



MOTIVATIONAL STRATEGIES FOR ENHANCING ENGLISH SPEAKING
SKILLS IN EFL/ESL CLASSROOMS: EVIDENCE FROM SMBB UNIVERSITY OF
SINDH, DADU CAMPUS

¹Nargis Fatima, ²Dr. Ghulam Ali Burriro

¹Teaching Assistant, Shaheed Motarma Benazir Bhutto university of Sindh, Dadu Campus

²Professor, Institute of English Language and Literature, University of Sindh, Jamshoro

¹fatima.khosouo@gmail.com, ²drghaburirro@usindh.edu.pk

Abstract

The present study aims to foster understanding of the Multi-Dimensional Motivational Patterns that have an impact on the English speaking abilities of ESL learners in Sindh University, Dadu Campus. To a large extent, it draws from Self-Determination Theory and Expectancy-Value Theory and uses survey data and interviews. The research outcomes will reveal certain motivational factors that have influence over the students and their interaction with the English speaking, to provide specific guidance to minimize the existing gap between theory and practice in ESL education. Thus, by focusing on both extrinsic and intrinsic factors, the research will provide recommendations on the specific teaching methods to be employed in teaching students language that will prepare them for professional practice in the international market. It is expected that this work will contribute to the English language education in Sindh University Dadu Campus by linking the teaching practice to students' motivational patterns.

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Corresponding Authors*:

INTRODUCTION

BACKGROUND OF THE STUDY

English is extending over various facets of lives perusing through the media, learning institutions, the commercial sector and diplomacy hence enhances global relationships. In context of those countries where English is learnt as the second language like Pakistan, the students themselves put a lot of hard work in mastering the language (Li & Akram, 2023, 2024). Knowledge in English facilitates use of research papers, books and projects for engagement in exchange and grant related activities. It helps students learn how to communicate with people from different cultures, helps students get jobs in different fields and is the key to the economic resources, especially in the business world where many international corporations use effective communication.

However, English speaking also has a huge bearing on social lives as the elderly and people of all ages get a chance to interface with the others despite language barriers. The need for English language proficiency in the global market makes programs in English available in colleges and universities such as Sindh University Dadu Campus Pakistan for the success of its learners.

RATIONAL OF THE STUDY

Academics have invested in studying English Language Arts (ELA) implementation in ESL classrooms. The research aims to understand factors influencing students' English language communication. Gardner (1985) suggests that students are eager to learn a language due to determination and effort, influenced by social environments, personal interests, and external motivations. Intrinsic motivation is a crucial factor.

STATEMENT OF THE PROBLEM

Research on motivating English as a Second Language (ESL) students to participate in class has been limited, particularly at Sindh University Dadu Campus. This lack of in-depth research in English education is a significant challenge for learners and educators. Cultural and educational disparities between Sindh and the rest of the world contribute to this issue. The study suggests that further research is needed to understand the factors that motivate ESL students to speak English in the classroom. This will help improve the quality of English instruction at the school. It is crucial for individuals in Sindh and other ESL-administered regions to take this matter seriously.

PURPOSE OF THE STUDY

This thesis examines the reasons for learning English among the ESL students of Sindh University Dadu Campus. It also seeks to find out the factors that motivate learning of English through examining purpose, reward and social pressure. The study also seeks to respond to factors that might make students reluctant to learn. The results will be useful for instructors to strengthen relationships with students and modify the approach to teaching. In the long run, the target is to ensure that the classroom is friendly to the learners to ensure that they participate fully in English language learning.

RESEARCH QUESTIONS

1. To what extent do the target students feel inspired to speak English in their classroom?
2. This paper aims to identify aspects that compel target students to speak the English language in the classroom.

RESEARCH OBJECTIVES

- In the light of this, the main aim of the study was to find out why in particular the undergraduate students of the English department use English in the classroom.
- In view of the above context, the purpose of this study was to explore those factors which motivate the undergraduate students of Sindh University campus Dadu to speak English in the class.

SIGNIFICANCE OF THE STUDY

This research focuses on the motivational factors affecting English language learners (ELLs) at Sindh University Dadu Campus. It offers valuable insights for educators, administrators, and students, highlighting motivation and demotivation sources. The study also highlights the importance of organizational development in enhancing instructional approaches, course structures, and increasing student attendance in ESL classes. The research aims to mainstream these factors and provide a general understanding of them among learners. The findings can help educators, policymakers, and academics improve the quality of teaching ESL/EL and general education.

CHAPTER 2 LITERATURE REVIEW

SECOND LANGUAGE PROFICIENCY

Motivation is a multifaceted construct and its definition is not easy to be given since it has many dimensions. It is expectation of a positive outcome and is connected to the behaviors and choices of learners, determining their direction towards certain experiences or objectives. In this respect, motivation as postulated by constructivists depends on relations and decisions. In any case, all the references 'needs', which are satisfying to meet and caused by social factors. It is not just the learning of language in the sense of grammar and vocabulary, as well as the opportunity for international and intercultural. It is important to be literate in a second language, and most importantly English as it provides the intercultural communication medium, access to literature as well as international research and opens doors to the international job market. Motivation in language learning is a complex concept where scholars and researchers have different opinions, so there is no unified understanding of motivation.

The paper aims at investigating the difference between intrinsic and extrinsic motivation to learn a foreign language. Intrinsic motivation is internal and the person is interested in the task, while extrinsic motivation is acquired through grades, or other awards. This is important for educators and policymakers to know to ensure that they foster intrinsic motivation and exorcize practices that squash it. Culture, values, peers and family also contribute to motivation where culture, values, and peers affect students' motivation. This research is useful in the formation of language education policies and creates awareness on the mobility of language acquisition in the globalized society.

EFFECTIVE COMMUNICATION SKILLS

Communication abilities encompass not only language skills but also sociolinguistic and conversational skills. Fluency in a second language requires proficiency beyond lexical and syntactic acquisition, requiring complication understanding of the facet (Akram & Abdelrady, 2023, 2025). Communicative competence is a broader concept that enables users of a language to perform competently in complex social and situational contexts. Skilled interpersonal communicators can adapt their style of interaction to different settings, building relationships and sharing views. Johnson (1995) emphasizes the importance of communication skills in interpersonal communication and classroom participation. Successful communicative skills are crucial in various social and educational contexts, benefiting both language learners and those studying the language.

FACTORS THAT INFLUENCE SPEAKING IN ENGLISH AS FOREIGN LANGUAGE

Language education is critical in enhancing on the speaking skills of the students. Student development is strongly affected by context, timing, preparation, the level of student proficiency, and whether the student is working independently or with the help of a teacher or peer. There are also feelings; motivation, self-confidence and anxiety that also influence speaking efficiency. Those students who are motivated will be able to contribute to speaking activities and improve their skills. However, self-esteem lowers the ability of an individual to articulate himself or herself in the best way possible.

