



Role of Motivational Factors in Learning English: A Case Study at Primary Level at Dera Ghazi Khan

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ABSTRACT

English has become the global language in recent years. It is important for people to be able to talk to each other and fit into the real world. English is now something that many people, especially young people, need to learn and use. How academic motivation affects how well students do in English language classes and how different types of motivation in educational settings help students feel better about English. Motivation is seen as one of the most important parts of learning a language well. The information for this study will come from the primary schools in the district of D.G. Khan. This study is mostly about finding out what kind of and how much motivation there is to learn English. The quantitative method used with the help of a teacher questionnaire and a student T-test. Before applying the motivational factors, there was a pre-test, and then there was a post-test with two groups. 1. Control group 2. Experimental group. Academic motivation is a mix of a person's personal goals, study habits, socioeconomic factors and attitude towards school. The subscales of the motivation scale are: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety. The results show that the students who took part in the study were highly motivated to learn English and were motivated more by what they could get out of it. This study will show how students' motivation to learn can help them feel better about themselves and also help them do well in school.

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1. Introduction

English is the universal language of the globe. This language is important for people to be able to talk to each other and get along in the real world. People think that motivation is a vital aspect in the success of any activity. This is one of the most important things that help people learn in any educational setting. The most important component is the motivation of learning process because it gives a task meaning and gives you the energy to keep doing it and achieve the goals. So, in order to start working toward a goal, one must have a strong desire or wish that give the means to carry out the action and achieve the goal. One thing is important for learning a language is to be interested in it. As learning English becomes difficult, children with a positive attitude are more likely to persevere.

This study was meant to get kids excited by giving them confidence in small steps. Recent educational research using the social cognitive approach has shown that there are a variety of distinct motivators. These are including Intrinsic and Extrinsic achievement motivation, achievement goals, management of learning assumptions and Self-Efficacy for performance and learning. Educators all over the country are frustrated by the fact that more and more students are coming to school not ready mentally, socially, or academically for the demands of school life.

The researchers say that a positive learning atmosphere helps students learn better and inspires and boosts their desire to learn. The study also looked at how the learning environment affects how motivated students are to learn. Quantitative data shows that students think the EFL environment in all three areas is getting in the way of their learning and that student motivation is linked to the learning environment in a positive way. On the contrary, data on student opinions suggest that the majority of pupils believe English is a significant factor in society and in school. Furthermore, the outcomes reveal that the pupils had a positive attitude about the English language.

The findings are intriguing because they demonstrate that many learners have an interest in the culture of the English-speaking world as depicted in English-language films. Finally, some instructional implications are provided to assist students' desires and mindsets. The problem is that the situation gets worse when they don't know how to speak a second language. To deal with this situation, there is a need to know English, and it seems hard to learn English as a second language. This research looked at how the motivation of D.G. Khan Students to learn English changed over time. Another goal of this research was to discover what made D.G. Khan Students' motivation to learn English change over time.

2. Literature Review

The language of a linguistic group is inextricably linked to its historical context. In the context of Pakistan, this phrase makes greater sense. Most people in Pakistan speak more than one language. Before the country got its independence, it was ruled by the British for 200 years. Kachru (1983) divided the spread of English bilingualism in the India into three different time periods. In the first ten years of the 1600s, missionaries and traders taught the Indians English. In the second part, educated Indians, even the greatest who wanted to promote Indian literature and their language, saw English as the better language that would guide them to western science (Agnihotri & Khanna, 1997). Throughout the middle of the nineteenth century, the British started moves to make English the official language. This made it possible for educated Indians to join the elite class. In 1835, a committee led by Lord Macaulay came up with a plan for education for the whole country. The controversial Minutes by Macaulay say: (Kachru, 1996).

