



RESEARCH PAPER

Impact of Motivation on the Speaking Skills of the ESL Learners: A Study Conducted at intermediate level in Rahim Yar Khan

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ABSTRACT

This study examines the various forms of institutional motivation for ESL students and pinpoints the elements that drive them during the learning process. Involving college students at an intermediate level, this descriptive study uses both a quantitative and qualitative design. Both open-ended and closed-ended questionnaires were used to gather data from EFL students. This research identifies the motivating elements. The research revealed that in this particular context, students' ESL learning process is significantly influenced by both instrumental and integrative motivation. His research did, however, show that instrumental motivation played a major part in ESL instruction. Additionally, according to Williams and Burden, the data indicated that thirteen factors influenced the students' learning. The various theories of institutional motivation are defined in this study at an intermediate level. This study used a quantitative research design in order to describe and systematically explore the phenomena being studied. A structured Copas OK as a Foreign Language Learner questionnaire was used in the study to collect data from her family. Open-ended and closed-ended questionnaires were used to collect the data, which were presented in both quantitative and qualitative form. The statistical package for the social sciences (SPSS) software was used to quantitatively analyze the gathered data, providing insightful statistical analysis and solid results.

KEYWORDS

Autonomy Motivation, Institutional Motivation, Language Learning, Learners, Motivation, Performance of EFL

Introduction

According to numerous specialists, motivation is the concept employed to elucidate an individual's achievement or lack thereof in executing activities. "Motivation" comes from the Latin word "movere," which means to move forward or fulfill a certain need. It's about what makes someone's attitude change and makes them want to work on. When someone feels the good because of motivation, he completes a task with the good attitude. Motivation is the factor to encourage someone to get good results in their institution. As stated by Gardner (1985), "Motivation is crucial because it signifies the student's active participation in the second language learning process." Motivation is the factor that influenced the students to show their progress in their institution. Motivation is the process which is helpful for the learners because they achieve their destination through motivation. Motivation, as defined by Child (1986), is the internal process that drives us to fulfill and be pleased with certain requirements. According to Kea (2008), motivation is the outcome of both conscious and unconscious factors that incite pupils to take action in order to achieve a goal. These characteristics can be analyzed in terms of internal and external considerations, such as the strength of one's desire, the rewards associated with reaching the goal, and the expectations of others.

One important factor that determines the teaching and learning process is motivation. The accomplishment of learning objectives is hampered by a lack of motivation, since students' efforts and aspirations are what propel them to reach their learning objectives. Factors influencing a student's decision to learn a foreign language are referred to as institutional motivation. Success depends on the degree of motivation and the caliber of the learning environment that educational institutions offer. It is important for teachers to learn English so they can comprehend what drives students to learn it.

Literature Review

The Theories of Motivation

Over time, numerous motivational theories have been developed. The majority of human motivation is explained by social and cultural contexts rather than individual factors, according to Weiner's (1994) theory of social motivation. According to Covington's (1998) original theory of self-worth, students are highly motivated to act in ways that uphold and safeguard their sense of worth and personal principles. They'll do everything in their power. Achievement motivation is determined by the expectation of both success and failure, according to Atkinson and Rayor (1974).

A study published in the *Journal of Organizational Behavior* found a strong positive relationship between employees' perceptions of their own expectations and their performance levels, resulting in a significant 52% increase in productivity. This is clear evidence of the significant influence of beliefs and perceptions on motivation and highlights the complex and multifaceted nature of this fascinating aspect of human behavior. Expectancy theory is a motivational theory that examines the cognitive processes that individuals undergo when making decisions about their behavior. This theory, proposed by psychologist Victor Vroom, suggests that students are motivated to act in a certain way based on expectations.

Motivation in EFL Classes

Motivation is a necessary factor in the ESL classroom to inspire and invigorate EFL learners and encourage them to actively pursue their learning goals. Lightbown and Spada (2015) further discuss the topic of motivation in middle school. Lightbown and Spada (2015) discuss the topic of motivation in the classroom. The children who actively participate in class are the ones who are driven. The inner desire that motivates a person to act is called motivation. The motivations of an organization and an individual determine its goals (Oladele, 2005).

