



RESEARCH PAPER

The Role of Motivation in Enhancing Students' English Speaking Skills at Secondary Level

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ABSTRACT

This research study is based on the role of motivation in enhancing students' English speaking skill at intermediate level. The objectives of the research study are 'to find out the trigger point like motivation which increase students' speaking skills' and 'to find out the prominent factor of motivation in second language learning'. The research is conducted through the help of simple random sampling and the data was collected in the light of Dornyei's framework (2005). The findings of the study reveals that students' motivation is largely ignored at intermediate level. Furthermore, the researcher noticed that the intermediate level students' motivations are generally based as extrinsic not intrinsic. Teacher's role is mandatory for motivating students for encouraging them to speak English language. The recommendation is that future researchers can conduct their study on the vast area i.e., at Province level to get huge level data for the advancement of study.

KEYWORDS

Motivations, Language, English Speaking, Student's Contributions, Teacher's Role

Introduction

Language is a communication tool for human beings. "Language enables human beings to transfer his ideologies to other human beings" (Ahmad et al., 2021, p.1). There is no value of man without language because neither he communicates nor understands the others' words. Without Language no human can survive in society. With the use of language people can communicate with one another and convey their messages. English language has uncountable effects in different walks of life like financial world, social sciences, computer work and all kinds of related work. Approximately, in all over the country everything is available in English. English language teaching has also a great influence to convey messages to younger ones and others friends for formal and informal discussion (Ahmad, Farhat & Choudhary, 2022; Cheema et al., 2023; Hafiza et al, 2024; Maitlo et al., 2024; Abbas et al., 2025). Unfortunately, not much focus is given to the teaching of English language, however, it is not taught in a sense that can become helpful in daily conversation. English language is taught entire time from 1st class to twelve or fourteen years of education which is totally different from routine. One of the main sources for learning English language in our country is our schools and colleges but the much focus is given to cramming of spellings and grammar rules. It is particular source of communication in Pakistan at all level like overall academic, official level and judiciary (courts, legislation departments and law enforcing departments like defense etc.). In spite of it is a fact that students are unable to communicate in English language after having ten, twelve and fourteen years of education (Farhat, 2019; Jalbani et al., 2023; Abbas et al., 2024;

Ahmad et al., 2025; Rasheed et al., 2025). Some traditional methods are used in rural areas without knowing the latest and updated techniques from the current period.

Desolately in Pakistan there not much importance is given to speaking skills and students are totally engaged in cramming grammar and translation. According to some linguists, vocabulary and rules are not much essential for speaking English language. Throughout translation methods are used and creativity is neglected. In Pakistan just focus is given to Grammar Translation Method (GTM) without giving uniqueness to other methods. English gets the importance as a subject and somewhere is used for getting good grades in academic careers without knowing about its importance as a Language.

English language has got much focus in Pakistan like all over the world. That is why, students give much time regarding the importance of English language and they utilize their time for learning and teaching for their better future. People in Pakistan are very enthusiastic and passionate to learn English as a second language. They spend their precious time in learning this language.

Mostly teachers forget about the role of motivations and they rely whole time for studying syllabus and the all the activities related passing the examination instead of promoting their caliber in enhancing their speaking and creativity in the field of English language. Students' motivation play a prominent role in a class room without giving importance to these there is no life in the class. Success of any action depends upon the individual's desire and interest in any filed for achieve their goal.

According to Gardner (1972), there are four things which make a difference in individuals' success in second language learning which are attitude, personality, language aptitude and motivation.

In Pakistan, little attention is provided to promoting students' trigger point while teaching English language. Trigger point is that point which we can use and motivate each student in learning language. But the dilemma is that traditional language methods are still working and used for teaching that is why students cannot get rid of shyness. Old methods of learning language just bound the learners in specific intellect level instead of exploring their thoughts, opinions and productivity with others, hence, they are much intelligent throughout the class but their lack of confidence make them below the mark. In that kind of educational system students' activeness remains passiveness throughout the class. It is important to know the reasons about students' shyness and that why they are not motivated. With the help of these advance activities like, dialogues, debates, discussion, mini stories, and some kinds of asking and telling information in short answer and question session. Teacher can enhance his students' level of understanding through the help of motivation and they can perform well instead of previous experience. Hope and encouragement play an essential role.

In the importance of English language learning motivation is the prominent factor to overcome the hurdles of different issues and it can become easy for a student to learn anything in pleasurable situation.

Literature Review

"Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study" (Ahmad, Rao & Rao, 2024, p.3944). In the learning and teaching of English language there are some major skills which are listening, speaking, reading and writing. We can

make a distinction between as productive and receptive skills. When we listen and read, we receive different kinds of sentences and words from different kinds of sequence like pair of words, synonyms and antonyms and lexical items, but, during writing and speaking, one is known as producing sounds like words and other is just putting words on paper. Listening and reading both are also active skills because listener listen all kinds of words in an active manner and when read he also put same kind of attention for understanding of words and the message of writer, however, the difference only exist in there degree.

