Arousing Students: Motivation in ESL Classrooms; Increasing and Enhancing Participation, Interaction and Production

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Abstract: The ESL classrooms plan an animated role to enhance the support for English as a second language in most of the areas of the world. The global village has dominated the context of newness and support for the use of English this is why the use of the language is increased. The need for increasing enhancement is high for the classrooms' output in the context of production and interaction. This is why the participation rate needs to be more in the classes. The role of motivation is promising in this regard to cultivating support for more output from ESL classrooms. Motivation is an action tool that may lead to the growth of the learning process. It is a scheduled practice that may allow the learners to grow with time. Motivation is an important concern in this regard to enhance the tendency of learning. It is evaluated by Li (2020) that most of the students can learn better only because they are highly motivated while those students who are less motivated may drop the course. English is an easy language if the motivation might exist to learn it with continuity. In addition, both internal and external motivational factors are essential in this regard. Motivation has an animated role to enhance the concerns of motivation which may allow the boost to learning it not as a formality but with dedication and support (Htun, 2019). There is a dire need of applying smart tools and see the promising growth of varied instruments in this regard for the professional growth of individuals. English has justified itself to be an essential tool in moving ahead in the world. The analysis has evaluated the motivation role with the aid of relevant tools of qualitative investigation plan of methodology via secondary analysis support.

Keywords: ESL, Classroom, Motivation, Participation, English, Enhancement, Interaction, Production

1. Introduction

ESL stands for English as Second Language in the classrooms to enhance the performance of students at international platforms. English has the title of international language this is why it claims to be a dominant language among all others (Alfahad, 2021). It is almost understandable, readable, writeable and communicable in all the continents. It has gained high importance with time for being used in the national and international level testing and other recruiting services as an essential consideration in most of the countries of the world (Wei, 2019). According to Li (2020), English is an influential language globally for being fluent in communication and usage, this is why it is becoming essential to avail it as a second language in the educational process of students.

ESL classrooms are playing an essential role in enhancing the learning tendency of the students. It is evaluated that some loopholes might exist that are not allowing the proper access of the students to the learning outcomes of the course. The lack of motivation is a critically highlighted concern that is leading to the opinion that proper attention is needed to cultivate better support for the improvement of ESL classroom arousing student focus. The current analysis covered the specific opinion that a higher level of motivation may improve things and lead towards betterment. The ESL classrooms can be more fruitful and enhancing for the interaction and enhancement of students' productivity this is why the current analysis has raised a specific query to sort out the issue. The productivity rate increase from ESL classrooms is a high requirement to ensure that the ESL students were motivated and interested to gain knowledge of the new language, English.

ELL (English Language Learners) is becoming an important trend in the US and globally as the role of English has been boosted with time. The language has been recognised high importance on global platforms and is not denied in any country (Shakir, 2021). It seems that people take the learning of another language for granted this is why it is traced to be troublesome to add a new language in the curriculum and follow it accordingly. The role of the new language is optional for the students this is why it seems that they have less interest in gaining knowledge of it (Htun, 2019). This leads to the opinion that students lack interest in the new language and is less motivated. This is surely increasing the chances of less or no learning in the classroom from the new language course programme (Alghonaim, 2021).
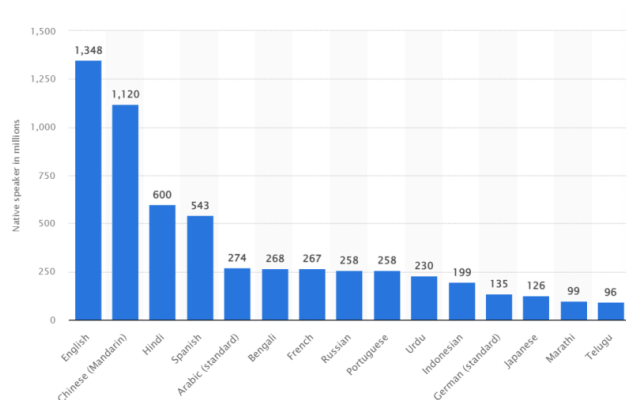

Figure 1: English language dominance (Statista, 2021)

According to Statista (2021), English is a dominant language for communication, English is at the topmost of the chart for being the language of native or second language for communication at the global level. Motivation is needed to improve the performance rate of the learners and enhance them to learn better in the context of new language courses. The specific tool is an enhancement in this regard. The motivation may allow the earners to be more specific and does not learn the language for granted. The enhancement of learning and justifying the value of a new language is a promise in this regard. The motivation may let the students weigh the value of a new language and stay motivated. English is an international concern and is not avoidable (Wei, 2019). The potential role of tools is supported in this regard.

