



Teachers Specific Motivational Strategies used in the L2 context of Sialkot Pakistan

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Abstract- This study aims to investigate ‘Teachers Specific Motivational Strategies’ (TSMs) used in the L2 context of Sialkot, Pakistan as L2 motivation regarding teachers’ motivational behavior has been studied rarely. Moreover, it also intends to conduct a comparative analysis of the TSMs used by Hungarian, Taiwanese, and Pakistani L2 teachers. Employing the quantitative approach, this study adopts the questionnaire as the major instrument of the data collection originally developed by Cheng & Dörnyei (2007a) and Dörnyei & Csizér (1998). The questionnaire is composed of 20 TSMs items. The sample of this study is the forty-eight (48) experienced English teachers both males and females. Later, the data has been analyzed using SPSS version 22.0. The results validate all the TSMs confirming that the significance and effectiveness of them in the present context. Further, the current study also introduces some new TSMs that are also practical and applicable in the L2 context of Sialkot Pakistan. Thus, this study concludes that the role of the TSMs in teacher-centered L2 context (as found in Pakistan) is highly important. It also suggests that the effectiveness of the TSMs are culture or context-dependent. Lastly, this study implies that the TSMs must be instructed to newly appointed L2 teachers in Sialkot Pakistan.

Keywords: L2 Motivation; L2 Learning; L2 Classroom; Teachers Specific Motivational Strategies (TSMs).

I. INTRODUCTION

Motivation is a crucial factor behind every great success. “Motivation is an internal state that arouses, directs and maintains behavior” (Woolfolk, 1998). Following definitions, motivation is a driving force that leads the human behavior in a certain way towards the desired target in every sphere of life. Therefore, motivation is very important in L2 learning. Similarly, motivation has been much emphasized and researched in L2 learning. All the factors such as teaching methods, techniques, and approaches combined in L2 learning and teaching process are failed if L2 learners are not willing to make progress. Motivation has become a very important factor in L2 Learning which is undeniable. Targets and goals require consistency, focus, and persistence behavior in the compliance process which is ultimately influenced by motivation. As, it has been said aptly, “you can lead the horse to water but you can’t make him drink water” (Good & Brophy, 1994). As far as the L2 situation in Pakistan is concerned, it represents a highly ambiguous picture. The review of the literature shows that L2 motivation has been researched superficially about L2 motivational orientations, L2 anxiety, L2 willingness to communicate, and L2 motivational self-system. Though investigating L2 motivational implication, regarding the ‘Situation specific motive’ hypothesis of L2 motivation in the classroom was found highly significant (Clément, Dörnyei, & Noels, 1994) yet in the context of Pakistan, it has been found the least interesting area of the research. Therefore, the present study explores ‘Teacher Specific Components’ of motivational strategies used by L2 teachers in the Pakistani context adopting the research design of Dörnyei (1994a, 2001).

II. LITERATURE REVIEW

Motivation has remained an important area of research since the socio-educational model proposed by Gardner and Lambert (1959). This model shows a dichotomy in the field of L2 motivational research as it highlights instrumental motivation and integrative motivation as the major orientations that influence the motivation of the L2 learners (Gardner et al., 1985). The latter means how much an L2 learner is interested to interact with the target community (Masgoret & Gardner, 2003). The former refers to learn a language for some sort of external reward (Gardner & Lambert, 1992). Apart from these two motivational orientations, Ryan & Deci (2000) also presented another dichotomy; intrinsic motivation and extrinsic motivation. Intrinsic motivation entails how much an L2 student is self-motivated (Woolfolk, 1998) and extrinsic motivation involves doing something because of external pressure (Sanrock, 2004).