All skills have same kind of prominence in their own spare and it cannot be neglected entirely. For better speaking it is important to pay attention to listening, however, for getting effectiveness in writing reading is mandatory.

Speaking skills is also a tool by the using of this in conversation people share their ideas, thought and every kind of information. It is the second language skill in all four skills. Speaking skills is known as more effective than the other because with the help of this skill learner introduces himself that what he is and which kinds of potential he has. Speaking skill is performed through words in which words have much importance. According to Brown and Yule (1983) the main work of speaking is to join social relation with others and also the way of sharing information. Speech is the natural flow from person to person in the form of words and sentences.

Mostly it is said that learning occurs when we want to learn. It is a trigger or hidden point which is available in human mind and done by the pushing of that point. The concept of motivation is related to the willingness to learn, but it also implies many things such as inspiration, energy and individual's own interest. However, individual have different kinds of interest, different drives, and needs so that different levels of motivation.

Different theorist have defined the term 'motivation' in different ways that is why, it is quite difficult to give a unique and precise definition. Convington (1998) argues: "motivation, like the concept of gravity is easier to describe in terms of the outward effects than to define". Motivation is one of the particular determinants of second language learning triumph and the last three decades have seen a significant amount of research that investigates the nature and role of motivation in the second language learning process (Dornyei, 1994). According to view points of Gardner and Lambert (1959), motivation can be defined as the amalgamation any kind of desire and some kinds of efforts for gaining a specific goal. Resolute attention, consistency, achievement, decrease of tension and inquisitiveness characterizes the learner's behavior. Development of language motivation plays a central function in the expertise but unfortunately teachers those who do not have any background and training in relevant filed and they do not manage how can be motivated to learners (Gardner & Lambert, 1959).

Dornyei (1992) acknowledged that motivation give a straight path to the learner. According to Macintyre, Mac Master and Baker (2001), motivation is defined as an attribute of the individual's particular task for underlying psychological quality.

According to Dornyei (1998) categorization, motivation has three type of levels, which are language level, learner level and learning situation Level.

Those people who speaks language very fluently, there is trigger point behind their performance. Colak (2008), states that the main effect of the success of language learner is motivation is second language learning. A large number of studies have shown the

connection between achievement and level of motivation regarding learning. According to Researchers motivation has an effect on language learning (Domyei, 2001).

According to Rost's view point (2006), motivation has prominent function in the learning of second language. Deep thinking regarding learning a language motivation plays a vital role, however, teaching methodology seems to have secondary place. In second language learning learner faces difficulties because there is no any kind of learning environment where he or she can learn from context. Learners cannot get sufficient English output from the environment because they do not have adequate opportunity for speaking. Environment does not give a related exposure to the learners regarding English language learning as second language. Every side mother tongue and national language is spoken but not much time is given to speaking skills. In that kind of limitation, learners require essential motivation in the case of second language learning as successfully (Rost, 2006).

In Pakistan motivation is entirely disregarded from primary level to secondary and advance level, however, negative reinforcement is the main focus of Pakistani classrooms. Unfortunately, there is no system of language teachers' training in Pakistani education. There are many teachers who start their teaching after completion of Graduation. They also unaware about the definition and the importance of motivation and how to develop it, then, how is it possible to teach up to the mark. They also do not have enough exposure of motivation in English teaching consequently they cannot motivate their students.

Teacher knows very well how he will bring passion for student's learning. Interesting elements can also be introduced in classroom so that learning environment must be made for them. For instance, learners' personal life topics, family matters, any kind of current topic, view point about their personalities, liking and disliking, favorite movies, dramas, games etc. Instructor has an authority to introduce these activities and can also give permission to learner that they can select any kind of topic themselves. Just teacher can bring passion in his students by the help of activities (Rost, 2006).

Student cannot make successful development in learning second language. The cause is that they are neither instructed nor be given enough attention. When it is not given essential kind of input to them, they show carelessness and lack of interest regarding second language learning. For the learning of second language, a totally new learner may need particular kinds of consideration from teacher carrying relations (Rost, 2006). According to Gardner and Lambert (1959), there are two major types of motivation; integrative motivation and instrumental motivation. In Integrative motivation means it is the learner's inner trigger that he wants to learn a language. He has desires for learning which is based on personal growth and cultural enrichment. Instrumental motivation means to learn second language for some external or functional purposes like for the sake of exams, personal benefits, for getting promotion and also for carrier building etc. In Pakistan teachers give much focus to instrumental motivation for their students so that they can get good grades for degree. Teacher is the known as the role model for student. If the teacher is competent and sincere about his field then students will be groomed and get well kind of knowledge. But if the teacher is insincere regarding teaching then his students will not be motivated towards better learning. Teacher's cooperation is highly appreciated for a well-known institute. Learners learn all kind of positive fortification because of teacher's responds, that is why learner get well familiarity in the field of English language learning. Teacher should pay attention for the improvement in the process of student's language learning.

