
EFFECTS OF MOTIVATIONAL STRATEGIES ON ESL LEARNERS' PROFICIENCY: A STUDY OF GRADUATE STUDENTS

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ABSTRACT

The study explores the effects of motivational strategies on ESL learners' proficiency in learning directly from the perceptions of various important L2 motivational concepts (By Gardner's instrumental motivation to Dornyei's self-motivational system of L2) and the idea of ESL/EFL. 400 ESL learners from Govt. universities of Division Bahawalpur, Pakistan, participated in this survey study. The self-developed questionnaire as a research tool was employed to collect the data and data was analyzed by SPSS. The outcomes express that the majority of the participants studied English for instrumental and integrative orientations, as well as intrinsic motivation and the ideal L2 self, but not for external pressure and to L2 self. Integrative motivation, which has been rooted in L2 motivation research for decades, is re-examined in this study, especially with the current significant position of the English language in the world. This research will consider possible implications for English language professionals to re-conceptualize and re-approach EFL learners' motivation to study English. The findings show that students are motivated towards learning but their motivation is depend upon their own control of beliefs not merely with teachers

*motivating strategies.***KEYWORDS***Motivation, ESL, Proficiency, Questionnaire, Graduate students***INTRODUCTION**

English celebrates most of its grandeur as an official language of Pakistan and is broadly utilized as the mode of direction in educational institutes. Despite putting greater endeavor, Pakistani ESL learners do not succeed to obtain capability in the English language. The past investigations have certified Pakistani ESL learners' inability to an intense demotivation (Krishnan and Pathan, 2013). To handle the issue, ESL educators need to remain learners motivated for successful learning. Motivation is a vital feature for learning ESL/EFL has been broadly examined (Crookes & Schmidt, 1991; Clement, Dornyei, & Neols, 1994; Chen, Warden, & Chang, 2005). Motivation is the word taken from the 'motive' which implies necessities, wishes or drives inside the people. It is the technique of energizing individuals to drills, to achieve the goals. It is one of the most significant elements for accomplishment in any instructive learning process particularly in Second Language Learning (SLL). Motivational Strategies (MSs) are devices, tactics, techniques or approaches to encourage learners or students to contribute to the teaching-learning process. Motivation has consistently been a crucial problem in education (ESL/EFL) and the most critical and most demanding problem in education for teachers to confront nowadays. (Hadfield & Dörnyei, 2013). In SLL, teachers sometimes don't give proper attention to boost up the students by using distinct motivational strategies in the classrooms. That's why some students lose interest and become the victim of boredom and hopelessness. If the teachers observe which motivational strategy can be helpful for an individual in the learning process, the result of the process will be fruitful. By the use of MSs, the learners will bring competency and show their proficiency in the language learning process.

A mentor is the best motivator to motivate the disciples for learning ESL. Hence, the methodologies that English language instructors utilize in improving the inspiration of students in ESL/EFL have been investigated efficiently (e.g., Dörnyei & Csizer, 1998; Guilloteaux, 2013). This sort of research relates the motivational speculations/theories to apply MSs which ESL teachers can employ in ESL classrooms. The chief motive for the study was to investigate the MSs utilized by Pakistani ESL professors/lecturers/teachers/instructors to keep ESL students persuaded in SLL at the university level in BWP Division. MSs are methods that support the learners and their practices; and these practices can be highly developed by various approaches (Dörnyei, 2001). The previous research explores have affirmed that instructors who apply MSs in SLL procedure can undoubtedly affect the L2 student's motivation. The

investigation by Moskovsky et al. (2013) led an investigation to look at the impacts of MSs utilized by ESL teachers to inspire the motivation of students in the setting of Saudi Arabia by the subsequent structure of Dornyei (1994). These discoveries of the investigation depicted that instructors rehearsed MSs that are exceptionally impacted the motivation of ESL pupils. (Kakar & Pathan, 2017).