We must now do our utmost to develop a class of people who can act as mediators between ourselves and the thousands we govern; a category of individuals who are Indians by race and shade but English in preferences, ideas, morality, and ability. We can leave it to that class to reject indigenous tongues and make them suitable vehicles for imparting western enlightenment. During the time when Britain ruled the colonies, colonialism monarchs, the local politicians, public servants, highly educated people, and other aristocratic people used English for administrative, business and educational work as well as to talk to each other. After Pakistan and India split up, English became more important in business and education in Pakistan, Even though the 1951 census showed that only 3.12% of the country's people could speak English. This number is likely to be even lower in East Pakistan (now Bangladesh), which has fewer resources than the rest of Pakistan (Musa, 2022). It was a foreign language that was used by rulers, high-ranking government officials and wealthy people. It was also the language used to teach higher-level academic work (ibid).

In all parts of Pakistan, the English language is becoming more and more important. Since English is the most widely used communication language in the Western Economic Block, and since the fall of the USSR, the USA and the WTO are becoming more powerful in world politics, the use of English is becoming more important in both Pakistan's domestic and international life. Students who come from an English background enjoy going to school, but students who don't come from an English background have to go through a lot, which often makes them not want to learn. The majority of the students attempt to acquire English because they want to get a great grade or result, which is an outside reason to learn a language. If students enjoy learning a language, they will learn it better. Because of this, they need to feel like they want to learn the language, which assist them feel the language as they learn it. The most important thing is a motivation you need to learn a second language. Those who keep a positive attitude and are motivated to learn will definitely achieve their goal. Gardner and Lambert (1972) said that motivation is working hard to learn a language and wanting to learn it, as well as liking the language.

2.1. Significance of Study

This research is important for education because it helps us understand how motivation helps kids and teens focus on a key goal or outcome. Motivating people is a key part of teaching and learning that works well. The researchers discuss how essential motivation is in education, the numerous kinds of motivation in institutions, including intrinsic and extrinsic motivation, as well as strategies to inspire students at school in this study. This research helps people do study in the era of education. The researchers found a lot of information gaps that need to be further studied in this research. All school administrators and teachers find this study helpful, but primary school teachers have benefited the most. After doing this research, researcher has found that motivation is a big part of how well students do in school. This study provides teachers with ideas for how to use motivating techniques in primary level English language classes more effectively.

2.2. Research Objectives

- To explore the different motivational factors which affect the performance of the students in learning L2
- To identify the motivational factors which affect the attitude of the students in learning L2
- To identify the motivational factors which influence students learning English as L2 by the motivational variation in teaching methods

3. Research Methodology

3.1. Research Method of Study

This research is a comparative, an experimental and quantitative study based on the research. The quantitative method of research is utilize to collect data in the form of questionnaire and tests (a pre-test and a post-test). This information aids in determining whether or not there are significant correlations between variables that are independent and dependent. Student motivation is one of the study's independent factors, whereas academic accomplishment in English is the dependent variable. The participants have been taken from primary schools in D.G. Khan who are in the fourth and fifth grade. There are two groups of students in this study: the controlled group and the experimental group.

3.2. Instrument

The questionnaire and test are based on a validated instrument that assesses both motivation and proficiency in English as a second language. The researcher prepared the Academic Motivation likert Scale (5 scales) questionnaire and tests. The researcher used to collect data to find out how much students are motivated by what's in it for them. This scale has good psychometric properties and is made to get information at the primary school level.

3.3. Data Collection

Regular classes are used to gather data for research. In this study, a self-made tool called the Likert Scale with a five-point scale was used to collect data. All of the students have been given the tests and teachers fill the questionnaire in the same order and have been given the same instructions. The following measurements make up the scale:

- Personal goals
- Study habits
- Attitude toward English learning/study centre
- Socio economic factors

In an ESL class, the researcher conducted the test. With the help of the computer lab, the library, and other resources, the researcher try to get the students take more interest in English Learning. The English they learn won't match up with the books and their syllabus. This experimental research takes place over the course of two weeks. The researcher improved their skills in two weeks (reading, writing, speaking, and listening). Collecting data to figure out how much students are motivated by outside factors and how much they want to learn by their own. This study will assist the researcher in determining how the students feel about their academic performance.

4. Data Analysis

This study is collecting demographic information.