Section 5 states that listening skills are as essential for speaking as are speaking skills. Speaking and listening comprehension skills let students understand the verbal communication, its content and how they should react in response. For the development of effective speakers as well as effective listeners, teachers ought to facilitate speaking and listening. Also, the ways of feedback are very important for enhancing the speaking skills inherent in each individual. The authors of the paper claim that teachers can design contexts that help the development of effective speaking in a second language.

SPECIALIZED KNOWLEDGE OF SPEAKING ENGLISH LANGUAGE

This study explores the role of specialized knowledge in language acquisition and oral communication. Bachman and Palmer (1996) define specialized knowledge as a reservoir of long-term memory, allowing speakers to engage in meaningful discourse and apply language to real-life situations. This knowledge is crucial for general language acquisition and oral communication drills, as it significantly impacts the development of speaking skills. Those with superior knowledge of a subject can express themselves coherently and in the right words, making language usage more efficient in work-related and educational settings. Expert knowledge is also valuable in learning-teaching contexts, as it allows students to relate concepts gained in class to real-life experiences, making learning more meaningful and enjoyable. Educators can create speaking practice that is suitable for learners' interests and levels, creating an effective educational environment. The study emphasizes the importance of reflection on language teaching and the influence of content area knowledge on oral competency. Educators create speaking assignments that align with students' interests and specializations, creating an environment conducive to learning foreign languages and personal growth. Specialized knowledge is crucial in professional contexts, as it enhances language usage and confidence in various fields. Topical or specialized knowledge is the key element in acquiring speaking skills, shaping and supporting language learning. Mastery of a course correlates with involvement in enriched conversations in school or work. Recognizing the impact of specialist information on oral skills helps educators and learners develop effective, accurate, and confident language use.

SPEECH IMPAIRMENTS WHILE SPEAKING THE ENGLISH LANGUAGE

Speaking difficulties in second language acquisition are often caused by factors such as limited verbal fluency, reduced content comprehension, restricted communication, and language learned interferences from the learner's mother tongue (Amjad et al., 2021). Timidity and shyness can hinder the development of satisfactory oral communicative competence in the second language. Students may avoid oral activities due to fear, making mistakes, and the possibility of correction. Low self-esteem can also hinder oral presentation proficiency. In learning contexts, shyness can hinder communication and expression. To address shyness, it is crucial to create a supportive classroom environment free from embarrassment. Topic mastery is another factor that constrains students' oral behavior. Speaking fluently depends on students' level of familiarity with the topic of discussion. In education, students often struggle when discussing topics or issues within their field. It is essential for educators to pay attention to the correlation between subject knowledge and speaking skills and coordinate speaking activities with relevant topics.

Students' limited involvement in speaking activities can hinder their skills, leading to negative attitudes and inconsistencies in their language acquisition. To address this, educators can create engaging oral activities, provide relevant subjects, and reward participation. Educators can also address interference from the students' first language, which can cause paraphrasing disruptions and speaking skill retardation. To help students overcome these interferences, educators can create an accepting and non-critical classroom environment, connect speaking activities with students' preferences and specializations, improve motivation and participation through activity-based teaching, and minimize interferences from the students' first language. Encouraging students to use verbal means of communication outside the classroom can create a

Student-Centered culture, allowing them to practice language in real-life situations, overcome shyness, and improve their flow.

COMPARISON BETWEEN INTRINSIC AND EXTRINSIC MOTIVATION

Motivation is a crucial factor in shaping behavior and influencing various aspects of life, including language learning. It can be classified into intrinsic and extrinsic motivation. Intrinsic motivation is the internal drive that drives individuals to engage in activities due to intrinsic satisfaction, without external rewards or threats. In language acquisition, intrinsic motivation is the internal drive to learn, practice, and use a second language, especially English. Autonomous individuals apply intrinsic motivation for personal leisure and satisfaction, leading to higher engagement and interest in language learning. Extrinsic motivation, on the other hand, is induced by external factors such as rewards, praise, evaluations, or peer pressure. Extrinsic motivated individuals contribute to language acquisition to achieve goals, pass exams, get jobs, or meet external requirements. Understanding the difference between intrinsic and extrinsic motivation is essential for effective language learning and teacher training.

Intrinsic motivation, which involves the expectation of gain or fear of loss, is often the driving force behind students participating in English speaking activities. Extrinsic motivation, on the other hand, is influenced by external factors such as grades, rewards, or pressure. While extrinsic motivation can be effective in recruiting participation and compliance, it can also lead to a reduction in motivation towards language acquisition if incentives are withdrawn. Intrinsic motivation is rooted in an individual's interests and fulfillment, while extrinsic motivation is influenced by external factors like prizes or pressure. Intrinsic motivation is more sustainable and can lead to personal satisfaction and satisfaction from learning, while extrinsic motivation is influenced by following external instructions or achieving set objectives. Understanding the differences between intrinsic and extrinsic motivation is crucial for educators, learners, and those involved in language acquisition.

Schools can create an environment that fosters intrinsic motivation by creating engaging language processing input, providing independent learning opportunities, and linking language learning to students' passion. Teachers can also strategically use extrinsic motivation to elicit interest and practice. It's important to acknowledge individual variations in motivational orientations and set developmentally appropriate goals. Developing intrinsic motivation involves defining fascinating elements of language acquisition, finding learning opportunities, and relating language usage to interests and passion. Using extrinsic motivation can help achieve immediate goals, but it's essential to recognize the drawbacks of relying solely on extrinsic motivation.

EXTERNAL FACTORS THAT CONCERN SOCIETY AND CULTURE THAT HAVE A KEY INFLUENCE

Societal and cultural factors significantly influence students' motivation to learn a second language, especially for ESL teachers and learners. Cultural values and norms, as well as attitudes towards learning, play a significant role in determining motivation levels. Different cultures have different emphasis on language acquisition and learning, which can influence motivation levels. In some cultures, there is a societal sanction for language learning, while in others, students may need external encouragement. Society's attitudes towards multilingualism can also motivate students to achieve fluency in multiple languages. In societies where monolinguals are encouraged and multilingualism is not promoted, students may need extrinsic motivation, such as better job prospects or grades. Culture and language acquisition are interconnected, with learners with a deeper multicultural association being more intrinsically motivated to master a language. Language learning is associated intrinsically and extrinsically (But et al., 2019; Gopang et al., 2015).

Education is a crucial aspect of a country's health, influenced by educational systems and language policies. Students' motivation to learn a second language is influenced by factors such as compulsory exams, cultural competence, and communication. Cultural interaction is a major

motivator, particularly for international business, diplomacy, or cultural exchange. Extrinsic pressures like money, promotion, and career opportunities can also drive students to learn a second language. Therefore, the direction of motivation and goals towards language learning must align with cultural and societal impulses.

INTRINSIC AND EXTRINSIC MOTIVATION,

Intrinsic and extrinsic motivations are interrelated and can be influenced by cultural reasons and job market prospects. Teachers, caregivers, and policymakers should consider both types of motivation for effective language learning programs. Society and culture significantly impact learners' attitudes towards language learning, with cultural values, multilingualism perceptions, instructional systems, language policies, and reinforcement being determinants. Understanding these factors is crucial for developing diverse language learning programs.

