

Investigating the Role of Explicit Instruction in SLA Motivation in Pakistani ESL Classroom

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Abstract

The research aims to investigate the role of explicit instruction in enhancing motivation in the Pakistani ESL classroom. In Second Language Acquisition (SLA), motivation plays a significant role, especially in the classroom. Explicit instruction is a great way to foster motivation in the ESL classroom. Gardner's (1985) Socio-Economic Model of Motivation is used as a theoretical lens to investigate the relationship between explicit instruction and motivation in SLA. A sequential explanatory mixed-methods research design is used to examine. There are 100 participants in the research, and data are collected via a questionnaire. Descriptive data is further analysed statistically. The predictive ability of explicit instruction over motivation in learners is assessed through regression analysis. The findings reveal that explicit instruction positively predicted ESL learners' motivation levels. A considerable amount of variance is highlighted by the regression model. The outcomes imply that motivation and confidence level are all increased by explicit instruction. The statistical results are correlated with descriptive findings. Moreover, the study highlights the pedagogical importance of explicit instruction, as it helps build motivation in the ESL classroom.

Keywords: Explicit Instruction, ESL Learning, Instruction-based Learning.

Introduction

The English language is spoken worldwide. Globally, there are more than 1.5 billion English-language speakers. The process of learning English is intricate and exciting. There is a dynamic range of interrelated factors, including motivation, attitudes towards language, the learning environment, and teaching processes, all of which impact the process of learning English. One of the essential components that significantly affects the process is motivation (Mahrukh et al., 2025). According to Salvin (2001), motivation is a dynamic internal mechanism that gradually elicits, modifies and sustains reactions. Motivation is a dynamic internal mechanism that gradually elicits, modifies and sustains.

Pakistan is among the multilingual countries, where almost 57 languages are used for interactive purposes (Rehman, 1995). Pakistan has established a tripartite language policy, like many other Asian countries. According to this policy, English is typically taught at the basic and secondary school levels, along with regional languages and Urdu, the prominent national language. The goal of this confusing policy is to meet many requirements, such as educating everyone in their mother tongue, developing competence in the national language to foster national identity, and participating in the global world through the English language (Canagarajah & Ashraf, 2013).

In this way, English is considered a very important language to learn at all levels of education in Pakistan. As English stands at the summit of the dialect chain of command, it wields

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considerably greater power, prestige, and influence over the local mother tongues, including Urdu (Mansoor, 2004). People from all classes want to pursue English-medium education, and in the present era, almost all courses are taught in English. So, English is considered an international language. The English language is not our native language. That is why Pakistani students find it difficult to acquire. In the Pakistani educational system, English also plays the role of a monster; students see it as a “hydra”. This concept of the English language makes students hesitate to express their views while learning, and some students are unable to grasp the points the teachers explain in English. In this way, the English language creates an inequality, and some students are also deprived of their rights. English as a global language dominates our education system, creating marginalisation in classrooms and educational settings at every level.

Given the intricacies of learning English in the Pakistani context, there is always a need for guidance. In a classroom learning environment, learning is guided by teacher instructions. These instructions provide guidance for students to work in a specific dimension. Explicit instructions are those given to students that explain and outline rules. Explicit instructions are described as either asking students “to attend particular forms and try to arrive at the metalinguistic generalisations on their own” (Norris & Ortega, 2000, pp. 417–528). A number of research studies suggest that explicit instruction is better for learning and better supports learners’ L2 development than implicit instruction, which involves no rule presentation or directions for attending to particular forms. Because explicit instruction focuses on language development “by guiding learners’ attention to key features of meaningful L2 use” (Toth, 2022, pp. 5-40).

Motivation always remains a very significant challenge in any educational environment from the perspective of learning. Teacher motivation is very significant in any educational environment, as it affects the quality of students’ learning and the outcomes they produce. However, there is still much to learn about the mechanism that connects the elements of teacher motivation to particular teaching behaviors (Daumiller et al., 2025, pp. 98-114). It is also considered the most effective psychological factor in terms of second language acquisition (SLA) because it may strongly impact the teaching objectives and learning tactics (Apple, 2012; Dörnyei & Ushioda, 2021; Gardner, 1985). Motivation has a subtle character and, due to its complex nature, is defined by Dörnyei as dynamically changing cumulative arousal, which highlights its impact on individuals’ perceptions and their desire to achieve goals (2000). Moreover, motivation is a form of self-motivation for learners, as motivated learners pursue learning outside the classroom (Yuan & Kang, 2025). In educational psychology, motivation and instruction are two fundamental domains. Unfortunately, the approach regarding their conceptualisation, assessment and application is dispersed, fragmented and partial, which continues to hinder the domains. For instance, research on motivation encompasses a wider range of theories and constructs (Wigfield & Koenka, 2020), whereas research on instruction spans a broader range of methodologies, from direct explicit instruction to pure discovery learning (Dean & Kuhn, 2007).