Teachers' involvement is mandatory for students' motivation because where there is no motivation there are no any hope for achieving goal. Teacher's competence and self-

confidence is known as prominent factor for enhancing students' motivation. Teacher should deliver well prepared lecture and be clear in his thought. His better command is well known key for better learning (Matthews, Spratt & Dangerfield, 1985). Teacher's personality is most attractive one for students, that is why, they learn effectively and most passionately. A teacher should have flexible mind, sensitive and open-mindedness in his behavior and devoted to his work. Teacher individuality should be like as weather and change or mould his qualities according to circumstances like; protective, affectionate (Matthews, Spratt & Dangerfield, 1985). Teacher is the guide for students. It is his duty to tell students regarding their purpose and need, why they are here? What is the purpose that they are attending these classes? He should has a trick to motivate students by different ways like he can ask students that their works is too prolonged, they have very limited time for the preparation for it. He should also appreciate his students by different kinds of ways. Too much work for home is not a good job but a qualitative work is essential so that students can get motivation from these kinds of activities. It is also the teacher duty to create such kind of activities in classroom which are interested part of the student so that they can get influence from it and be motivated for work. Personal experiments are interesting subject for discussion in classroom. He can provide interesting topics like as their dreams, hobbies, interesting personality and their favorite hobbies etc. It's also the teacher's duty to prove them variety of tasks and activities which are related with enhancing students' speaking skills.

Research Methodology

Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research. The research is quantitative in nature (Ahmad et al., 2021; Rao et al., 2023; Sadaf et al., 2024; Maitlo et al., 2025). Following material and methods are used in present research. The research is quantitative in nature.

Population

The population of this study was the intermediate level students of Chakwal. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus, Farhat & Ahmad, 2023, p.3523).

Sample size and technique

The research was based on a random sample of thirty-six (36) students from intermediate level of Govt. Saigol Model Higher Secondary School Saigol Abad, Chakwal.

Instrument

In the research the questionnaire was used as research tool for collecting data. The questionnaire items were based on Dornyei's formulated framework (2005).

Pilot testing

Before conducting huge research, a pilot testing was made to figure out the validity and reliability of the research.

Validity reliability

Real data was collected through the circulation of questionnaire and students were told enough before the purpose of said research and confidentiality of their names.

Ethical Consideration

Ethical consideration was the primary concern of the researcher while collecting data. Students and teachers were asked for prior approval for data collection on the research questions. Students name has been kept confidential throughout the whole process and only figures and numbers were added for the analysis of research study.

Theoretical Framework

The structure that can support a theory is called theoretical framework; it not only encompasses the theory, but narrative explanation about how the researcher engages in using the theory and its underlying assumptions to investigate the research problem" (Ahmad et al., 2024, p.302). Teacher is the one thing in classroom because motivation is totally dependent upon his control. It is largely consisted upon the teachers' motivational teaching practice. Penalty and loot is not the specific tool for increasing students' motivations.

According to Dornyei and Otto (1998), "The spectrum of other potentially more effective motivational strategies is so broad that is hard to imagine that none of them would work".

Students' motivation can be improved in classroom through giving focus to Dornyei (2005) formulated framework which is based for the check and balance Dornyei and Otto (1998). The fundamental units in Dornyei's (2005) framework are as under:

1. To create fundamental motivational circumstances: There are some assured preconditions earlier than any further attempts to produce motivation because motivational strategies cannot be used successfully in a motivational space. Teachers' behavior is most effective tool for the enhancement of student in speaking English more concisely. Teacher has a motivational effect on classroom. Teacher relationship with students, their parents and his enthusiasm, commitment and expectation for students are become a vast part for students' learning exposure. A tense classroom climate can de-motivate learners' learning. On the other hand in a pleasant and supportive classroom environment students can explain learners' thoughts, opinions and feelings without any fear situation. The teacher's positive humor can make pleasant upbringing in classroom. Students can learn more easily with the help of his class fellow, however, poor learning is bad effective tool for learning. We should make a cohesive learning group in a classroom.
2. To maintain and to protect learners' inspiration: The ordinary preference to lose concentration from the object can become students' de-motivating behavior. However, motivation can be maintained by a number of classroom strategies; which are to set a specific goal for learners, to create learners' autonomy in classroom, to protect self-motivating learning strategies and to present different tasks in a motivation way.
3. To generate preliminary motivation: According to many psychologists, children are innately inquisitive to inflate their awareness of the world. It can also be assumed that learning experience is a source of natural pleasure for them, unfortunately, their inquisitiveness is destabilized by that factors which are related to college, such as presence, curriculum and course content and most importantly due to grades. There are many facts to create primary students' motivation level. B. Spolsky (1989) had separated it in five most important groups which are to enhance students'

language interconnected principles, to increase learners' anticipation for success (success orientation), to increase learners' particular learning activity, to select learners' relevant teaching material and final one is to create learners' realistic beliefs.