- Intrinsic Motivation (subscale 1)
- Extrinsic Motivation (subscale 2)
- A Motivation (subscale 3)

There are three ways to measure how motivation is essential in English learning. The statistical analysis shows that there is a link between age, how well students speak English, how much students do work, scores, and the overall motivation of the students. The SPSS software version 26 is used for statistical analyses. This test shows the interest of the students in English learning.

4.1. Finding of the Study

For data analysis, SPSS was utilized. It is researched using a method, which is a descriptive statistical study of each question that includes frequency, percentage, mean, and standard deviation. This section describes known studies on learner motivation and motivation's efficacy in the context of English language acquisition, as well as a discussion of the research's conclusions. The motivational profile and question responses of the students are provided. There is a table, a column chart, and a bar chart displaying the percentage of the results.

As the present study employs a quantitative research methodology, a questionnaire of the sample population was employed. Teachers administered the questionnaires according to their students' level of comfort. There were thirty questions in the questionnaire, and 25 teachers participated in this exercise. The questionnaires were delivered to instructors with explicit detailed guidance and justifications by the English teachers regarding how to fill them out. Upon completion, the surveys were gathered. The questionnaire information was then entered into SPSS file. The degree of enthusiasm to learn English was assessed according to the criterion listed. The findings of the study are presented using a five-point Likert scale. The following are the etymologies:

4.2. Descriptive Statistical Analysis of Questionnaire

In response to the first question, "In an ESL classroom, motivation is the best technique to promote student efficiency and knowledge," various respondents reply differently according to the researched results. The survey included a number of 25 respondents, with 68% strongly agreeing, 28% agreeing and only 4% remaining neutral and 0% disagreeing with all of this remark. This statement's generally positive mean and assess value is 4.64, with a standard deviation of .569.

Table 1: Extrinsic Motivation

Statements	SDA %	Disagre %	Neutral%	Agree %	SA %	Mean %	S.D %
In an ESL classroom, motivation is the best strategy to improve student's efficiency and understanding.	0	0	4	28	68	4.64	.569
Motivating students in generating their own ideas is effective in ESL classroom.	0	4	20	24	52	4.24	.926
Group works / activities can enhance the motivational level in ESL learners / class.	8	12	16	28	36	3.72	1.308
Speeches of motivational speakers are a key factor in learning a second language.	0	8	12	44	36	4.08	.909
Psychological analysis of the students gives the right direction in motivating students.	8	4	20	36	32	3.80	1.190

In the second question under the statement Motivating students in generating their own ideas is effective in ESL classroom, various respondents reply differently according to the researched results. The survey included a number of 25 respondents, with 52% teachers strongly agreeing, 24% agreeing and 20% remaining neutral and 4% disagreeing with all of this remark. This statement's generally positive mean and assess value is 4.25, with a standard deviation

of.926. Collaboration is one of the 21st century's most essential social skills. "Group works/ activities can enhance the motivational level in ESL classroom." There were 25 teachers who responded, 36 % strongly agreed, 28% agreed, 16% remained neutral. 12% disagreed and 8% strongly disagreed with this order. This statement's generally positive mean and assess value is 3.72 and the standard deviation value is of 1.308.

Teachers participating in this research expressed their opinion as under 44% agreed, 36% strongly agreed and 12% neutral. 8% disagreed with this statement. This statement's extremely positive mean value is 4.08, with a standard deviation of .909. Under 36% agreed, 32% strongly agreed, 20% remained neutral, 8% strongly objected, and 4% were against this claim, according to the participants in this study. The extraordinarily positive mean value of this statement is 3.80, with a standard deviation of 1.190.

Table 2: Intrinsic Motivations

Statements	SDA %	Disagree %	Neutral%	Agree%	SA %	Mean %	S.D %
Providing students any situational tasks regarding real life communication is a good idea for second language efficiency.	4	16	8	32	40	3.88	1.236
The teacher must have a motivational personality in order to gain students attention.	4	0	20	32	44	4.12	1.013
It is beneficial to encourage your students to use newspaper, magazines and movies to improve second language learning.	4	8	12	48	28	3.88	1.054
Computer and other visual aids are important to motivate ESL students.	4	8	8	32	48	4.12	1.130
Praising and encouraging techniques can help to overcome of students' deficiencies.	12	4	12	40	32	3.76	1.300

Various respondents respond differently in accordance with applicable results, as indicated in this table, with 40% strongly agreeing, 32% agreeing, 8% remaining neutral, 16% disagreeing, and 4% strongly disagreeing with this remark. The extraordinarily positive mean value of this comment is 3.88, with a standard deviation of 1.236.