A growing body of research indicates that various factors influence motivation within a specific context, shaping beliefs about learning both individually and in that context (Järvenoja et al., 2023, pp. 110-113). Because of this intricacy, the researcher explores the impact of explicit instruction on motivation; however, research on motivation continues to develop and shape the learning environment across educational settings.

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2023, pp. 110-113). Given this complexity, researchers are challenged to explore the impact of explicit instruction on motivation. However, research on motivation also shapes the learning environment in any educational setting.

The socio-cultural environment plays a specific role in shaping learners' motivation during language learning. Students who view English as a means of social mobility are more motivated because they treat it as a global lingua franca. By contrast, students are often seen as less motivated towards English when it is perceived as a foreign language rather than a lingua franca. For instance, students are typically more driven in nations where English is viewed as an essential tool for success. By contrast, in communities where English is seen as less competent and less valued, students may be less motivated. The role of the teacher is very significant in encouraging learners' motivation. The students might be motivated to actively participate.

In encouraging motivation among learners, a teacher who is passionate about the language and whose efforts are captivating during interactive sessions can motivate students to actively participate in their education. According to research by Dörnyei (2001), teachers play a specific role in motivating students by fostering a supportive learning environment, establishing clear objectives, and providing a motivating environment. Specifically, in the setting of English as a Second language (ESL), motivation becomes even more important. This is because motivation can compensate for the lack of natural exposure to language (Sharifovna, 2025). This research article investigates the role of explicit instruction in shaping motivation in an EFL classroom. The influence of motivational factors on the learning of students. It also explores students' perceptions of explicit instruction, whether it helps them learn confidently or creates anxiety.

The research questions of the study include:

1. What is the role of explicit instruction in shaping motivation in the ESL classroom?
2. What is the learner's perception of instruction in the classroom?

The research gap in the study is that it examined the role of motivation and instruction, linking them in the ESL learning context. Moreover, previous research studies examined the role of motivation and explicit instruction separately.

Literature Review

Various research studies highlight the role of explicit instruction in the learning environment and the ways it is incorporated into performing various educational tasks. For many years, the role of explicit instruction in motivating students and its effectiveness in improving the learning of concepts and procedures has been a favourite debate among many scholars. In any educational environment, explicit instruction plays a significant role, assisting learners and providing a better understanding of learning concepts and procedures. Various approaches to implementing explicit instruction in the classroom environment are seen. It may be executed during the performance of any task by students or after the task is completed. For instance, Ellis (2019) described a study involving two groups. These groups used past passive forms in order to perform two dictogloss tasks. Analysis revealed that the pre-task instruction group increased attempts to use linguistic features, but this did not result in more accurate use. It also has a determined effect on accuracy, fluency and complexity. Fatima, Mustafa and Kousar (2025) also conducted a study to analyse the role of pedagogical practices in the use of L1 in a classroom. In a similar study conducted by Kowal and Swain (1997), students completed the dictogloss task after receiving an explanation of the target form. Still, the result showed that the explanation resulted in the latest form of structure use, and the students avoided using the target form. It was not necessary to do the assignment if it was beyond their current developmental level. Moreover, Sadeghi and Pourhaji (2021) examined how pre-task explicit training influenced L2 oral performance. The findings show that while explicit instruction increases complexity, it is also considered a negative predictor of fluency.

In a research study, Zhang et al. (2022) provided evidence that only a very small amount of data from correlational studies and randomised controlled trials supported inquiry-based approaches to scientific investigation for scientific instruction. It is also seen that the majority of support for such instruction-based approaches came from program-based studies, which only assessed the efficacy of entire programs by testing combinations of multiple variables simultaneously, rather than applying one instructional procedure at a time as in randomised controlled trials. The authors asserted that data from program-based studies cannot support the investigation-based approach recommended by the NGGS, as they cannot establish causation for any instructional process. As a result, Zheng et al. (2022) question the policy's recommended instructional activities, which emphasise exploratory investigation over explicit instruction, and voice reservations about current standards, such as NGGS. In response to the previously mentioned research study, De Jong et al. (2023) defended inquiry-based investigation in science education and simultaneously recognised the value of explicit instruction, suggesting their combination. Moreover, De Jong et al. (2023) cited multiple meta-analyses that consolidated the research and indicated favourable outcomes for inquiry-based techniques in contrast to the research of Zheng et al. (2022). In a recent publication, Sweller et al. (2024) argued, in response to this contradiction, that it is impossible to draw firm conclusions about a specific research technique and strategy from any synthesis of this kind, since meta-analyses typically include both typical and strictly randomised trials of program-based approaches.

There are also other ways of measuring the efficiency of explicit instruction used by different researchers. The impact of explicit instruction time on target structure acquisition was examined by Michaud and Ammar (2022). The research findings revealed that explicitly training within a task promotes the growth of both explicit and implicit knowledge, but the timing of explicit instruction did not affect its efficacy. Considering the previously mentioned shortcomings of pre-task instructions, including the ability of explicit instruction to enhance task performance and acquisition, it would appear that adding a second emphasis on form technique could improve the efficacy of explicit instruction in task-based performance.

