

## The Role of Teachers' Motivation in Learning English in Classroom

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### ABSTRACT

Teaching of English has a keen point of concern for academicians and practitioners. English teaching for committing mistakes is not merely transmitting information to the learners but it also enables them speak and read with fluently. In this research it is proposed that teaching a foreign language at bachelor level is so important that no one can deny the fact. It is carried out to propose the use of effectiveness of the role of teachers' motivation in learning English in classroom and the way they have been taught during the academic session. Data has been collected from forty students at bachelor level irrespective of their educational background mother tongue. Feedback from the student shows that the teaching method is the most reliable source which play a major role in motivation of learning English in the classroom. It has been observed that there are number of barriers in motivating students that how the teachers can motivate students while teaching English as a foreign language at bachelor level at Islamia College Peshawar.

**Key Words: Teachers, Classrooms, Learning, Motivation.**

### INTRODUCTION

When it comes to teaching, the importance of teaching cannot be simply overlooked since language learning does not exist without it. Teaching has undergone several changes but the three main shifts are noteworthy. Teachers have always played a leading role in the learning of any language. Being an international language, English has been the focus of academic disciplines round the globe. Every man and women on the globe tries to learn a language. Different people and Researchers have proposed the effectiveness of various methods that are also different from one another and are about the role of teacher's motivation in learning ESL.

It may seem paradoxical but it is a fact that English runs just like blood through the veins of nations. Communication skills in English are nowadays a burning desire for most of the people. Communicative perfection in the target language is more preferable now than ever before.

The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English. The worldwide demand for English has created an enormous demand for quality language teaching materials and resources (Richards, 2006).

In Pakistan, English plays a vital role. Its importance cannot be ignored as it cannot become part of our daily life. It is not threshold to the success worldwide but also the symbol of our dignity, respect and statues. Motivation is a variable that can be a critical part in the achievement of second or outside dialect learning in a language classroom.

Learning circumstance contains numerous components like classroom environment, teacher, teacher's motivation, learning setting, educating techniques, schoolmates, and teacher identity. However, the part of teacher motivation on the students' accomplishment should not be overlooked. Scientists allude to the part of teachers and their motivations and practices as a determinant component for accomplishment a second. Few different studies point to the part of teachers in the learners' motivation. These concentrates express the persuasive parts of teachers for helping the students during the time spent second dialect securing. Truth be told, teachers can play as facilitator, initiator, helper, advisor, and supporter in a dialect classroom. These parts can be considered as powerful figures accomplishment of a second dialect.

Since teaching has the major role in facilitating the acquisition of English language, teaching English has been a point of concern for academicians and practitioners. Teaching English and motivation students to commit mistakes is not merely transmitting information to the learners rather it is to enable them speak, read and write fluently. The recent developments in teaching methods involve an integration of both motivation and communication in second language teaching. The importance of motivation becomes quite clear from the various approaches of motivated teaching. These approaches are Grammar Translation method, Audio Lingual method, Direct Method, and Communicative Language Teaching. However, the so-called motivation of the students and teacher's teaching method, also known as traditional method is commonly in practice in Pakistan.

In this research, it is proposed that teacher's motivation while teaching a foreign language at bachelor level is very influential and no one can deny the fact. It may be more effective than the commonly used traditional method in the context of Peshawar.

#### Statement of Problem

In most of the Pakistani schools and colleges the so called Grammar-translation method is being followed blindly, which in other words is also known as traditional grammar. It includes detail analysis of grammatical rules followed by application of this knowledge to task of translating English sentences and text into native language and from native language into English. Grammar is taught through deductive manner i.e. through presentation and study of rules. As a result students learn all the grammatical rules of the language but fail to learn a language. Teacher motivation is also not valued and hence they are just focused on grammar. No wonder students are just passive listeners and have no chance to use their brain by thinking and analytical skills. In order words, it shows ineffectiveness of teaching in learning second language in classrooms.

#### Research Question

Does the Role of Teachers' Motivation in Learning English in Classroom is effective and teacher motivates the students about the learning of English as a Second Language in a classroom?