After the 1990s, a new dimension in L2 Motivation research was proposed by Brown (1994) Dörnyei (1994a) and Oxford & Shearin (1994) that mainly focused on 'Education-Centered' factors. The social-psychological approach was not sufficient enough to meet the dire need of educational prospects of L2 Motivation such as learner's behavior and practical teaching guideline for learners (Dörnyei, 1996), therefore it was abandoned yet it still enjoys its prestigious status. Though the area of effective motivational teaching is highly signified and there have been rare researches on teaching skills to L2 Motivation. According to Boo, Dörnyei, and Ryan (2015), from 2005 to 2014 one third of published papers focused on 'motivating' as appose to 'motivation'. Several papers describe the L2 motivational strategies (Dörnyei, 1994a; Oxford & Shearin, 1994; Williams & Burden, 1997). But the most relevant and systematic collection of L2 Motivational strategies was proposed by (Dörnyei, 2001) containing 30 macro-strategies (see table 2) that are highly recommended for L2 learning. Later Dörnyei (2001) in his book 'Motivational strategies in language classroom' presented the most systematic L2 macro-strategies in an educational psychological context. Moreover, many research works investigate the same kind of perception of teachers and students in a different culture. The findings advocate motivational teaching strategies by EFL teachers to maintain L2 Motivation (Guilloteaux & Dörnyei, 2008). For L2 efficiency, Hadfield & Dörnyei (2013) show that L2 motivational activities used by the English teachers enhance L2 efficiency. However, Gardner (2001) extracted the nine different factors of both integrative and instrumental L2 de-motivation and the first factor is relevant to teachers' attitude and teaching method. Motivation in L2 learning is indispensable considering these factors (Dörnyei, 1998). Research in Saudi Arabia concluded "the English faculty behavior was one of the main factors of de-motivation among the Saudi University undergraduates in L2 learning (Al-Khairy, 2013). In Pakistan, some studies have been conducted on L2 motivation on learners' end (Afzal, Ali, Khan, & Hamid, 2010; Akram & Ghani, 2013). The results highlight that L2 learners are motivated at instrumental or extrinsic levels. One significant study explicitly highlights that L2 learners in Pakistan have strong instrumental motivation for better future and job" (Bashir, 2017; Rehman et al., 2014). Another famous study based on 'L2 Motivation orientations' in Lahore Pakistan concluded, "the Public schools L2 learners are instrumentally motivated whereas the private schools L2 learners have higher intrinsic motivation" (Ali & Ahmed, 2019). It has been observed that teachers play a significant role in L2 Motivation. The majority of students are not good at speaking and writing as the reality is that teachers failed to motivate the students. L2 Motivation is crucial as it is the responsibility of L2 teachers to know the causes of de-motivation among the students to cope with them (Ali & Pathan, 2017). Further, a study concluded the perception of L2 students about L2 motivation who consider the L2 Motivation the teachers are an important factor in motivation (Noreen1, 2015). It is a fact that L2 learning motivation teachers can have great influence motivating L2 students with different strategies (Saleem & Ghani, 2019). Thus, motivation is an essential force behind every success and has become an integral part of L2 learning. The number of research works investigates the motivation as an important factor in L2 Learning and the learners' influenced by an external force that guides the behavior and triggers the urge in the Pakistani context. However, the literature review on motivation in the Pakistani context is learners centered and neglected the other area that is 'Teachers-Centered'. The 'Social Psychological Approach' of Gardner and his associates before 1990s in relation with L2 learning was not comprehensive rather missing the Educational Aspect of classroom application, the famous Hungarian linguist, Zoltan Dörnyei introduced the 'Educational Centered Approach' by giving most comprehensive guideline to teachers in respect with classroom reality. Therefore, this study aims to explore Teachers Specific Motivational Strategies in Pakistan. Moreover, this study also intends to find the comparison of common strategies among Hungarian, Taiwanese, and Sialkot, Pakistani English teachers.

Significance of the study

This significant research is an attempt to address the Teacher specific L2 Motivational factors in the Pakistani context. The researcher also intends to fill the gap that the Learners Centered and Teachers Centered Approach is neglected over time in Pakistan. This research adds and validates the previous research works on the 'Educational Centered Approach' and its classroom application. Moreover, this research is highly effective and helpful for the EFL/ESL teachers to motivate L2 learners for batter results in the L2 learning process. **Research Questions**

- Whether the TSMSs are applicable and Practical in the L2 context of Sialkot Pakistan or not?
- Whether the newly introduced TSMSs are significant in the L2 context of Sialkot Pakistan or not?
- How do the TSMSs used in Pakistan differ from the TSMSs used in Hungary and Taiwan?

III. METHODOLOGY

The current study uses quantitative research approaches for the collection and analysis of the collected data.

Sample of the study

The participants of this empirical study are 48 experienced English teachers (34 females, 10 males and 4 with missing gender data) from private and public sector institutes in Sialkot, Pakistan(see table 1). The participants belong to a recognized educational institution and they were randomly selected.

Types of Context	N	Percentage %
Home	03	6.2
Academy	02	4.1
School	38	79.1
College	04	8.3
University	03	6.2

The data were collected from the respondents representing teaching places 48 % city area, 25 % town, and 25% village area for diversity. The respondents were professional and seasoned teachers of the English language showing the wide range of teaching experience 60 % 5 years or less than, 8.3 % 10 years or less than, 8.3 % less or more than 20 years.

