

Teachers' Motivation in ESL Learning Development at Higher Education Level: An Empirical Study

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Abstract

This study discusses the role of motivation in enhancing the speaking skill of students at a higher level in Pakistan. It further focuses on speaking and learning problems faced by students at a higher level and how motivational expressions prove meaningful to improve and enhance the speaking skills. Learning and motivation are closely related to each other and cannot be separated from each other. Motivation is a driving force in learning and plays an important role at the primary level. This study delineates the role of motivation and attitudes on students' L2 learning and speaking at a higher level. This study not only highlights the problems that a child has to face but also gives awareness to teachers at the primary level that how they can motivate their students in classes in order to develop their interest in English learning and speaking. According to the results of this research, some major factors are responsible for this deficiency like incompetent teachers, old teaching methods, background, the influence of mother tongue, lack of students' interest, tough syllabus, lack of motivations, unavailability of resources and proper guidance and appropriate environment for speaking.

Keywords: motivation, ESL, SLA, Higher Education, Speaking skill

Introduction

English is one of the most widely spoken languages in the world. It has become a global language and used as a lingua franca. It is the most prestigious language and is thought to be a symbol of excellence, grandeur, and high education. No one can deny the importance of the English language because it has a unique status among other languages. English is used as an official language of forty-six countries and its learners are increasing gradually. Mehmood et al. (2014) exemplify that approximately 60 million people use English as their mother tongue. During British rule, the English language established a significant place among all indigenous languages due to colonies. People living under colonial rule were forced to learn English to communicate with their colonizers. Generally, people use English as a medium of communication with each other and as a means of knowledge and information. In these days, the English language has got official status in the

world because all international communications, conferences, competitions, and meetings proceed in English. However, the general belief is that English is one of the most widely learned languages in the world because all the information and knowledge like research, literature, history, and well-known books are in English.

Kachru (1985) proposed a model comprising the division of English into three circles concerning its use in diverse countries and regions. Some countries like New Zealand, Australia, England, Austria, and America fall in the inner circle where English is learned on linguistic and cultural bases. They use English as 1st language (EFL). In South Asian countries like Pakistan, Sri Lanka, India, Bhutan, Maldives, and Nepal English is used as 2nd language (ESL) and medium of instructions. In these outer-circle countries, English is learned to communicate as a source of education and official proceedings. But in third an expending circle, English is just learned to communicate with native speakers and other countries. This circle consists of some advanced countries like China, Russia, and Japan, where English is used as a foreign language (EFL). They learn English just to deliver their messages or ideas and understand conversations when they talk to foreigners (Schmitz, 2014).

Different dialects and forms of languages are spoken in different regions of Pakistan such as

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Punjabi in Punjab, Sindhi in Sind, Balochi in Baluchistan, and Pashto in Khyber Pakhtunkhwa. While each language is quite different from other languages in terms of accent, dialect, and language features. The majority of people prefer their regional languages or mother tongues and some people use Urdu but a few people use English as a medium of instructions and communication in their daily conversation. The importance of English is increasing rapidly in Pakistan as well as in the world, the Pakistani government has announced English as a medium of instructions and learning from nursery class to graduation in both public and private educational institutions. Boonkit (2010) explores (EFL pedagogy) environment and how to increase speaking skills and confidence level in undergraduate students.

This research emphasizes the speaking problems faced by students at a higher level in Pakistan and the role of motivation in enhancing the English language. Speaking is one of the most important skills as a means of effective communication. It is very alarming that all preferences are given to other learning skills and speaking is ignored by learners as well as teachers. Memon (1989) said mostly teachers' use their mother tongue in their English sessions and pay a little attention on developing and enhancing the learning skills of students especially listening and speaking. The situation is sad that at college level students are not able to speak even a few sentences. Additionally, the unavailability of well-educated sincere, and competent teachers is also a hurdle in learning the English language. They ignore improving the learning skills just for nothing and prepare the students to get degrees and certificates. All these problems occur due to a lack of interest in both teachers and students and their mutual understanding in learning the English language in a child friendly atmosphere (Manzoor et al, 2014). Gardner (2007) exemplifies the importance of motivations at school level. Mostly students belong to bilingual homes and society and they learn the second language themselves because language is essential part to grow up because they have to communicate and live in their environment.