The study aims to investigate the motivation of students in ESL classrooms to evaluate the increasing and enhancing participation and review interaction and production for the English language in arousing students. The research paper has evaluated the emphasis for recognition of the potential for ESL by streamlining the specific aim and objectives with research questions. The comprehensive background and literature review has covered the percentage of valuable discussion upon the critical evaluation of previous academic and other category work done upon the topic. The research methodology covered the elaboration for weighing the roadmap to conduct the research project.

2. Methods

The research methodology is formulating the roadmap to conduct the research. It is comprised of research design, approach and philosophy. It has covered data collection and analysis methods. It has thrown light on the ethical considerations and limitations of the current analysis. The specific alignment of the methodology has offered an ideal framework to schedule the happening's and give the road to ruin the plan.

2.1 Research Design

The research design is the mainframe of the work. It has been divided mainly into two; qualitative and quantitative designs. Another category is also available known as mixed design, it is a combination of the two mentioned designs (Sherif, 2018). The qualitative design captures the non-numeric and quality conscious data. It may evaluate and weigh the data on the demand of uncountable and weightage potential to review the context for lesser or no calculations on statistical grounds for it. According to Davidson et al (2019), quantitative data is another category to review the data on accord with various numeric and countable tools. This may investigate the concern on account of weightage and proper statistical support like SPSS or excel sheet analysis programmes. A mixture of non-numeric and numeric data designs is known as mixed design.

The present analysis is evaluating the concern of ESL classrooms. The research is preferring the qualitative design as it is helpful to reach the quality and non-numeric data in the current prospects (Chauvette et al., 2019). According to Li (2018), it is the best method as it may allow catering of secondary data in broader terms. So, the preferable medium of the investigation will continue with the formulation of the current analysis in the framework of the qualitative investigation plan. The shape is helpful to cater for the plan and open up the research plan step by step.

2.2 Research Approach

Sherif (2018) divided the research approaches into two main categories; deductive and inductive divisions. The deductive approach emphasises the descriptive evaluation and investigates the general queries regarding the problem but according to the opinion of others. While on the other hand, the inductive approach evaluates the general to specific analysis to weigh the plus and minus points of the issue. It may also elaborate the major concerns in accord with relevant tools to allow the contrasting and comparison tools for it (Hughes &Tarrant, 2019). The present research is formulating a roadmap with the qualitative design so the investigation may continue with a deductive framework to avoid statistical and other weighing tools for review (Tate & Happ, 2018).

2.3 Research Philosophy

Orr et al. (2021) define the research philosophy as the main framework to manage the authenticity and logical scenario for the analysis. It may carry the plan with the four main divisions; positivism, pragmatism, interpretivism and realism. In all the scenarios, it is estimated that the research has been framed on some logical and technically sound basis to reach the data ad weigh it accordingly. The positivism and pragmatism approach intensively concern the main themes with the context of review and analyse the scheduled weightage of the evaluation with queries and taking out original data agreed by high audiences (Chatfield, 2020). While realism approach prefers to carry the original and critical data without considering its future impressions and roles to monitor the shape of the investigation. The interpretivism approach is concerned to analyse the supportive tools of data with the context of the broader elaboration of critical weightage ad cross review with other facts and figures. (Davidson et al., 2019).

The present evaluation plan is dominating the interpretivism philosophy as it befits the qualitative plan. It is helpful to critically evaluate the matter and avoid strange and troublesome discussions of the issue. It is a supportive tool to agree on opinions as liked by Rao (2019) to cross-check the same ESL classrooms via the same method. The logical framework is helpful to stabilise the calculation and analyse the data in the format of alignment and proper investigation plan of action. The logical framework is an edge in this context to weigh and continue the evaluation process at hand.