#### Sub Question:

1. How this is it that the role of teacher's motivation in learning English as a foreign language is effective and a source of motivator for students with reference to Islamia College Peshawar?

## LITERATURE REVIEW

Teachers have always played a leading role in the learning of any language. Being an international language, English has been the focus of academic disciplines round the globe. Different people and Researchers have proposed the effectiveness of various methods that are also different from one another and are about the role of teacher's motivation in learning ESL which are as follows.

Abdur Rehman (2014) in his research paper aims to explore the role of motivation in learning English language for Pakistani learners where motivation plays a vital role. Motivation is regarded as an important element in the success of any activity. Data collection proves that they are interested in getting good marks and good job. They want to apply to higher education. It would benefit them in their future career. It plays a crucial role in achieving the desired goals. From the outcome it can be generalized that the rate of instrumentally spurred students is higher (i.e. 70%) than interactively roused students (i.e. 24%) so in our Pakistan setting, students are instrumentally aroused in learning English language.

Samira Pahlavanpoorfard and Afshin Soori (2014) argue that in the area of instruction, motivation is a variable that can be a critical part in the achievement of second or outside dialect learning in a language classroom. To Dornneyei (1998) "motivation gives the essential stimulus to start talking in the second dialect and later the main thrust to maintain the long and regularly repetitive learning process" (p.117). Motivation, be that as it may, is "a complex" and "multifaceted build".

Hay-yiu Yau (2010) has conducted a research on motivation of language teachers teaching English as a second language (ESL) in New Zealand Aotearoa. He conclude that the primary examination question looked to distinguish the vital components that influenced instructor motivation.

A key finding was that natural elements seemed to assume a more critical part in propelling educating, as recognized by numerous past studies on general and ESL teachers. Among the seven things reflecting natural elements, five of them were viewed as vital and two fairly essential. There is a probability that, as a result of teachers' absence of control over approaches and educational programs, teachers viewed their commitments as just conceivable at an individual level, as opposed to applying any impact in the much more extensive part of society. This hypothesis has some backing from Crookes (1997), who proposes that much of the time teachers have no power over the educational programs as this is commanded by higher powers, or instructing is controlled by the need to pass examinations. In the present study, teachers were definitely required to be responsible to their prompt overseer. For instance, in the diary and ensuing meeting.

Kevin Baublitz (2010) believes that it has dependably been a noteworthy objective in training to urge motivation and attempt to make learning interesting for students. The term Motivation signifying "to move", "to energies" and is normally characterized as a bunch of variables that stimulates conduct and gives it direction. Given the phenomenally multidimensional nature of Motivation, it is hard to concentrate, however maybe it can best be broke down by concentrating on what causes individuals to perform an undertaking. Words like "decision", "diligence" and "exertion" can be connected with motivation and it is associated with why individuals choose to accomplish something or for to what extent and hard they will seek after a task. The elements that impact motivation and accomplishment inside the setting of an ESL learning environment are what this study examined, with no specific theory or motivational hypothesis personality a top priority.

Ditual R.C was of the sentiment that the learners with uplifting demeanor towards English Language learning are exceptionally energetic both instrumentally and integratively. He advance guaranteed that learner's motivation is definitely not influenced by outer variables.

Zolt'n Dörnyei (2009) believes that Motivation has been generally acknowledged by which teacher researchers as one of the key elements that impact the rate and accomplishment of

second/outside dialect (L2) learning. Motivation gives the essential catalyst to start taking in the L2 and later the driving power to support the long and regularly dreary learning process; to be sure, the various elements included in L2 procurement presuppose motivation to some degree. Without adequate motivation, even people with the most noteworthy capacities can't fulfill long haul objectives, nor are proper educational module also, great showing enough all alone to guarantee understudy accomplishment. Then again, high Motivation can compensate for extensive inadequacies both in one's dialect inclination and learning conditions. In their original work, Gardner and Lambert underline that, despite the fact that dialect fitness accounts for an impressive extent of individual variability in dialect learning accomplishment, motivational components can override the bent impact.