STRATEGIES FOR LEARNING SPEAKING ENGLISH LANGUAGE

Language learning is a complex process influenced by various factors. Strategies to enhance motivation and speaking skills are employed by learners. Setting well-defined goals in language acquisition can help students stay focused and assess their progress. Consistency in practice schedules and interaction with native speakers can create discipline and increase motivation. Interaction with the target language and culture, such as second films, reading literary works, or conversations, can also be effective in motivating learners. Language immersion, where learners see the language in real-life situations, can also contribute to motivation. Technology and language learning applications have significantly changed the methods used to acquire language skills (Ma et al., 2024), offering engaging and engaging tools for reading, listening, speaking, and writing (Akram et al., 2021, 2022; Ramzan et al., 2023, 2025). Grammar can also introduce a competitive aspect, resulting in increased motivation.

The text summarizes the importance of social learning, which involves learning from observed behaviors of others in social settings. Integrating social interaction into language learning improves motivation and fun (Abdelrady & Akram, 2022; Khanam et al., 2022). Engaging in relevant activities, language exchange programs, and language learning groups provides learners with a sense of community and support. Incorporating real-life events into language learning activities increases motivation by creating situations or using role-play. Reward and recognition strategies can also boost motivation rates. Learners can set up rewards, such as coffee or a favorite activity, for significant progress in language learning. Educators and language institutions can introduce recognition systems like certificates or badges to encourage further progress. Self-evaluation and critical analysis are crucial for personal growth, fostering learners to take responsibility for their language learning processes (Al-Adwan et al., 2022; Chen & Ramzan, 2024). Intrinsic motivation, which is driven by personal interest and satisfaction, is essential in language learning. People with a passion for the language, culture, or learning process are more likely to maintain learning momentum for a long time.

INTERACTION BETWEEN THE TEACHER AND STUDENTS

MacIntyre et al. found a strong correlation between teachers' and students' motivation and their impact on speaking performance. Teacher-student interactions can model language and communication, making learning contextual and exposing learners to correct usage of language, accent, lexis, and grammar. Supportive, encouraging interactions promote learners' esteem and passion for learning, leading to more voluntary speaking and risk-taking. Teachers who appeal to learners' learning styles can align resourceful teaching methodologies with their goals, inciting learning and allowing students to see real-life application of their speaking skills. Overall, teacher-student relationships play a crucial role in enhancing language learning.

THE TECHNOLOGY AIMS TO IMPROVE ENGLISH COMMUNICATION AND MOTIVATION THROUGH EMPOWERMENT

The integration of technology in language acquisition has significantly impacted students' attitudes towards learning languages, particularly English speaking skills. Technology has made it easier for learners to access educational resources, such as interactive courses, multimedia language exercises, and authentic material. These learning products cater to different learning styles, making them more effective for students. Technology also incorporates satisfaction elements, such as challenges, prizes, and contests, which make learning more engaging and motivating. Self-paced learning, where students can work through materials at their own pace, promotes autonomy and growth in students' entrepreneurial skills. Online platforms and language applications often incorporate practical situations of language use, such as online discussions and real-life conversations, to stimulate studying. Technology also provides quick feedback, allowing simultaneous correction and assessment of language issues and exercises, which creates a sense of progress and accomplishment, ultimately enhancing students' success in English speaking.

Technology plays a crucial role in language learning and teaching, enhancing motivation and oral fluency among students. It allows for personalized learning, adapting content to suit individual strengths and weaknesses. The availability and versatility of technology significantly affect motivation, as it can be accessed at any time and place, accommodating various schedules and live styles. However, technology can also foster self-organized learning, allowing students to take personal responsibility for their language learning and set goals. Geographical barriers can limit interactivity and cooperation, but modern technology can overcome these barriers by enabling students to interact with native speakers or enthusiasts worldwide. Communicative activities like language exchange and video conferences can increase motivation. Technology has brought a drastic change in language learning, exposing students to creativity and interesting approaches to effectively speaking new languages. This paper acknowledges the diverse and complex role of technological tools in language learning and teaching.

INTERVENTIONS TO ENHANCE MOTIVATION

Effective motivational approaches in ESL classes are crucial for enhancing students' disposition to English communication. Research and strategies for promoting motivation are essential, as demonstrated by studies by Taguchi et al (2019) and Mouratidis et al (2018). Well-defined and achievable goals, such as proficiency levels, language certifications, or communication skills, can motivate individuals. Incorporating meaningful and pertinent content in language instruction can also encourage motivation. Engaging students in teacher-student conversations, group activities, discussions, cooperative learning, debate, and problem-solving exercises can enrich the learning process and provide meaningful practice of language skills in use contexts. Providing motivational feedback, such as laurels and remunerations, can boost morale and confidence among students. Positive feedback and support from teachers and peers can enhance motivation and encourage students to see challenges as opportunities for career growth. Autonomy and choice are essential features of human choice and decision-making, and option-making in the learning process can be a powerful motivational intervention.

A positive environment where learners feel welcome and valued enhances their motivation to speak English. A favourable attitude towards diversity and expressing oneself can boost motivation. Interventions linking language skills with real-life interaction practices, such as job interviews, travel, and communication, also play a significant role in motivating students.

RESEARCH METHODOLOGY

This study analyses students' motivation in ESL classes at Sindh University-Dadu with regard to interest and desire to speak English. In particular, it employs both qualitative and quantitative approaches in order to examine culture and language motivation. The study seeks to propose strategies in the teaching and learning of English language and make a contribution to the available literature on language education.

RESEARCH DESIGN

The present study aims to identify the nature of factors influencing the extent of the students' speaking activity in the ESL class in Sindh University Dadu campus. The research uses both qualitative and quantitative data to try and find out the motivation of the students in regard to ESL. The subjects of the study are the ESL learners of the Dadu campus of Sindh University. Stratified random sampling technique was adopted in this study so as to ensure that all the selected learners were low, moderate and high language users, academic achievers and socio-economic status. For quantitative part, questionnaire was adopted while interview protocols were used for qualitative part. In this research the following methods of data analysis has been used; Descriptive Analysis for quantitative analysis and regression analysis for qualitative analysis. Ethical concerns are first brought into focus as self-determination rights and privacy, and voluntary consent. But there are some limitations of this study like the samples of society and bias data may lead to the generalization of the result.

RESEARCH PHILOSOPHY

This research work operates under a pragmatic epistemological framework since research investigation is a fluid and multi-faceted process. It recognizes the role of application of knowledge and attempt to establish a relationship between theory and its effect. Ontological perspective recognizes, given set of facts, that reality itself may be best defined as intricate and may be interpreted in different ways because of the persons' experiences, surroundings or culture. This research adopts multiple worlds assumption and employs both qualitative and quantitative data in an attempt to have an overall view on student motivation. The first and foremost aim is to be as far away from prejudice as possible and to appreciate the participants' views on the situation. The research philosophy adopted in this study- the pragmatic research philosophy- embraces the use of various techniques and instruments to accomplish the research aims and goals.