The respondents to this research stated that 44% strongly agreed, 32% agreed, 20% remained neutral, and 4% strongly disagreed with this statement. The extraordinarily positive mean value of this comment is 4.12, with a standard deviation of 1.013.

Table 3: Positive Impacts over Personality

Statements	SDA %	Disagree %	Neutral %	Agree %	SA %	Means %	S.D %
Positive feedback from teachers has a positive influence on students learning.	4	0	8	52	36	4.16	.898
Motivational techniques are more effective than physical punishment.	0	4	20	24	52	4.24	.926
The teachers are using right motivational techniques that can improve for the student's second language learning.	4	16	20	40	20	3.56	1.121
Students centered techniques can help you achieve more proficiency in English language.	12	12	20	32	24	3.44	1.325
By motivation second language learning plays an important role in real life situations.	0	8	20	40	32	3.96	.935

There were a total of 25 responders, with 48% agreeing, 28% strongly agreeing and just 12% remaining neutral, 8% disagreeing, and 4% strongly disagreeing with this statement. This statement's overall positive mean and assess value is 3.88, with a standard deviation of 1.054. 25 instructors responded, and of them, 48% strongly agreed, 32% agreed, 8% remained neutral, 8% disagreed, and 4% strongly disagreed with this statement. The extraordinarily positive mean value of this comment is 4.12, and the standard deviation is 1.130.

25 instructors responded, with 40% agreeing, 32% strongly agreeing and just 12% neutral, 4% disagreeing, and 12% strongly disagreeing with this statement. The extraordinarily positive mean value of this statement is 3.76, while the standard deviation is 1.300. 25 teachers responded, and 52% agreed, 36% strongly agreed, 8% remained neutral, and 4% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 4.16 with a .898 standard deviation. Praise and encouragement can improve a student's learning, as we saw in point 11. There were a total of 25 teachers who replied, with 52% strongly agree, 24% agree, and just 20% remaining neutral, and 4% disagree with this statement. This statement's extremely positive mean value is 4.24, with a standard deviation of .926.

25 teachers responded, with 40% agreeing, 20% strongly agreeing, and just 20% remain neutral. The remaining 16% disagreed and 4% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 3.56 with a.1.121 standard deviation. There were 25 teachers who responded, and 32% of them agreed, 24% strongly agreed, and only 20% remained neutral. The remaining 12% disagreed and 12% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 3.44, while the standard deviation is.1.325. 25 instructors responded, and of them, 40% agreed, 32% strongly agreed, 20% were neutral, 8% disagreed, and 0% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 3.96 with a .935 standard deviation.

Table 4: Different Motivational materials and objectives for learning outcomes

Statements	SDA %	Disagree %	Neutral%	Agree%	SA%	Means%	S.D%
Studying English is substantial so that the students can understand English speaking films, videos, TV or radio.	0	8	20	36	36	4.00	.957
Motivation of second language can make progress outside of the class.	4	16	8	36	36	3.84	1.214
Motivation can solve classroom discipline problems.	4	16	28	20	32	3.60	1.225
Different motivational techniques enhance student's interest in learning a second language.	4	0	12	36	48	4.24	.970
Motivation of second language learning can help in the objectives of English course.	4	4	16	44	32	3.96	1.020

25 teachers responded, with 36% agreeing, 36% strongly agreeing, 20% remaining neutral, 8% disagreeing, and 0% severely disagreeing with the statement. The extraordinarily positive mean value of this statement is 4.00, while the standard deviation is.957. 25 teachers responded, with 36% agreeing, 36% strongly agreeing, 8% remaining neutral, 16% disagreeing, and 4% strongly disagreeing with the statement. The extraordinarily positive mean value of this statement is 3.84, and the standard deviation is 1.214.