4. Encouraging students' positive self-evaluation: Through the help of positive strategies, a teacher knows very well and can help learners to evaluate their precedent act and boots up in a more affirmative way. Now the afterward part is called role acknowledgment (Domyei, 2001). Dornyei's (2001) point of view, the term attributions can be explained, people are asked why they were successful or what was the reason behind they were failed? Resultantly for successful achievement of classroom inspiration some forms of feedback, rewards, and good marks are obligatory from teacher side. According to Ford (1992), no one can continue his work until the relevant feedback is not provided. In the absence of relevant feedback, their goals will end up. Feedback is the essential parts in education and all over the world which is related with that kind of things and it enhance learners' self-confidence. Motivational feedback is the back bone for the improvement in speaking English language. Most importantly, through the help of feedback students get information related their study. There are many kinds of rewards are used in education procedure, which can apply as the learners' prize such as net payment, sweets, different certificates, medals and in the forms of grades, and also giving extra time for playing.

Data Analysis

The data was collected from the intermediate level students for Govt Saigol Model Higher Secondary School Saigolabad, Chakwal. The questionnaire was filled from thirty-Six students using random sampling technique. It was noticed that a great majority of respondents (55.5%) are from the age 16 to 18 years. All students are male because the researcher conducted this research in Boys College. Following questions were asked from the students and their answers are being mentioned in charts and explained accordingly.

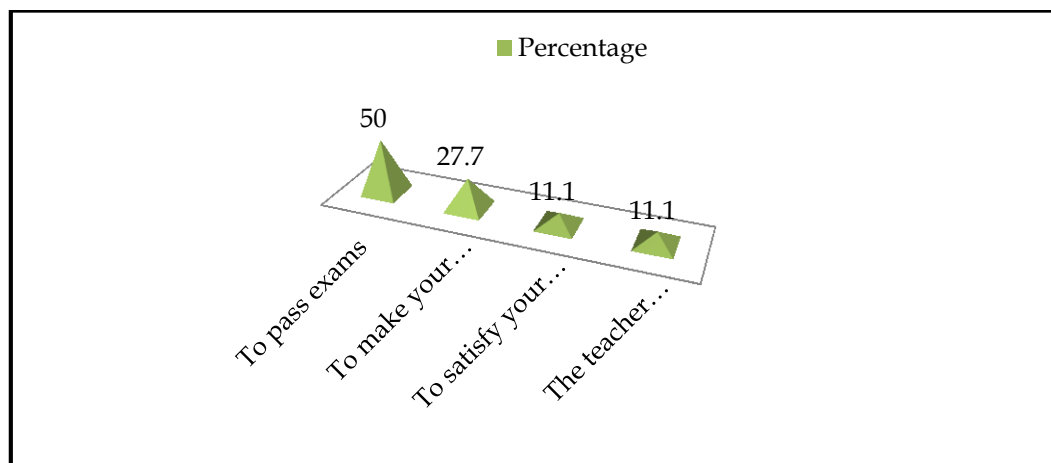


Figure 1 Motivate to learn English

It is noticed that 50 % students just want to pass their examination, 27.7 percent want to make their parents happy and to satisfy them, 11 percent want to satisfy their ego and become proud of it that they can speak English language and the dilemma is that just 11 percent are motivated from their teachers for learning and better speaking.

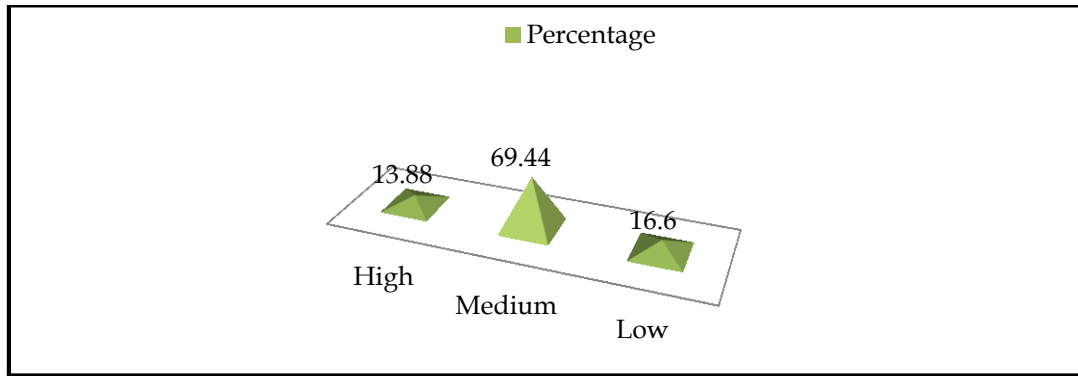


Figure 2. Level of motivations toward learning English

This question was asked from the students and they replied in the favor of medium because they are not motivated and just 13 percent students have knowledge that they are motivated in a true sense.