RESEARCH APPROACH

The study employed pragmatism and this implies that the best method that the researcher could use in order to realize the objective of the study would be applied. This is in fact the endeavor of this study to incorporate both qualitative and quantitative research methods so as to bridge what this study refers to as the theory-practice divide. Its purpose has been to expand the comprehension of the range of concern that lies in the English language in relation to Sindh University Dadu campus.

PARTICIPANT AND SAMPLING

The participants of the study are ESL students studying at Sindh University Dadu campus, and thus, different experiences and perceptions of learning English as a second language as well as motivation within the ESL context will be gathered. In this study, purposive sampling was employed in order to recruit participants with low, average and high language abilities, academic performance, and socio-cultural backgrounds. The sample size was reached with a maximum of data saturation and statistical power and the population for data collection and analysis was feasible and diverse.

DATA COLLECTION METHOD

Therefore, to examine the students' motivation towards speaking English in the ESL classroom in Sindh University Dadu campus, this study employed survey research design with both qualitative and quantitative research method. The implement function of this approach includes questionnaires, and interviews that were conducted in classrooms. In this study, questionnaire was adopted and then piloted among few students. After that, it was used to assess the students' motivational levels and their attitudes and perceptions towards their English speaking skills in a quantitative manner. Questionnaires enable one to get definite quantitative data stemming from

non-structured interviews and reveal a sound potential in an investigation of participants' experience and issues.

RESEARCH TOOL

In this study, the researcher adopted a questionnaire from a well-known author. Then it was piloted on campus students. After that it was used on campus students to find out the students' motivation and attitude towards speaking English in ESL context. For quantitative and qualitative instruments include structured questionnaires, semi structured interviews. The goal is to collect various information and contribute to the extensive discussion of the topic by students.

DATA ANALYSIS

In order to come up with the findings of the present study data analysis relies on the combined use of the quantitative as well as the qualitative method. The quantitative data was collected through close end survey for statistical analysis using software like SPSS. In this aspect, measurement of central tendency was carried out and the nature and possibility of motivation levels and their predictors were examined. The qualitative data was collected by interviews and by thematic analysis.

VALIDITY AND RELIABILITY

Validity is one of the measurement research terms that enhance the collection of valid and accurate data on the students' motivation towards learning English as a second language in Sindh University Dadu campus. It makes a certain that the measurements obtained are free from bias and interference hence portraying motivation as it is. Reliability is a feature that enables a study to get the same results as those obtained in a similar scenario using similar instruments and methods. In this research, validity is attained by employing validated motivation instruments and approaches aimed at capturing student's experiences and emotions regarding their English language proficiency. Reliability can be achieved by ensuring that the research instruments are free from bias and reliability of the research instruments can again be confirmed in the future.

DATA ANALYSIS

This is the chapter where the data gathered from the students of Sindh University Dadu Campus will be analyzed in details to determine why they focused their communication in an ESL classroom. Therefore, the results give a detailed understanding of the insights that have been gathered, both in terms of volume and nature. In the process of detailing how I have undertaken the analysis it has been possible to focus first on the methods used so that it is possible to understand why the findings are presented in a particular manner.

To this point, cross-tabulation is a simple technique of analysis of numerate data. This approach is especially good as it allows looking at how different factors influence the rest: students' demographics; opportunity to speak English with native speakers in other contexts; students' reasons for employing English as a medium of communication. Cross-tabulation provides a more elaborate and detailed picture of how these variables interact or what cross-tabulation means. This tends to help because when data are presented in categories, this approach offers some form of matrix and hence fuller and clearer analysis in terms of the patterns and trends hence probably a better and more realistic appraisal. In addition, it assists when it comes to defining any clear patterns or correlations that may exist which if followed would map out the way for the potential analysis of the sources of motivation among students within an ESL context. Furthermore, it is required to use qualitative data that can be received from students and this is done with the help of thematic analysis complemented by quantitative analysis. One strength of this approach has been that it has defined, explored and archived trends (themes) in data. In a way, it has been a highly intentional and systematic process of familiarizing with the data, coding, developing themes and, consequently, reviewing the process. On the same note, thematic analysis is consider being effective in capturing the diverse attitudes, experiences and visions that students have concerning the speaking of English in classrooms. The collected data in form of themed stories provide an understanding of the student's motivation forces and barriers. This type of

thematic analysis is helpful in revealing the rather latent, and perhaps rather quantum, aspects of the students’ attitudes to English as a part of academics. The combination of these quantitative perceptions with the qualitative result implies that there is asexual an over-all perception of the phenomenon under study and helps to develop the story-line which is part of the thesis even more.

