

Research Article

Use of Motivational Strategies in Teaching English Language at Government Girls High Schools in Lahore

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ABSTRACT

The key purpose of this study was to examine the impact of different motivational strategies on teaching English language at Government Girls High Schools of Lahore. In this study, the use of a mixed methods research design was made to accomplish the key objectives of the study. In the quantitative method, the data has been gathered through a survey questionnaire, adopted from the study of Pfahl, T (2017) after its approval from the said author. The qualitative data had been gathered from 10 English language teachers' interviews teaching in the Government Girls High Schools of Lahore. The theoretical foundation of this study was based on four cycle theory proposed by Zoltan Dornyei in 2001. He bifurcated all the key motivational strategies into four key aspects that include 'creating the basics motivational conditions, generating initial motivation, maintain and protecting motivation, and encouraging positive self-evaluation'. The qualitative data was analyzed with the help of the thematic analysis technique, whereas quantitative data was analyzed through different statistical techniques like descriptive statistics and frequency analysis. The overall findings of this study have confirmed the significant impact of motivational strategies on English language teaching at Government Girls High Schools of Lahore. Apart from this, the findings of this study also highlighted some of the top motivational strategies that are frequently used by teachers in the context of Government Girls High Schools of Lahore. One of the most frequently used motivational strategy by English language teachers was a restatement of conveying clear message and meaning to the receiver rather than worrying about peer pressure or wrong pronunciation.

1. INTRODUCTION

English being an official language is also used as a medium of instruction in almost all the educational institutes of Pakistan. Considering the demand of English language at global level, students in Pakistani schools are motivated to study English language in order to meet the standards of learning and career development. We can quantify the importance of English in Pakistan from the thing that English Language is also taught as compulsory subject from class 1 to graduation. We can also visualize countries like China and Japan who are shifting from their traditional behaviors to English language learning. English language is taught through different procedures and techniques and is learned by countless people for various purposes. A teacher

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carries an actual character in touching up or eroding students' motivation to acquire English as a second language graciously as well as with zest. With motivation, motivational strategies provide an opportunity to both teachers and learners to teach and learn English language beyond the traditional ways of instruction.

Background of the Study

First language is attained by nearly all people almost automatically, with very little effort. On the other hand, the attainment of second language generally needs both determination and motivation. Researchers have accepted that in second language learning motivation plays a vital role in successful learning (e.g. Corder, 1967), and it is also obvious whether learners continue or discontinue learning second language is dependent on motivation. Teachers all over the world face the difficulty in motivating students to learn English language. As we know that students in Pakistan belong from different areas, dialects and backgrounds that's why their mother languages are different. It is difficult for a teacher to teach English language in a traditional way to all the students having different backgrounds. Therefore, instructors have to use different motivational strategies and teaching techniques to motivate students in learning English language.

Ratcheva, Paolini, Arabai, & Moskovsky (2013) led a study to observe the effects of motivational strategies applied by teachers to motivate learners in Saudi Arabia in EFL context. The outcome displayed that instructor used motivational strategies which exceedingly influenced the student's motivations. (Bayar & Solak 2014) worked to regulate the effect of factors on motivational strategies used by non-English teachers at school level in Turkey. They originated those English teachers who used motivational strategies in teaching English is at high range.

Problem Statement

English language motivation research has classically been observed that makes students more motivated, and very less attention has been paid to reasons that can make students less motivated in learning English language. A number of researches have been made on higher Education or on English as a Foreign Language (EFL) students in Europe and Asia (Dornyei & Ushioda, 2009) and (Pathan & Kakar 2017) but very few research is conducted at school level especially in Public Girls High Schools of Pakistan. This study was an attempt to address this gap and to address the key issues students face in keeping themselves motivated throughout their high schooling and on the motivational strategies English language instructors utilize during teaching and motivating their students in learning English language at high school level in Pakistan.

Research Objectives

The objectives of the research are in line with the followings.

1. To identify different motivational strategies being used by English teachers of Government Girls High Schools of Lahore
2. To determine the impact of these motivational strategies on teaching English language at Government Girls High Schools of Lahore

Research Questions

1. What kind of motivational strategies are being used by the English teachers to motivate the students of Government Girls High Schools of Lahore?
2. How far these motivational strategies are helpful in teaching English language effectively?

Scope of the Study

The investigation is centered on the use of motivational strategies in teaching English language in Government Girls High Schools of Lahore. The study specifically analyses what motivational strategies English teachers are using in Government Girls High Schools and its effect on students learning and their academic performance. Furthermore, this study will also examine that which motivational strategy is working better and getting intended results from learners of Government Girls High School of Lahore. The study will also recommend some of the new teaching motivational strategies in lieu of the advanced world.

- learning on Wi-Fi connected at home have many external difficulties that can divert their mind and can double their focus.
- **Encouraging positive self-assessment:** To encouraging positive attributes of their preceding achievements along with failures, in class teachers need to maintain high motivation by giving critical, productive evaluation on their performance, being conscious of how they utilize rewards and giving a way of satisfaction as well as accomplishment by demonstrating knowledge and skill.