2.4 Data Collection Method

Data is the set of raw materials that are catered to have a reliable support platform for the investigation. The data is always available in the raw form and is comprised of the mainframe with an evaluative discussion of the issue at hand (Hughes & Tarrant, 2019) data is divided no two types; primary and secondary categories. The primary data is collected from fresh sources like the interview and questionnaire inquiry plan while the secondary data is taken from already existing sources like academic research, journals and records available online and on the ground (Chatfield, 2020). Primary data collection tools are according to the needs while secondary ones aren't complicated. The whole population is not investigated, some samples are being taken from the population on a probability or non-probability basis (Chauvette et al., 2019).

Collection of data will be with the aid of relevant tools that may allow to access the promising data and compiling it with the aid of coordinate and participatory tools in the closing time. The secondary data will be weighed with the secondary analysis methods in the next step. The current research recommends a secondary data collection method under the framework of the analysis plan. It has availed the review and applied skilled methods to cross-check the data from various academic and non-academic sources. The whole population is converted into some samples which are specific on the topic of ESL classrooms.

2.5 Data Analysis Method

The data analysis methods are the specific modes that may align and display the raw data collected from primary or secondary sources. The data analysis methods are of two types; primary data analysis and secondary data analysis (Sherif, 2018). Primary data analysis methods are technical and may involve the use of relevant tools like excel sheets, SPSS or other weighing scales to reach the findings. While on the

other hand, secondary data collection tools are not troublesome, they may carry the plan with the aid of participatory tools like descriptive weightage or content analysis (Orr et al., 2021). The analysis may help to come up with the new data. It is a tactic to promise the output of the research and reach the final point with conclusions and recommendations.

The analysis is carrying the tools for analysing the secondary plan with the prospect of the supportive and working tendency of the qualitative framework. The present topic is weighing the secondary data so it will prefer the content analysis as the perfect method of evaluation in this regard. The data is descriptive but will be converted into critical evaluation with discussion and content analysis programme (Tate & Happ, 2018). The analysis methods are dominating the non-numeric space as it is the right choice for the current evaluation and its applications for data.

2.6 Ethical Considerations

Ethical considerations are defined as the limitations of the data to review and monitor the privacy and security of the data from various specific sources (Chatfield, 2020). The current data is from various ESL classroom authentic investigations and academic records so it will be cited properly to support the previously done work (Tate & Happ, 2018). It will be consciously considered as per policy that no breach of law or misuse of data will be there (Davidson et al., 2019). The support to keep the privacy of the departments and the discussing people is another essential in this regard. It may help the participatory tools employ the right percentage of work and apply the correct tools to emphasise the outcome. Following the ethics is an essential concern as it will allow the others to avail the current investigation as a reliable source in future to continue their research.

2.7 Limitations of Study

According to Orr et al. (2021), the limitations are the critical considerations that may pause the investigation process and hurdle the collection of data to the demanding points. In the current analysis, pandemic and social distancing have done not motivate the primary data collection plan so the data will be catered via various academic sources (Chauvette et al., 2019). For this purpose, online sources will be preferred to save time and access reliable data. The limitations are compelling to apply the secondary analysis plan and complete the investigation in the current time frame with the aid of available tools and processing supportive.

3. Results

The qualitative analysis of the content at the secondary level has led to the results. The results are evaluated and weighed in the content analysis in the discussion section. In the present section, the discussion has an emphasis on the winding up of the major results.

3.1 English Language Growth

Motivation is a positive instrument to realise the essential need of gaining knowledge of a new language like English. The learner may not ignore the value of a new language as it is an impression that may allow the learner to achieve the new targets and gain value in many ways (Cave et al., 2018). English has