In certain dialect situations, as Gardner and Lambert point out, where the social setting requests it (e.g. at the point when the LI is a neighborhood vernacular and the L2 is the national dialect), numerous individuals appear to ace a L2, in any case of their inclination contrasts.

Mastoor Al Kaboody (2013) believes that his main aim of his paper is to investigate the fundamental group of writing on motivation in second dialect learning. It intends to examine the real supposition of motivation on the impact of Teachers on learners' motivation and to clarify how teachers can create and keep up motivation in their instructing hones. In view of the unlimited collection of examination on motivation, this paper proposes that Teachers have a huge obligation to start learners' motivation and keep it alive all through the learning process.

Maher M. Fattash (2013) argues that the figures uncovered in this study represent that the Teachers at a Najah College are under a great deal of strain as a result of various elements. It is clear that there are numerous wellsprings of anxiety and uneasiness winning on the grounds. These sources have been collectively recognized. Teachers experience these troubles regularly and constantly. A percentage of the outcomes uncovered in this study are disturbing and call for critical intercession from the organization, else, they will have further negative effect on the Teachers' wellbeing, mental prosperity and the scholarly results. These issues make a feeling of separation, need of responsibility and absence of commitment to the foundation and also to the entire scholastic procedure.

Teachers are prescribed to attempt harder to discover approaches to persuade the understudies through additional curricular exercises, for example, diversions, acting in plays, rewards, pretending etc. Teachers ought to devise better approaches to make their understudies more helpful and responsive by demonstrating those movies, utilizing varying media helps, utilizing compensating procedures and give motivating forces to build the understudies' Motivation and association which will naturally consider the Teachers themselves. Teachers ought to depend on each conceivable intends to check the understudies who get out of hand and who not just put weight on the Teachers additionally occupy their cohorts.

## RESEARCH METHODOLOGY

### **Research Design:**

Since the purpose of this study is to know about the role of teacher's motivation in learning ESL and its role in the classroom. In order to find out the solution of the problem we need to apply quantitative approach in order to collect and analyse data. Quantitative approach was required in order to see the improvement in students when they were taught English language by teachers in their classrooms.

**Population:**

Researcher has taken the population from BS eighth semester Department of English, Islamia College Peshawar of Pakistan. It includes the very talented male and female students of the department. Since the students of the Department of English know more than any other departments, so that is why the researcher aimed to select such students for the research so that the result is more authentic and more true and reliable. Population age varies from 20 to 25 at Bachelor level. The population comprises of both male and female candidates from Department of English, Islamia College Peshawar where English language as well as English Grammar is taught to different levels of students.

**Sample**

The sample population consisted of forty (40) students which include twenty (20) girls and twenty (20) boys from Department of English, Islamia College Peshawar at Bachelor level. Students were tested by SPSS. SPSS is statistical software used for data analysis to find out the role of motivation and how much is it fruitful while teaching English as a foreign language in the Peshawar.

**Participants**

The participants were chosen selectively based on their willingness and availability in the mean time. Majority of the participant's mother tongue is Pashto with exceptional of chitali and they learn English as a foreign language. It should be noted that majority of participants have done their schooling from rural areas i.e. from the villages but there are participants who have done their schooling from urban areas as well.

**Sampling Technique:**

The researcher has adopted the 'selective sampling method'. In selective sampling an "equal opportunity" is given to all members of a population to be represented. The participants are selected selectively at Bachelor level regardless of sex, age, social class, educational background or any other characteristics. In other words, it is not pre-planned sampling rather participants were picked by unbiased manner.

**Instrument:**

Researcher has used SPSS for data entry and analysis to prove his research more genuine and more trustworthy and reliable. SPSS is a window based program that can be used for data entry and analysis of the questionnaire to create tables and graphs. SPSS is capable of handling large amounts of data and can perform all of the analysis covered in the text and much more. SPSS is usually used in the social sciences and in the business world; hence familiarity with this program should serve you well in the future.

