

**IMPACT OF FACILITIES AS A MOTIVATIONAL FACTOR ON
STUDENTS' LEARNING ACHIEVEMENT IN ENGLISH AS FOREIGN
LANGUAGE: TEACHERS' PERSPECTIVE**

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Abstract:

The current study is an investigation of the Impact of Facilities as a Motivational Factor on Students' Learning Achievement in English as Foreign Language: Teachers' Perspective. For appropriate results and understand the phenomena, a descriptive research method was used. A learning facilities questionnaire was developed in light of the review and experts' opinions. A total of 50 questionnaires were distributed for data collection in primary schools' teachers out of which 50 were returned. Data examined with frequency, percentage, T-Test, and ANOVA in SPSS-20 Sheet. Results of the study revealed that learning facilities have a positive impact on students' language learning achievement.

Introduction:

Today we live in an era where every nation in the world seems to be connected traditionally, economically, socially, and culturally with each other's (Inglehart & Baker, 2000). Peoples are sharing and communicating ideas and information proficiently. In global trends, there must be a way to communicate in a language that all people will understand (Pfau-Effinger, 2004). English is a language that is known as an international language because, in past, England has lots of colonies all over the world. Now, we need to learn and communicate in English because without it, we cannot connect with the rest of the world (Matsuda, 2009).

English language (EL) became a global language around the world. The dynamic forces in the world have influenced English as a Second Language (ESL) or as a Foreign Language (EFL) (Briguglio, 2005). There is a clear difference between FL and SL. The FL is not usually spoken or understood within the native area of the speaker. There is a characterized difference between an FL and SL. FL is not talked about or understood within the local region of an individual, however, an SL for a person refers to the language that might be spoken within the local zone of the individual (Vu, 2016). The ubiquity use of English across the different non-English talking nations, specifically Asian nations "turns it into the key language in Asia". Yet, various individuals battle to become familiar with an unknown dialect (S. W. Lee, 2017; Putri). After the extraordinary interest and guidance in English; people are becoming able to understand and speak English fluently and frequently both in Western and Asian nations (Gan, Humphreys, & Hamp-Lyons, 2004).

Understanding means the information we receive is well processed and gives us some meaning. We could receive information mostly by seeing and hearing, this means the fundamentals of learning are reading and listening. The listening style of learning enables auditory learners to learn best by hearing or through verbal communication (Kayalar & Kayalar, 2017). Auditory learners are good at remembering what they hear as they learn information through auditory representation. Auditory components such as tone, pitch, and loudness are all important to these learners (Malacapay, 2019). There are many strategies and techniques for improving reading and listening skills, but the main thing to continue auditory practicing with patience and hard work (Parmawati, 2018). Foreign Language Learning (FLL) is currently becoming one of the most relevant issues to take into account in education. This situation requires Foreign Language Learning skills, knowledge, and motivation (Kessler, 2018).

Motivation plays an important role in the FLL process because it provides the first push to initiate a successful language learning process (Jabbarova, 2020). The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning, Ames observes: "In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres (Jeno, Adachi, Grytnes, Vandvik, & Deci, 2019).

It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation, new experience, and learning facilities so on. These factors play a role in every kind of learning situation". As Abdurakhimova (2020): "Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behavior". The teacher has to activate these motivational components in the students to the precise problem by managing learning facilities properly (Akrim & Harfiani, 2019). Now the challenge is that how can it be done in every class every day?

The first learning facility as an internal motivator in the class is the way of students' seating arrangement (Merino Alcívar & Espinoza Montero, 2017). The students are placed in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and in many other cases where seating has been a crucial element in the success or failure of the lesson (Ergasheva, 2019). The seating pattern you use may, in some cases, not be fully under your control - if for example the desks are fixed to the ground or the school has strict rules about not moving the furniture. Student numbers are also going to be an issue. I'll talk about average size classes -anything from 6 to 25 (Wadera & Sharma, 2018).

School facilities affect learning. Longitudinal configurations, noise, heat, cold, light, and air quality bear on students' and teachers' ability to perform (Lavy & Nixon, 2017). Needed is clean air, good light, quiet, comfortable, and safe learning environment. The review asserts that this can be and generally has been achieved within the limits of existing knowledge, technology, and materials. it's simply enquired by adequate funding and competent design, construction, and maintenance (Bevins, 2020).