Improving understanding of the underlying drive to acquire English will greatly benefit middle school students. English teacher to improve the learning process of students in the institution. They ensure a better environment for students. (Gardner 2006) confirms that motivation is a very complex phenomenon with all facets.... A simple definition is not possible. Hinson and Brown (2001) defined motivation as an important factor in ESL learning. In middle school, it is the core subject, but students do not focus on it. The students don't care about learning at the middle school level. The teacher motivates the students in the institution. In educational institutions, the acquisition of knowledge and skills is facilitated, while incentives encourage students to learn a foreign language. Learners gain knowledge through motivation. In intermediate level, learners feel hesitation to ask the question from the teacher. In institution teacher is the main factors which those motivate the students for learning.

Diverse forms of motivation exist for foreign language

The goal of becoming proficient in the language is the motive. Language acquisition can be motivated by a variety of factors, such as the desire to interact with people in a particular language community, improve job opportunities, advance one's education, make travel easier, satisfy parental expectations, satisfy linguistic requirements, and gain social influence. Two

different types of motivation in language acquisition were distinguished by Hamer (1991), who called them goals.

Short term goal: This describes a student's aspiration to succeed in a particular task or goal in the near future. For example, students who hope to attain a high score or favorable mark on their exams.

Long-term goal: This relates to students' aspirations to obtain a more profitable career in the future and communicate with people who speak English as a foreign language, which they are learning.

According to Gardner (1985), students' goals and intentions may have an impact on the language learning process. (Ellis) 1986 talks about how important it is for students to accomplish their goals. They succeed in their objective of learning a foreign language.

Motivational theories

Content theories and process theories are two subcategories of motivational theories. While content theories explain what motivation is, process theories outline the processes that lead to motivation. These concepts clarify the mechanisms underlying our propensity to develop our skills and accomplish our goals. Motivation theories are applied in the humanities. Numerous theories that address the requirements of human behavior are used in the context of athletics. A thorough study of motivation has been presented by Dörnyei and Ushioda (2013). Learners can choose and pursue specific activities when they are motivated. Students should exert all of their effort to meet the goal. The motivation of students makes it easier to explore options. In casual conversations, motivation can be a defining characteristic. Pupils must take the initiative. In order to accomplish their goal, English as a Foreign Language (EFL) learners must be persistent.

Self - determination theory: The role of Autonomy in Motivation

The self-determination theory was developed by psychologists Ryan and Deci and is regarded as one of the most well-known process theories in motivation. The interaction of internal and external factors in determining motivation is highlighted by the self-determination hypothesis. The three main psychological needs identified by the self-determination hypothesis are relatedness (the desire to interact, connect, and demonstrate concern for others), competence (the need to perform well on tasks and develop a variety of skills), and autonomy (the desire to exercise control over one's own life). As per the self-determination hypothesis, fulfilling one's needs is essential for purposes like personal development, job satisfaction, and general well-being.

The ways that social interaction and the social environment can improve intrinsic motivation are examined in this study. In SDT's subtheories, like cognitive theory, this component is covered in detail. It all comes down to motivation, which is beneficial to learning. Self-Determination Theory (SDT) is a theory that explains human behavior. Everyone has three basic needs, according to this theory, and when these needs are satisfied, people are happier and more motivated. However, people may feel less content and motivated if these needs are not satisfied. Therefore, SDT advises that if you want to inspire someone, you should support their need for autonomy, skill development, and interpersonal relationships.

Autonomy

This is how it feels to be in charge of our own lives. Having the autonomy to choose what matters to us is what it's all about. When EFL students are given the freedom to select their own leisure activities, for instance, they are more motivated because they are aware of the learning process.

Competence

This is how people feel when they are proficient at what they do. Students are more driven to continue doing something when they feel competent because they take pleasure in the sense of mastery and achievement. They may become frustrated, for instance, when they begin learning a new skill, such as learning English as a foreign language. However, they begin to feel more capable as they practice and improve, which encourages them to keep practicing.

Achievement motivation

By talking about needs, McClelland took a unique stance and argued that needs are developed and obtained via satisfaction. He contends that there is only one dominant motive that can ever influence our actions. According to McClelland, human desires or motivations fall into three different categories: power, affiliation, and achievement. Both internal and external factors have an impact on these categories. The concept of achievement motivation, which was developed by psychologist David McClelland and associates, focuses on people's intrinsic desire to succeed and avoid failure. The idea holds that people are motivated to achieve particular goals in order to satiate their needs for social connection, authority, and achievement.