**Procedures:**

The researcher has studied at the same department made a visit to one of the most prestige and well-known Islamia College in Peshawar for almost 3 days in order to obtain his data through a questionnaire. It was divided into eight different sections for which the students were free to share their opinions. This questionnaire consists of 30 questions. First part Role of teaching method. Teacher's method always plays a vital role during teaching. Second part was about Role Teacher's behavior. Students are always impressed by the behavior of teachers. Third was about Gender's role. Gender also plays a key role in teaching. Males are more motivated towards female's teachers and females are more motivated towards male teachers. Fourth part is concerned with the Age of the Teacher. Age too plays a pivotal role in teaching.

Fifth part is related to the topic/ Teacher Qualification Selection. Teacher's qualification and the choice of the topic selection always play more role than any other things. , Sixth part was related to the accent's Role. Some people like indigenous accent while other like foreign accent. Seventh was related to the Role of dressing. Good personality and style of dressing always motivate students towards a topic. Last part was based on the Learning Outcome. It is the most important one and was focusing on the outcomes of teaching and what they have learnt.

### **Cronbach's Alpha**

Cronbach's alpha has been used as a tool to find out the reliability statistic of the questionnaire. The researcher questionnaire according to Cronbach's alpha is .626 which is considering as 62.6% reliable.

Cronbach's alpha is a measure of inside consistency, that is, the manner by which firmly related an arrangement of things is as a gathering. It is thought to be a measure of scale unwavering quality. A "high" esteem for alpha does not infer that the measure is one-dimensional. In the event that, notwithstanding measuring inside consistency, you wish to give confirm that the scale being referred to is one-dimensional, extra examinations can be performed. Exploratory variable investigation is one technique for checking dimensionality. In fact speaking, Cronbach's alpha is not a factual test - it is a coefficient of dependability (or consistency).

Cronbach's alpha can be composed as an element of the quantity of test things and the normal between connection among the things. Beneath, for reasonable purposes, we demonstrate the recipe for the institutionalized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. Additionally, if the average inter-item correlation is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well (holding the number of items constant).

### **DATA ANALYSIS**

In this portion, researcher is going to analyze data by finding SPSS software. In SPSS, Reliability Statistics tells us that how much it is significant.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
0.626	8

Cronbach's alpha has been used as a tool to find out the reliability statistic of the questionnaire. The researcher results in the questionnaire are according to Cronbach's alpha is .626 which is considering as 62.6% reliable.

Cronbach's alpha is a measure of inside consistency “reliability”. it is the most common used when you have multiple liker questions in a survey/questionnaire that form a scale and you wish to determine if the scale is reliable. It is thought to be a measure of scale unwavering quality.

Since the students of the Department of English know more than any other departments, so that is why the researcher aimed to select such students for the research so that the result is more authentic and more true and reliable. The population comprises of both male and female candidates from Department of English, Islamia College Peshawar where English language as well as English Grammar is taught to different levels of students. The sample population consisted of forty (40) students which include twenty (20) girls and twenty (20) boys from Department of English, Islamia College Peshawar at Bachelor level. The participants are chosen selectively based on their willingness and availability in the mean time. Majority of the participants mother tongue is Pashto with exceptional of chitali and they learn English as a foreign language. It should be noted that majority of participants have done their schooling from rural areas i.e. from the villages but there are participants who have done their schooling from urban areas as well.

The value of alpha ( $\alpha$ ) may lie between negative infinity and 1. However only positive values of  $\alpha$  make sense. Generally, alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 5 = excellent). Some professionals insist on a reliability score of 0.70 or higher in order to use a psychometric instrument. This rule should be applied with caution when  $\alpha$  has been computed from items that are not correlated.

In SPSS, coefficient has been used as a tool for finding out the numerical values of each variable. It is an index of the total score of a set of measurements. The coefficient value of the variable is consider more significant if the signified value of the variable is equal to 0.05 or less than 0.05,if the signified value is greater than 0.05 it will be consider less significant.