There were a total of 25 teachers who replied, with 32% strongly agree, 20% agree, and just 28% remaining neutral, and 16% disagree and 4% strongly disagree with this remark. This statement's extremely positive mean value is 3.60, with a standard deviation of 1.225. There were a total of 25 teachers who replied, with 48% strongly agree, 36% agree, and just 12% remaining neutral, and 0% disagree and 4% strongly disagree with this statement. This statement's extremely positive mean value is 4.24, with a standard deviation of .970. 25 instructors responded, and of them, 44% agreed, 32% strongly agreed, 16% were indifferent, 4% disagreed, and 4% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 3.96, while the standard deviation is 1.020.

Table 5: Motivational Techniques and activities in ESL Class / Learners

Statements	SDA%	Disagree%	Neutral%	Agree%	SA%	Means %	S.D%
Motivational activities in second language can evaluate to the pupils learning output.	8	12	32	24	24	3.44	1.227
Motivation can help us to choose material to use to learn English.	4	4	16	32	44	4.08	1.077
Motivational techniques are notable that can be help to speak and interact with foreigner.	0	0	16	40	44	4.28	.737
Motivational techniques can give ESL teachers different pedagogical options in their teaching.	4	0	28	32	36	3.96	1.020
Teachers should be encouraged to use motivational techniques, activities and technologies in their classes.	8	8	4	32	48	4.04	1.274

25 instructors responded, with 24% agreeing, 24% strongly agreeing, barely 32% remaining neutral, and the remaining 12% disagreeing and 8% strongly disagreeing with this statement. The extraordinarily positive mean value of this statement is 3.96, while the standard deviation is 1.020. Twenty second item of the questionnaire stated as: Motivation can help us to choose material to use to learn English. 25 teachers responded, and 44% strongly agreed, 32% agreed, 16% remained neutral, 4% disagreed, and 4% strongly disagreed with the statement. The extraordinarily positive mean value of this statement is 4.08, and the standard deviation is 1.077.

Twenty third item of the questionnaire stated as: Motivational techniques are notable that can be help to speak and interact with foreigner. Out of the 25 teachers who answered, 44% strongly agreed, 40% agreed, and 16% were neutral. 0% disagreed and 0% strongly disagreed with this statement. The mean value of this statement is a very high 4.28, and the standard deviation is .737. 25 teachers responded, and 36% strongly agreed, 32% agreed, 28% remained neutral, 0% disagreed, and 4% strongly disagreed with the statement.

The extraordinarily positive mean value of this statement is 3.96, while the standard deviation is 1.020. Twenty-five of the questions said that teachers should be encouraged to use motivational techniques, activities, and technologies in their classrooms. Out of the 25 teachers who answered, 48% strongly agreed, 32% agreed, and only 4% were neutral. 8% disagreed and 8% strongly disagreed with this regard. The mean value is very high 4.04, and the standard deviation is 1.274.

Table 6: Variation in teaching methods and techniques

Statements	SDA%	Disagree%	Neutral%	Agree%	SA%	Means%	S.D%
Different technologies can be available for the ESL students.	8	12	16	32	32	3.68	1.282
Motivation in ESL class enhances students' autonomy and self-confidence.	0	20	8	44	28	3.80	1.080
Motivational activities should helpful for teachers to assess students and provide their appropriate feedback.	4	12	24	36	24	3.64	1.114
Motivational factors promote the professional teachers in second language learning.	4	4	16	40	36	4.00	1.041
The method of motivational techniques is more effective for students in learning English.	8	4	20	28	40	3.88	1.236

Twenty six item of the questionnaire stated as: Different technologies can be available for the ESL students. 25 instructors responded, and 32% strongly agreed, 32% agreed, and just 16% remained neutral. 12% disagreed and 8% strongly disagreed with the statement. With a standard deviation of 1.282 and a mean value of 3.68, this statement is exceptionally positive. Twenty-seven item of the questionnaire stated as: Motivation in ESL class enhances students' autonomy and self-confidence. There were a total of 25 teachers who replied, with 44% agree,

28% strongly agree, and just 8% remaining neutral, and 20% disagree and 0% strongly disagree with this remark. This statement's extremely positive mean value is 3.80, with a standard deviation of 1.080.