expanded to the continents with time. It has gained potential and is the highly influential language in the current age. According to Rao (2019), the English have moved ahead in the continents with time and has shown rapid growth this is why it is Langue Franca and is spoken in almost all the continents dominantly. It is a global language for reading, writing and speaking mediums in most of the countries this is why ESL prefer the learning of English as the second language in most of the countries in the world.
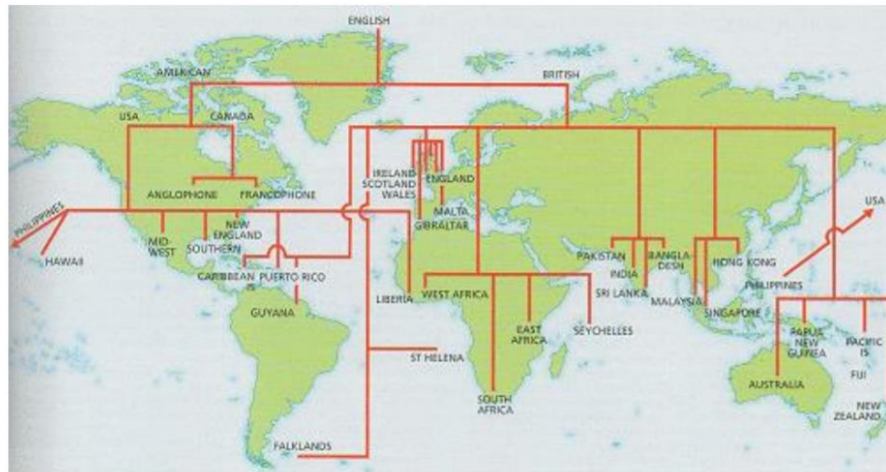

Figure 2: Tree of English language international growth (Rao, 2019)

3.2 Motivation

Motivation is defined as a trait to enhance the working for a specific task and show more willingness to do it dedicatedly (Santa Dedo & Hashim, 2019). Motivation is a positive trait that may not only increase the efficiency of the work but also support the learner to gain more from an activity. Motivation is a method that may let the learner explore more and move ahead with high zest and zeal. Motivation is a key to success in any activity (Shakir, 2021). The motivation may speed up the learning process and increase the performance rate of the learners. Motivation must exist for learning a new language. English is a secondary language for the learners and may help them do better (Wei, 2019).

3.2.1 Motivation in ESL Classrooms

The second language is a new idea and the motivation may exist and one may go through the earning process. One needs to ensure that the motivation factor should exist for the students during the learning process of the second language (Wei, 2019). They are dedicated and motivated to go for the learning and they are supportive to themselves in this process of learning. For this purpose, they need to modify their motivation to the required extent. The goals should be streamlined while going for a second language. Without the existence of goals, it is not possible that one may access a better learning process (Santa Dedo & Hashim, 2019). The learner needs to have internal as well as external motivation factors to ensure the process of learning ESL. English is a second language for the learners and is another language than their mother tongue, so the motivation needs to be recharged by and by to ensure the continuation of learning (Shakir, 2021).

3.2.2 Motivation Strategies for ESL

According to Cave et al. (2018), the skilled practices that may boost the process of motivation are known as strategies of motivation. The motivation strategies are the genuine participatory tools that may enhance the performance rate of motivation in ESL classrooms. Some of the motivation strategies are evaluated by Li (2018), they are triggering interest, encouraging activity methods and language experience outside ESL classrooms. These strategies are genuinely enhancing the role of learning in the classes and are promising in generating the motivation and performance trends in the classes. The ideal trend offers to enhance the role of tools for the strategies implementation indoor and outdoor for ESL classroom planning (Devarajoo & Yamat, 2021). The strategies have a promising growth in the learning plan inside ESL classrooms.

3.2.3 Motivation Impacts upon Production and Participation

Motivation has a direct impact on the participation of the students in ESL classrooms. The direct relationship between the two depicts that the increase in motivation may lead to an increase in participation and a decrease in motivation may decrease the participation of the students in ESL classrooms (Alghonaim, 2021). Motivation is not a directly offered factor so inside the classroom it can be availed by offering a varied range of tools. According to Lai and Chang (2021), motivation theory directly applies the concern for the specific achievement of better policies and principles for motivation to increase the participation and enhancement of learners in the class. Motivation is extremely significant ineffectiveness of learning a new language realm. The teachers and researchers need to discover the hidden basics of motivation in the person while generating the plan for growth in ESL classrooms

The production of ESL classrooms increases for sure in the context of the growth of the learning process when the students can apply the learning skills practically. Motivation has a direct impact on the production rate in ESL classrooms (Cave et al., 2018). The ideal situation may discuss the concern of award and reward as motivation tools to employ the concern and motivate the focus of students on the production rate. It is a common trend that inside the classrooms, general and specific assessments might increase the production rate according to the applications of motor skills and planners (Devarajoo & Yamat, 2021). Motivation is a common practice in all kinds of classrooms as it may support the trends of learning and compete inside the classrooms with classmates.