Learning Motivation plays a significant role in learning a foreign language. Therefore, motivation moves side by side with the learning. Motivation means a need or desire that directs and energizes the behavior towards a goal. A student's attitude and motivation are the most critical factors in second language learning. This study delineates the role of motivation and attitudes on student's L2 learning and speaking at a higher level. Shah (2009) states that not only the teacher's behavior and attitude affect their results positively but also influence a lot upon students' life. (Akram & Ghani, 2013) presents the relationship between motivations and social status and identifies that students with higher social status

are more encouraged and motivated easily as compared to other students having lower social and economic status.

This study emphasizes how we can urge the students to attend the English sessions and classes through motivational expressions. Through this research, we come to know that how the use of these motivational expressions is beneficial to enhance the speaking skill of students at a higher level.

Objectives

The study focuses on the following objectives;

1. To create awareness of motivation in ESL learning in Pakistani higher education.
2. To delineate the significance of teacher and student' interactions and the impact of teacher's behavior on students' learning abilities

Research Questions

While achieving the objectives, the study follows the research questions given below;

1. What kinds of internal and external factors are responsible for creating hesitation in speaking English among young learners at a higher level?
2. How do the motivational expressions play a significant role in enhancing speaking skills?

Literature Review

English is taught as a compulsory subject in Pakistan, they learn it just to pass the exam. He identifies that our examination system only focuses on writing skills and forces the students to memorize the text and rules which totally ignore the speaking skills. In this system, the student never gets command on speaking skills and teachers also try to cover the syllabus within a period. Manzoor et al (2014) assert that English learning and speaking are not an easy task for other than natives, especially in rural areas' context. According to (Mahmoud, 2014), no doubt speaking problem is faced at school level as well as at college or university level. Afzaal and Xiangyi (2020); Kanan (2009) discuss that English is not an easy language, it requires concentration and practices.

Status of English in Pakistan

In South Asian countries like Pakistan, India, Sri Lanka, and Bangladesh, English is used as a second language and a medium of instructions in institutions. When the British people invaded the subcontinent, English started to expand so fast in these regions because the natives had to learn to communicate with their rulers. Pakistan is one of the developing countries of the world. According to a Pakistan G.O. (2011), 190 million people live in Pakistan and is ranked as 6th populated country of the world. Its literacy rate is not too good as compared to other South Asian countries. The literacy rate of Pakistan is approximately 57% and Pakistan stands very below in the ranking list of literate countries of the world. When we observe literacy rate at a higher level, we come to know that Punjab's literacy rate is better than

that of other provinces of Pakistan. Although a lot of people in cities speak Urdu as a medium of instructions in their daily conversations yet in villages and rural areas regional languages enjoy their status (Bilal, Rehman, Rashid, Adnan, & Abbas, 2013).

The Role of Motivation

Younas M (2013) suggests that two things are essential to learning the second language one is motivation and the other is confidence. Motivation encourages the students to accomplish the task himself and builds self-confidence in students. Both

motivation and confidence are interlinked and play an essential role in learning a second language. Afzaal (2020) argues that the English language has achieved a global status in Europe. (Asif et al, 2013) declares that motivation employed by teachers during teaching is directly proportional to the results of students Abbas and Khurshid (2013) advocates that the importance of motivation in creating the students' interest in learning the language cannot be denied. According to Wentzel (1998) students' interest in different activities motivates the students to increase and improve their likeness and results individually. Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014) describe that motivations are essential and integral in achieving the required goals in different activities

Importance of Learning Context and Environment

Chitiyo and Wheeler (2009) discuss that teachers' behavior, attitude, interest, and interactions between students and teachers are major things to create a child-friendly atmosphere in classes. (Akram & Ghani, 2013) presents the relationship between motivations, social status, and results of students at the school level. Bashiruddin (2004) asserts that students do not take an interest in the target language and they show less interaction in their conversation. As the social status of a person is judged through education, parental background, and his rank in society, so students from higher social status use prestigious language at home and are motivated by their parents often. So, the environment of their homes plays a vital role to motivate and encourage the students to enhance the learning and speaking skills of the English language (Akhtar, 2010). According to Yuet (2008), social status and economical background of students influence the motivations of students to learn the second language.

Theoretical Framework

The study follows the theoretical underpinnings of Gardner's socio-educational model. Gardner (1959) started developing his socio-educational model and has revised it with the passage of time. Gardner (1985) delineates in his model that four things are essential to motivate a student to get the required results: a goal, desire to achieve a goal, positive attitude, and effort. He also

differentiates these aspects from intelligence and aptitude which are categorized as cognitive aspects. According to him, motivations are divided into two types one is language learning motivations and the other one is classroom learning motivations.

Language Learning Motivation

In the language learning motivations, motivations impact the learning of students according to context, culture, and region. It is attributed to the individual and its effects can be judged and assessed easily.