The questionnaire's item number twenty-eight read: Motivational activities would assist teachers evaluate learners and provide them with the useful feedback. 25 teachers responded, with 36% agreeing, 24% strongly agreeing, just 24% neutral, and 12% disagreed and 4% strongly disagreeing with the statement. The extraordinarily positive mean value of this statement is 3.64 with a 1.114 standard deviation. Twenty-nine item of the questionnaire stated as: Motivational factors promote the professional teachers in second language learning.

25 teachers responded, with 40% agreeing, 36% strongly agreeing, 16% remaining neutral, 4% disagreeing, and 4% strongly disagreeing with the statement. This statement's extraordinarily positive mean value is 4.00, with a standard deviation of 1.041. The results show that students will be more interested in learning a second language if their teachers use different ways to get them interested. It can work out better. Thirtieth item of the questionnaire stated as: The method of motivational techniques is more effective for students in learning English. There were a total of 25 teachers who replied, with 40% strongly agree, 28% agree, and just 20% remaining neutral, and 4% disagree and 8% strongly disagree with this opinion. This statement's has positive mean value is 3.88, with a standard deviation of 1.236.

Table 7: Frequency table for Gender of Respondents

Gender	Frequency	Percent	Cumulative Percent
Female	13	52.0	52.0
Male	12	48.0	100.0

There are 52 percent (N=13) females and 48 percent males (N=12) respondents from which we collected the data in the form of questionnaire. According to the data in this table, there is a positive association between extrinsic and intrinsic orientation and gender. A strong positive correlation observed among female (N= 13, P= 52). It reflects the gender of the respondents: males (N= 12, P=52).

Variables:

1. EM=Extrinsic Motivation
2. IM=Intrinsic Motivation
3. MT in ESL = Motivation Techniques in ESL
4. VTMM=Variation in Teaching Methods and Material
5. PIOP=Positive Impact over Personalities

Table 8: Relationship between Variables

	EM	IM	MT in ESL	VTMM	PIOP
EM	1	0.099	0.360	-0.037	-0.083
IM		1	0.293	0.417*	-0.059
MT in ESL			1	0.100	-0.210
VTMM				1	-0.100
PIOP					1

*P<0.5, EM=Extrinsic Motivation, IM=Intrinsic Motivation, MT in ESL = Motivation Techniques in ESL, VTMM=Variation in Teaching Methods and Material, PIOP=Positive Impact over Personalities

Table 9: Gender Comparison in Variables

Variable	Gender	N	M	SD	Df	T	95%CI
Extrinsic Motivation	Female	13	33.69	3.09	23	4.00*	[2.145, 6.739]
	Male	12	29.25	2.37			
Intrinsic Motivation	Female	13	24.69	1.84	23	0.975	[-1.24, 3.462]
	Male	12	23.58	3.63			
Motivational Techniques in ESL	Female	13	28.15	2.85	23	0.304	[-2.347, 3.155]
	Male	12	27.75	3.76			
Variation in Teaching Methods and Material	Female	13	26.85	3.67	23	0.298	[-2.554, 3.413]
	Male	12	26.42	3.53			
Positive Impact over Personalities	Female	13	7.54	1.85	23	0.541	[-1.82, 1.068]
	Male	12	7.92	1.62			

*P<0.05

For "second language learning in motivational factor" there is statistically significant difference between mean score of male (N= 12, M=29.25, SD=2.37,) and females (N=13, M=33.69, SD=3.09,). It means that the gender of the respondent has differences with reference to EM, from the data collected females are more EM compared to males.

For "second language learning in motivational factor" there is statistically significant difference between mean score of male (N= 12, M= 23.58, SD= 3.63) and females (N=13, M= 24.69, SD= 1.84). It means that the gender of the respondent have differences with reference to IM, from the data collected females are more IM compared to males.