LITERATURE REVIEW

The motivational study has been done right around three decades that it has turned out to be a huge concern in SLL (Dornyei, 2005; Brown, 2007; Dollah, 2016; Salikin et al., 2017). Motivation is a brilliant, energetic, and critical occurrence that inherently and extraneously influences SLL. Moreover, it is intricately depicted by numerous parts which have its task or function in its procedure. Therefore, the study on motivation can't be clarified in the concise conversation due to complicated and noteworthy factors in learning ESL. Language learning motivation has far-reaching been seen because of a causal impact for L2 learners' accomplishment in research and their intelligence to sponsor advanced expertise in ESL/ EFL (Al-Hoorie, 2017; Dornyei & Ushioda, 2011). Abundant investigations have supported the first-hand strain of motivation supported by SLL expertise, despite the precise motivation scheme that was acquired.

During the process of learning ESL/EFL at the college/university level, language students can exceptionally motivate themselves pre and post. A diverse learning structure between secondary school and college can influence the students wherein they have the various degrees of inspiration assemble to tackle a few assignments (Bin-Tahir & Rinantanti, 2016; Patahuddin et al., 2017; Salikin et al., 2017). This sort of circumstance normally occurs when they are in the gathering, for instance, a gathering task, and with a class fellow. Underscoring the gathering in the public, it accepted if students connect one another; their motivation can be unstable or unpredictable as per a specific circumstance (Dornyei, 2005; Tahir & Hanapi, 2017).

“Motivation is essential because it highly contributes to achievement” (Elashab, 2020). Motivation is the process that begins, guides, and maintains goal-oriented behavior. Motivation is what causes us to do, regardless of whether it gets a glass of water to reduce thirst or reading a book to learn. The emotionality, gracious, imaginary, biological processes are involved to trigger conduct. Motivation alludes to “the main stimulus in any situation” (Gardner, 2010). Motivation is the driving force causing the flow of will from desire into life. For instance, hunger is a motivation for eating. Gardner (2007) likewise characterized motivation as the consolidation of positive ideas to gain proficiency with another dialect with the intensity of accomplishing EFL, ESL learning objectives.

Motivation in L2

Motivation is viewed as one of the main variables in second language obtaining (Sun, 2010) on the grounds that it is thought to decide the degree of dynamic individual association in language learning. Motivation assumes a critical function in the rate and accomplishment of SLL, especially ESL/EFL (Larry, 2005). Dornyei (1998) opposes that motivation gives the essential promoter to start SLL and later the main thrust to continue the long and regularly repetitive learning procedure. Motivation, in any case, is a complex, multi-faceted concept/paradigm (Gardner, 1985; Williams & Weight, 1997). It incorporates causes, for example, the worth learners add to an activity; how much learners hope to be successful; regardless of whether they accept they have the stuff to accomplish; and what they see to be liable for their achievement or disappointment at the job (Chamot et al., 1999). These components, recognized in models of motivation, for example, esteem, anticipation, self-adequacy, and attributions, are similarly significant in continuing self-managed grasping; that is students' utilization of intellectual and metacognitive techniques to control and direct their learning (Pintrich, 1999). Since, it is hypothetically possible that feasible utilization of learning methodologies may support motivation in SLL (Dornyei & Skehan, 2003). Teachers ought to pay attention to the distinctions and distinguishes their instructions and tasks according to the need, attitude, and mental capability of ESL learners. Teachers stimulate the learners through adjusting their guidance to the students according to their potential as frequently alluded to as Vygotsky's Zone of Proximal Development (ZPD).

Major types of motivation

There are two main sorts of motivation i.e. intrinsic and extrinsic.



Figure 1: IM and EM

IM (intrinsic motivation) and EM (extrinsic motivation) exist in two categories. It is important to understand that we are not all identical, which means that you have to understand the different kinds of motivation if you motivate your staff effectively. This understanding will allow you to better categorize and motivate your team members. Each member will find diverse and the motivational needs of each member will vary. Certain people are best at responding to what 'inside' means and fulfill any duty of a passion area. Quite the contrary, others are better able to react to foreign motivation, which in their world makes difficult tasks possible if this task is fulfilled and rewarded. Become an expert in what type of team members will work best (Wilson, 2009). Motivation is the way to EFL learning achievement, however not all the students can be roused similarly, for a similar explanation and have the very sort of direction that express their objectives (Rayan and Edward, 2000).

