

**THE IMPACT OF ESL TEACHERS' USE OF MOTIVATIONAL
LANGUAGE ON STUDENTS LEARNING: A STUDY OF ESL
LEARNERS AT ELEMENTARY LEVEL IN PAKISTAN**

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Abstract

It is the requirement of the advanced epoch to acquire English as a global language. Without acquiring it one cannot rush with the expeditiously progressing world. For foreigners, English academies and schools are the only abodes where one can accomplish their dreams of learning any second language, especially English language. The preeminent aim of this study is to ascertain the effects of teachers' use of motivational language on the learning behaviors and learning abilities on ESL learners. A descriptive study was chosen in which 200 language learners participated. The findings revealed that the use of motivational language had great impact on students' learning. It boosted their passion and they started to work hard to achieve their objectives.

1. Introduction

ESL teaching started with the acceleration of British supremacy at the end of 15TH century. By trading with the non-native speakers, the English people faced many problems to understand the other languages and other languages users were facing the same problem. There was a need to use a common language, which can be understandable for all the business groups. So, the

English Language developed and expanded as English as Second Language for the non-native speakers who encountered the British people for their

business dealings. Over time, as the English Language developed across the world, the British people expanded their trading routes (Gebhard, Accurso, & Chen, 2019).

Motivation affects the learning process greatly. It solely determines that the learner will pass or fail (Reeve, 2012). According to Dörnyei (2008), Motivation is necessary for the second language learning process. If the learning environment is boring then it can be converted into enjoyable by motivation. Even good learners cannot achieve their learning objectives without motivation. According to Karaoglu (2008), in learning a language motivation plays an important role. It is not easy for language teachers to teach language without knowing its relationship between language acquisition and its motivation. Passion is the core of motivation that connects to the underlying goals and wishes of a person. According to Bernaus, Wilson-Daily, and Gardner (2009), the teacher's inspirational speech is related to the teacher's teaching methodology. They use different strategies to motivate the students. The main purpose of using all strategies of motivation is to make the learners able to achieve their learning objectives. Srisawasdi and Panjaburee (2019) have said that modification of the educational system promotes learners' interest in the learning process. Motivation works as fuel for the learners. The use of polite words by the teachers causes motivation for the students. They feel confident that they can learn the assigned tasks easily (Wlodkowski & Ginsberg, 2017). According to Ng and Ng (2015), teachers' commitment towards teaching also causes motivation for the language learners. He further argued that a good way of teaching also motivates the learners. Motivation is a force that drives and compels a person to act in the situation to be able to achieve specific goals (Ng & Ng, 2015). Dörnyei (2001) has said that guidance is the key to motivate someone. By guiding their students, teachers can achieve their teaching objective, and also the learners get their learning objectives easily. According to Dörnyei and AL-HOORIE (2017), motivation works in many ways to attract second language learners. The main purpose to motivate language learners is to make them able to achieve the specific goals of the language learners. It has been observed through investigations that the motivation from the teachers' side brings a paramount change in students' life and they never fail during their lifespan (Philip Hiver, Tae-Young Kim, & Youngmi Kim, 2018). Language learning motivation dispenses new discernment to learn the targeted language. Motivation creates a new way of thinking, which can be beneficial for the language learning process (Colston, 2020). Motivation is a passion which helps to think critically about language learners. If the learners are motivated, it means the language learning process would be very easy and enjoyable for the learners (Dewaele, Chen, Padilla, & Lake, 2019).

Motivating teachers always remain optimistic in their lives, have smiles on their faces, and do not see the dark side of the world. They know that the future of their students is in their hands. The slow learners get motivation from their classroom language and start hard work to enhance their learning. The slow and lazy students get motivation while the fast learners start dreaming not to just pass the exam but they try to have positions in competitions (Demerath, 2018). The people who motivate others are known motivators and have a good reputation in society. If you have no help for others then just help them by your words. At least it will bring a smile on their faces and this kind of help has no match (Mercer & Dörnyei, 2020). Motivation is the acclimatization of learners because of targets of acquiring a second language (Hong & Ganapathy, 2017). According to Thuraisingam, Gopal, Sasidharan, Naimie, and Asmawi (2017) the understanding of the learner about the goal of learning a second language is his positive attitude towards the targeted language. Integrative motivation helps the goal seekers to achieve their dreams by not taking hurdles into account. Learners' behavior towards learning

matters in acquiring any second language. The language learners' directions or state of mind is very important in learning the targeted language. According to (Rozmatovna, 2020) instrumental or external motivation works in second language learning as a pushing force for the learners. The learners need and wish to be motivated by others, especially the language teachers. Instrumental motivation plays an important role in language learning and the learners can achieve their learning goals very easily if they are motivated by others.