Learners' and Teachers' Role

The importance of the classroom environment, the educational system, and teachers in the learning process, along with all of its facets and purposes, is discussed in the role of educational institutions and instructors. The environment in the classroom affects the way that students think. It significantly affects Pakistani students' learning abilities in English and their sense of self-worth. More assurance and contentment with their present level of English as a foreign language learning were reported by students who had an English-medium education. Second-language learners of Urdu exhibited lower levels of expressiveness. They lack the ability to speak. Teachers in educational institutions provide the fundamental classroom environment. The learning environment is demonstrated in the classroom. It is simple, which benefits the pupils. The institution influences students, which in turn motivates them. Students at the intermediate level concentrate on their skills if the instructor encourages them.

Their motivation during the learning process is influenced by the teacher. Teachers encourage students to learn EFL because they are aware of their learning capacities. The teacher is the third factor. When it comes to motivation, the teacher is crucial. is the fundamental component of motivation since teachers inspire their students to learn. The teacher is aware of the students' abilities and their progress in learning English as a foreign language in the classroom. According to Harmer (1991), if students lose confidence in their teachers' teaching strategies, they will become demotivated. Fourth, students' motivation is impacted by their language learning success. According to Harmer, assigning highly difficult tasks could make people less motivated. o

Material and Methods

Quantitative method is used in this research to get the controlled response of the respondents.

Population and Sampling

Participants in this study included intermediate-level ESL students from the English departments of educational institutions in the Rahim Yar Khan district of Punjab, Pakistan. The information was collected from 300 college-level students, both male and female.

Research Instrument

In the following research, a questionnaire is employed as a research tool. The ability to collect data from a large and diverse sample in a systematic manner has made it the perfect research tool for investigating the relationship between learners' motivation and the performance of intermediate-level EFL learners.

Data Collection

Intermediate-level EFL students are given a structured questionnaire to complete in order to gather data for this research. The motive of the questionnaire is to collect data on students' motivation in their language learning activity as well as their academic success in English.

Data Analysis

All statistical analyses are conducted using the relevant software (e.g., SPSS, R). To get a deeper understanding of learners' experiences with motivation in EFL learning, a thematic analysis of the qualitative data gathered from open-ended questionnaire questions will be conducted.

Delimitation

The study is confined to a specific context and is not generalized to the other EFL settings or learner groups.

Ethics

Participants in the upcoming study will be fully informed about the purpose, nature, and advantages of taking part in the study before giving their informed consent. In addition to receiving a clear explanation of how their data will be used, they will be guaranteed confidentiality and anonymity. Involvement in this study will be entirely voluntary. Participants' guarantees that their individual responses will be used exclusively for research and will not be linked to their identities are crucial.

Results and Discussion

Table 1
supported and encouraged by my institution to improve my English Skills.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	205	165	24	13	13	420
	% within Gender of Respondents	48.8%	39.3%	5.7%	3.1%	3.1%	100%
Female	Count	246	136	20	8	6	411
	% within Gender of Respondents	59.9%	31.9%	4.9%	1.9%	1.5%	100%
Total	Count	451	296	44	21	19	831
	% within Gender of Respondents	54.3%	35.6%	5.3%	2.5%	2.3%	100%

According to Table 1, 54.3% of EFL respondents (48.8% of male students and 59% of female students) agreed with the statement that their institution supports and encourages them to get better at English. 35 percent of EFL respondents (39 percent of male learners and 31 percent of female respondents) strongly agreed with this statement, while 5 percent of EFL respondents expressed neutrality toward it. Additionally, 2 percent of EF respondents disagreed with this statement (3 percent of male respondents and 1 percent of female respondents), and 2 percent of EFL respondents strongly disagreed with it (3 point1 percent of male respondents and 1 point5 percent of female respondents).

Table 2
I want to be able to use English social media platforms.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	184	163	66	3	4	420
	% within Gender of Respondents	43.8%	38.8%	15.7%	0.7%	1.0%	100%
Female	Count	202	148	40	19	2	411
	% within Gender of Respondents	49.1%	36.0%	9.7%	4.6%	0.5%	100%
Total	Count	386	311	106	22	6	831
	% within Gender of Respondents	46.5%	37.4%	12.8%	2.6%	0.7%	100%

Table.2 reveals that 46.5% of EFL respondents (43.8% of male learners and 49.1% of female learners) agreed that they wanted to be able to use English social media platforms. Of these, 37.4% of EFL respondents (38.8% of male respondents and 36.8% of female respondents) strongly agreed with the statement, while 12.8% of EFL respondents (15.7% of male respondents and 9.7% of female respondents) expressed neutrality. 2.6% of EFL respondents disagreed with the statement, and 0.7% of EFL respondents (1.5% of male and 0.5 percent of female respondents) strongly disagreed with this statement.