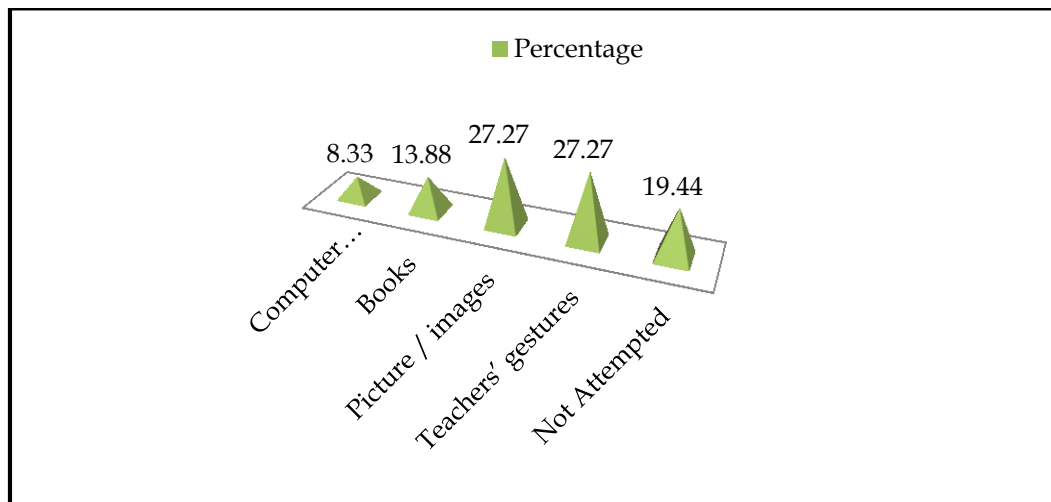


Figure 3. Most motivating in English learning

The responses demonstrate that students also have knowledge that teachers' role is much prominent like pictures and images. When they see picture they create their imagination regarding teachers' gestures and postures also help and motivate them for learning and speaking.

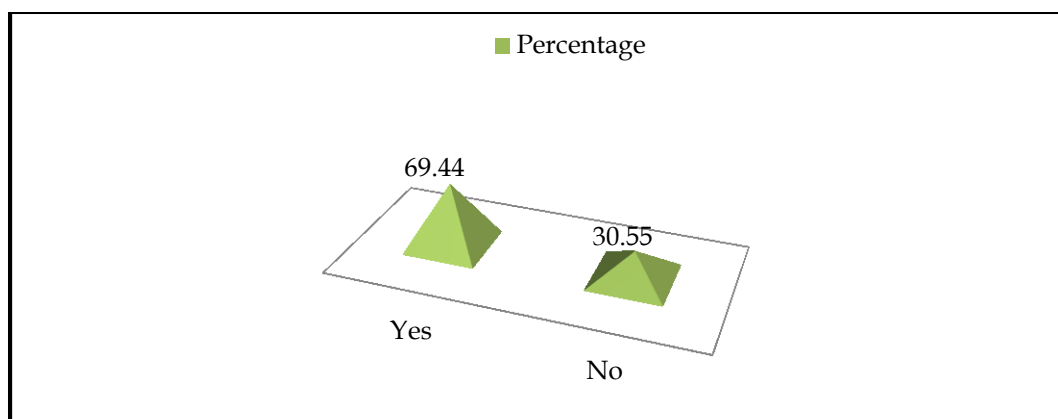


Figure 4. Influence of learning environment on learning motivation

Students know that if there will be any kind of learning environment then they will learn a lot and start speaking good according to the demand of native language teachers.

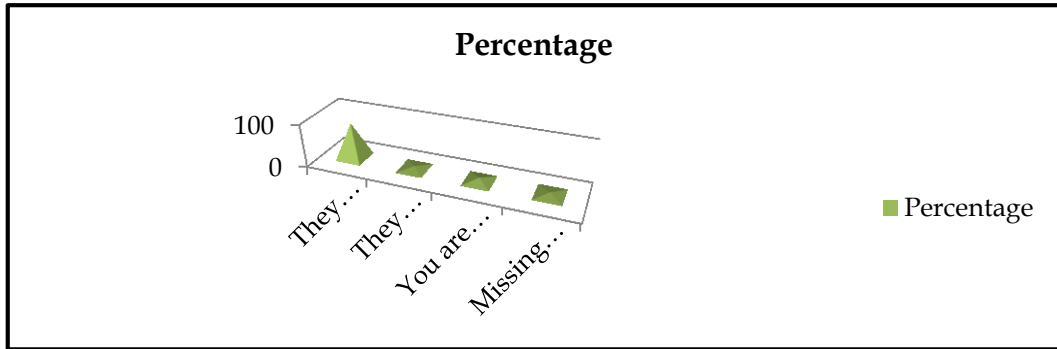


Figure 5. Classmates with fluent ability in speaking English

Dornye’s framework is up to the mark for students. They know that a good kind of environment and pleasurable situation will become a good way for speaking fluent English and their class fellow encourage them.