2. Literature Review

According to Johnson and Newport (1989), Learning a second language without motivation is just a dream. The new learners of the targeted language do not have much exposure to any second language. They can lose their hope of acquiring it soon without any motivation. As Freiermuth and Huang (2018), have explained that it is the language teacher, who inserts a new soul within the second language learners to keep their dreams alive. Setiyadi (2020), has said that the nature of language learning is very complex, it depends on the language teachers that, how they use teaching strategies to keep the students active in the classroom setting. According to (Dörnyei, 2008), It has been observed that motivation brings confidence in students and the learning objectives can be achieved within due time. Politeness is an integral part of communication. The language teachers can motivate their learners to learn the second language with zeal by using polite language (Wong & Esler, 2020). If a teacher will use impolite language then the learners will be disheartened soon and they may quit the language class. Good teaching is directly linked to the use of polite and motivational language (Andrews, 2007). According to Hindman (2006), the use of motivational language leaves an impact on the mind of students which motivates them to utilize their potential of learning. The teachers' admiration for their students makes the learning objectives easily accessible. Hindman (2006) has discussed that it has been observed that with the effective teaching methodology and strategies, the learning process has increased and developed as compared to less effective teaching techniques. According to Brophy (2010), Good teaching makes the learning process exciting and enjoyable. A good teacher always motivates the students. A good teacher knows how to make the students active in learning activities. Andúgar and Cortina-Pérez (2018) have discussed, the students' involvement in learning activities develops compassion towards learning. The teachers' participation also motivates the learners and they start taking interest in the learning process.

According to Kumaravadivelu (2012), motivation not only makes students active but also activates their mental phases. Adebileje and Akinola (2020), have said that through motivation, one can get over the barriers and obstacles which are placed in the way of learning. It overcomes all the apparent obstacles and makes the learners active. With motivation, they can achieve their targets easily. According to McEowna and Takeuchi (2012), enthusiasm to learn a language only comes through motivation which is one of the key factors. It also supports students in their learning. Zaman (2015), has discussed that this is praised by all the observers that the teacher is one of the most centered personalities who motivates the learners. Teachers can facilitate the students in learning a new language through multiple ways of effective teaching strategies. Teachers should make it possible to influence the students by their inspirational speeches to make their desired goals possible. Indriani, Listia, Arapah, and Mu'in (2019) have argued that if the learners and teachers want to maintain an effective, friendly, and cooperative classroom interaction then they must exercise the use of polite language with each other. To maintain a friendly classroom, just teachers' use of polite language is not enough but the

students also should practice it with their teachers. If both parties will use polite language then the classroom environment will be interactive. In learning a language, motivation plays an

important role. It is not easy for language teachers to teach language without knowing its relationship between language acquisition and its motivation. Passion is the core of motivation that connects to the underlying goals and wishes of a person (Jacobs & Renandya, 2019). Motivation is directly linked with the use of motivating strategies; if a teacher knows how to tackle the class to achieve the teaching purposes then it means the learners are satisfied and motivated for the learning process (Hung, 2019). Motivation works as the driving force for the

language learners and it impels the second language learners to achieve their certain goals. Motivation awakens the lazy learners when they are about to leave the language classes. Motivational gestures by the language teachers insert a new soul in second language learners to meet their particular goals (Phil Hiver, Tae-Young Kim, & Youngmi Kim, 2018). Shaban, Al-Zubi, Ali, and Alqotaish (2017) have said that guidance is the key to motivate someone. By guiding their students, teachers can achieve their teaching objective, and also the learners get their learning objectives easily. He further argued that motivational strategies make the learning process easy. Teachers should use different teaching strategies that can cause motivation for students. The use of polite language is one of the basic strategies and by using it teachers can motivate their learners. Belo, Bire, and Haan (2020) have discussed that it is the language teacher, who inserts a new soul within the second language learners to keep their dreams alive. The nature of language learning is very complex. It depends on the language teachers, how they use teaching strategies to keep the students active in the classroom's setting.