The instrument of the study

Two Survey questionnaires adopted from the studies of (Cheng & Dörnyei, 2007b; Dörnyei & Csizér, 1998) are a reliable instrument and valid for the investigation of L2 Motivational strategies. The instrument was developed on the bases of suggested macro-strategies (Dörnyei, 1994a, 2001). The selected questionnaire was piloted with 05 practicing English teachers. The final amended version of the 'frequency questionnaire' comprising 20 'Teachers Specific Motivational Strategies' was developed for this empirical survey. The first aspect: 'importance' of L2 Motivational strategies is validated with Gardner and Tremblay's, (1994) comments as mentioned above. The second aspect: 'frequency' use of L2 Motivational strategies by the L2 teachers in Pakistan was needed to be answered. For that purpose, the participants were asked to rate the 'Teacher Specific Motivational Strategies on a seven-point differential scale ('hardly ever'-----'Very often') based on their past teaching experiences which they use in L2 classrooms.

The data has been gathered through 'Google Form' as it was difficult to collect data physically due to Covid-19. The study targeted more than 60 English teachers but got 48 English teachers' responses through the Google form questionnaire link. The questionnaire comprising 20 'Teachers Specific Motivational Strategies' (TSMs) was based on (Dörnyei & Csizér, 1998) containing 51 macro-strategies and (Cheng & Dörnyei, 2007b) containing 48 macro-strategies. The study focused on the TSMs in the Pakistani context and selected 17 TSMs out of two questionnaires revising the wording and changing the mode of imperative statements. As a result of the pilot study, 3 new strategies were added in the final version of the questionnaire (see table 3) besides asking some personal and educational background questions. The developed questionnaire was in the English language.

Data Analysis

The collected data on the Google Form was converted on a spreadsheet and then copied on an excel sheet. For initial descriptive statistics, the data were submitted to SPSS by putting demographic detail of each participant at first. The 20 TSMs were combined and treated as a set of data. First, the internal consistency of the dataset was tested using Cronbach Alpha for reliability. In the second step, the descriptive analyses were calculated by getting the mean frequency of each item and ranked by frequency use and importance attached to them by the Sialkot, Pakistani L2 teachers' practical use in the classroom.

Interpretation of the data

The interpretation of the data has been given below.

Reliability status of the TSMs

The reliability analysis of the TSMs reflects that the Cronbach Alpha across all 20 strategies is 9.35 as indicated in (table 2) which is excellent. The descriptive statistics show that all the 20 TSMs are consistent and interlinked in relation with the L2 classroom setting.

The mean values of the TSMs

The aim of conducting this study on the 'frequency questionnaire' was to know which TSMs are being used in Sialkot, Pakistani L2 classroom setting, and at what extend the TSMs are practical for L2 teachers in the Pakistani context. To describe the TSMs frequency one measure has been considered. It is the mean frequency of each item. L2 teachers of Sialkot, Pakistan show a wide range of experiences at different levels rated to all the strategies on 'frequency questionnaire' by answering the question 'How Often' they use these strategies in the classroom?'. The results showed striking findings. The mean score is high (see

table 3) indicating that all the TSMSs are most effective and practical in the Pakistani EFL/ESL classroom setting and context. It validates the previous empirical studies. The most important point to mention here is that this study also uses unanimously three (3) strategies *7, showing mean score (5.58) *8, (5.57) and *20, (4.13) (see table 2) on the base of L2 teachers' experience and pilot study. The results show that these three TSMSs are highly effective showing the good mean score and can be considered significant for L2 teachers in the L2 teaching and learning context of Pakistan.

Rank-order and the mean values of the TSMSs

The 20 'Teacher Specific Motivational Strategies' have been ranked according to participants' responses. It is important to note that respondents rated each strategy keeping in mind the 'frequently use' of strategies in the L2 context of Sialkot, Pakistani. So, it is logical to rank all the techniques by the mean values. Hence, the mean score of the data set is excellent by the frequency use of the TSMSs and the importance attached by L2 teachers. Table 2 describes that the mean values of 20 items are more than 4.0 confirming that all the TSMSs are highly significant in Sialkot Pakistan. However, the mean values of the first five items are very high. It shows, 'giving clear instruction to the L2 students, L2 teachers' appraisal, showing a good example to L2 students, behaving as a facilitator and creating pleasant atmosphere are highly effective strategies used by the L2 teachers in Sialkot Pakistan.