4. Discussion

The qualitative design seizures the non-numeric and excellence conscious data. They are winding up the evaluation plan and seeing the context for motivating the specific outcomes by weighing the secondary data and compiling it here in discussion.

4.1 Motivation

Yaccob and Yunus (2019) evaluated the incentive theory of learning, it applies the feature of learning in accord with prospects where the learner has a high interest to stay active and apply the skilled practice by receiving the rewards and positive achiever levels. This is a theory that may apply the trait of reward, award, incentive or any other positive supporter that may make the mind of the learner be focused and dedicated to completing the task within or before the time limit. The incentive for motivation in the ESL

plan can be so many. The learner may achieve high scores while learning it properly and with high zeal (Cave et al., 2018). This may let the learner be specific among the peer group and do better than others. In addition, the incentive may boost up the confidence if the learner may be aware of the support of the ESL for prospects and gains.

Another theory of learning is expectancy theory discussed by Wei (2019) says which may emphasise the scheduled learning step by step. The learner is aware of the concern that higher learning will lead to more support for the gain (Santa Dedo & Hashim, 2019). The expectations of human beings are high and this may lead to the concept of faraway orchids that are always green. Expectancy is a positive trait but it needs to be limited in the context of learning. The application of expectancy theory may boost up the motivational skills and the learner needs to be more concerned about the outputs. The output is indeed fruitful this is why a learner is gaining the support but still, it is needed to be under the concern of limitations (Alghonaim, 2021).

Motivation is an action tool that may lead to the growth of the learning process. It is a scheduled practice that may allow the learners to grow with time. In the context of motivation, the learning process may attain its goals with time. The enhancement is a support that may allow the gain and support the learning as a trend for the students. It is a step by step plan that may review by seeing the feedback of the previous steps (Ng & Ng, 2015). Ideally, the growth of the learners may depend upon the learning process which is a motivational tool to enhance the tendencies and try for better approaches and chances of growth for the individuals in an action plan. Motivation is a triggering plan of action to ensure progress and enhance participation (Cave et al., 2018).

4.1.1 Motivation for ESL

Motivation is divided into two types; internal and external. According to Yaccob and Yunus (2019), the internal motivation may be dominated by the factors that may enhance the learning of the language as a second preference but it should be for the satisfaction of achieving the internal targets and goals. While the external goals can be achieving the job or any scholarship in the output of being adept at the English language at the end of the course (Devarajoo & Yamat, 2021). The idea of better approaches may keep the balance between the motivational traits of both internal and external features with the priority of achieving both the goals at the end of the ESL planned classrooms. The motivation may offer the promise to the growth and achieving more than expected to be achieved in the process of learning (Alghonaim, 2021).

Motivation can be discussed as two other types, like instrumental and integration (Weda, 2018). The instrumental motivation may help the learner to avail the thing learned for unique purposes in future. Without motivation the class is like a body without soul, which is cold and lifeless (Altun, 2020). These unique purposes are not direct but indirect. For instance, if an arousing student is dedicated to appearing in the course because the person believes to achieve a specific scholarship, then it is the single goal at that time (Rao, 2019). But the same person can avail English as an instrumental motivation as it will also help the person secure a job in future. While the integrated use is to be motivated for the use of the single language for more than a single purpose at the same time (Htun, 2019).

In all contexts, it is evaluated that motivation is a supportive tool to trigger the learning plan in ESL classrooms. The application of motivation may let the learner gain more confidence. Otherwise, in the absence of motivation, the learner might not be able to manage the scheduled planning and show growth in the learning process. From time to time motivation is a triggering plan in this regard (Wei, 2019). The coordination of motivation tools like awards might be helpful to compensate the users. The learners may work in alignment without being known that they are motivated to learn a second language with keen interest. They need to be motivated to have an affinity for the new language and this can only be done with the aid of relevant tools and instruments of motivation (Li, 2018).