Table 3
Interact with native speakers at your institution

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	165	97	111	22	25	420
	% within Gender of Respondents	39.3%	23.1%	26.4%	5.2%	6%	100%
Female	Count	191	127	63	16	14	411
	% within Gender of Respondents	46.5%	30.9%	15.3%	3.9%	3.4%	100%
Total	Count	356	224	174	38	39	831
	% within Gender of Respondents	42.8%	27.0%	20.9%	4.6%	4.7%	100%

Table.3 shows that 42.8% of EFL respondents (39.3% male learners and 46.5% female learners) agreed with this statements that I feel how you interact with native speaker at your nstitution.,27% of EFL respondents (23.1% male and 30.9% female) Strongly agreed with this statements and 20.9% of EFL respondents (26.4% male and 15.3% female respondents) expressed neutral in this statements, 4.6% of EF respondents (5.2 male and 3.9% female) disagreed with this statements, 4.7% of EFL respondents (6%male and 3.4% female) strongly disagreed with this statement.

Table 4
Challenging to pronounce English sounds with native speakers in institution.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	184	107	50	58	21	420
	% within Gender of Respondents	43.8%	25.5%	11.9%	13.8%	5%	100%
Female	Count	209	107	57	21	17	411
	% within Gender of Respondents	50.9%	26%	13.9%	5.1%	4.1%	100%
Total	Count	393	214	107	79	38	831
	% within Gender of Respondents	47.3%	25.8%	12.9%	9.5%	4.6%	100%

Table 4 shows that 47.3% of EFL respondents (43.8% male learners and 50.9% female learners) agreed with this statements that I find it challenges to pronounce English sound with native speaker at your institution, 25.8% of EFL respondents (25.5% male learners and 26% female respondents) Strongly agreed with this statements and 12.9% of EFL respondents (11.9% male respondents and 13.9% female respondents) expressed neutral in this statements, 9.5% of EF respondents (13.8% male respondents and 5.1% female respondents)

disagreed with this statements, 4.6% of EFL respondents (5%male respondents and 4.1% female respondents) strongly disagreed with this statement.

Table 5
Struggle with English Grammar.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	149	158	48	34	31	420
	% within Gender of Respondents	35.5%	37.6%	11.4%	8.1%	7.4%	100%
Female	Count	197	139	53	4	18	411
	% within Gender of Respondents	47.9%	33.8%	12.9%	1%	4.4%	100%
Total	Count	346	297	101	38	49	831
	% within Gender of Respondents	41.6%	35.7%	12.2%	4.6%	5.9%	100%

Table.5 shows that 41.6% of EFL respondents (35.5% male learners and 47.9% female learners) agreed with this statements that I struggle with understanding and using complex grammar, 35.7% of EFL respondents (37.6% male learners and 33.8% female respondents) Strongly agreed with these statements and 12.2% of EFL respondents (11.4% male respondents and 12.9% female respondents) expressed neutral in these statements, 4.6% of EF respondents (8.1% male respondents and 1% female respondents) disagreed with these statements, 5.9% of EFL respondents (7.4%male respondents and 4.4% female respondents) strongly disagreed with this statement

Table 6
The institution provides the basic facilities for EFL learners.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	154	127	81	37	21	420
	% within Gender of Respondents	36.7%	30.2%	19.3%	8.8%	5%	100%
Female	Count	199	133	53	20	6	411
	% within Gender of Respondents	48.4%	32.4%	12.9%	4.9%	1.5%	100%
Total	Count	353	260	134	57	27	831
	% within Gender of Respondents	42.5%	31.3%	16.1%	6.9%	3.2%	100%

Table 6 shows that 42.5% of EFL respondents (36.7% male learners and 48.4% female learners) agreed with this statements that I recognize that the institution provides the basic facilities for EFL learners,31.3% of EFL respondents (30.2% male learners and 32.4% female respondents) Strongly agreed with these statements and 16.1% of EFL respondents (19.3% male respondents and 12.9% female respondents) expressed neutral in these statements, 6.9% of EF respondents (8.8% male respondents and 4.9% female respondents) disagreed with these statements, 3.2% of EFL respondents (5%male respondents and 1.5% female respondents) strongly disagreed with this statement

Table 7
Other activities offered by institution

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	153	141	84	29	13	420
	% within Gender of Respondents	36.4%	33.6%	20%	6.9%	3.1%	100%
Female	Count	154	110	95	32	20	411
	% within Gender of Respondents	37.5%	26.8%	23.1%	7.8%	4.9%	100%
Total	Count	307	251	179	61	33	831
	% within Gender of Respondents	36.9%	30.2%	21.5%	7.3%	4%	100%