#### 4.2 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	<b>(Constant)</b>	2.589	.755		3.430	.002
	<b>Teaching Method</b>	.320	.154	.395	2.082	.045
	<b>Teacher Behavior</b>	-.062	.093	-.137	-.667	.510
	<b>Role of Dressing</b>	.094	.084	.201	1.109	.276
	<b>Accent Role</b>	.023	.079	.057	.285	.778

<b>Teacher qualification</b>	.041	.090	.097	.462	.647
<b>Age</b>	-.043	.087	-.095	-.493	.625

a. Dependent Variable: Learning

### **Role of Teaching Method in Motivating Students**

Quality education is an imperative procedure in our country's instruction. Teachers, particularly school and college teachers, are the primary power of value training. Accordingly, school and college teachers need to change their showing idea and showing strategies, set up new showing.

Belief system, assume their own particular part and satisfy their own particular assignment. Through capable showing change, we ought to concentrate on instructing and enhance showing quality and impact. Instructing is a technique while teaching is a point.

They were asked about whether a teacher encourages students' participation in the class. He/she gives opportunities for asking questions. He/she has an effective skill to deliver the required topics. He/she has good pronunciation that makes things interesting for you. He/she gives informative lectures which enable you to make your listening and speaking skills more effective. He/she makes the students conscious about their mistakes. He/she is able to teach according to the intellectual caliber of the students. Teacher uses vocabulary that is interesting and easy to understand. He/she contextualizes the topic (related to current affairs, but does not relate to religion.) He/she summarizes the topic before explanation.

In the light of above findings, it is concluded that Coefficients for teaching method and the response given by students is- Coefficient value is .320 and Significance value is .045 which shows that it is of most significance and has more value as well as importance. Feedback from the students shows that the teaching method has been the most influencing element for motivating students to learn English as a foreign language. In the table it shows that the others variables like ----- are insignificant. Teaching methods are the most reliable sources which plays a major role in the motivation of learning English in the classroom. It has been scientifically and statistically proved that teacher's methodology plays a vital role in motivating students to learn English as a foreign language. Teaching methods can attract more students towards learning as compared to other phenomena's that are considered necessary for teaching and motivating the students for learning English as a foreign language in a classroom.

### **Role of Teacher's Behavior**

Motivating students is one of the real difficulties teachers face once a day. Conceptualized as students' vitality and drive to draw in, learn, work viably, and accomplish their potential at school, inspiration and engagement assume an expansive part to students' greatest advantage and delight in school. Spurring students and empowering engagement is not a simple deed for instructors. While a great part of the inspiration is characteristic for the understudy, teachers assume an imperative part and can be proactive in developing understudy engagement. Expanded understudy engagement and inspiration is vital to scholarly and behavioral achievement.



They were asked whether a teacher is accessible and friendly. He/she does not get anger if someone commits grammatical mistakes. Teacher maintains students' interest during lectures and is not boring. Teacher provides useful handout/notes. He/she makes the class humorous by cracking jokes or ridiculing certain class of the society. Teacher is punctual and takes the class on time.

It is concluded that Coefficients for the role of teacher's behavior and the response given by students is of less significance. Here the value of coefficient is  $-.062$  and significance value is  $.510$ . It shows that teacher's behavior is not playing an influential role and is of less significance. His behavior influences students learning but it is not that much significant. A teacher who is good and friendly matters a lot in teaching but is not a necessary element for motivation. Whether he is rude or polite, his teaching method is of most importance and is more significant.

#### **Role of Dressing in Motivating Students**

Commonly in life circumstances a man is judged upon how sharp looking they show up. The same remains constant for instructors, whether in the classroom setting, amid a prospective employee meeting, for an teacher parent conference or open house. Instructors ought to dress for achievement ordinary of the week, unless an expressed clothing regulation arrangement permits you to dress coolly on a given day. In numerous days all through the school year an educator is permitted to dress calmly if there is an energy rally or booked occasion amid the school day. In the first place year educators ought to dependably counsel their guide with respect to the set up clothing regulation of the school. Inability to dress fittingly can affect the way an overseer, different educators, understudies and guardians see the instructor being referred to.