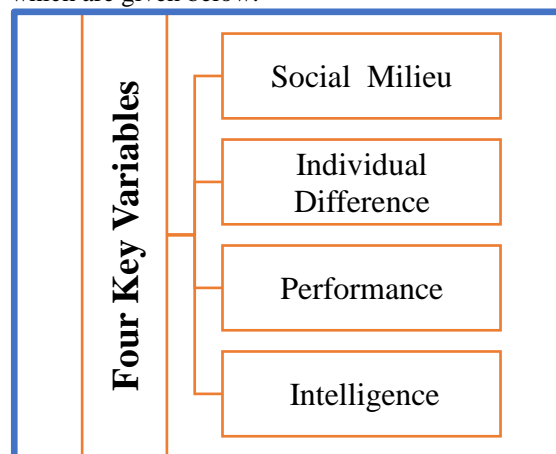
Classroom Learning Motivation

Motivation in the classroom is the second type of motivation. This type focuses on an educational task

like syllabus, contents, psyche, society, results, and learning skills of the learners and its intensity varies before, during, and after the actions.

Gardner's Four Key Variables

Gardner presents four key variables that are inter-related to each other when a language is acquired which are given below.



Research Methodology

This study focuses on the role of motivation in enhancing speaking skills at a higher level in Pakistan and very chapter throws light on the methodology and different tools like survey, questionnaire, population, and sampling which are used to collect data for this study.

Research Design

The researcher used the quantitative research design to figure out the role of motivation in enhancing speaking skills at a higher level. To know the ground realities, the researcher visited various universities personally and took their views about problems, interests, motivation, and teachers' interactions toward students. The researcher selected a survey as a method of data collection. Two structured questionnaires designed for this survey, one for teachers having different qualifications, experience while others for postgraduate students. The first questionnaire designed for teachers consists of twenty different questions to know teachers' views about learning problems, students' responses, class

environment, and English teaching methods. Twelve male and twelve female teachers having different qualifications, ages, experience, and professional training are selected randomly from different universities. While the second questionnaire was designed for students to know their views and responses about the classroom environment, teachers' sincerity, interest in classes, and the English syllabus.

Sixty male and forty female students were also selected randomly from different universities in Punjab province

Detail of the Respondents.

Detail of participants who were selected for the survey

TEACHERS				STUDENTS			
MALE		FEMALE		MALE		FEMALE	
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
5	7	4	8	18	42	15	25

Participants belonged from different universities located in different areas of Punjab province who were selected randomly in order to fill both questionnaires.

Data Analysis

This study aims to find out the problems and hurdles beyond English learning deficiencies among students and how motivations can prove meaningful to develop their interest in English classes. The research throws light on different issues which become hurdles in learning the English language at universities. Students' and teachers' views related to the problems of learning and speaking language, the role of motivation and students' response in improving learning skills, were examined according to Gardner's socio-educational model for second language acquisition.

The questionnaire for teachers was further divided into sub-categories. Each section provides different information about learning, environment, and motivation as given below:

1. Motivation of Students

Table 1. Response Frequency of Respondents for Questions Related to The Motivation of Students

Domain/Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Q1. Teachers motivate their students in classes for the duration of some time.	Agree	7	29.2	29.2	29.2
	strongly agree	9	37.5	37.5	66.7
	Neutral	3	12.5	12.5	79.2
	Disagree	3	12.5	12.5	91.7
	strongly disagree	2	8.3	8.3	100
	Total		24	100	100
Q2. Different activities in class also help to develop and improve the motivational spirit among students.	Agree	9	37.5	37.5	37.5
	strongly agree	9	37.5	37.5	75
	Neutral	3	12.5	12.5	87.5
	Disagree	2	8.3	8.3	95.8
	strongly disagree	1	4.2	4.2	100
	Total		24	100	100
Q3. Appreciation of teachers to the students plays an important in the enhancement of	Agree	8	33.3	33.3	33.3
	strongly agree	8	33.3	33.3	66.7
	Neutral	6	25	25	91.7
	Disagree	1	4.2	4.2	95.8
	strongly disagree	1	4.2	4.2	100

English-speaking skills.	Total	24	100	100	
Q4. The use of the English language by teachers during the English classes also motivates the students greatly.	Agree	9	37.5	37.5	37.5
	strongly agree	10	41.7	41.7	79.2
	Neutral	3	12.5	12.5	91.7
	Disagree	2	8.3	8.3	100
	Total	24	100	100	

Statistical Description of Variable the Motivation of Students

Table 1.1, explains the output and statistic description of all the variables questions/items related to the motivation of students to enhance their speaking skills at postgraduate level in Punjab province. According to the results of the table, the Mean, Median, and Mode of the first variable the

motivation of students is quite reasonable. The other results of Range, Standard Deviation, Maximum, and Minimum are also reasonable as the researcher expected. So, the output of the data is normal. The results of the mean are 2.33, 2.04, 2.12, and 2.91. The result of the mean of every item is more than half. It means challenges exist according to the results.