Table.7 shows that 36.9% of EFL respondents (36.4% male learners and 37.5% female learners) agreed with this statements that I analyze how I engage in other activities offered y institution,.30.2% of EFL respondents (33.6% male learners and 26.8% female respondents) Strongly agreed with this statements and 21.5% of EFL respondents (20% male respondents and 23.1% female respondents) expressed neutral in this statements, 7.3% of EF respondents (6.9% male respondents and 7.8% female respondents) disagreed with this statements, 3.1% of EFL respondents (5%male respondents and 4.9% female respondents) strongly disagreed with this statement.

Table 8
Positive atmosphere in the classroom for EFL learners.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	147	128	70	54	21	420
	% within Gender of Respondents	35%	30.5%	16.7%	12.9%	5%	100%
Female	Count	167	179	37	16	12	411
	% within Gender of Respondents	40.6%	43.6%	9%	3.9%	2.9%	100%
Total	Count	314	307	107	70	33	831
	% within Gender of Respondents	37.8%	36.9%	12.9%	8.4%	4%	100%

Table.8 shows that 37.8% of EFL respondents 35(% male and 40.6% female) agreed with this statements that I feel that the institution provides the positive atmosphere in the classroom for EFL learners,36.9% of EFL respondents (30.5% male and 43.6% female) Strongly agreed with this statements and 12.9% of EFL respondents (16.7% male and 9% female) expressed neutral in this statements, 8.4% of EF respondents (12.9% male and 3.9% female) disagreed with this statements, 4% of EFL respondents (5%male and 2.9% female) strongly disagreed with this statement.

Table 9
The institution offers extra support for the students of English

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	144	166	44	55	11	420
	% within Gender of Respondents	34.3%	39.5%	10.5%	13.1%	2.6%	100%
Female	Count	167	150	69	18	7	411
	% within Gender of Respondents	40.6%	36.5%	16.8%	4.4%	1.7%	100%
Total	Count	311	316	113	73	18	831
	% within Gender of Respondents	37.4%	38%	13.6%	8.8%	2.2%	100%

According to Table 9, 37.4% of the respondents who are learning English as a foreign language (34.3% male learners and 40.6% female learners) agreed with the statement that they feel supported and encouraged by their institution to enhance their English abilities. Among the EFL respondents, 38% strongly agreed with these statements, with 39.5% being male learners and 36.5% being female respondents. Additionally, 13.6% of EFL respondents expressed a neutral stance, with 10.5% being male respondents and 16.8% being female respondents. On the other hand, 8.8% of EF respondents disagreed with these statements, with 13.1% being male respondents and 4.4% being female respondents. Finally, 2.2% of EFL respondents strongly disagreed, with 2.6% being male respondents and 1.7% being female respondents.

Table 10
English media (TV, movies, etc.) can help the EFL learner for learning.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	185	139	53	16	27	420
	% within Gender of Respondents	44%	33.1%	12.6%	3.8%	6.4%	100%
Female	Count	174	150	58	21	8	411

	% within Gender of Respondents	42.3%	36.5%	14.1%	5.1%	1.9%	100%
	Count	359	289	111	37	35	831
Total	% within Gender of Respondents	43.2%	34.8%	13.4%	4.5%	4.2%	100%

Table 10 34.8% of EFL respondents (33.1% male learners and 36.5% female learners) agreed with this statements that I believe that exposure to English media (TV, movies, etc.) can help the EFL learner for learning.43.2% of EFL respondents (44% male learners and 42.3% female respondents) Strongly agreed with this statements and 13.4% of EFL respondents (12.6% male respondents and 14.1% female respondents) expressed neutral in this statements, 4.5% of EF respondents (3.8% male respondents and 5.1% female respondents) disagreed with this statements, 4.2% of EFL respondents (6.4%male respondents and 1.9% female respondents) strongly disagreed with this statement

Discussion

Age of respondents has a weak negative correlation with seeking out opportunities to read English texts outside of class ($r = -0.146$, $p = 0.159$).

Age of respondents also has a weak positive correlation with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.052$, $p = 0.614$).

Gender of respondents has a weak negative correlation with the age of respondents ($r = -0.168$, $p = 0.103$).

Gender of respondents also has a weak positive correlation with actively seeking out opportunities to read English texts outside of class ($r = 0.125$, $p = 0.227$).