They were asked about the personality and style of the teacher. They were asked about a teacher who is well-dressed wearing western suit and a teacher who is well-dressed wearing Shalwar-Qameez. They were also asked about a female clad in gaudy dress. Their response shows that dressing has no that much impressive role in teaching. According to the SPSS data analysis, it is shown that Coefficients for the dressing style and the response given by students is- coefficient value is equal to  $.094$  and significance value is equal to  $.276$ . It shows that dressing is of least importance, less significant and has no effective role for the motivation of students as compared to the teaching method. It shows that whatever the dress may be, it does not motivate students that much. Dressing may reflect the audience but during teaching, it has no such value as it has been proved statistically.

#### **Accent's Role in Motivating Students**

They were also asked about the accent role in the motivation of students. They were asked to share their opinions freely whether a teacher is more motivating when he/she speaks in indigenous accent or when he/she speaks in foreign/colonized accent.

According to the SPSS data analysis, In the light of above findings, it is concluded that Coefficients for the dressing style and the response given by students is- coefficient value is equal to  $.023$  and significance value is equal to  $.778$ . Here it shows that accent of teacher whether colonial or foreign does not play a vital role. Accent of the teacher is less significant in order to motivate students.

#### **TOPIC/ Teacher Qualification Selection in Motivating Students**

Fenstermacher and Richardson (2005) describe teacher's qualification in the following way:

By good teaching we mean that the content taught accords with disciplinary standards of adequacy and completeness and the methods employed are age appropriate, morally defensible and undertaken with the intention of enhancing the learner's competence with respect to content. By "successful teaching" we mean that the learner actually acquires some reasonable and

acceptable level of proficiency from what the teacher is engaged in teaching (Berliner, 2005).

Students were asked about the qualification and topic selection of the teachers. They were asked that whether a teacher who teaches a linguistic topic or a teacher who teaches a literary topic is motivator for the students. They were also asked that is a teacher highly qualified holding a PhD degree is a source of motivation for students or the one who is having average or M.Phil qualification.

In the light of above findings, it is concluded that Coefficients for the dressing style and the response given by students is- Coefficient Value is equal .041 and their Significance value is 0.647. Such quality is also not that much influential for student's motivation and is of less significance. Hence, it is proved statistically that teacher's qualification and the standard of the topic selection also does not play a leading role in the motivating of students.

#### **Age of the Teacher in Motivating Students**

An awesome teacher makes learning fun, as invigorating, connecting with lessons are essential to an understudy's scholastic achievement. A few students who are more inclined to trouble making, truancy or withdrawal are more reliant on a drawing in teacher. Making your classroom an energizing situation for learning will hold the students' interest, and students learn best when they are both tested and intrigued. It's a piece of persuading students, which may not be simple, but rather which will advantage students inconceivably over the long haul. They were also asked about a teacher who is young male but with limited experience, a teacher who is a senior male teacher with great experience and a teacher who is a young female with limited experience,

It is concluded that Coefficients for the dressing style and the response given by students is- Coefficient Value is equal. -.043 and their Significance value is .625. Such quality is also not that much influential for student's motivation and is of less significance. Hence, it is proved statistically that teacher's age and the gender of a teacher also does not play a leading role in the motivating of students.

## CONCLUSION

### **Summary of Problem**

This research was mainly concerned with the problem of teacher's motivation while learning English as a foreign language. The questionnaire was collected at bachelor level at 'Islamia College Peshawar'. Researcher has claimed that teacher's motivation plays a vital role in the learning of English language in Pakistan especially in the K.P. When it comes to learning of a language, the importance of motivation cannot be simply overlooked since language does not exist without it and teacher's motivation plays a vital role in the learning of English as a foreign language. In order to prove the very point that Teacher's motivation was more effective method in teaching English as a foreign language, researcher had adopted the quantities approach and collected data by conducting selective method on one single group which has included 40 students at Bachelor level of Islamia College Peshawar.