Intrinsic / Effective motivation

Effective motivation means that the motivational stimuli of the individual come from within. The individual demands to perform a particular task because its findings are consistent with or fulfill a desire and consequently important (Wilson, 2009).

The strongest motivation is our deep-rooted desires.

- Acceptation: We always want that stand accepted by all.
- Curiosity: We all want to be knowledgeable.
- Morality: all of us have to comply with and be ethical
- Individuality: all of us must feel that we are unique.
- Purchase: we must all be organized.
- Authority: we all want to influence.
- Public contact: We all have social interactions.
- Social status: we all want to be important.

Extrinsic motivation

The motivation of the individual comes from outside. In other words, an external source controls our desire to perform a task. Note that while the stimuli come from outside, the task will still be rewarding for the person who carries out the task. The external motivation is external (Wilson, 2009). The best-known motivation is money. More controversial. Here are a few further examples of motivation. Motivation theories of the employee who initiates, guides, and maintains goal-oriented behaviors. Motivation theories of the person who works:

- Benefit Package
- Bonuses
- Arranged activities

That is why we act, whether to take a snack to reduce starvation or to register for a

college degree. The underlying forces can be biological, social, emotional, or cognitive.

Significance of English in Pakistan

There are many languages (roundabout sixty) that are spoken in Pakistan whereas the Urdu language is the public language of Pakistan. English as an L2 (Second language) appreciates an astonishing situation in educational institutes of Pakistan. In Pakistan, ESL (English as a second language) offers an opportunity for accomplishment in learning and occupations. English is the language of high-level training and more extensive schooling and not the home language of the individuals excluding from the higher layers of the overall population where it is spoken as a superficial point of interest. (Ghani, 2003)

The training (teaching-learning process) of English in Pakistan is commonly through course books proposed by the important instructive/educational board and commissions at divisional and provincial levels. A Pakistani student or ESL learner is concerned profound in learning/acquiring the English language for:

- To go abroad for higher studies and job
- To gain excellent opportunities for a job at the national and international level.
- Ministry, military and social dedications.
- Marketing and business
- Learning due to academic reasons and for good grades.
- Motivation to:
 - Become bilingual or multilingual.
 - Attain an excellent job.
 - Maintain the status by communicating in ESL.

Motivational strategies (MSs)

Dörnyei (2001b) describes MSs as “the motivational effects that are deliberately applied to attain some organized, efficient and lasting beneficial outcome” (p.28). Motivation and MS have a fundamental role in the improvement of the language learning process. Boo, Dörnyei, and Ryan (2015) arranged a collection of data more than 400 productions (more than 300 experimental tasks somewhere in the range of 2005 and 2014), which concentrated on motivation to all the more likely comprehend the new course of SLA inquire about and what has just been looked into. The dataset recommends that even though quantitative scaling or dimensions keep on being utilized, the predominance of the numerical (quantitative) model has vanished and multiplicity of descriptive (qualitative) research strategies have been progressively applied in L2 motivation study, which features a varying point of view of how the study of the second language ought to be directed (Boo et al., 2015). By the previous decade, numerous specialists have thoroughly investigated motivation in SLL and the

various levels since the 1990s (Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Ushioda, 2013).

Dörnyei (2007) differentiates three levels in L2 motivation research:

- i. Socio-psychological period (1959-1990); delineated by Gardner and his associates in Canada.
- ii. Cognitive Situated period (1990s); described by research on cognitive theories.
- iii. Process-oriented period (early 2000s); elaborated by concentration on inspirational transform. Dörnyei and Ushioda (2013) added the following fourth motivational phase:
- iv. The socio-dynamic period (current); distinguished by a matter with energetic frameworks and logical communications or conversations.