4.1.2 Motivation Strategies for ESL

Khaydarova (2020) investigated the strategy of triggering the interest of students in some ways inside and outside the classrooms. The teachers are aware of the concern that these students are here to learn a new language, and therefore they are here as a challenge. English is not the native language of these students, and they are bound to learn it for some specific reason. The reason might be gaining a scholarship, job or any other achievement for the sake of better approaches. The role of these gains is a specific trend that may allow the users to manage somehow in ESL classrooms. Evaluation of the students might justify the opinion that students have critically lesser interest in gaining the knowledge of this new language this is why they are seeking any kind of motivation. The motivation of a single kind is not an ideal tool in this regard because all the students are not of equal mental and physical capacity, so the motivation demands are being varied in this context.

The interest triggering is a special category of motivation in which the mentor may review the interest of the class and realise what kind of interest is dominant in the class. If the classmates are dominating the use of IT then the teacher will apply the English learning practice with the aid of IT tools (Khaydarova, 2021). On the other hand, if drama and music might be impressing the class the most then the teacher will dominate this method for gaining knowledge of the class. The method of triggering the interest will surely be according to the capabilities and understanding level of the class. Once, the interest has been triggered then the motivation process will be in action, automatically.

According to Ng and Ng (2015), activity methods are supportive in developing the interest of the learners inside ESL classrooms. They may gain confidence by the activities as these kid of physical movements helps break the ice. New learning theories believe that the students will learn more if they can apply the learning tools and smartly see the practical skills in this regard. The ideal use of the activity method is an aid in this regard. The ideal situation of class activities may let the students communicate better. In this way, the students may gain confidence and appropriately apply the learning skills. The activities are of varied categories, they help apply the relevant tools and techniques to ideally enhance the concern and see the promising growth of the specific activity.

Motivation may avail the support of using the language experience practice outside the classes. This is a helpful method in motivating the student and offering promising growth to apply the enhancement tools in support of the learning process (Cave et al., 2018). Moreover, one of the impactful factors for ESL learners is having authentic materials in their learning process (Barzani et al., 2022). The opportunities of practising the English language learning can be better with the aid of relevant enhancement tools that may

allow the learner to do better and apply positive principles in the long run. Learning is a continuous process and it is divided into active and passive learning divisions. Active learning may happen inside the classes while passive learning will be reviewed outside the classes by applying it practically in communication and other physical action planning role plays. There are many benefits of using role-play activities in the language classroom. Altun (2015) argued that "Using role-play in an EFL classroom is one of the greatest ways to improve learners" discourse." (p.28). These are true motivations to improve the performance of students inside the classes.

4.1.3 Impact of Motivation upon Increasing Participation

Rao (2019) admitted the fact that the global village concept is prominent and motivated to achieve the target of relevancy in the context of formulation of policy and principles ad seeing the growth in accord with justifications and analysing the applications of motivation for the learners. According to Statista (2021), 1.35 billion people speak English as a native or communication language which is a huge numerical figure for the globe to enhance the concept of English as a dominant trend. Participation will automatically increase as an output of motivation in ESL classes. This is a common observation that in the opening of ESL cases, the students might be confused and hesitate to perform in the class. It might happen because the students lack the interest to take the course and they are probably taking it as a liability.

Lai and Chang (2021) emphasised applying the role of the new tools and ideal situation for the students so they may be more participating in the class. The tools of incentive, awards, credit and appreciation can be possible motivators. They may be allowing the student to gain confidence and find ways to improve the performance rate. The interaction of the student will increase in the class by managing the class activities. Ideally, learning by doing and communication practice role-plays in ESL classes can do better. They are ideal help in supporting the practice and learning activity at the same time (Alghonaim, 2021). In addition, they may enhance participation and improve the accent of English speakers while communicating. As per Cave et al. (2018), the skilled practices that may boost the process of motivation are known as strategies of motivation so they should be applied too.

4.1.4 Impact of Motivation Upon Production

According to Cave et al. (2018), competition can be an instrument of motivation inside the classrooms, it may lead to motivating the users and offering them high support to generate the learning process efficiently. The competition may allow the students to attain grades and achieve the best positions among their classmates. The scenario is genuinely ideal as it offers a great deal of motivation and support to the working environment and offers support to the motivation plan of working. The critical support of competition can be generated as a motivation tool by official and non-official announcement methods. Alghonaim (2021) agreed to apply the skilled competition tools as high motivators to generate more production from ESL classrooms.