### Results

As it was mentioned already that data has been collected from the 40 students at bachelor level irrespective of their educational background, mother tongue vice versa, selective method has been conducted on the students in order to check their current level of teacher's role in motivating a student. Feedback from the students shows that the teaching method has been the most influencing element for motivating students to learn English as a foreign language. In the diagram it shows that

the other factor for teaching is of least importance. Teaching methods are the most reliable sources which plays a major role in the motivation of learning English in the classroom. It has been scientifically and statistically proved that teacher's methodology plays a vital role in motivating students to learn English as a foreign language. Teaching methods can attract more students towards learning as compared to other phenomena's that are considered necessary for teaching and motivating the students for learning English as a foreign language in a classroom.

Thus, it proved the hypothesis of the researcher that teacher's motivation is somehow more effective in teaching English as a foreign language.

#### OBSERVATION

As far as observation is concerned, there are number of barriers in motivating students as how can the teachers motivate students while teaching English as a foreign language at bachelor level in the Islamia Collage Peshawar.

##### **a) Teachers' related issues:**

Most of English teachers lack command when it comes to fluency, vocabulary and grammar of the English language. As English at Bachelor for BS students has always been treated as minor subject and motivating them to learn English has been less focus of attention. Teachers are overloaded with course book so almost no attention has been paid to motivating students and their issues and their improvements.

##### **b) Student-related issues:**

Students lack interest when it comes to English language. Since they find learning English boring and frustrating which has been taught to them through memorization of the rules and endless drills in their schooling. Students are less motivated to learn the use of language. Some students lack the knowledge of the structure of language. Though every year they pass the examination with satisfactory marks yet their knowledge of English is still not good enough and they hesitate in participating in classroom activities.

##### **c. The education System of Pakistan:**

Mostly medium of instruction during classrooms are Urdu or Pashto in our educational institutions. Furthermore, an overcrowded classroom with 40s and 50s students is yet another problem in the teacher's motivation because understanding of student varies from person to person. Similarly existing syllabus is not suitable for Bachelor level based activities. In other words, when the teachers know and the students know that only the result in written examination is probably what matters, they put their all efforts to improve it. As a result, real learning is hampered and teacher does not give any focus related to the motivation of students.

#### Recommendations and Suggestions:

There are some recommendations and suggestions in order to show that the teacher's motivation in learning English as a foreign language can be more effective in the classrooms at bachelor level for English learning that are as follows:

##### **a) Improving the Teaching Method**

As I have mentioned previously, Feedback from the students shows that the teaching method has been the most influencing element for motivating students to learn English as a foreign language. In the diagram it shows that the other factor for teaching is of least importance. Teaching methods are the most reliable sources which plays a major role in the motivation of learning English in the classroom. It has been scientifically and statistically proved that teacher's methodology plays a vital role in motivating students to learn English as a foreign language. Teaching methods can attract more

students towards learning as compared to other phenomena's that are considered necessary for teaching and motivating the students for learning English as a foreign language in a classroom. This method is based on the principle that language is learned through social interaction and discussions and through the teacher's motivation in order to make them participate. . Therefore, if students are allowed to articulate their thoughts in English then it is reasonable to assume that they will master the necessary skills, especially listening and speaking, with relative ease and success.

### **b) Time Duration**

For finding out the role of motivation and teacher's teaching methods in the classrooms for language teaching, time duration indeed plays a phenomenal role. This method is all based on these activities; learners get collective help and guided support as a result of interacting with each other. It helps them in solving their linguistic problems and also in producing output accurately. In other words, time duration has to be increase in order to be benefited by teacher's motivation for the better results.

### **c) Effective Supervision**

In order to teach English language effectively through special methods, activities are designed to push learners to produce the output of learning English which helps them to produce output in the target language as well as they can get help from their teacher's which enables them to learn through trial and error. Teachers who succeed or fail in accomplishing this task must be supervised on a regular basis. It is the duty of teacher to encourage and push students during these activities in order to produce an output. In other words, effective supervision plays an important role in making learn English as a foreign language and make it possible and effective during second language classrooms.