The teacher is a motivator who uses these facilities and gets maximum student learning achievement (Bal-Taştan et al., 2018). If the teacher is resourceful and skillful, motivate his/her students to participate in the lesson by using "pair work" or "Group work", use of the board, audio-visual aids appropriately (Storch, 2021). Language is best learned through using learning facilities and communication among students. This type of collaboration results in benefits for all or both learners (Lei & Hu, 2019). Learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, and others (Callow, 2018). In this scenario, the purpose of current research is to investigate the impact of facilities as a motivational factor on students' learning achievement in English as foreign language: Teachers' Perspective.

Literature Review:

To achieve quality education in English as a foreign language, learning environment and facilities are important variables (Lim & Morris, 2009). Quality of environment is defined by the availability of facilities, infrastructure, and resources. Therefore, the quality of the English language remains a key factor towards learners' acquisition of competencies relating to reading,

writing, and even speaking (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019). It was also known that the baseline standard in education is learning facilities that can be measured on a scale of reference. Learning facilities are determined by the inputs such as curriculum content, instructional materials, and equipment, school culture, teacher-pupil ratio, costs and guiding policies, quality assurance, learning duration (Ojeje & Adodo, 2018). For quality in EFL to be achieved, instructional materials and equipment have to be provided as learning facilities that motivate students towards learning achievement (Tekir & Hanife, 2020).

Motivation is a fundamental procedure for academic success (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). It involves internal and external factors that stimulate desire and energy in students to be continually interested and committed to the subject or to make an effort to attain a goal (Gbollie & Keamu, 2017). Motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. "Motivation is what gets you going, keeps you going, and determines where you're trying to go" (Zajda, 2018). Students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring (Gbollie & Keamu, 2017). Besides, motivational variables interact with cognitive, behavioral, and contextual factors to upset self-regulation (Joe, Hiver, & Al-Hoorie, 2017). Motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in the effort, and show interest in the task (Sainsbury, Halmos, Knowles, Mullan, & Tye-Din, 2018).

it is also important to know the emotional competencies providing by the most adequate facilities to their students like proper seating arrangement, ventilation, light, whit-board, group discussion, presentation, and effective feedback (Wahyudi, 2018). There are also specific types of affective feedback that use emotional reactions, such as applause, to reduce negative emotional states (Tharani, Husain, & Warwick, 2017). In recent years, research in emotion awareness in learning situations has focused on several issues that include: capturing the sentiments and the emotional states enclosed in textual information so that opinions and emotions embedded in them could play a key role in decision-making processes (M. Lee, Jeong, & Lee, 2017). The impact of the so-called academic emotions like enjoyment, anxiety, pride, anger, hope, shame/fault, relief, boredom, hopelessness is the effect on students' ways of thinking and information processing in English language learning achievement (Abdurashitovna, 2020).

Methodology:

This study was conducted by using the quantitative research method. Through random sampling technique; Data was collected from 50 government teachers, teaching English as a foreign language at government primary schools of tehsil Rahm Yar Khan. A questionnaire was used for data collection. It has consisted of two following parts: Demographic, Likert scales. After the selection of a suitable scale, certain amendments were done to make it fit for the study. With the guidance of 6 Education and English experts and after the removal of a different statement, the scale language and statement were finalized. Pilot testing was done which showed the reliability coefficient for the overall was 0.73. The researcher distributed the copy of the questionnaire among 50 teachers from 25 government schools; returned rate of the questionnaire was 100%. A statistical package of social sciences (SPSS-20) was used to analyze the quantitative data.

Frequency, percentage, Independent sample t-test, and One Way ANOVA were applied to find out the impact of the demographic variables.

Results:

The result of table 1 reveals descriptive statistics of each statement regarding respondents' views about how Learning Facilities influence the motivation of students to learn L2. About (42+36) 80% of respondents agreed that they link concepts back to students' experiences. About (42+46) 88% of respondents agreed that they allow students to choose topics for conversation. About (44+30) 74% of respondents agreed that Learning English affects positively students' mother tongue. About (44+32) 72% of respondents agreed that speaking English is important because it is the need of students. About (36+34) 70% of respondents agreed that the English textbook now is interesting. About (36+30) 76% respondents agreed that the teacher uses materials from real life (e.g. TV, magazines, newspaper, radio shows, etc.) about (34+50) 84% respondents agreed that students used songs and games to learn the language. About (36+26) 62% of respondents agreed that students enjoy role-playing.