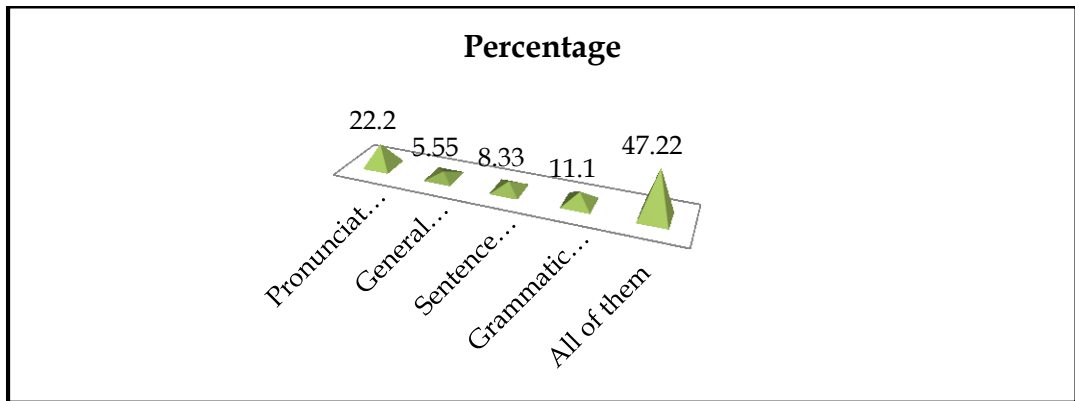


Figure 6 Difficulties in English speaking

Students face many problems while speaking English language. 22 percent replied that they have problem in pronunciation, 5 percent have problem in general vocabulary, 8 percent have problem in sentence structure, 11 percent have problem in grammatical rules and in all of them 47 percent have problem and they admitted that there is no availability of motivation for making correction for their mistakes.

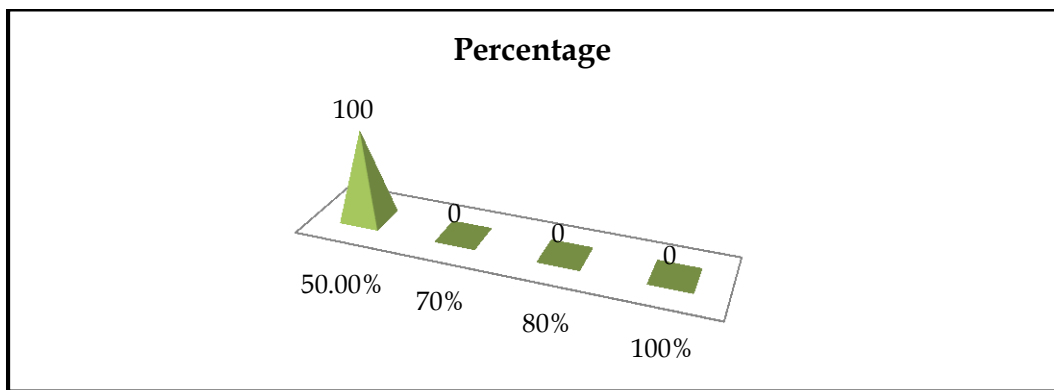


Figure 7 Communication performance in English improved during class period

Here, students' responses show that their speaking fluency is improved just as 50 percent and they have also 50 percent problem.

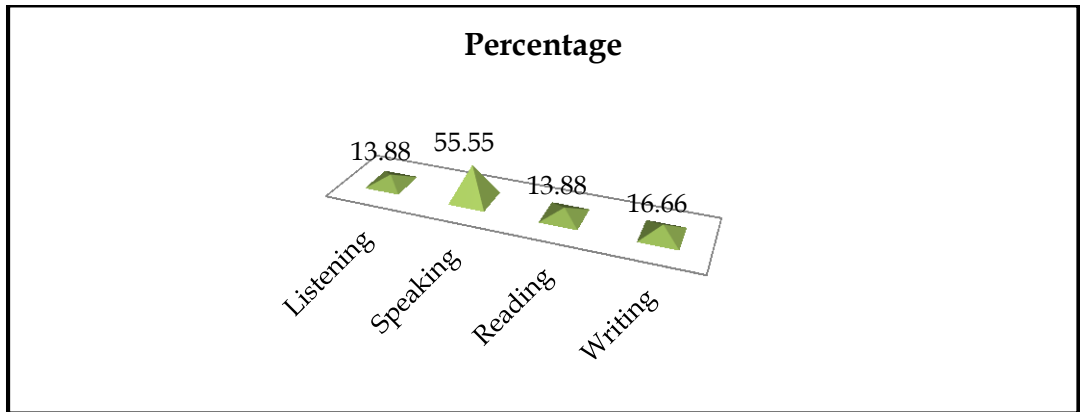


Figure 8 Most difficult language skill

Through the help of this answer the researcher get the idea that students are not motivated in their class rooms that is why they are unable to speak very well. 55.55 percent students mentioned that they are facing problems in speaking skills through all over the criteria.

