).

English language teachers do not incorporate students' interests to enhance their engagement in learning. It is important to add students' input in the classes. Teachers can capitalize on students' background knowledge if they incorporate students' likes in their teaching practices. Additionally, they can identify their needs and their areas of interest. This can help teachers customize their lessons according to the needs and interests of the students. To enhance students' motivation and engagement in learning, teachers provide structured, developmentally appropriate choices regarding what and how they learn (The Responsive Classroom, n.d., para. 5).

The assignments and tasks assigned to students are not engaging and require motivation. They are not related to students' real-life experiences. It is important to relate course assignments to real-life situations for a better understanding of the contents and language learning. According to constructivist theory, relating students' past experiences to new knowledge serves as a basis "for incorporating new information into more complex and sophisticated schemas. Thus, if prior experience can relate to new material in a meaningful way, that material can be more clearly understood and more

easily learned" (Theall, 2012, p. 1). The assignments related to real-life situations may have practical value and can add to students' satisfaction.

The English language teachers do not employ innovative teaching techniques and lack variety which leads their teaching practices to boredom. Innovation is an important aspect of motivation and has been emphasized frequently in the literature on motivation. "We have to move from tradition to innovation in the field of language teaching. We have to keep abreast of the latest concepts in the field of education ..." (McLaughlin, n.d., as cited in Datta, 2015, para. 1).

A teacher's position in the classroom plays an important role in the classroom. Students, sitting in the action zone (also called T zone), receive more interaction from teachers (Jones, 1989, as cited in Myers and Anderson, 2010). According to the findings of our study, English language teachers do not move around in the class during their teaching to help learners. Myers and Anderson (2010) argue that teachers should move around the classroom to maintain students' attention and keep them engaged during group and individual activities. Similarly, teachers should keep changing their action zones to keep learners on task. Moving around the classroom and interacting with students in groups and individually can help them discuss the contents with their teachers and the teachers can assess students' progress and understanding of the lesson besides motivating them.

Students are not provided with sufficient opportunities for active class participation, suggesting a teacher-centred approach that may lead to a lack of motivation in learning. Encouraging participation is an effective strategy to engage students and develop their interest in lessons. Additionally, discussions can help build their confidence. "A discussion can bring out your students' interests and motivate them; it's a chance for them to talk about the things they care about. Giving and justifying opinions in English can also bring students a sense of accomplishment" (Tekhnologic, 2015, para. 1).

### **Limitations**

The present study is conducted in the capital territory of Islamabad and the sample is chosen from the Federal Government Educational Institutions. The study may be expanded to the rest of the country to better generalize the results. The study might be further strengthened by interviewing the English language teachers to get an in-depth understanding of the phenomenon.

### **Conclusion and Implications**

Motivation is crucial in effective teaching and has a central role in learning a language. However, the results of this research demonstrate that English language teachers lack motivation at the government educational institutions in Islamabad. Both male and female English teachers demonstrate a certain degree of motivation. However, they do not incorporate many of the attributes of motivation, which is a central element of effective pedagogy. Also, there are conflicting results regarding teachers' enthusiasm in their

teaching and the development of students' interests in their lessons by making the teaching enjoyable and sharing jokes with the learners.

The results from the student questionnaire (item 4, Table 1) and observation sheet (item 4, Table 3) imply that students' interests are not incorporated in classes, therefore, the teaching practices should be related to students' interests which may develop their motivation for learning. This may be done if the students are asked about their likes and dislikes. Similarly, the use of electronic gadgets, discussion about different sports, social media, movies, and other infotainment programmes can be incorporated into English language instruction to enhance students' motivation.

Teachers exhibit a limited variety in their pedagogical methodologies and instructional techniques (Item 10, Table 1; Item 9, Table 3). Different learners have different learning styles and learn at different paces, implying that teachers need to use diverse teaching practices to cope with learners' varied learning styles. This will also break the monotony and develop students' interest in learning English.

Another implication of the study is that English language teachers do not provide learners with ample opportunities to participate in class activities actively. If the teachers walk around in the class and help the students in their lessons, the students' participation and involvement in the lessons and learning may be enhanced. The teachers can move around with the students when they are given tasks in pairs or groups.

The study further suggests that interactions between teachers and students among students themselves should be enhanced to cultivate an effective teaching and learning environment. Such an environment will hone students' language skills as well as their thinking abilities.

The English language teachers mostly rely on textbooks and boards. The government of Pakistan should provide teaching aids to educational institutions. Audio-visual aids are very helpful in teaching English. Similarly, language laboratories, already available in some higher educational institutions, can be established in the Federal Government educational institutions to support effective English language pedagogy and make learning more engaging and motivating.

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