Historically, a motivational study in SLA is linked with Gardner's socio-psychological approach and the exceptionally powerful integrative instrumental motivation polarity (initially proposed in the 1960s). By the 1990s, there has been an important move in the focal point and environment of motivation on ESL/EFL (Mokovsky et al.). Dörnyei & Ushioda (2013) introduced three kinds of qualities identified with L2: The first one is intrinsic quality i.e. natural worth, which manages the inner premiums/happiness of students in learning L2. Second, integrative qualities manage the inspirational mentalities of students towards the traditions, customs, and network of L2. Third, instrumental qualities, manage the L2 results like searching for work/job, teaching/learning chances. This MS encourages or fosters the instrumental standards of students. Few MSs advance these qualities by making students acquainted with the L2 society or by updating them about the benefits of having mastery in L2. Utilizing these tactics is extremely helpful, delightful, and satisfying in spurring/motivating students in L2 development. The result is in accordance with the discoveries of the research directed by Alrabai (2014) in the surroundings of Saudi Arabia. In the research make acquainted the students with L2-associated qualities was additionally revealed as a second-most noteworthy MS by educators/instructors/teachers who were rousing their students in learning of ESL/EFL.

MacIntyre and Gardner (1994) described language anxiety as the sensation of pressure and anxiety particularly connected with the L2 setting. Gardner (2010) characterized that language anxiety/uneasiness is an explicit tension i.e. relevant to circumstances and autonomous or self-governing from general nervousness. According to MacIntyre and Gardner (1989), language anxiety generates from the accrual of state nervousness in SLL (second language learning).

Motivation alludes to "the main stimulus in any situation" (Gardner, 2010). Motivation in L2 learning ought to reveal the students' work or struggle in SLL, their craving to

accomplish language learning objectives, and their delight in the language learning activities. In the current analysis, motivation will be estimated by influential/motivational force, want to learn ESL, and behaviors toward learning ESL/EFL.

According to Gardner (2010), attitudes toward the learning circumstance reflect the students' mentalities toward any part of the circumstance in which the language is learned. Integrative-ness alludes to certified attention in SLL to speak with individuals from other language communities (Gardner, 2010). In the current study, integrative-ness will be estimated by the students' integrative direction, quality in learning ESL/EFL.

Dörnyei and Csizér (1998) examined 200 Hungarian teachers of ESL through a semi-formal survey and the target was to produce functional rules for propelling students. They introduced ten MSs to follow:

- Set an individual model with your conduct
- Make an environment pleasing and peaceful
- Present the activities appropriately
- Build up a decent connection with the students.
- Improve and appreciate the learners' self-confidence about L2
- Make the L2 classes exciting.
- Advance student self-rule.
- Customize the learning cycle.
- Increment the students' objectives.
- Introduce and familiarize students with the L2 culture (or societies).

A teacher can't implement all the MSs constantly. Various learners will react to similar MSs in various ways. There is the least degree of help required for SLL successfully. The teacher's responsibility is to achieve that to be the best instructor and motivator. If notwithstanding your endeavors, a few students are not persuaded, that isn't your deficiency.

Role of motivation & MSs on ESL learners' proficiency

Learners' motivation in SLL is one of the two principal parts of the theoretical model. Motivation is viewed as one of the main components in SLL/SLA (Sun, 2010) because it is thought to decide the degree of dynamic individual inclusion in SLL (Warden and Lin, 2000). Paradoxically, unmotivated learners are deficiently included and in this way far-fetched to build up their L2 aptitudes. Motivation decides how all eager students are to get more knowledge and to build their capacity to comprehend, talk, and compose the L2 (Engin, 2009).

Numerous circumstances (especially in professional life) require English capability in Pakistan, for example, health, government, travel, business, and IT. Consequently, numerous students should dominate English to prevail in their studies at the national level or abroad. In taking a look at the motivation of ESL learners at that point, I need to think about the students' impression of the usage of ESL/EFL.

The significance of MSs (Motivational Strategies) has been the focal point of studies over the previous many years. The instructor's prosperity is typically estimated by the feasible utilization of such procedures to improve learners' presentation. Bernaus, Wilson, and Gardner (2009) showed that what happens in the classroom can impact learners' perspectives and motivation. Fernandez-Orio (2013) contended that instructors ought to use persuasive procedures that are practically identical with ESL learners' very own lives to help them in setting up an uplifting mentality towards the teaching-learning process and participate in classroom drills. Further, Dörnyei (2001) presented a complete structure introducing more than 100 inspirational methodologies in a cyclic system. These can be separated into four measurements: making the essential inspirational conditions, creating introductory inspiration, keeping up and ensuring inspiration, and empowering positive self-assessment. These procedures are energetically suggested by different specialists (Eragamreddy, 2015; Alqahtani, 2016) as applying them in L2 classrooms can upgrade students' presentation. Dörnyei (2001) featured the impact of persuasive systems on learners' presentation and motivation. Nonetheless, only one out of every odd procedure works in each unique situation. Motivation, its sorts, and hypotheses have been the focal point of the broad investigation, yet just restricted investigations have covered persuasive procedures utilized by EFL instructors in the study hall. In this way, the current examination endeavors to help both EFL instructors and students extend their comprehension of persuasive techniques to upgrade EFL learning.