Several motivation-related variables show significant correlations among themselves:

Actively seeking out opportunities to read English texts outside of class positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.235$, $p = 0.022$).

Actively seeking out opportunities to read English texts outside of class also correlates positively with selecting effective methods to become fluent in English ($r = 0.260$, $p = 0.015$).

Actively seeking out opportunities to read English texts outside of class correlates positively with being able to find problems in the method of learning English ($r = 0.337$, $p = 0.001$).

Some variables related to motivation show significant correlations with speaking skills and group activities:

Actively seeking out opportunities to read English texts outside of class positively correlates with engaging in group discussions and activities in class ($r = 0.278$, $p = 0.007$).

Actively seeking out opportunities to read English texts outside of class positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.235$, $p = 0.022$).

Actively seeking out opportunities to read English texts outside of class positively correlates with working with classmates to improve understanding of English ($r = 0.337$, $p = 0.001$).

Speaking skills

Some variables related to speaking skills show significant correlations with autonomy-related variables and other variables:

Engaging in group discussions and activities in class positively correlates with following a plan for learning English tasks ($r = 0.391, p < 0.001$).

Engaging in group discussions and activities in class also positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.412, p < 0.001$).

Engaging in group discussions and activities in class positively correlates with independently planning for in-depth learning besides assigned tasks ($r = 0.294, p = 0.004$).

These interpretations provide insights into the relationships between different variables in your questionnaire data.

Based on the interpretation provided earlier, it seems the correlations indicate associations between various aspects of students' attitudes, behaviors, and learning outcomes. For example, correlations between motivation-related variables suggest connections between students' self-directed learning behaviors and their perceptions of language proficiency or effectiveness in learning English. Some variables related to speaking skills show significant correlations with autonomy-related variables and other variables:

Engaging in group discussions and activities in class positively correlates with following a plan for learning English tasks ($r = 0.391, p < 0.001$).

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Based on the interpretation provided earlier, it seems the correlations indicate associations between various aspects of students' attitudes, behaviors, and learning outcomes. For example, correlations between motivation-related variables suggest connections between students' self-directed learning behaviors and their perceptions of language proficiency or effectiveness in learning English.

Teachers' Responses

Age and Gender of Respondents

Age and gender of the respondents do not show significant correlations with other variables, as none of the correlation coefficients exceed the threshold for significance ($p < 0.05$).

Attitudes towards Learner Autonomy

Positive correlations:

"I think that language learners of all ages can develop learner autonomy" shows a significant positive correlation with "I usually give learners the option to make choices about their learning" ($r = 0.381, p < 0.05$).

Negative correlations

There are no significant negative correlations among attitudes towards learner autonomy.

Promotion of Learner Motivation

Positive correlations

"I usually give learners the option to make choices about their learning" is significantly correlated with several statements, including "I try to promote learner motivation through regular opportunities for learners to complete tasks alone" ($r = 0.451, p < 0.05$) and "I believe the teacher has an important role in promoting learner motivation" ($r = 0.383, p < 0.05$).

Negative correlations

There are no significant negative correlations among strategies for promoting learner motivation.

Overall, the correlations suggest that teachers' attitudes, beliefs, and practices related to learner motivation in institution are interconnected. Teachers who endorse learner motivation tend to engage in various strategies and hold consistent beliefs about the effectiveness of learner-centered approaches. This consistency may indicate a coherent instructional philosophy among the surveyed learners.

Conclusion

The results highlight the intricate relationship between institutional motivation and the performance of EFL learners. The purpose of the research is to examine the extent to which intermediate level EFL learners are inspired by institutional influences and to analyse the conversational interactions of EFL learners in an institutional setting. Furthermore, this chapter concludes with practical suggestions based on the observed data, outlines the inherent limits of the study, and suggests potential areas for further research. The provided insights are expected to provide helpful assistance for policymakers and other scholars in the area.

Recommendations

It is recommended that Pakistani instructors should develop effective ways to facilitate English language acquisition among pupils, hence enhancing their prospects in future professional endeavors. In order to enhance students' learning capacity, it is important for the instructor to possess knowledge about the factors that drive pupils. Having a clear understanding of students' motivation enables teachers to effectively engage students throughout English sessions, fostering a positive and enjoyable learning experience. In addition, it may assist instructors in formulating strategies to effectively teach English. The instructor may ascertain that students who exhibit motivation throughout the learning process have a higher capacity to assimilate teachings compared to students lacking motivation. Consequently, the teacher should persist in their efforts to inspire pupils, so fostering the emergence of a desire to learn English.

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