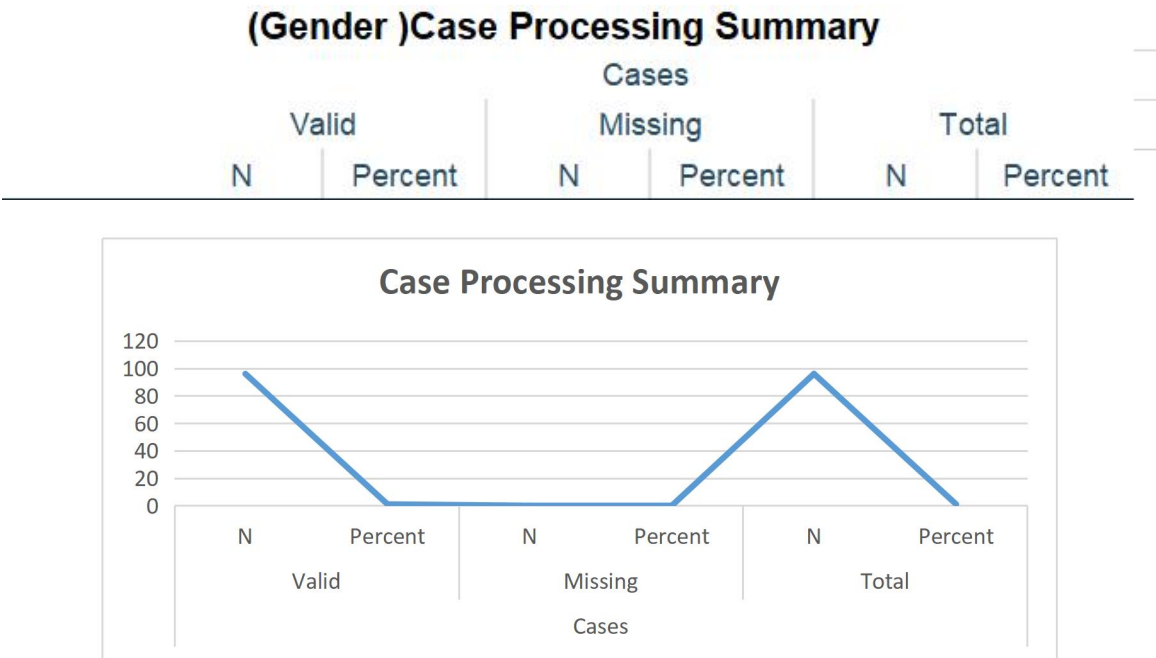


FIGURE 1. GENDER CASE PROCESSING SUMMARY

Case Processing Summary!	Cases					
	Valid		Missing		Total	
Cases	N	Percent	N	Percent	N	Percent
Valid	96	100.0%	0	0.0%	96	100.0%
N %	96	100.0%	0	0.0%	96	100.0%
Q1 gender* 96 100. 0%	96	100.0%	0	0.0%	96	100.0%
There was a significant difference on the variable of gender * Q296 100.0%0 0.0%	96	100.0%	0	0.0%	96	100.0%
= 96 100. 0%						
gender * Q3	96	100.0%	0	0.0%	96	100.0%
gender * Q4Observation rate: 96, Sample rate: 100. 0%	96	100.0%	0	0.0%	96	100.0%
Gender * Q5	96	100.0%	0	0.0%	96	100.0%
Likelihood Of Having Covert Communication Method If Offered96 100.0%0 0.0%	96	100.0%	0	0.0%	96	100.0%
To The Employee Based On Gender * Q6						
gender *Q7 96 100. 0%	96	100.0%	0	0.0%	96	100.0%
Results of gender * Q8: 96 Response % 100. 0%	96	100.0%	0	0.0%	96	100.0%
sex by * Q 9	96	100.0%	0	0.0%	96	100.0%
gender *Q10	96	100.0%	0	0.0%	96	100.0%
Gender and Q11	96	100.0%	0	0.0%	96	100.0%
Gender *Q12 96 100. 0%	96	100.0%	0	0.0%	96	100.0%
Gender * Q13 96 100< reserved_special_token_257 > Coupling96 100.0%0 0.0%	96	100.0%	0	0.0%	96	100.0%
schema 11 Coupling schema 11 is quite responsive to gender The results were as follows; On average, 96% of the respondents agreed with the statement * Q 13, while 100% of the male and female respondents gave similar response on the same question 11. 0%						
gender *Q 14	96	100.0%	0	0.0%	96	100.0%



gender * Q15	7 96 100. 0%	96 100.0%0 0.0%	96 100.0%
gender *Q16		96 100.0%0 0.0%	96 100.0%
gender * Q17		96 100.0%0 0.0%	96 100.0%
gender * Q18	96 100. 0%	96 100.0%0 0.0%	96 100.0%
Gender *Q19		96 100.0%0 0.0%	96 100.0%
Gender *Q20	96 100. 0%	96 100.0%0 0.0%	96 100.0%
The relationship of gender to Q21 was ANOVA: F = 96, p < .001; with men scoring significantly lower than women for the coping strategy.		96 100.0%0 0.0%	96 100.0%
gender * Q22	96 100. 0%	96 100.0%0 0.0%	96 100.0%
gender * Q23		96 100.0%0 0.0%	96 100.0%

TABLE 1CASE PROCESSING SUMMARY

Case processing summary provides about 'Valid', Missing, and total numbers of students with percentages.

Looking at the results of the question, strongly agree, 17% of males, 24% of females, agree, 15% males, 19% females. Nine percent of the males and 2% of the females claimed to have a neutral view of the matter. There was no much disagreement among the respondents, with males having 0% and females having only 1% disagreeing with the statement and none responded to the “Strongly Disagree” category. This is presented in a line graph accompanied by detailed data in the Q1 Cross Tabulation.

Males that strongly agree are at 19% while females at 22% and others who only agree are 15% males and 17% females. A small proportion, 7% of males and 11% of females had a neutral perception while 7% of the males and females disagreed. Just like in Q1, there were no responses under the “Strongly Disagree” option so this option is not included in the table below. These results are presented in line graph, but additional cross tabulation for Q2 is provided in Q2 Cross Tabulation.

In Q3, 19% of male respondents and 11% of female respondents strongly agreed while 17% of male and 20% of female respondents agreed. In this question there was relatively high percentage of students who remained neutral, 12% of males and 16% of females while 0% of male and 1% of female students disagreed. The “Strongly Disagree” option was also omitted from the table because there were no responses within the column. In addition to tabular analysis, this trend is presented as a line graph to depict the yearly fluctuations in the figures as well as supported by detailed cross-tabulation data.

In Q4, only 3% of males responding strongly agree, while 4% of the females strongly agreed. CON was more or less equal between the two genders, with males and females both at 19%. 9% of the male participants disagreed while the female participants gave similar results 9%, 11% of each gender selected the neutral option. In this case, 3% of males and 5% females strongly disagreed with the statement showing slightly high level of polarization in opinion as compared to the previous questions.

In Q5, 13% of male and 6% strongly agree while 17% male and 10% female agree. Neutral responses come from 10% of male participants and 7% of female participants. Nonetheless, males and females were more likely to disagree with this statement; 6% of males, while a much larger percentage of females, 21%, disagreed with the statement, though 2% of males and 4% of females strongly disagreed. This question also brought a wider gap between males and female respondents in terms of agreement and disagreement.

The same pattern is maintained throughout the questions, and line graphs are used for the responses to Q6 to Q25. Some distinctive trends are observed, for instance in Q18 and 19, where females agree at 26% compared to males. In the same way, questions such as Q10 and Q11 clearly show variations in neutral and disagree response between males and females. Some of the

questions failed to record any response in the strong disagree option, as evidenced by the absence of this option in the presentation of the results for Q16 and Q20.

For each question, the gender responses are plotted in a line graph accompanied by cross tabulation to give a full picture of the agreement and the trends in the 25 questions. This format enables easy comparison and detailed evaluation of gender based response pattern across the survey.

DEPARTMENT DATA CASE PROCESSING SUMMARY

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Dept Q1	96	100.00%	0	0.00%	96	100.00%
Dept Q2	96	100.00%	0	0.00%	96	100.00%
Dept Q3	96	100.00%	0	0.00%	96	100.00%
Dept Q4	96	100.00%	0	0.00%	96	100.00%
Dept Q5	96	100.00%	0	0.00%	96	100.00%
Dept Q6	96	100.00%	0	0.00%	96	100.00%
Dept Q7	96	100.00%	0	0.00%	96	100.00%
Dept Q8	96	100.00%	0	0.00%	96	100.00%
Dept Q9	96	100.00%	0	0.00%	96	100.00%
Dept Q10	96	100.00%	0	0.00%	96	100.00%
Dept Q11	96	100.00%	0	0.00%	96	100.00%
Dept Q12	96	100.00%	0	0.00%	96	100.00%
Dept Q13	96	100.00%	0	0.00%	96	100.00%
Dept Q14	96	100.00%	0	0.00%	96	100.00%
Dept Q15	96	100.00%	0	0.00%	96	100.00%
Dept Q16	96	100.00%	0	0.00%	96	100.00%
Dept Q17	96	100.00%	0	0.00%	96	100.00%

In Q1 (Dept), 15% of males have strong agreement and 26% of females. In addition, 11% of males, and 23% of females responded ‘yes’ to Q1; while 6% of males and 14% of females were in the ‘no idea’ category. Disagreeing to these statements is 8% for males and 2% for females, and strongly disagree is 1% for males and 2% for females. This result is in the Q1 Cross Tabulation and the line graph which follows the P1 Bar Chart. Other types of graphical presentations; for instance, the use of color other than black may improve readability of the graphs.