To summarize, different descriptions of motivation from various points of view center around the interest, i.e., in the intrinsic motivation an individual needs to accomplish something, for instance, ESL/EFL/SLL. Then, the above comprehensive review of the related literature to two main categories of motivation. The principal type is integrative and instrumental motivation; learning a language for collaboration with others or to find a new line of work progression. The subsequent kind is characteristic and outward motivation which manages inward and outward motivation in EFL or SLL. Afterward, a definite elaboration of the best factors in students' motivation has been given. This is happened by the connection between motivation and language learning as covering measures that encourage one another.

Lastly, the primary concern of the current study has been talked about motivation, MSs, the effects of MSs on ESL learners, and their significance in ESL/EFL students'

accomplishment, especially in the universities under the Bahawalpur Division, Pakistan.

RESEARCH OBJECTIVES

1. To work out that MSs play a significant role in Second Language Learning (SLL).
2. To explore the impacts of motivation induced by teachers at university level.
3. To identify the effectiveness of the MSs used by teachers on ESL learners' proficiency under the education system of BWP division.
4. To investigate the effects of MSs on achievements of the ESL learners at graduate level.

RESEARCH QUESTIONS

1. What is the relationship between motivation and LLS (Language Learning Strategies) usage in ESL (English as a Second Language)?
2. Do Motivational Strategies affect ESL learners' proficiency?
3. What type of MSs (Motivational Strategies) are preferred by ESL teachers at Graduate level in the universities of BWP division?
4. Which language strategies are least effective in ESL learners' proficiency?

RESEARCH METHODOLOGY

This research aimed to explore the effects of MSs on ESL learners' proficiency at the university level. The research will support ESL, EFL teachers, and students to know that motivation and motivational strategies play a fundamental and significant role in the learning process of SLL. To collect data on the effects of motivational strategies, modern research methods have been employed.

The research design of the study is descriptive. The present study is quantitative in design to assess the impacts of MSs on ESL learners' proficiency at the graduate level. The population of the study is comprised of graduate-level students studying at Govt. universities of BWP division (Pakistan). Keeping gender equivalence in mind, the data has been gathered from both male and female students at the university level. The population of the study was selected from the following universities:

- KFUEIT, Rahim Yar Khan
- IUB (Bahawalpur) and sub-campus (Rahim Yar Khan and Bahawalnagar)
- Govt. Sadiq College and Women University, Bahawalpur

Table 1: Sample of study

Sr. No.	Universities	Students
1	KFUEIT, RYK	80
2	IUB (Baghdad-ul-Jadeed Campus)	80

3	IUB (Rahim Yar Khan Campus)	80
4	IUB (Bahawalnagar Campus)	80
5	Sadiq Women University, Bahawalpur	80
Total:	-----	400

The data collection tool that is employed in the research was a questionnaire. This study is directed through a closed ended questionnaire. Before administration, the questionnaire was piloted and authenticated. This tool was used for data collection by the 400 students. The language and contents of the items have been improved as a pilot study investigation. 62 items were involved in the final questionnaire. Taking into account the aims of the study, five Likert-type scales were selected i.e. strongly agree, agree, neutral, disagree, and strongly disagree.

Data Analysis

Collected data from the sample of ESL learners is scrutinized through Statistical Package for Social Sciences (SPSS). The composed data is examined to answer the research questions. Frequencies, response percentages have been computed. The results were based on the percentage of responses. The conclusions have been drawn and recommendations have been made.

RESEARCH FINDINGS

There are the following findings of the questionnaire which were made on data analyzes with the interpretation.