Table 1.1 Statistical Description of The Variable of The Motivation of Students

	Q1	Q2	Q3	Q4
N	24	24	24	24
Valid	24	24	24	24
Missing	0	0	0	0
Mean	2.3333	2.0417	2.1250	1.9167
Std. Error of Mean	0.26006	0.22904	0.21962	0.18955
Median	2.0000	2.0000	2.0000	2.0000
Mode	2.00	1.00 ^a	1.00 ^a	2.00
Std. Deviation	1.27404	1.12208	1.07592	0.92861
Variance	1.623	1.259	1.158	0.862
Range	4.00	4.00	4.00	3.00
Minimum	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	4.00

The interest of Teachers to Enhance Motivation among Students (Section 2)

The following are the output results, frequency tables, and descriptive statistics related to the variable

of teachers' interest to enhance motivation among students.

Table 2. Response Frequency of Respondents for Questions Related to Teachers' Interest to Enhance Motivation Among Students

Domain/Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Q5. Teachers' interest to motivate the students affects the learning skills of students a lot.	Agree	12	50.0	50.0	50.0
	strongly agree	6	25.0	25.0	75.0
	Neutral	3	12.5	12.5	87.5
	Disagree	1	4.2	4.2	91.7
	strongly disagree	2	8.3	8.3	100.0
	Total	24	100.0	100.0	
Q6. Different activities help to promote interest in students in English speaking skills at the primary level.	Agree	4	16.7	16.7	16.7
	Strongly agree	1	4.2	4.2	20.8
	Neutral	2	8.3	8.3	29.2
	Disagree	10	41.7	41.7	70.8
	strongly disagree	7	29.2	29.2	100.0
Total	24	100.0	100.0		
Q7. Teachers are interested to motivate	Agree	4	16.7	16.7	16.7
	strongly agree	3	12.5	12.5	29.2

and encourage the students to improve their learning skills.	Neutral	1	4.2	4.2	33.3
	Disagree	8	33.3	33.3	66.7
	strongly disagree	8	33.3	33.3	100.0
	Total	24	100.0	100.0	
Q8. The environment of classroom is suitable to improve and develop students' interest in attending English classes.	Agree	4	16.7	16.7	16.7
	strongly agree	3	12.5	12.5	29.2
	Neutral	3	12.5	12.5	41.7
	Disagree	11	45.8	45.8	87.5
	strongly disagree	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Statistical Description

Table 2.1 is the output of the results related to the variables the teachers' interest to enhance motivation among students in descriptive statistics. According to the results, Mean, Mode, and Median are according to the expectation of the researcher and are quite normal and reasonable. Not only Range but also Maximum and Minimum are founded formal and similar to the piloting of the researcher. It means that no problem exists. The mean of the composite variable is 1.95, 3.62, 3.54, and 3.25 which are more than half and no challenges and problems exist.

Classroom Environment (Section 3)

These are the results, outputs, frequency tables, and descriptive statistics of data gathered by the respondents related to the variable the classroom environment.

Table 2.1 Statistical Description of The Variable of Teachers' Interest to Enhance the Motivations Among Students

	Q5	Q6	Q7	Q8
Valid	24	24	24	24
N Missing	0	0	0	0
Mean	1.9583	3.625	3.5417	3.25
Median	1.5	4	4	4
Mode	1	4	4.00 ^a	4
Std. Deviation	1.26763	1.40844	1.50302	1.32698
Variance	1.607	1.984	2.259	1.761
Range	4	4	4	4
Minimum	1	1	1	1
Maximum	5	5	5	5

Table 3. Response Frequency of Respondents for Questions Related to The Variable the Classroom Environment