Thus, it can be concluded that motivation and teaching method is an important aspect of language learning, without which language cannot be learnt and taught to the students and such motivating factors are genuinely more effective in language teaching to the SL classrooms at bachelor level in Islamia College Peshawar. It pushes the students during activities learn language and also provide opportunities to promote negotiation of form and enhance student's learning skills. Thus, Teacher's motivation can be considered as useful pedagogical task to be used in L2 Classrooms.

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Name .....Department.....

Semester.....Session.....

### Questionnaire

#### The Role of Teachers' Motivation in Learning English in Classroom

The purpose of this questionnaire is to obtain your views and opinions about **the Role of Teachers' Motivation in Learning English in Classroom** and the way you have been taught during the academic session. Your feedback will help the researcher to draw some insights about the role of teachers' motivation in learning English.

1. **Please state your Gender**

Male ( )

Female ( )

You feel motivated when your English teacher:	Strongly Agree	Agree	No Strong Feelings	Disagree	Strongly Disagree
<b>Role of teaching method</b>					
1. Encourages students' participation in the class.	5	4	3	2	1
2. Gives opportunities for asking questions.	5	4	3	2	1
3. Has an effective skill to deliver the required topics.	5	4	3	2	1

4. Has good pronunciation that makes things interesting for you.	5	4	3	2	1
5. Gives informative lectures which enable you to make your listening and speaking skills more effective.					
6. Makes the students conscious about their mistakes.	5	4	3	2	1
7. Is able to teach according to the intellectual caliber of the students.	5	4	3	2	1
8. Uses vocabulary that is interesting and easy to understand.	5	4	3	2	1
9. Contextualizes the topic (related to current affairs, but does not relate to religion.)	5	4	3	2	1
10. Summarizes the topic before explanation.	5	4	3	2	1
<b>Role of Teacher behavior</b>					
11. Is accessible and friendly. He/she does not get anger if someone commits grammatical mistakes.	5	4	3	2	1
12. Maintains students' interest during lectures and is not boring.	5	4	3	2	1
13. Provides useful handout/notes	5	4	3	2	1
14. Makes the class humorous by cracking jokes or ridiculing certain class of the society.	5	4	3	2	1
15. Is punctual and take the class on time.	5	4	3	2	1
<b>Gender's role</b>					
16. a male	5	4	3	2	1
17. a female	5	4	3	2	1

<b>Role of dressing</b>					
18.has good personality and style	5	4	3	2	1
19. Is well-Dressed wearing Western suit.	5	4	3	2	1
20. Is well-dressed wearing Shalwar-Qameez	5	4	3	2	1
21. A female clad in gaudy dress	5	4	3	2	1

<b>Accen's Role</b>					
22. Speaks in indigenous accent.	5	4	3	2	1
23. Speaks in foreign/colonized accent.	5	4	3	2	1
<b>TOPIC/ Teacher Qualification Selection</b>					
24. Teaches a linguistic topic.	5	4	3	2	1
25. Teaches a literary topic.	5	4	3	2	1
26. Is highly qualified holding a PhD degree.	5	4	3	2	1
27. Is having average or M.Phil qualification.	5	4	3	2	1
<b>Age of the Teacher</b>					
28. Is young male but with limited experience.	5	4	3	2	1
29. Is a senior male teacher with great experience?	5	4	3	2	1
30. Is a young female with limited experience,	5	4	3	2	1
<b>Learning Outcomes</b>					
31. You were enthusiastic during learning.	5	4	3	2	1
32. Your interest towards the subject increased.	5	4	3	2	1

33. You were able to have the ability of Self-efficacy, goal-oriented and self-regulated learning.	5	4	3	2	1
34. You had developed your own thinking ability.	5	4	3	2	1
35. You became more rationale and capable of asking any type of question.	5	4	3	2	1