Good teaching entails a great inexplicable accomplishment. The listeners take the teachers' utterances very seriously while they are in the second language learning process. It is the teacher that must recognize the learner's attitudes towards his/ her teaching style, way of using language, and behavior towards the learners. A good teacher can easily judge the needs and demands of the new learners and tries to fulfill them. Good teaching is an inexplicable feat –sitting means good teaching is not a bed of roses or a plane pitch; it demands hard work, modification in teaching methods over time. A teacher, who knows how to tackle the class and what kind of language should be used with their learners, is known as a good teacher (Bangura, 2018). Motivation is a hypothetical erection that is used to elucidate the founding, administer, vehemence, perseverance, and attributes of behavior, particularly the desired behavior by the teachers. Motivation presently elaborates why people try to achieve their goals, why they are dreaming to learn specific things (Kanfer, Frese, & Johnson, 2017). Motivation is the primary force that keeps people alive to follow their dreams. Motivation shows how vehement and constant the learners are. If a teacher is motivated, he/she will motivate the learners to learn the target without any excuse. The learners can be intrinsically motivated or externally, in both situations, they will follow learning motives. If the students are not internally motivated then here is the teacher's duty to motivate them by using motivational language in classroom settings, so that the learners can follow their dreams (Schunk & DiBenedetto, 2020). Motivation is one of the utmost important elements in learning other languages. The importance of motivation has been examined in the study of foreign/ second language learning. There are many factors in second language learning but motivation is one of the most significant factors to learn any other language. In a second language class, the teacher is the primary source who can motivate the students because the language learners already do not have much exposure to the targeted language (Hattie, Hodis, & Kang, 2020). Teachers should use motivational language, so that; the language learners can achieve their goals easily. Passionate teachers can impress and motivate their learners to meet their learning objectives. The researchers have further argued that passionate teachers lead their students to the glories of success. Teachers' motivation makes the learning material very easy for the language learners and they can get confidence that they can learn the targeted language easily. Teacher is the main person that leads the students to the glories of success by using motivational language

and strategies in classroom settings (Lin & Chen, 2017). Motivation in learning the second/foreign language is an attempt that is utilized to learn the targeted language according to the desires or needs of the learners. The learners, who have dreamt to learn the second/foreign language within the due time of the course, remain motivated and try to learn with passion. Motivation in L2 is the outcome of the learners' requirements in learning (Daumiller, Stupnisky, & Janke, 2020).

3. Methodology

Quantitative approach was used in this study that included collecting and analyzing the research data. Questionnaire for the participants was the basic source for the collection of data. The population of the study was all the 8th class students of elementary schools of district Rahim Yar Khan. Two hundred students of 8th were the samples of the study of 20 government boys' elementary schools of District Rahim Yar Khan, Province Punjab, Pakistan. SPSS software was used to analyze the results of the study. The researchers conducted a quantifiable study and collected data through a questionnaire that was comprised of 15 questions. The researchers used convenient sampling criteria.

4. Results

Descriptive and statistical analysis of ESL teachers' use of motivational language on students' learning.

Statement	N	Mean	Std. Deviation
1. I learn new English words easily when my English teacher motivates.	200	1.5650	.56335
2. I remember new English words or phrases when my English teacher motivates/encourages.	200	1.5900	.55988
3. I try to speak English Language when my English teacher motivates/encourages.	200	1.6650	1.2834
4. I read for pleasure when my English teacher motivates/encourages.	200	1.5800	.56141
5. I practice writing notes, messages, letters, or reports in English if my English teacher uses motivational language in the classroom.	200	1.5850	.61209
6. I review English lessons often when my English teacher motivates/ encourages.	200	1.6350	.65107
7. I start to focus on my studies, whenever I do not perform well and my English teacher motivates.	200	1.6250	.62154
8. I make guesses to understand unfamiliar words when my English teacher motivates.	200	1.6000	.60980
9. I feel free to participate in learning activities if my English teacher motivates.	200	1.5150	.54889
10. I try to make new words if I do not know the right ones in English and my teacher motivates.	200	1.6100	.58275
11. I try to read English without looking up every new word when I find my English teacher friendly.	200	1.5700	.58033
12. I notice my English mistakes and use that information to help to do better when my English	200	1.6050	.57500

teacher ignores them and says for the improvement.			
13. My English teacher's encouragement helps me to pay attention when someone is speaking English.	200	1.6300	.60409
14. I try to find out how to be a better learner of English when I do not perform well and my English teacher says, you can learn English with little effort.	200	1.6350	.61943
15. My English teacher guides me to be relaxed whenever I am afraid of speaking English.	200	1.6500	.62406