Domain/Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Q9. The environment in the classroom plays a vital role to motivate the students.	Agree	7	29.2	29.2	29.2
	Strongly Agree	2	8.3	8.3	37.5
	Neutral	3	12.5	12.5	50
	Disagree	8	33.3	33.3	83.3
	Strongly Disagree	4	16.7	16.7	100
Q10. Teachers create the child-friendly atmosphere of the classes to motivate the students to learn the target language.	Total	24	100	100	
	Agree	7	29.2	29.2	29.2
	Strongly Agree	2	8.3	8.3	37.5
	Neutral	3	12.5	12.5	50
	Disagree	8	33.3	33.3	83.3
Q11. Students should be discouraged from their wrong answers.	Strongly Disagree	4	16.7	16.7	100
	Total	24	100	100	
	Agree	4	16.7	16.7	16.7
	Strongly Agree	2	8.3	8.3	25
	Neutral	3	12.5	12.5	37.5
Q12. Students' confidence is essential to improve their learning especially speaking skills.	Disagree	11	45.8	45.8	83.3
	Strongly Disagree	4	16.7	16.7	100
	Total	24	100	100	
	Agree	8	33.3	33.3	33.3
	Strongly Agree	8	33.3	33.3	66.7
Q12. Students' confidence is essential to improve their learning especially speaking skills.	Neutral	3	12.5	12.5	79.2
	Disagree	3	12.5	12.5	91.7
	Strongly Disagree	2	8.3	8.3	100
	Total	24	100	100	

Statistical Description of Variable the Classroom Environment

Table 3.1 presents the statistical description of the composite variable in the form of the mean, mode, median, range, and variance form related to the variable the environment of classrooms. According to the results as are showing in below table mean, mode, and median are reasonable. The range is also normal and according to the expectation of the researcher. The minimum, maximum, variance, and standard deviation are also satisfactory and no problem is found. The means of the following composite variable are 1.95, 3, 3.37, and 2.29 which are more than half. So, no problems and challenges are founded in this result.

Table 3.1 Statistical Description of The Composite Variable Related to The Classroom Environment

	Q9	Q10	Q11	Q12
N Valid	24	24	24	24
N Missing	0	0	0	0
Mean	1.9583	3	3.375	2.2917
Median	2	3.5	4	2
Mode	1	4	4	1.00 ^a
Std. Deviation	1.12208	1.53226	1.34528	1.30148
Variance	1.259	2.348	1.81	1.694
Range	4	4	4	4
Minimum	1	1	1	1
Maximum	5	5	5	5

Data Analysis of Questionnaire for Students

The researcher designed the second questionnaire for students to know their views and

thinking about the English language. He distributed this questionnaire among students of postgraduate classes to know the problems which they have to face in English sessions. A hundred students were selected for this purpose randomly, 60 of them are male and the other 40 are female. This questionnaire contained 14 different questions about their willingness, education, problems, and likings.

This questionnaire was also divided into three different sub-sections which are given below.

1. The attitude of students toward learning classes
2. Encouragement of students
3. The interest of students in the English language

The researcher tried his best to know the ground realities and students' thinking through these questionnaires. He personally visited and filled the questionnaire by students in a child friendly atmosphere. He guided them at every step. Students' names, classes, gender, and schools are also mentioned on top of the questionnaire. Different tables and graphs are used to analyze their ideas and responses statistically. He presents the results of their responses in percentage for a better understanding of the viewers. Their responses are analyzed by the researcher statistically and results are presented through different frequency tables. The researcher also constructs the statistical description tables to analyze the data with the help of SPSS software. Analysis of data of different sub-sections of the questionnaire for students is given below.

The attitude of Students towards Learning Classes (Section 1)

These are the descriptive table and frequency tables to analyze data of different questions related to the sub-section of the questionnaire for students entitled attitude of students towards learning classes.

Table.1 Response Frequency of Respondents for Questions Related to The Attitude of Students Towards Learning Classes

Domain/Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Q1. Students are motivated enough from their parents and teachers to attend the classes.	Agree	23	23.0	23.0	23.0
	Strongly Agree	13	13.0	13.0	36.0
	Neutral	11	11.0	11.0	47.0
	Disagree	39	39.0	39.0	86.0
	Strongly Disagree	14	14.0	14.0	100.0
Q2. Students feel pleasure to attend English session in class.	Total	100	100.0	100.0	
	Agree	12	12.0	12.0	12.0
	Strongly Agree	3	3.0	3.0	15.0
	Neutral	11	11.0	11.0	26.0
	Disagree	59	59.0	59.0	85.0
Q3. Parents try their best to encourage the students upon	Strongly Disagree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	
	Agree	11	11.0	11.0	11.0
	Strongly Agree	6	6.0	6.0	17.0
	Neutral	7	7.0	7.0	24.0
	Disagree	49	49.0	49.0	73.0

their achievements.	Strongly Disagree	27	27.0	27.0	100.0
Q4. Students follow their teachers as role models and get inspiration from them.	Total	100	100.0	100.0	
	Agree	41	41.0	41.0	41.0
	Strongly Agree	31	31.0	31.0	72.0
	Neutral	6	6.0	6.0	78.0
	Disagree	18	18.0	18.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Statistical Description of variable Attitude of Students towards Learning Classes