Motivation is an enhancement tool that might drop the chances of dropouts. It is true that when the percentage of performers is being increased and more people are progressing in the ESL classrooms then surely the dropouts and failure chances will be lesser (Devarajoo & Yamat, 2021). The competition is a specific trend in this regard to ensure the participation rate and guarantee the growth of the ESL courses.

The idea of working for the motivation tools on behalf of teachers is another concern. The teachers are the main instruments that are capable to apply the modern tools and activities inside classrooms for the sure motivation and performance of the students. They are the enhancers to promise the growth of the students. They may idealise the situations and offer promising growth with time. The scheduled alignment and the enhancing tools in this accord is an acquisition for the working environment of learning (Khaydarova, 2020).

4.1.5 Need of Motivation for ESL

Motivation is a key factor in the accomplishment of any plan at hand. It is a promise to reach the final point and achieve the challenges. The support may do better in the broader context by seeing the promise of growth with the aid of coordination tools (Wei, 2019). Li (2018) admitted the role of motivation for the learning of a new language as it seems accountable in the start when a person comes across a new language. The person may drop out in the earlier stages of ESL classrooms for losing confidence and feeling embarrassed for some rationales. So, the need for motivation is a dominant factor in this regard to generate better approaches and allow promising growth of an individual. Likewise, undoubtedly, one of the most influential factors in learning a second language is motivation. Notably, the structure and content of literary texts help to trigger and install this important factor in students (Hussein et al., 2021). The motivation is significant to offer improvement and generate rank rise for the individuals (Rao, 2019).

Motivation is extremely important ineffectiveness of learning a new language realm. The teachers and researchers need to discover the hidden elements of motivation in the person while generating the plan for growth in ESL classrooms. The boost of motivation and the generation of support and ideas for the individuals may allow them to do better and perform with high confidence to improve the current context of growth (Alfahad, 2021). The identification of personality traits is a helping hand in this regard to motivate the process of learning. The scheduled support or the learning and the promising tools of growth is an ideal scenario in this regard. The need for motivation may also decide the growth of a classroom and the positive achievements for attaining the growth levels (Devarajoo & Yamat, 2021).

Motivation may add positivity and productivity to the class, it is an emphasis that may enhance the context of growth for the sake of motivation and enhancement of performance tools. Motivated and non-motivated learners are always different in the broader context. The need for motivation is a trendy instrument that may surely boost the rising charts of growth (Wei, 2019). The ideal performance in this regard is enhancing support that may generate the trend and coordinate with the growth of coordinated performance tools at hand. According to Shakir (2021), motivation is a progressing tool that may be supportive in ESL classrooms. The generative instrument is a participatory tool to enhance the learning tendency of students and make their minds do better in the classrooms.

Li (2018) realises the opinion that the programme might fail in the absence of proper and timely motivation. The element of motivation is an essential ingredient in the current analysis plan. The role of ESL classrooms can only be applied if the student is fully aware of the importance of English as a special language. In addition, the evaluation of Rao (2019) gave way to the opinion that in the context of the global village plan, English will dominate all other languages so the students need to be concerned and aware of the opinion that English is an important concern in all regards. For this purpose, it is important

to plan of action that student should give high reverence to the learning as the student is also motivated for the context for learning the second language.

6. Conclusion

It is summed up from the above discussion that motivation has a potential role in all races of life. English has the title of international language this is why it claims to be a dominant language among all others (Alfahad, 2021). The ESL classrooms need it most because it is not easy to review and take interest in a foreign language that is not either native or general in communication. The role of English is potential for the sake of approaching support in progressing in life. The ESL classrooms demand more motivation to enhance the production. It is admitted by Li (2018) and Rao (2019) that English is an essential instrument in cultivating the growth of learning and enhancing the promising support to people of all ages. Motivation is extremely important ineffectiveness of learning a new language realm Shakir (2021) pressed the need to apply the policies and procedures in ESL classrooms to access the pressing need of the learning in the long run. The motivation tools can be incentives and awards that may interest the students in activeness in classes.

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