Table 2: Final rank order and descriptive statistics of the TSMSs

Descriptive Statistics			
Strategies (Cronbach Alpha $\alpha = .935$)	N	Mean	SD
1. I give clear instructions by guiding about how to do the task or activity in classroom.	46	5.848	1.6861
2. I give positive feedback and appraisal by encouraging my students.	46	5.717	1.4706
3. I show a good example by being committed and motivated.	44	5.705	1.2864
4. I adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their way, instead of solely giving knowledge to them).	46	5.696	1.6175
5. I develop a good relationship with my students.	46	5.696	1.6448
6. I believe in developing realistic expectations about their learning.	46	5.674	1.4915
*7. Off and on, I create fun in the classroom to arouse the interest, and get the attention of learners.	46	5.587	1.6543
*8. I share success stories, past events and motivational videos to motivate my students.	45	5.578	1.5298
9. I always make sure grades reflect not only the students' achievement but also the effort they have put into the task.	46	5.565	1.5297
10. I create a pleasant atmosphere in the classroom.	46	5.478	1.7223
11. I encourage learners to try harder by making it clear that I believe that they can do the tasks.	46	5.435	1.6951
12. I design tasks that are within the learners' ability so that they get to experience success regularly.	46	5.326	1.7645
13. I raise learners' curiosity by introducing unexpected or striking elements.	46	5.196	1.7965
14. I avoid any comparison of students to one another.	46	5.196	2.1042
15. I rarely show students that their effort and achievement are being recognized by me.	46	4.935	1.9482
16. I try to be myself in front of students without putting on an artificial 'mask' and share with them my hobbies, likes and dislikes	46	4.848	1.8375
17. I display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	46	4.826	1.9585
18. Besides the grades, I give the learners other rewards.	46	4.696	2.1068
19. I discourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their great abilities.	46	4.522	1.8943

*(20) Sometimes, I degrade the learners exciting the egoism in the learning process.	46	4.130	1.9392
Valid N (list wise)	43		

Comparative analysis of the TSMSs used in Hungary, Taiwan and Pakistan

This study also intends to find the comparison of common strategies among Hungarian, Taiwanese, and Sialkot, Pakistani English teachers. The analysis has been interpreted separately without comparison but a few strategies that are common in three empirical surveys necessarily require comparison for better picture (See table 3).

Table 3: Comparison of rank-order of common TSMSs obtained in Sialkot, Pakistan, Hungary, and Taiwan

Common TSMSs	Hungarian	Taiwanese	Sialkot Pakistani
I give clear instructions by providing guidance about how to do the task or activity in classroom.	3	5	1
I show a good example by being committed and motivated.	1	1	3
I create a pleasant atmosphere in the classroom.	2	4	10
I develop a good relationship with my students.	4	---	5

Let us examine the logical importance given to the TSMSs while rating 'frequently use' by Sialkot, Pakistani L2 teachers with Hungarian and Taiwanese teachers.

I give clear instructions by guiding how to do the task or activity in the classroom

According to the findings of the study, L2 Pakistani teachers in Sialkot consider 'I give clear instructions by guiding how to do the task or activity in classrooms' the most important strategy while rating high score placing it at the top whereas the Hungarian teachers consider this strategy less important and place it 3rd number and Taiwanese teachers rate its 5th position. It tries to explain that the classroom environment in Hungary and Pakistan is teacher-centered as compared to the L2 classroom in Taiwan. It validates that L2 teachers in Pakistan and Hungary are authoritative, active, and dominant so they create a controlling environment.

I show a good example by being committed and motivated

Among the TSMSs 'I show a good example by being committed and motivated' has been given equal status by the Hungarian and Taiwanese L2 teachers as compared to L2 teachers in Sialkot, Pakistan. No doubt this strategy is effective in learning and teaching context as L2 teachers prefer to set a good example in these countries. They are found highly motivated and committed. However, the situation in Pakistan is relatively different as they have found less motivated and less committed due to institutional, social, and personal reasons.

I create a pleasant atmosphere in the classroom

Hungarian and Taiwanese teachers have rated 'I create a pleasant atmosphere in the classroom' 2nd and 3rd position on the rank-order scale but interestingly in Sialkot Pakistan this strategy has scored 10th position although the mean score is pretty good. Many factors are affecting this strategy in the Pakistani context on institutional settings as compared to a foreign L2 classroom setting. One thing is sure that Pakistani teachers show the authority and create a controlling classroom that's why they have placed it in the 10th position. However, the other two studies show L2 teaches in a foreign context believe to create a healthy environment in the classroom.