Brief Summary of Data Analysis

Impact of ESL teachers 'use of motivational language on students learning.	
96.9%	
97.4%	
96.4%	
96.9%	
94.8%	
93.8%	
94.3%	
95.4%	
96.9%	
95.4%	
96.4%	
96.4%	
95.4%	
95.4%	
94.3%	
Total=	1,436.1/15
Cumulative%	95.74%

Cumulative percentage of the collected data shows that 95.74% of samples agreed that they learn with passion when their ESL teachers use motivational language in the classroom. Active learners see their learning objectives very easily to achieve. The passive learners also recognize that they can achieve their learning objectives with little effort. Learners' better performance is just due to the encouragement and motivation of the ESL teachers.

4. Conclusion and Recommendations

96.9% of students learn new English words easily when their ESL teacher motivates them. 97.4% of students remember new English words or phrases when their ESL teacher encourages them. 96.4% of students try to speak the English language then their ESL teacher motivates them. 96.9% of students read for pleasure when their ESL teacher motivates them. 94.8% of students practicing writing notes, messages, letters, or reports in English if their ESL teacher uses motivational language to them. 93.8% of students review English lessons often when their ESL teacher encourages/ motivates them. 94.3% of students start to focus on their studies, whenever they do not perform well and their ESL teacher encourages them. 95.4% of students try to make guesses to understand unfamiliar English words when their ESL teacher encourages/motivates them. 96.9% of students feel free to participate in learning activities if

their ESL teacher motivates them. 95.4% of students try to make new words if they do not know the right ones in English and their ESL teacher encourages them. 96.4% of students try to read English without looking up every new word when they find their ESL teacher-friendly. 96.4% of students notice their English mistakes and use that information to help them do better when their ESL teacher ignores them and says for improvement. 95.4% of students pay attention when someone is speaking English if their ESL teacher encourages them. 95.4% of students try to find out how to be a better learner of English whenever they do not perform well and their ESL teacher says, you can learn English with little effort. 94.3% of students do not afraid of using English when their ESL teacher guides them and says to be relaxed.

Most of the students feel free to learn English while the ESL teachers use motivational language in the classroom and promote students' learning spirit. Even those students who do not take interest in their studies start to work hard just because of their ESL teachers' use of motivational language. Students do not take their subject difficult to learn because their teachers have boosted their morale that learning is easy and everyone can learn with little effort. Motivation is the main key in the learning process. Students of school level are very sensitive, they take their teachers' sayings very seriously. If their teachers, especially ESL teachers say that you can learn, they feel confident and try to meet up with their teachers' sayings. Teachers are not responsible just to teach the lesson and think themselves free from other students' matters. They are responsible for students' personality development and one who dreams them to fulfill their learning goals. If the teachers always use motivational language especially the ESL teachers then the learning process would be very enjoyable for the students.

Teachers should be an enlightened way of courage and create possibilities for the absolute future by motivation and which can be initiated by the use of motivational speeches. Life is the name of chances, which should be availed, and especially for the students who are capable of anything and rational in thoughts if they guided with the best possible way and energized rather than to be disgraced, it would seize the opportunities at any gross level. Utilizing their minds is beneficial for the growth of sensibility while demoralizing them will automatically stop their contribution. In every circumstance, ESL teachers should motivate the learners, so that they can acquire their desired objectives.

The research would like to recommend the future researchers conduct studies on teachers' educational backgrounds, behaviors, and also on their income. To investigate the non-cooperative behavior of the ESL teachers' many studies can be conducted and all the studies would help the teachers' communities to improve their personalities.

It is hoped that future researchers will conduct studies to further investigate the factors that cause the motivation of students, especially of ESL learners.

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