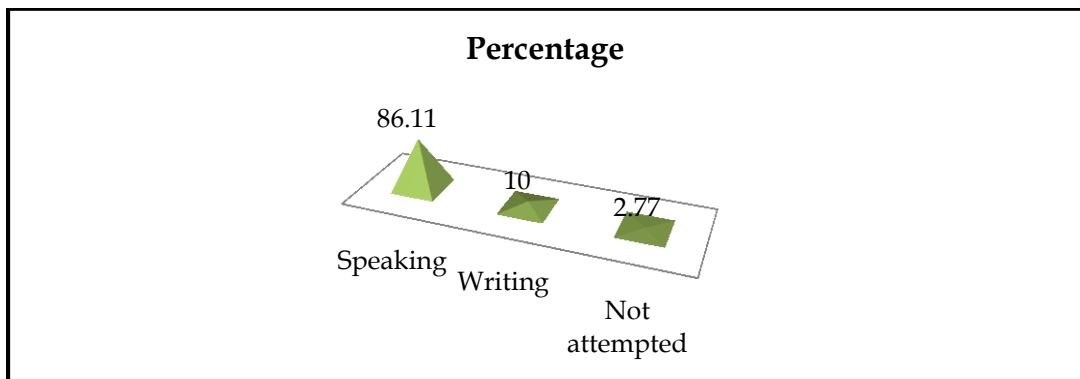


Figure 9. More interested in language skill

Mostly students are interested in speaking skills; therefore, 86 percent students gave their answer in the favor of speaking skills. 10 percent students are interested in writing skills and 2.77 percent students did not attempt this question. The researcher came to the point that they are not motivated student through all over the criteria because of this they didn't attempt this question.

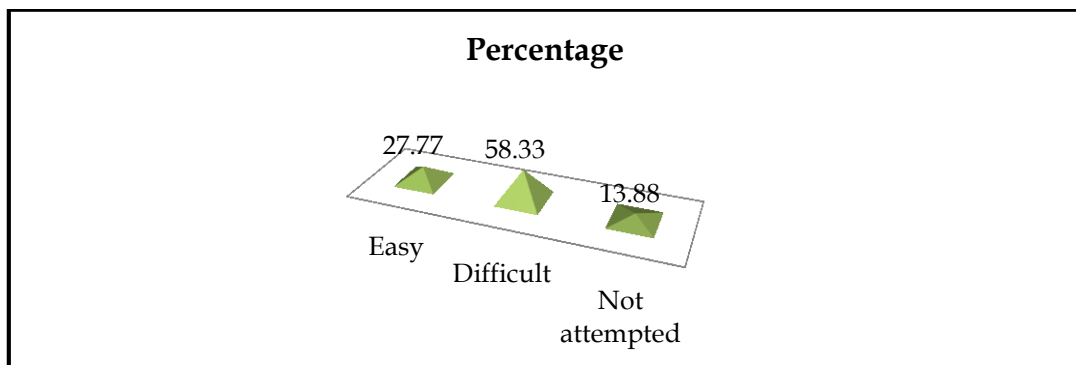


Figure 10. English speaking skill is difficult

58 percent students answered that English language is difficult and 27 percent gave the answer that it is easy and 13 percent student didn't give in the agreement of easy and difficult of this question. Students felt difficulty in speaking English language because they are not motivated throughout.

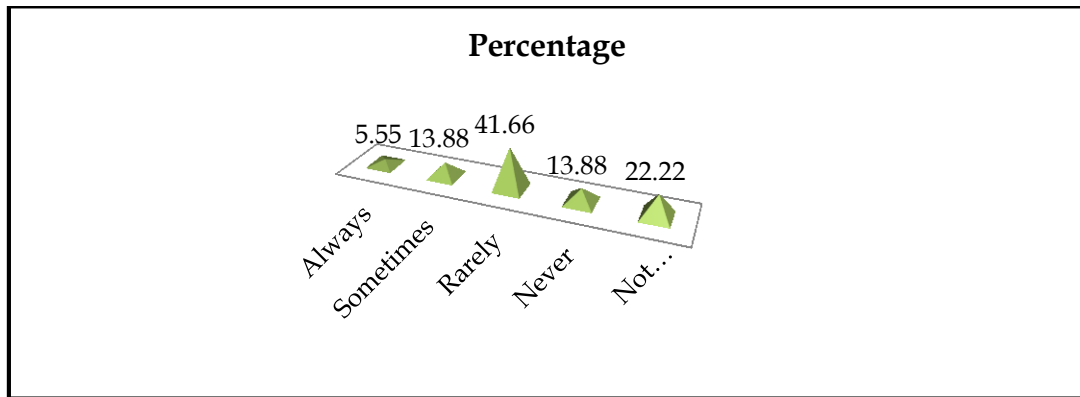


Figure 11. Participation in speaking lecture

41 percent answer was provided in the favor of rarely. They participate during speaking English language always for 5 percent and sometimes for 13 percent and 22 percent students didn't attempt this question.