I develop a good relationship with my students

Developing good relationship L2 learners makes a healthy environment in the classroom. The rating of Hungarian and Sialkot, Pakistani L2 teachers is very close scoring 4th position 5th position respectively whereas the Taiwanese survey questionnaire did not state clearly about this TSMSs.

IV. DISCUSSION ON THE FINDINGS

The main object of this study was to validate the TSMSs used by Cheng and Dörnyei (2007a) in their study of Hungary L2 teachers. Moreover to find out whether these TSMSs are applicable and practical in the Pakistani L2 setting. According to the data interpretation, it can be confirmed that all the selected TSMSs are highly effective and significant in L2 classrooms of Sialkot Pakistan. It provides solid evidence to endorse the research findings of Cheng and Dörnyei (2007a, 2007b), Guilloteaux, and Dörnyei (2008) and,

Sugita and Takeuchi (2010). Similarly, Solak and Bayor (2014) also found the TSMs significant and affective validating the study of Chen & Dornyei (2007). However, their study was found insignificant regarding 'motivational strategy use and the gender, the year of experience, the type of school of served, and the state of attendance abroad'. Moreover, the findings of this study are also consistent with the findings of Al-Mahrooqi et al (2016). The results of his study show that teacher's performance in L2 classrooms is the most effective strategy in Oman confirming the significance of using motivational strategies in the L2 classroom. Further, the research findings of Karimi and Hosseini (2019) also support the notion that teachers' use of motivational strategies has a positive effect on student's motivation. Therefore he recommends that the teachers who are in the first year of their professional career should be given adequate knowledge of motivational strategies applicable in L2 classrooms.

Unlike the findings of this study, Guilloteaux (2013) has found that Korean EFL teachers do not consider important much to motivate their students as they don't frequently use motivational strategies in their classrooms. In other words, it can be said that the TSMs can not be considered universally important for L2 teachers in all the contexts. Therefore, the TSMs are likely teachers and context-dependent.

Besides the similarities existing between the current study and other studies conducted in Hungary and Taiwan, some discrepancies regarding the use of motivational strategies have also been found. For example, L2 Pakistani teachers in Sialkot consider 'I give clear instructions by guiding how to do the task or activity in classrooms' the most important strategy while the L2 teachers in Hungary and Taiwan endorse this strategy less important. Similarly, the strategy 'I show a good example by being committed and motivated' is recommended highly by L2 teachers in Hungary and Taiwan and less suggested by L2 teachers in Pakistan. These contrasts likely imply that some TSMs are culture-specific. As Wong (2014) has explained in his research investigation that the use of motivational strategies depends upon culture. No motivational strategy can be applied to all the contexts. Therefore, Sugita and Takeuchi (2010) have suggested choosing motivational strategies carefully.

V. CONCLUSION

The main object of this study was to know whether TSMs are applicable and practical in the L2 context of Sialkot Pakistan. The findings of this study validate all the selected TSMs and conclude that the TSMs are very significant and practical in the present context. Moreover, the results also confirm the feasibility and effectiveness of the newly introduced TSMs. However, these TSMs need validation at the national and foreign level. Further, the comparison of L2 contexts of Hungary, Taiwan, and Pakistan shows variations in the effectiveness of the TSMs. As the previous literature shows that L2 education in Pakistan is teacher-centered rather than the learner-centered. The teacher is autonomous and the learner is controlled. Fortunately, this is not the case with Hungary and Taiwan where L2 education is learner-centered and promotes learner's autonomy. Moreover, this study also validates the notion of Chen and Dornyei (2007) that most of the TSMs are transferable in diverse cultures and there is some resemblance over the strategies and thus concludes that the use of TSMs are context and culture-dependent. Finally, this study implies that L2 teachers in Sialkot Pakistan must be instructed to use motivational strategies in their classrooms to develop a learning environment and promote learner's autonomy.

VI. FUTURE RECOMMENDATIONS

- 1) The study is limited to the TSMs however it recommends researching L2 students' perception of the TSMs.
- 2) There are many areas in L2 Motivational learning but 'HOW TO MOTIVATE' learners is a less explored area in the context of Pakistan, therefore it demands more research investigations in the present context.
- 3) This study also suggests that the TSMs that have been used the first time in this study must be validated from other areas of Pakistan.

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