In Q2 (Dept) strongly agrees 14% of the male, and 27% of the female and 11% of the male agrees while 21% of the female agrees. Neutral opinions are given by 3% of male respondents and 9% of female respondents. Of the respondents who disagreed, 4% of males and 7% of females while none of the respondents fell under the strongly disagree option. As such, this category is not included in the table for Q2.

Q3 (Dept) shows that strongly agree 10% males and 20% females agree 12% males and 25% females. Neutral opinions consist of 10% males and 18% females. Least dissension is observed with none of the males and only one percent of the females providing a disagree

response and no strong disagree. As such, the category of strong disagreement is missing in the Q3 table.

For Q4 (Dept), 2% males and 5% strongly agree and 11% males and 27% agree. Percentages of neutral attitudes were identified in 9% of the males and 13% of the females. Results of disagreement are given by 7 % of males and 14% of females while strong disagreement is given by 3 % of males and 5% of females.

Q5 (Dept) responses show that 6% strongly agree and 9% agree with the statement males while 13% strongly agree and 18% agree with the statement females. Other reactions are registered with 5% of males and 12% of females. It has been observed that the disagreement rate is 10% for males and 17% for females and the strong disagreement expressed by 2% of males and 4% of females.

For Q6 (Dept), 4% strongly agree with the statement and 9% agreed; 8% strongly agree with the statement and 19% agreed for females. Another 4% of male and 10% of female respondents have neutral attitude towards the statement. Disagreement responses are 6% male and 17% female while strong disagreement is 9% male and 10% female.

Q7 (Dept) Strongly agree; 3% males, 12% females; Agree: 12% males, 22% females. Other response is from 8% of male and 16% of female while 2% of both male and female disagree. The responses of males and females to strongly disagree are 7% and 12% respectively. Q7 is presented in a line graph with more elaborated information in the Q7 Cross Tabulation.

Q8 (Dept) shows that 13% of the male and 21% of the female respondents strongly agreed on the statement while 10% male and 23% female respondents agreed. The rest of the participants give neutral responses; 8% of males and 16% of females; 2% of males and females disagree, while strong disagreement is given by 7% of males and 12% of females.

Regarding the Q9 (Dept), 13% of male and 23% female strongly agreed, 15% male and 30% female agreed. 4% of males and 10% of females are neutral responses. A small disagreement rate of 0% for males and 1% for females was agreed, and no strong disagreement response was observed, thus, this category is eliminated.

Q10 (Dept) reveals that strongly agree, 11% of males and 18% of females while 10% of males and 17% females agrees. Five percent of males and 13% of females claim to be neutral with 5% of males and 13% of females disagreeing. A strong disagreement is observed from 1% of males and 3% of females.

In Q11 (Dept), there are 11 percent males and 22 percent females strongly agree; agreement responses have been given by 7 percent males and 12 percent females. Neutral are 5% of males and 13% of females, disagreement 5% of males and 13% of females, strong disagreement 1% of males and 3% of females.

Q12 (Dept) analysis shows 8% strongly agree and 12% agree of male participants while 18% strongly agree and 22% agree of female participants. Neutral responses are identified by 8% of the male respondents, and 15% of the female respondents; 2% of the male respondents and 4% of the female respondents disagree. Disagree very much is from 2% of males and 5% of females.

This pattern is followed by all the 25 questions, where the response of each department is divided in to the three categories of agreement, neutral, disagree and strongly disagree. These responses are summarized in the Q1-Q25 tables and while line and bar graphs are suggested for clarity in the various sections of the report.

This paper will include a content analysis and discussion of the themes that emerged in the data collected. The present work used content analysis, a method for analyzing textual content systematically, to investigate the themes of students' motivation and teachers' practices in an ESL setting in Sindh University Dadu Campus. This process started with pre-contact, which involved developing interview questions, and then led to data organization through sorting of responses and allocation of codes. The analysis phase combined and explained information to make sense of students' and teachers' perceptions of language learning and teaching.

The study focused on two major themes: interest in speaking English by students and perceived attitudes towards this interest by teachers. With regard to these themes motivation has been also identified and was divided into two types: intrinsic motivation which is due to interest or pleasure in the language and extrinsic motivation which is due to the desire to achieve certain goals such as passing exams or getting a job. In addition, the study explored the ways that ESL teachers used strategies to establish the climate they wanted, and how they impacted students' motivation and perceptions about their abilities in English. Some of the research opportunities included the efficiency, application and relevance of those strategies to the learners.

The findings of the study showed that university students irrespective of their departments had equally low intrinsic and extrinsic motivation to speak English. Intrinsic motivation was mainly driven by interest in English as a subject and the interest in culture of English language. Meanwhile, extrinsic motivation was derived from personal interests, language used in media products (for example, movies, video games) and compliance with educational needs. Such a twofold motivation reveals that, apart from the competition necessities, students are also interested in learning cultural and personal pleasure.

Sociometric checklists gave information about teachers' strategies in the ESL class, the practices such as giving feedback, praising, or complimenting the students. However, these strategies were not very creative, and more importantly, they were not sufficient to create a very high level of intrinsic motivation among the students to learn a foreign language. More than half the students were self-motivated, and this brings into focus the need to address the issue of how best to teach the self-motivated and the externally motivated students.

The results indicate that the current teaching methods may be too formalized and may not allow for changes in the approach to meet new student needs or motives. This means that potential motivation threats which may affect the students include; lack of clarity of the teacher's instructions, possibility of lack of rapport between the student and the teacher, and the general challenge of learning a foreign language. The above challenges are more compounded to university students because of other academic and social demands that learners encounter in an ESL context.

THEMATIC ANALYSIS OF INTERVIEWS

The text explores the impact of social factors on students' acquisition of speaking skills, focusing on the role of friends and peer interaction in building confidence and coping with academic difficulties. It also discusses strategies for engagement and focus, focusing on students' coping mechanisms and their willingness to practice conversation skills and transition to speaking skills. The article also discusses external factors affecting motivation, such as parental incentives and peer comparison, which can enhance motivation and commitment. The "Perceptions of Learning and Enthusiasm" section investigates students' attitudes towards enhancing their speaking abilities, focusing on proactive learning and enthusiasm. The text emphasizes the importance of personal agency and a positive attitude in language acquisition, emphasizing the need for students to adopt self-regulated learning activities and maintain a positive attitude towards their speaking abilities. Overall, the text highlights the significant role of social relations, engagement, motivation, and enthusiasm in the development of speaking skills.