Table 1: Learning Facilities

S no.	Level of Agreement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
S1	F	2	6	3	21	18
	%	4	12	6	42	36
S2	F	1	0	5	21	23
	%	2	0	10	42	46
S3	F	1	7	5	22	15
	%	2	14	10	44	30
S4	F	2	7	3	22	16
	%	4	14	6	44	32
S5	F	3	6	6	18	17
	%	6	12	12	36	34
S6	F	7	7	2	18	15
	%	14	14	4	36	30
S7	F	0	4	4	17	25
	%	0	8	8	34	50
S8	F	4	4	11	18	13

Note. Only the most frequently used values are discussed in the interpretation

In table 2 The significant p-value 0.026 ($p < 0.05$) shows that there is a significant difference between the mean score of male ($M=38.50$, $SD = 1.90$) and female ($M=35.40$, $SD = 7.63$). Male teachers are strongly agreed that learning facilities have a positive impact (motivation) on students in English as foreign language learning achievement than those of female teachers.

Table 2 : Gender-based opinion about Learning Facilities

Gender	N	mean	Std. Deviation	Std. Error Mean	t-value	P-Value
Male	10	38.500	1.90029	.60093	2.300	.026
Female	40	35.400	7.63192	1.20671		

Table 3 exhibited the attitude of teachers by education level on students learning achievement in English as a foreign language. Results verified that teachers have no different views regarding their education level for learning facilities ($df=2,47$, $F.168$, $p < .845$). The degree of freedom is between 2 and 47, and the sig value ($p < .845$) signifies that there are not strong variances within the group and between groups. Mean results reveal that teachers with an education level of graduate, master, and M.Phil are agreed that learning facilities have a positive impact on students learning achievement in English as a foreign language.

Table 3 : Qualification-based opinion about Learning Facilities

Education Level	N	M	SD	SEM	SQ	df	MS	F	Sig.
Graduate	15	35.1333	4.80872	1.24161	16.948	2	8.474	.168	.845
Master	31	36.4194	8.18850	1.47070	2364.032	47	50.299		
M.Phil	4	36.2500	3.09570	1.54785	2380.980	49			

Table 4 revealed the views of teachers by professional qualification on students learning achievement in English as a foreign language. Results showed that teachers have no different views regarding their professional qualification for Learning Facilities (df=2,47, F.111, p<.895). The degree of freedom is between 2 and 47, and the sig value (p<.895) signifies that there are no strong variances within the group and between groups. Mean results reveal that teachers with professional qualifications of PTC, B.Ed, and M.Ed are agreed that Learning Facilities have a positive impact on students learning achievement in English as a foreign language.

Table 4 : Professional Qualification-Based Opinion about Learning Facilities

Professional Qualification	N	M	SD	SEM	SQ	df	MS	F	Sig.
PTC	17	36.0000	4.43001	1.07444	11.220	2	5.610	.111	.895
B.ed	25	36.3600	9.17824	1.83565	2369.760	47	50.420		
M.ed	8	35.5000	2.20389	.77919	2380.980	49			

Discussion and Conclusion:

We tried to discuss observed data of the present research for discovering an Impact of Facilities as a Motivational Factor on Students' Learning Achievement in English as Foreign Language: Teachers' Perspective. The current situation of learning facilities in the public schools is needed to play a role in achieving creativity and foster English language culture in Pakistan. Learning facilities play an important role in the motivation of students that are extended by their self-reliance and competence to set goals for English language acquisitions.

Data reveals many important findings for development in the concerned area. The current study originated in learning facilities context that Teachers allow students to choose topics for conversation with provided material. English textbook now is interesting. The teacher uses materials from real life (e.g. TV, magazines, newspaper, radio shows, etc.). Students used songs and games to learn the language. Usually, students enjoy role-playing. Male teachers are strongly

agreed that learning facilities have a positive impact (motivation) on students' language learning achievement than those of female teachers. Urban teachers are strongly agreed that learning facilities have a positive impact on students' Foreign Language Learning Achievement than those of rural teachers. Teachers with an education level of graduate, master, and M.Phil. are agreed that learning facilities have a positive impact on students' language learning achievement. Teachers with professional qualifications of PTC, B.Ed, and M.Ed are agreed that teachers learning facilities have a positive impact on students learning achievement in English as a foreign language. It is concluded that the Learning facilities provided by teachers and organization also influences the motivation of learners, which directly affects students' Language learning achievement. Male respondents, teachers from an urban area, teachers of all education level; Graduate, masters and M.Phil., and teachers of all professional qualification; PTC, B.Ed., and M.Ed. are strongly agreed that learning facilities have a positive impact (motivation) on students' language learning achievement than those of female teachers from the rural area. Overall, teachers are strongly agreed that learning facilities have a positive impact as a motivational factor on students' language learning achievement. . Including these results, exploration, study, counseling, education, researches, and community involvement may facilitate the young generation to understand the demand of English as a foreign language in Pakistani Context.

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