Table 1.1 is a composite descriptive statistics analysis of the data for the variable attitude of students towards learning classes in the form of Mean, Mode, and Median. According to the results, Mean, Mode, and Median are reasonable as piloted by the researcher. The Standard Deviation is also normal and according to the expectation of the researcher. The Variance, Range, Maximum, and Minimum also seem normal and reasonable. In short, no problem and error are found. The Mean results of the composite variable are 3.08, 3.62, 3.75, and 2.13 which are more than half. The results of this item show that everything is ok and reasonable and no error is found and exist. The following results show that challenges are according to the results and everything is ok according to the expectations of the researcher.

Table 1.1 Statistical Description of The Variable the Attitude of Students Towards Learning Classes

		Q1	Q2	Q3	Q4
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.08	3.62	3.75	2.13
Median		4	4	4	2
Mode		4	4	4	1
Std. Deviation		1.41906	1.15277	1.23399	1.24442
Variance		2.014	1.329	1.523	1.549
Range		4	4	4	4
Minimum		1	1	1	1
Maximum		5	5	5	5

Encouragement of Students (Section 2)

These are the frequency table and descriptive statistics analysis and results of the data related to the variable encouragement of students.

Table 2. Response Frequency of Respondents for Questions Related to The Variable Encouragement of Students

Domain/Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Q5. Students feel pleasure when they are motivated or encouraged by their teachers.	Agree	41	41	41	41
	Strongly Agree	32	32	32	73
	Neutral	8	8	8	81
	Disagree	12	12	12	93
	Strongly Disagree	7	7	7	100
Q6. Mostly students are instructed and motivated by their parents to use the English language at home.	Total	100	100	100	
	Agree	19	19	19	19
	Strongly Agree	7	7	7	26
	Neutral	4	4	4	30
	Disagree	58	58	58	88
Q7. Students feel pleasure after getting motivational feedbacks from their English teachers.	Strongly Disagree	12	12	12	100
	Total	100	100	100	
	Agree	36	36	36	36
	Strongly Agree	34	34	34	70
	Neutral	12	12	12	82
Q8. Students get much encouragement and motivation by appreciations of teachers.	Disagree	12	12	12	94
	Strongly Disagree	6	6	6	100
	Total	100	100	100	
	Agree	36	36	36	36
	Strongly Agree	33	33	33	69
Q9. The environment of	Neutral	10	10	10	79
	Disagree	16	16	16	95
	Strongly Disagree	5	5	5	100
	Total	100	100	100	
	Agree	42	42	42	42
	Strongly Agree	31	31	31	73

school plays a vital role to motivate the students to improve their learning skills.	Neutral	9	9	9	82
	Disagree	15	15	15	97
	Strongly Disagree	3	3	3	100
	Total	100	100	100	

2.1 table shows the composite statistical description of data analysis gathered respondents related to the variable encouragement of students. According to the results, the Mean, Mode, and Median are in reasonable form as piloted by the researcher. Standard deviation is also normal according to the expectations of the researcher. Range, Variance, Maximum, and Minimum are also in reasonable form and no problem and error are

found. It means that every description of items is normal and no error exists. The Mean results of the composite variable are 2.12, 3.37, 2.18, 2.21, and 2.06 which are more than half. The results of this item show that everything is ok and reasonable and no error is found and exist. The following results show that challenges are according to the results and everything is ok according to the expectations of the researcher.

Table 2.2 Statistical Description of Variable Encouragement of Students

	Q5	Q6	Q7	Q8	Q9
N Valid	100	100	100	100	100
Missing	0	0	0	0	0
Mean	2.12	3.37	2.18	2.21	2.06
Median	2	4	2	2	2
Mode	1	4	1	1	1
Std. Deviation	1.26555	1.33072	1.21755	1.23333	1.17911
Variance	1.602	1.771	1.482	1.521	1.39
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

The interest of students in the English Language (Section 3)

The following are the results, frequency table, and statistical description of data gathered by

respondents related to the variable interest of students in the English language.