METHODOLOGY

This methodology chapter discusses the tools and methods, which are used for carrying out the study. In this regard, the current chapter is dedicated to highlight the methods that will be used for data gathering and the analysis of collected data. Moreover, to know the perspective of teachers in teaching the English language in Government Girls High Schools of Lahore, and how motivational strategies help the teachers for teaching English language and for that questionnaire and interview methods have been utilised as they are effective methods for data gathering. In this regard, the most suitable research methods and techniques have been selected to gain the better understanding about different aspects related to motivational strategies and teaching English language in government schools. The focus of the study has been set on the possibilities to answer research questions and deliver solutions to identified research problems. Lastly, the chapter draws thoughtful and succinct conclusions.

Research Design

In order to test the research hypotheses, mixed-methods research was used in which interviews were conducted to gather qualitative data interviews, and survey questionnaires were carried out for collecting quantitative data. A mixed-methods research design was feasible for this research as it assisted in combining the use of both qualitative and quantitative research

components, points of view, data analysis, data gathering, and inference methods. This allowed to corroborate and understand the purpose of research, which assisted in advancing systematic integration, and conducting a single examination or sustained program of inquiry.

Data Collection Method

Method of data collection allows capturing quality evidence, which seeks to answer all the research questions that have been posted (Wilson & Fox, 2013). As per Aborisade (2013), the process of data collection assists in deducing quality information, which is a prerequisite for making informed decisions. Grack Nelson and Cohn (2015) further added that to enhance the information quality, it is necessary that data gathered draws inferences and considers factual data. Secondary and primary are two methods for data collection. The primary data collection method allows to include first-hand information from research participants through interviews, survey questionnaires, field observation, and experiments (Thomas, 2015). Interviews were conducted from 10 English language teachers of Government Girls High School of Lahore as a sample population to include the key features they exhibit, conversational tone as they are most effective in conducting research.

ANALYSIS AND DISCUSSION

The chapter is aimed at providing the analysis of the findings obtained from survey questionnaires and semi-structured interviews. The following chapter is divided into two different sections, where the first one aims to provide the quantitative analysis related to the survey questionnaire, whereas the second section is dedicated to providing qualitative data through the thematic analysis technique. Apart from that, the following chapter also aims to provide a comprehensive discussion to present the overall research outcomes more coherently.

Table 1: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Culture	60	1.0	5.0	2.642	.8492
Motivational Strategies	60	1.487804878	4.756097561	3.374390244	.8046064783
Teaching English Language	60	1.166666667	5.000000000	3.656944444	1.116779620
Valid N (listwise)	60				

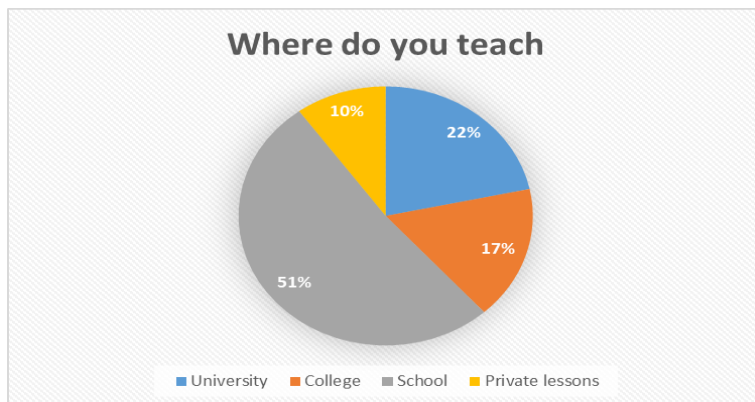


Figure 2: Where do you teach

This research intended to make use of a mixed research method design including both qualitative and quantitative analysis. However, for quantitative analysis, the researcher has to make use of correlation and regression analysis. Correlation analysis is significant at 0.05 level. The sig value of culture and motivational strategies and teaching the English language are 0.239, 1, and 0.314 respectively. The relationship between cultures on teaching the English language is significant and motivational strategies on teaching the English language is insignificant as 0.314 is the value where the sig value is 0.726 and 1.

Learning satisfaction, and greater prospects, it is imperative for teachers of Government Girls High School in Lahore to make use of such strategies. Therefore, the new motivational strategies that can be integrated, in order to improve future prospects are through inspirational learning and the use of technology.

CONCLUSION AND RECOMMENDATIONS

Recommendations

- It is recommended that a contact between different cultures and the English language should be developed as the core medium. It is necessary to establish general as well as cognitive awareness of different cultures for enhancing the learning and teaching processes.
- Non-verbal and verbal aspects of communicating in English should be included while teaching the language. Teachers should be trained to identify both non-verbal and verbal communication cues of culturally different and ethnic students.

Conclusion

The present study was intended to identify the use of motivational strategies in teaching the English language at the Government Girls High School of Lahore. As the students at Government Girls High Schools of Lahore are not inclined towards learning a new language that is culturally different that is why they are not motivated enough to learn English. This study consisted of the research model as this dissertation is a qualitative study in which the hypothesis was based on the effective relationship of socialisation and the motivation of teaching the English language. One of the limitations of the study is that there is a very limited number of researches are conducted in the area of Lahore. The future researcher can consider other platforms and schools or colleges as well while conducting this kind of study in the future. There is an opportunity for further researchers to further improve the quality of the current research by considering the limitations of the study.

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