The article discusses strategies for overcoming discomfort while speaking English and challenges in maintaining grammatical accuracy. It also explores the motivation behind improving speaking skills and recognition. Motivation is driven by expectations of learning, self-motivation, rewards, and the efforts of skilled lecturers. The article also highlights the role of educators in motivating learners and convincing them to be proficient in spoken English. Teachers play a crucial role in boosting students' confidence and addressing concerns about native English speakers and score improvements. Overall, these strategies aim to help students overcome discomfort and strive for proficiency in spoken English.



TABLE OF THEMES, SUBTHEMES, AND DESCRIPTION

Themes	Subthemes	Description
Social influence on speaking skill	Importance of English Speaking friends Peer supports	The role of having English-speaking friends for practice and confidence-building, and the supportive influence of peers in navigating uncertainties in speaking classes.
Strategies for Engagement and Focus	- Coping strategies for speaking outside class - Techniques for focus in lectures and engaging learning	Students' approaches to managing concerns about speaking English outside class, including coping strategies, and methods for staying focused during lectures while making the learning process more engaging
Adaptation to Challenges and Personal Preferences	- Coping mechanisms for challenges in speaking scores - Personal preferences influencing engagement	Students' responses to challenges in speaking scores, utilizing coping mechanisms, and the impact of personal preferences on engaging in conversations and speaking activities.
External Factors Shaping Motivation	- Impact of parental rewards on motivation - Peers' proficiency influencing approach	Exploration of how external factors, such as parental rewards, and concerns about peers' English proficiency, shape students' motivation and approach to speaking assignments.
Proactive Learning and Enthusiasm	- Proactive approach to speaking assignments - Positive impact of enthusiasm on performance	Discussion of effective student participation in speaking activities, student generated activities, and source of energy and faith on speaking fluency..
Overcoming Discomfort and Emphasizing Accuracy	- Strategies for handling discomfort and building confidence - Challenges in maintaining accuracy and pronunciation	Examination of students' strategies for overcoming discomfort and building confidence while speaking, as well as challenges related to maintaining grammatical accuracy and pronunciation.
Desire for Improvement and Recognition	- Aspirations and pride in speaking ability - Recognition of progress and appreciation for lecturers	Understanding students' desires for improvement, aspirations to take pride in speaking ability, and the significance of recognizing progress and appreciating skilled lecturers.
Educator Influence and Motivational Factors	- : want to have an exposure n native English speaking teachers, motivational factor in achieving better grade & better opportunities	Evaluation of the positive role of the encouragement from the teachers in boosting the confidence and their desire to be taught by native English speaking lecturer, the motivational aspect in striving for better scores and more opportunities for high achievers.

INTERVIEW ANALYSIS REPORT

Six areas affecting the students’ ability to communicate in English are outlined in the study. The first theme, therefore, is the Social Influence on Speaking Skills since peer interaction and support are critical determinants of speaking skills. Another theme is ‘Strategies of Participation and Attention’, where and how students review speaking, if they focus on the contents of a lecture. The third of them, “Adaptation to Challenges and Personal Preferences”, captures students’ response to a given task and their ability to cope with a situation or what they prefer in language activities. The last one called ‘External factors regulating motivation’ explore how

parent's reinforcement and peers' performance concerns impact motivation. The fifth theme, Proactive Learning and Enthusiasm, is students' readiness to receive the feedback from the faculty to improve their speaking skills. Lastly, the sixth theme focuses on 'Strategies to reduce discomfort and stress on speaking English accuracy,' which accommodates confidence building technique, issues to do with grammar and language pronunciation. The findings can help to modify how instruction is delivered, what is taught, and how students' spoken English is fostered. The following recommendations have been made based on an analysis of the interviews:

- There are a number of limitations affecting students' English learning such as the need to set up specific prerequisite courses since most of the learners have a poor English background.
- There should be increased efforts on the development of certain and suitable approaches that would form a good foundation for the use of English, with major concentration on grammar and basic words.
- In the context of your own learning, integrate EAP into the curriculum that will address the linguistic needs of the students arriving at Sindh University Dadu campus intending to study religion.
- Consult with language specialists and deans of academic faculties with the purpose of creating language courses relevant to students' chosen majors.
- Introduce support strategies for the grammatical and lexical difficulties enacted throughout the English as a Foreign Language (EFL) teaching-learning process.
- Supply kindergarten Language Development and other Learning Support technologies, group and individual sessions.
- The teaching techniques that should be used are Des Maddrex's Modes and Means teaching techniques which are aimed at differentiating instructions for ESL learners in Sindh University Dadu campus.
- Organize a curriculum in terms of a list of learning activities, fluid groups, and specific learning goals to address various language needs in students.
- Promote language use inside and outside classroom by encouraging the formation of language related clubs and exchange programs.
- Promote student activity in tasks that require the use of English often to enhance the target language interest.
- Organise formative assessments with the purpose of assessing factors which may encourage the students to speak English.
- Formative and summative assessment, peer checklist, self-checking instruments should be used to assess motivational factors and make necessary changes in the ESL context at Sindh University Dadu campus.
- To tackle these challenges, educators suggest several strategies:
- Divide students according to their proficiency level in order to have more specific goals and increased contact between teacher and student.
- Ensure that the ESL teachers undertaken appropriate training to enable them enhance on the types of teaching methods they used.
- In other words, it is important to have local and cultural text books that respond to students linguistic experiences in their learning processes.
- Extend students' stay in English speaking environments through the immersion programs which help learn faster and gain confidence.
- Increase the amount of time children spend learning English to have enough time for the improvement of their English skills on their own.
- To mitigate the negative attitude towards learning English among the students, the tutor should encourage the students, and use attractive methods of teaching.
- Future plans for improving ESL programs include:

- Cooperation with other institutions in order to exchange information and create successful programs.
- Surveying possible strategies for teaching ESL in religious studies that could be used in future to enhance the learning program.
- Applying the above recommendations to greatly improve ESL programs and to prepare the learners for what lies ahead.

FINDINGS OF THE STUDY

1. To what extent target students still feel motivated to speak English in their respective classroom?

Communication is crucial for human survival and has emerged due to technical and relational factors. Language is the most influential medium in communication, and if it elicits a response, it should be used. English has been used for various purposes, such as academics and work, and improving expressive writing and speaking skills is essential. However, poor English communication among faculty and staff, especially in developing nations, can hinder students' ability to complete their studies. Factors contributing to poor English language achievement include motivation, individual attitudes towards the language, self-regulation, and self-regulation. McDonough (1983) suggests that the success of a language lesson or failure depends on the level of motivation among students. Factors such as students-teacher interface, respect, and class conditions should be considered, as a large disparity can hinder success in class. Ultimately, a well-functioning student-teacher relationship is essential for successful language learning.