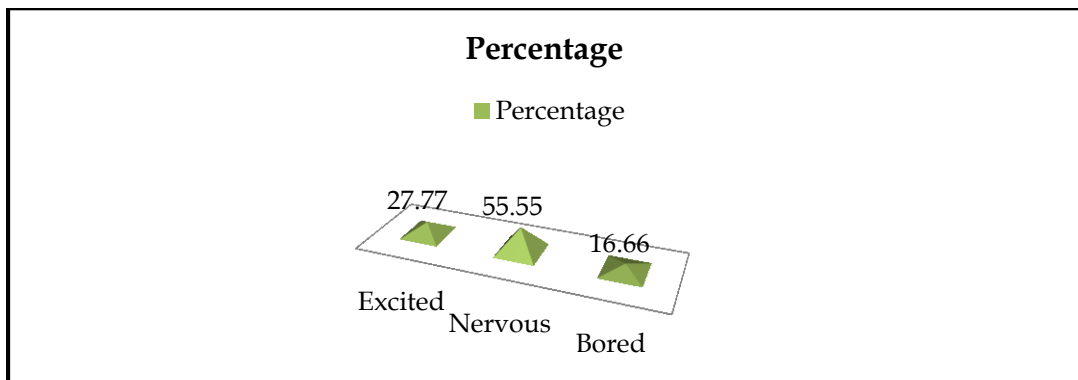


Figure 12. Students feeling in speaking English

According to the reply of this question it can be concluded that 56 percent students feel nervous while speaking English language, the reason behind them is that they are not properly motivated in their fields.

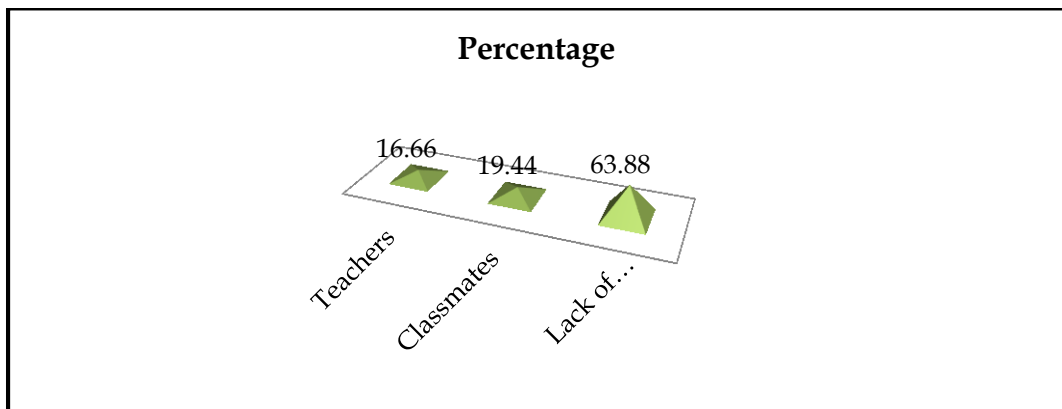


Figure 13. Anxiety in speaking English

Now the important point in this question is that why student are afraid of their teachers, classmates and lack of preparation and 64 percent gave in support of lack of preparation. The researcher concluded that there is lack of motivation because they are neither totally afraid of their teacher nor classmates.

Conclusion

The analysis of the questionnaire provides an overview about the role of motivation in students' speaking skill. They have many problems regarding English speaking at intermediate level. This is a problem which should be investigated throughout the country because my result shows that motivation is largely ignored. Furthermore, the researcher noticed that the intermediate level students' motivations are generally based as extrinsic not intrinsic. That is why they do not participate in the classroom activities because of their lack of self-confidence and fear of failure. Neither teacher nor any person wants to turn on their trigger point for speaking English.

The researcher asked a question from students that what does motivate you to learn English language and the answer was that they want to pass their exam, some were in the favor to make their parents happy and in which 11 percent were satisfying their ego, however, just 11 percent were there those in the favor of that they are motivated by teachers. The dilemma is that the role of motivation is totally ignored and much not focus is given to encouragement. Students' motivational level is medium throughout the educational system. One another question was asked that which thing is much important source for giving motivation for their speaking English language. The maximum answers were in the favor of pictures and images and also the teachers' gestures and postures. Here teachers' role is mandatory for students because if student.

Recommendations

The research study is limited at the intermediate level of students of only one school of Punjab. However, future researchers can conduct their researches at the broader level while utilizing the same model of research study by comparing the different classes of various educational institutes in their respective provision and district of Pakistan and World level.

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