For "second language learning in motivational factor" there is statistically significant difference between mean score of male (N= 12, M= 27.75, SD= 3.76) and females (N=13, M= 28.15, SD= 2.85). It means that the gender of the respondent have differences with reference to MT in ESL, from the data collected females are more MT in ESL compared to males.

For "second language learning in motivational factor" there is statistically significant difference between mean score of male (N= 12, M= 26.42, SD= 3.53) and females (N=13, M= 26.85, SD=3.67). It means that the gender of the respondent have differences with reference to VTMM, from the data collected females are more VTMM compared to males.

For "second language learning in motivational factor" there is statistically significant difference between mean score of male (N= 12, M= 7.92, SD= 1.62) and females (N=13, M= 7.54, SD= 1.85). It means that the gender of the respondent have differences with reference to PIOP, from the data collected females are more PIOP compared to males.

The results suggest that students who are motivated by things outside of themselves are more likely to be excited about learning English than students who are motivated by things inside of themselves. A lot of these students are also likely to be motivated by things outside of themselves. This suggests that students who want to learn English for their own reasons may do better at it.

Table 10: Pre and Post-test comparison for Experimental group

Test	M	N	SD	df	T	P	95% CI
Pre-test	21.65	60	4.762	59	13.423	0.000	[-9.479, -7.020]
Post-test	29.90	60	4.870				

*P<0.01

The pre-test was given to sixty students in four and five classes. The results are shown in this table (N = 60, M = 21.65, SD = 4.762). After the pre-test, motivational factors were used with this experimental group and the same group took the test again so that the results could be compared. The results show how many different motivational factors have an effect on learning English at the primary level. This table shows the results of the post-test (N = 60, M = 29.90, SD = 4.80). So it's easy to see from the results that the factors that motivated the experimental group are important.

Table 11: Pre and Post-test comparison for Control Group

Test	M	N	SD	df	T	P	95% CI
Pre-test	18.38	60	4.906	59	7.267	0.000	[-3.188, -1.812]
Post-test	20.88	60	5.201				

*P<0.01

Table 12: Comparison of Control and Experimental group for Pre and Post test

Study Variables	Group	N	M	SD	df	T	P	95% CI
Pre Test	Control	60	18.38	4.906	118	3.701	0.000	[-5.015, -1.518]
	Experimental	60	21.65	4.762				
Post Test	Control	60	20.88	5.201	118	9.802	0.000	[-10.838, -7.195]
	Experimental	60	29.90	4.870				

*P<0.01

The pre-test was given to sixty students in four and five classes. The results are shown in this table (N = 60, M = 18.38, SD = 4.906). After the pre-test, the traditional method was

used on this control group to compare it to the experimental group, and the same group was tested again so that the results could be compared. This table shows the results of the post-test ($N = 60$, $M = 20.88$, $SD = 5.201$).

Sixty students in four and five classes took the pre-test. This table shows the results of the pre-test for the control group ($N= 60$, $M= 18.38$, $SD= 4.906$). The results of the post-test for the control group are ($N= 60$, $M= 20.88$, $SD= 5.201$). Same as with the experimental group, the pre-test was given to four and five classes with a total of sixty students. The results of the pre-test for the experimental group are shown in this table ($N = 60$, $M = 21.65$, $SD = 4.762$). The results of the post-test for the experimental group are ($N= 60$, $M= 29.90$, $SD= 4.870$).

The researcher examines how motivating factors affect how students in the experimental group learn English after comparing the control and experimental groups of ESL students. The result show that motivation is an important part of an ESL class and that students respond very well to the ways their teachers try to get them motivated. So, it's easy to see from the results that the factors that motivated the experimental group are important.

5. Discussion

Discussion, recommendations, and the study's conclusion are covered in this chapter. It helps teachers and students see things differently. The questionnaire approach was used. As stated explicitly in the preceding chapter, D. G. Khan primary schools were participating in data collection. During the data gathering strategy, two areas were highlighted:

- The techniques used and the part motivation plays.
- How students see the motivational strategies used by their teachers

The process of acquiring a language requires motivation. Language learning program instructors should be aware of the value of motivation and how it affects their students. Thus, another idea that might be seen as the essence of motivation emerges: passion. Passion is essential for successful learning. The teacher must be aware of the individual's interests, expectations, capabilities, and degree of intelligence when constructing a language course.