1. 75% of students strongly agreed and 15% agreed that teachers involve them in the lectures by question-answer technique.
2. 92.2 percent of students agreed that audiovisual aids are being used to raise students' interest in learning.
3. 93.7% of students are agreed that they are self-motivated for their learning.
4. 90.7% of students agreed that students receive difficult tasks from teachers.
5. Appreciation by the teachers on the effective work of students was 94.5%.
6. 94.7% of students are aware of the expectations of teachers.
7. Voluntarily, 4.25% of students agreed that extra preparation is required for teachers in the class whereas 92.5% of students agreed that teachers come into the class with excellent preparation.
8. 96.75% of students want additional course content learning materials.
9. In the department, 97.5% of students and teachers are well connected.
10. At the graduate level in the universities, 95% of students were keen to take part in co-curricular activities.
11. 75.7% of students agreed that they can easily achieve institutional goals (as each in everything is possible in this universe by hope and hard work).
12. 94.2% of students agreed that they actively participate in classroom

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- discussions.
13. 96% of the students encouraged for self-study by the teachers.
 14. Teachers help the students to become independent learner, 97.7% of the students accept that the teachers are helping students to convert them into self-employed students.
 15. 96.7% of students accept constructive criticism from the teachers.
 16. 4.5% of the students agreed that additional learning material on course content is a burden on students, the majority of the students want to learn more.
 17. Academic grades are a true reflection of students' achievements, agreed by 96.5% of the students.
 18. Teachers give input for the improvement of students' work accepted by 95.7% of the students.
 19. 94.2 percent of students fulfill their assignment deadlines.
 20. 93.2% of students agreed that during the lecture, students were encouraged to ask questions by the teachers.
 21. The teacher's work in the classroom appreciated by the students 94.5 percent.
 22. 95.7% of students agreed to get support additionally especially the weak students.
 23. 5% of the students agreed that certain students in grades were favored by teachers. 95% of students agreed that there is transparency in assigning the grades to them.
 24. 95.7% of students get appreciation from teachers for their good performance.
 25. 97.2% of students are aware of their work/responsibilities.
 26. The challenges assigned by the teachers are for 94.2% of students.
 27. 96.2% of students are agreed that teachers would like to share their experiences with students.
 28. 97.7% of students agreed that teachers assign work according to the abilities of the students.
 29. 92.7% of students agreed to arrange for teachers to display students' extraordinary work.
 30. 94.5% of students want to learn and communicate in the English language.
 31. 89.7% of the students agreed that they study English because it will assist them to acquire a well-paid job.
 32. 82% of the students agreed that they like to communicate with persons from English-speaking countries to improve their skills.
 33. 91.5% of students were familiar with the way of life and skill of native speakers of English.
 34. 80.5% of the students strongly agree and 12.7% agree that they study English as it is a worldwide language so they can use it to communicate with international individuals.
 35. 75.2% of students study English for the degree.
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36. 94.5% of the students agreed that they love and enjoy fulfillment when they learn new things in English.
 37. 5.2% of students study English due to examinations whereas 94.2% of the students are against the statement.
 38. 27.5% of the students agreed that their families force them to learn English as an L2 (Second Language).
 39. 95.2% of students study English for self-confidence and accomplishment with regards to learning English.
 40. 89% of students agreed that they do study English due to teachers' admiration.
 41. 79.25% of students are strongly agreed and 17.2% agree that they consider English is an exciting and interesting subject.
 42. 77.7% of the students agreed that they can envision themselves as somebody who can communicate in English.
 43. Learning English is fundamental to get higher education agreed to 95% of students.
 44. 5.7% of students get confused while communicating in English.
 45. 88% of the students agreed that they read relevant stuff and books to improve their skills in the English language.
 46. 86.2% of students agreed that they are ready to utilize their basic reasoning aptitudes while writing.
 47. 95% of students are hopeful that they can improve their learning skills if they do the effort.
 48. 93.7% of students are motivated to learn English this semester by doing struggle.
 49. 81% of students agreed that they do well in English this semester, it is due to hard work and practice.
 50. 95% of students agreed to do more effort in English language skills to satisfy the teacher.
 51. In English exercises this semester, we are learning things that will be helpful later on, 93.5% of the students agreed on it.
 52. 94.5% of students agreed that they believe in gaining more knowledge about the English language in the current semester.
 53. 95% of students agreed that they get a chance from the teachers to speak in the English language.
 54. 97.5% of students agreed that teachers observe learners' success and appreciate them.
 55. 95% of students agreed that they can understand the English language without interpreting in the mind.
 56. 88% of the students are strongly agreed and 9.7 agreed that learning English encourages them to become the best individual.
 57. Learning English is neither too much difficult nor too much easy, 98% of the
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- students agreed with the statement.
58. 83.5% of students accept that English is basic for self-awareness and personal development.
 59. 79.7% and 17 percent of the students strongly agreed and agreed respectively that Learning English gives a sense of achievement.
 60. 97.7% of the students agreed that the teachers' personality and teaching strategy plays an important role in an English language class.
 61. Concentration during the whole lecture to gain proficiency with the material in the course accepted by 97% of students.
 62. 85.2% of students agreed that they set objectives for themselves to organize exercises during the study.