Table.3 Response Frequency of Respondents for Questions Related to The Variable Interest of Students in The English Language

Domain/Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Q10. In which language do you want to see movies?	English	7	7.0	7.0	7.0
	Urdu	52	52.0	52.0	59.0
	Punjabi	41	41.0	41.0	100.0
	Total	100	100.0	100.0	
Q 11. Which language do you speak at home?	Urdu	28	28.0	28.0	28.0
	Punjabi	72	72.0	72.0	100.0
	Total	100	100.0	100.0	
Q 12. Which language do you speak at school?	Urdu	43	43.0	43.0	43.0
	Punjabi	57	57.0	57.0	100.0
	Total	100	100.0	100.0	
Q 13. Which language is used by an English teacher in your class?	English	8	8.0	8.0	8.0
	Urdu	45	45.0	45.0	53.0
	Punjabi	47	47.0	47.0	100.0
	Total	100	100.0	100.0	
Q 14. Which language do you speak with friends?	Urdu	20	20.0	20.0	20.0
	Punjabi	80	80.0	80.0	100.0
	Total	100	100.0	100.0	

Statistical Description of Variable Interest of Students in the English Language

Table 3.1 presents the composite statistical description of data gathered by the respondents related to the variable interest of students in the

English language in the form of Mean, Mode, and Median. According to the results given below Mean, Mode and Median are reasonable and are in normal condition. Standard Deviation is also normal and according to the expectation of the researcher. In the same way, Variance, Maximum, Minimum, and Range are also normal as it was piloted by the researcher. It means that no problem and errors are

profound and everything is ok and right. The composite results of the Mean of all items are 2.34, 2.72, 2.57, 2.39, and 2.80 which are more than half. The results of this item show that everything is ok and reasonable and no error is found and exist. The following results show that challenges are according to the results and everything is ok according to the expectations of the researcher.

Table 3.1 Statistical Description of Variable the Interest of Students in The English Language

		Q10	Q11	Q12	Q13	Q14
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		2.3400	2.7200	2.5700	2.3900	2.8000
Median		2.0000	3.0000	3.0000	2.0000	3.0000
Mode		2.00	3.00	3.00	3.00	3.00
Std. Deviation		0.60670	0.45126	0.49757	0.63397	0.40202
Variance		0.368	0.204	0.248	0.402	0.162
Range		2.00	1.00	1.00	2.00	1.00
Minimum		1.00	2.00	2.00	1.00	2.00
Maximum		3.00	3.00	3.00	3.00	3.00

Results and Discussions

The study provides information about the results of the data analysis of the questionnaires. Some major factors are responsible for this deficiency like incompetent teachers, old teaching methods, background, and influence of mother tongue, lack of student's interest, tough syllabus, lack of motivation, and lack of resources, proper guidance, and appropriate environment for speaking. They feel hesitation to speak even a single word and avoid attending English sessions. Most of the students are not interested in speaking as well as in learning the English language. In these circumstances, motivational expressions play an important role in developing their interest in learning and speaking English. According to Gardner's socio-educational model, all these things like the learning environment, students' interest, teachers' competency, and motivations are essential to improve and develop the learning skills of students. He indicates in his model that students get much inspirations and motivations from culture, community, teachers, and learning context of classes. All of these aspects affect the learning results of students directly or indirectly.

There are many other factors like inappropriate environment, the influence of mother tongue, parental background, lack of interest, backward area, illiterate people, unavailability of resources, unawareness of parents, a little use of social media, lack of motivation and use of language, qualification, personality, accent, willingness to teaching and behavior of teachers which also become major reasons in students' learning deficiency. So, it is the responsibility of teachers and parents to facilitate the students and create such an atmosphere in classes as well as in homes which help in developing and

enhancing the learning skills of students. So, teachers should also conduct different activities and competitions which support to develop the interest of students in classes.

The next question of this research deals with the role of motivational expressions in enhancing the speaking skills of students. No doubt, parent-teachers' motivations, and encouragements affect the learning skills of students greatly and positively. All the teachers are quite aware of its importance and approximately 75% of participants allocate at least one period for this purpose. In fact, the students belong to rural areas where Punjabi enjoys its prestigious status and they use it as a mother tongue. Many issues detract their concentration in learning and speaking the English language. Firstly, English is a new, tough, and unreachable language for those who live in rural and backward areas, and approximately 80% of students do not take interest in classes and avoid attending the English sessions. Secondly, students at the primary level do not show their satisfaction with the English syllabus as the English syllabus is too tough and beyond the reach of students. Thirdly, no doubt they are in early classes so they feel hesitation and shyness in attending classes as well as speaking the English language. So, in these circumstances, only motivation can play a fruitful role in enhancing and developing the learning and speaking skills of students. A student gets motivation from his language learning context and classroom context. According to Gardner, motivation and ability are closely involved in formal learning context while informal situations, motivations are more helpful in learning a second language as compared to abilities. Motivation is a driving force to get the required results. So, through motivations, we

can develop the interest of students in classes, learning context, target language, and its culture. In these ways, we can improve and enhance the learning and speaking skills of students at the primary level in rural areas. As students follow their teachers as role models and copy them in every field of life, their motivations and encouragements are essential.