This section discusses the importance of motivation and attitudes in research studies. Motivation is a complex concept that cannot be simplified to a simple narrative. It is defined as the practice that leads to the achievement of goals related to behavior or the sustenance of such behavior. Motivation can be viewed as a blend of endogenous and ecological factors that create enthusiasm and commitment to a profession, field of study, or state of affairs. Various theories have been proposed to explain motivation, such as Brown (2000) defining it as steering towards the anticipated consequence. Integrative motivation involves learning to communicate with people from English-speaking nations, while instrumental motivation is related to money and social and economic change. Understanding the combination of motivation is crucial for students to progress through the learning process.

Motivation can be categorized into three classes: cutaneous, mesodermal or subcutaneous, and extrinsic. Need and goals are precursors to action, while desires are the key reasons. Intrinsic motivation is driven by internal drives, such as love for learning or the thrill of the task. Extrinsic motivation refers to actions or accomplishments owned by others or beyond one's understanding. Intrinsic motivation involves the desire to attain the desired end-product, while extrinsic motivation is not intrinsically sourced.

1. WHICH FACTORS ENGROSS THE TARGET STUDENTS IN SPEAKING ENGLISH IN CLASSROOM?

Learning a second language is a complex process that involves various factors. The interaction between a first and second language is crucial for success. The age of learners also plays a role in second language acquisition, with older learners often excelling in their work. Learners who are shy or experience performance anxiety are often overshadowed by group-friendly learners, who are more willing to take risks and gain more experience. Integrative motivation and academic success are positively correlated, with university ESL learners often succeeding. Those with prior real-world experience and general knowledge are better equipped to learn a second language. Some linguists argue that smart students cover material faster than others, but there are children born with a greater capacity for acquiring new languages. People whose first language is from the same language family as the second language they want to learn often have fewer problems in learning a second language

ESL students' needs are crucial in mainstream education, as not receiving support or allowing them to develop language competence can exacerbate difficulties in language acquisition. Language teachers must design lessons appropriately to avoid stranding students and allowing them to grow. However, some research suggests that students may experience latency in language development when their culture is considered inferior to the language's teaching country. Students who receive proper encouragement from adults are better off. Engaging with native speakers, both within and outside the classroom, can provide valuable feedback and help students understand the impact of language on their learning.

EXPLANTS FACTORS AFFECTING THE ABILITY TO LEARN ANOTHER LANGUAGE

Second language acquisition involves two main methods: acquiring the language in childhood and learning the target language. Factors such as self-esteem, age, and learning ability can determine the speed of language acquisition. Confidence is crucial for students learning a second language, as low self-esteem can hinder learning. Research by the US Department of Education has shown that teaching is the most effective way to learn a second language, especially for young learners. Teachers often use repetition exercises to reinforce knowledge in older learners. Learning a second language involves exposure, reading, and memorizing the rules. The most effective way to learn is to live in the target language and interact with native speakers. If drills are not possible, drills can be used. Learner inhibition is a problem that can occur when trying to learn a new language, as concentration is directed towards the speaker. This can lead to rigidity during performances or errors despite having extensive tutorial background information.

ESL students often struggle with speaking practice routines due to fear, lack of role, and insufficient vocabulary. This leads to poor communication and self-esteem, resulting in partial or filler statements. Listening comprehension is crucial for second language acquisition, as it allows speakers to balance speaker-listener transactions. However, many students struggle to notice non-verbal cues, which can convey different messages than the talk. This can result in students making partial or filler statements. Additionally, the inability to use non-verbal cues in the classroom can hinder the effective use of speech cues, as students may not be well-versed in the target language. Overall, these issues contribute to students' difficulties in speaking and communication.

Anxiety, a fear of speaking in public, and a diverse group of intelligent and slow learners can hinder English language learning. In India, many people remain illiterate and rely on farming, making it difficult for students to participate in speaking tasks. Many students are first-generation ESL learners, often unable to afford schooling due to their parents' illiteracy. Students often over-rely on their mother language, making mistakes and not focusing on learning the second language. To improve English language learning, teachers must be certified, qualified, and competent, with good fluency in English. They should also stay updated with new information through seminars, conferences, and workshops. Enhanced classroom resources, such as classroom space, books, and teaching aids, can create a favorable learning climate for students. A high-quality learning environment enhances efficiency and effectiveness of learning for students. By addressing these factors, educators can create a more effective and efficient learning environment for their students.

SUGESTIONS FOR FUTURE STUDY

The thesis 'Student motivation in English as a Second Language classrooms at Sindh University Dadu Campus' explores the inter-linkage between language learning, motivation, and socio-cultural settings. It suggests several potential directions for further exploration, including longitudinal studies, investigating specific motivational factors, cultural specificity, technology and motivation, teacher-student interaction, and technology and motivation. Longitudinal studies can measure changes in motivation and identify stages of interest in the language. Specific motivational factors, such as self-efficacy belief systems and peer relations, could be explored to

design specific instructional behaviors to raise motivational levels. Cultural specificity could be explored by comparing motivational orientations in students with different educational backgrounds, identifying significant differences and cross-cultural differences, and examining the effect of technology on motivation. Teacher-student interaction could be examined to understand the pattern of carriage between teachers and students, and how attitudes, words, gestures, and other activities might influence students' interest in the language.

The study investigates factors influencing motivation for learning a new language, revealing that gender can influence motivation. Future research could explore gender sui generis motivation analysis in ESL classrooms at Sindh University Dadu Campus. Parents and family's perceived pressure or encouragement play a significant role in students' attitudes towards learning English. Future research could explore parents' beliefs about learning and encouraging behaviors towards students. The long-term impact of ESL learning on students' lives can be explored by following them after lessons to determine their linguistic proficiency in employment, education, and society. Comparing the motivation levels of students in Sindh University Dadu Campus with other ESL contexts can provide insights into the culture, context, and motivation of ESL learning. This knowledge can help teachers develop better teaching strategies and design environments that prepare students for the world.

CONCLUSION

This research aims to understand the motivation and identity of students in an English Language Teaching (ELT) classroom at Sindh University Dadu Campus. It explores the factors that influence students' interest in learning English, as well as their relationship with the content matter, pleasures, and concerns about their language attitude. The study highlights the importance of internal and external factors in shaping motivation, such as inner satisfactions, cultural divides, and formal education requirements. Additionally, socio-cultural influences, such as first and second language usage, expectations, and cultural pressures, also play a role in motivation. Understanding these intricacies is crucial for creating a conducive environment for students to learn English and maintain their internationally accepted self-identity.

The text highlights the importance of identifying demotivating factors that can hinder students' success in language learning. These factors include speaking anxiety, conflict of interest, lack of resources, and prioritizing other subjects over math and science. However, when these constraints are accepted, growth opportunities can be found. To address these hurdles, fostering a friendly environment, making students feel confident, and ensuring equal learning opportunities can help students get back on track. This thesis explores the motivation legacy of people and their potential, aiming to help students prepare for a global village and future growth in cultural relations.

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