- It guides students towards their objectives
- Boosts their self-confidence
- Develops their mental capacity
- A positive effect on personalities
- Sharpens learners' talents and skills
- Enhances the learning process
- Fosters competition in the classroom
- Improves student-teacher coordination

The second-most important component of this research effort is the perceptions of the students about their teacher's methods of instruction and motivation. The majority of the students shared the same views on the functions of their teachers throughout the administration of questionnaires and tests. Often, students were hesitant and unwilling to express their ideas and experiences. Nonetheless, students were able to speak openly and fearlessly to the researcher because of their teacher's confidence and inspiration. The results substantially concur with one another about the significance of teachers in language learning classes. Students emphasized that professors shouldn't only use direct instruction as a method of instruction. It's important to consider both grammar translation techniques and using the native tongue.

- Classroom management that works
- Learning strategy centered on the student
- Diversity in teaching methods and styles
- Realia is used effectively.
- Organizing games and enjoyable activities
- Assigning challenging work
- Learning through errors
- Appreciation and encouragement.

6. Conclusion

Motivation is a broad subject that has been studied by many researchers, as mentioned in the previous chapters. People think of it is important part of learning a L2 because it helps students get over their fears and complexes. It creates an atmosphere in the classroom that helps students develop their personalities and grow in their own ways. Motivation creates a sense of competition in the classroom, which gives the students the drive and energy they need to do well. This speeds up the process of learning. Most of the teachers' and students' points of view are the same, so they can be discussed together. However, there were a few points that were seen and proposed differently. Based on Dörnyei and Ushioda (2001) framework and the themes that came out of the research method, we can come to the following conclusions:

- Motivation gives a person a way to reach his or her goals and dreams in life. It gives a person a focus that makes them want to be successful even more. There may be many obstacles in the way, but with the right motivation and direction, these can be overcome.
- Pupils' motivation is a key factor in their personal development. It assists individuals in preparing for their goals and moving towards them with self-assurance and enthusiasm. It also removes their complexes and self-consciousness, prepares them to take the initiative, develops their creative writing and thinking skills, and provides them with a sense of self-evaluation.
- It helps people learn better by making them feel like they are competing with each other. It makes students feel like they have to compete, which makes them feel like they've failed and hurts their own motivation to learn.
- Encouraging and appreciating students are very important tools for getting them to use their skills to reach their goals. Students will work harder to reach bigger goals if they are encouraged to reach certain goals and thanked for small successes along the way.
- Motivation gives learners a reason to be optimistic. It shows the brighter side of things, which helps people, think positively and move forward in the right direction.
- Teachers should change how they teach based on what their students need and what interests them. Every student has his or her own interests and skills, and the teacher should figure out what those are and work with them.
- Teachers set a good example for their students, thus they should present themselves in the best possible light. Instructors have a significant impact on the students they educate. The students are inspired and motivated by how they act and what they have done. In a classroom where people are learning a foreign language, the teacher should speak in that language. It encourages students, in a roundabout way, to speak the target language all the time. Some scholars say that L1 shouldn't be completely ignored as a way to talk because there are some terms and dogmas that are hard for students to understand without using their native language.
- Teachers should get students to work together and coordinate in the classroom. They should encourage the students to use foreign languages so that they can get better at that target language.
- They should teach their students about the culture of the other country. The reason for this is that you can't get good at any language until you learn about the culture of that place. In Pakistani culture, for example, owl and donkey are symbols of stupidity, whereas in the West, these phrases are symbols of wisdom and hard effort.
- Teachers and students should get along well with each other. Both qualitative and quantitative research shows that students who get along well with their teachers are more motivated and have more self-confidence. To keep the classroom climate healthy and friendly, teachers should have a strong sense of humor. To gain and hold students' attention and interest, employ fun, comedy, and games. No-humor lectures create monotony and dullness in the classroom, causing students to act slowly.

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