CONCLUSION & DISCUSSION

Motivation is a brilliant, energetic, and critical occurrence that inherently and extraneously influences ESL. MSs help to understand the role and effects of MSs in learning an L2 and they can easily attain their goals. Motivation is essential to a person as it assists an individual or a learner with the achievement of his/her objects. Motivation also supports in development and self-confidence of an individual. Motivation is a psychological quality that leads people to achieve goals. Without adequate motivation, even exceptionally skillful and intellectually proficient learners might be not able to achieve prolonged objectives (Dornyei & Ryan, 2015)

In the light of research findings, it is obvious that motivation is a major tool of students' achievement. It makes the students sharp to respond in class. They can improve their skills and learn English efficiently by utilizing the following learning strategies:

- Vocab Building
- Peer interaction
- Improve reading and writing skills
- Participation in group work
- Class-room discussion

Teachers can motivate and improve the learners' achievement by the strategies given below:

- Assign work
- Appreciate the students
- Encourage students for self-study
- Transparency in assigning the grades

Here are some other tactics that can be utilized in the classroom to assist in rousing motivation in the ESL learners:

- Promote development outlook over fixed mentality
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- Develop important and conscious associations with your students
 - Grow a network of students in the classroom
 - Establish exclusive requirements and set up clear objectives or goals
 - Be helpful, encouraging or inspirational

The current study is vital for both mentors and pupils of ESL or EFL, ELT, TESL, TEFL. The study explored the effects of MSs on ESL learners' capability. It investigated the role of motivation and motivational techniques that are used by teachers at the university level. Results of the study will aid to improve the LLS. The findings of the study are valuable that assist the instructors in the selection of MS (Motivational Strategy) and aid the students to learn the language proficiently and improve their productive skills (writing and speaking) in the target language. The study is helpful for teachers as well to motivate students for achievement and also helps to understand the role and effects of MSs in teaching/learning an L2 / ESL. The study about motivational effects on the students' learning stimulates the students about their studies and they can easily attain their goals.

To conclude, motivation supports empowering, organize and maintain positive behavior throughout a long period. It contains pursuing objectives and exercises to accomplishing the motive. It likewise assists with driving creativity and interest, sparking the passion required for learners to reach the goal.

RECOMMENDATIONS

This study is concerned with the impacts of MSs on ESL learners' proficiency restricted to graduate-level and a small sample of respondents i.e. 400 ESL learners of Govt. universities under Bahawalpur Division, Punjab. The data was collected through a self-developed questionnaire, comprised of 62 items. However, considering the enlightening idea of the data obtained via this research, it is significant that similar studies should be embraced for an enormous scope that the perspectives and encounters of instructors and students from all over Pakistan should be joined in future explores. Future researchers can research at different levels, different regions, and relevant topics like they check the proficiency of ESL/EFL learners by utilizing distinct questionnaires, e.g. LEAP-Questionnaire.

Simultaneously, similar studies have been conducted in different areas, at different levels, by different researchers in abroad and at the national level so future studies or researchers can likewise contribute towards improvements in the Pakistani educational system and development of Pakistan.

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