Conclusion

The study concludes that internal and external factors that were responsible for enhancing hesitation among younger English learners and how motivational expressions could play a significant role to develop their learning skills. According to the results following internal and external factors are responsible for this deficiency:

These problems like the interest of students, unavailability of competent faculty, proper healthy environment, teaching syllabus, and lack of motivations and hesitations of students affect the learning and speaking abilities of students negatively. So, teachers should take some steps to overcome these problems which become hurdles in enhancing the speaking skills of students. Now the question emerges that what is the solution to these problems. Indeed, the interest of students in classes is one of the major problems because 80% of students do not take an interest in classes and avoid attending the English sessions. It is the responsibility of teachers to conduct such motivational activities that support and favor developing students' interest in classes. They should behave as a friend with students and teach them through different activities in a child friendly environment. In truth, another problem that affects speaking is the lack of competent teachers. No doubt, teaching faculty at the primary level in rural areas is excellent and mostly have native-like pronunciation but they cannot focus on the creative skills of students because they have to cover the whole syllabus in the prescribed time. It is need of the hour to design such a syllabus which supports all the four learning skills like listening, speaking, reading, and writing. On the other hand, teachers should focus and allocate some time to enhance the learning and speaking skills of students. According to Gardner's socio-educational model motivations, students' interest in classes, healthy and appropriate learning environment and teachers' strategies are essential to develop and enhance the learning of students. According to the results, 71.8% of teachers agree that feedbacks and responses of teachers play a significant role to motivate and encourage the students. So, teachers should also use this technique to motivate and encourage the students at the primary level. It helps to develop student-teacher interaction for better results. It is a great dilemma that mostly teachers use GTM as English teaching method which never supports to enhance the listening and speaking skills of students.

Recommendations and Suggestions

According to the results and findings of the study following recommendations and suggestions are made for viewers.

1- According to the results of this study lack of students' interest in classes is the major problem, so teachers should conduct different sorts of activities that motivate and encourage the students to enhance and develop their interest in classes as well as in learning and speaking the English language at postgraduate level.

2- The research is conducted at a higher level, so it is recommended to all other researchers that they should conduct different researches at secondary as well as higher secondary levels. This research will

highlight the problems and their remedies at that level and it will affect the learning results of students positively.

3- Language learning does not mean learning its one or two aspects but it means learning all the four skills which are essential to be competent and proficient in the target language. Although the English language can be discussed through different angles this study only focuses on one aspect of the speaking. So, it is also recommended for future researchers to conduct different researches on other aspects of the English language like reading, writing, and listening.

4- Social status and background of students affect their learning and speaking mainly. So, teachers should motivate and advocate the students and develop such an environment of classes where students must teach without any prejudice and social level. They should create a child friendly environment in classes and behave all the students equally.

5- Indeed English is a new thing for the students at the primary level in rural areas and on the other hand, they belong to Punjabi context that is why they feel hesitant and shyness to learn and speak the English language. So, it is recommended to all the teachers that they should behave with students as a friend and make surety of their participation in different activities to minimize their hesitation and shyness.

6- It is a great dilemma that only a few teachers among participants have got the English language teaching practices which also affect the learning and speaking skills of students a lot. So, it is the responsibility of the Government and Education department to initiate different English language courses for teachers at the primary level as well as at graduation level to enhance the learning results of students. These courses should be essential to recruit English teachers in the public and private sectors.

7- A majority of participants claim that the English syllabus at the primary level is too difficult and beyond the reach of students that is why they feel hesitation and avoid attending the English classes. So, it is recommended to higher authorities to design

such a syllabus that may fulfill the targets according to students' mental level, interest, and social background.

8- Teachers are enough competent at the postgraduate level in universities of but they neither try nor take interest in enhancing and developing the learning skills like listening and speaking because they are instructed by their appointing authorities to cover the whole syllabus in the limited prescribed time. On the other hand, they have to prepare the students for the written exam which is why they ignore the listening and speaking skills. So, I want to suggest to higher authorities that the examination system should be changed and the excellence of students should be

judged through all the four learning skills like listening, speaking, reading, and writing.

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