Self-determination theory (STD) is a theory of motivation that examines the needs of human beings, their motivation, and general well-being, and how these are influenced by social settings (Chiu, 2022, pp. S14–S30). The role of a teacher is very significant in this way. A teacher should better understand students' basic needs. For instance, a teacher can use a variety of languages in order to help the students to get their own pace (Alamri et al., 2020) and also to study their needs for freedom of choice; provide material for varying degrees of difficulty in order to prepare the students with desired learning outcomes (Chiu, 2021). Teachers also satisfy students' needs for competence and engage in discussions with students in a welcoming, joyful, and peaceful environment to make students feel love and care and to satisfy their needs for relatedness (Chiu et al., 2024, pp. 3240–3256).

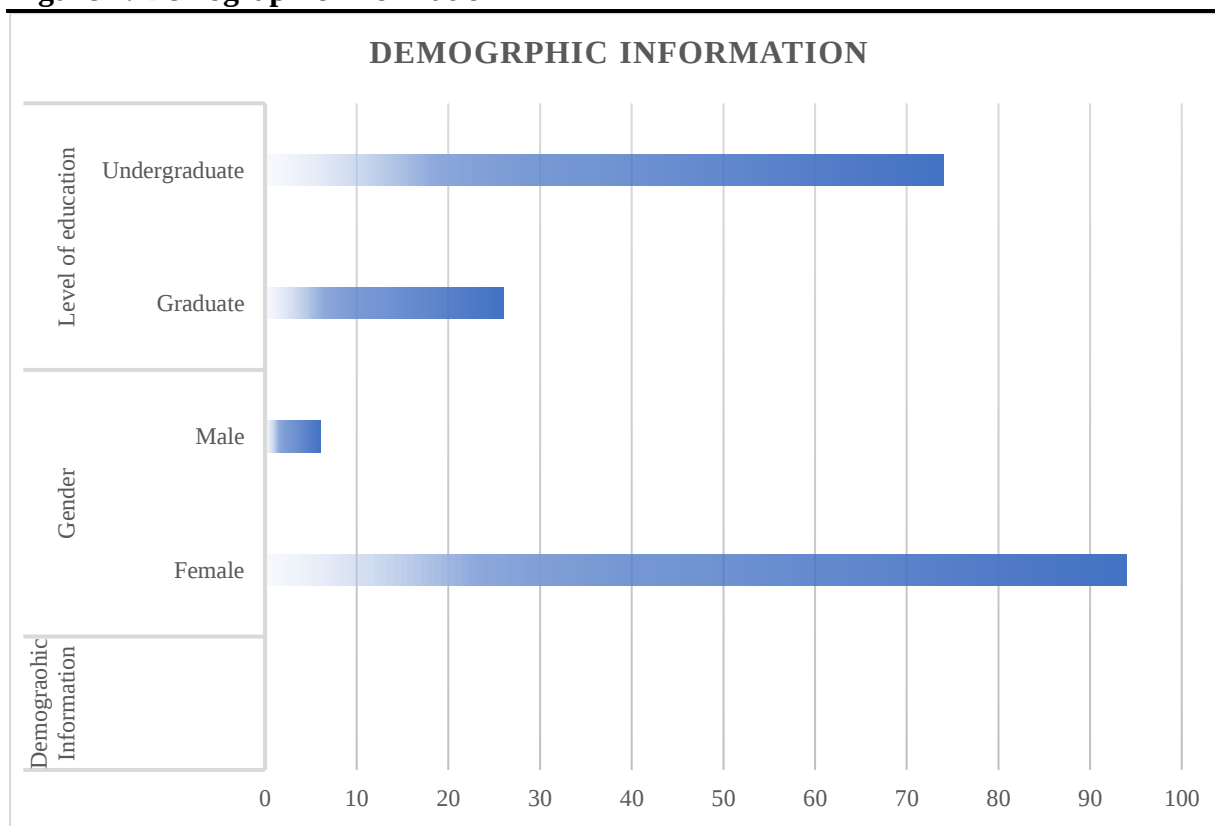
Research Methodology

The study uses a sequential explanatory mixed-methods design to examine the relationship between explicit instruction and motivation. In this research design, the researcher first collects quantitative data and then uses these results to support the arguments in a descriptive manner. The research begins with quantitative data collection and concludes with qualitative arguments. It is a suitable research design because neither qualitative nor quantitative research alone is sufficient to fully explain the study's results. So, this design is suitable for this research to explain and define the relationships among variables in an authentic way. It also explains the reliability and authenticity of the research study's results.

Participants

The participants in the research study are ESL learners. There are 100 participants in total. The participants' level of education is graduate and undergraduate. The convenience sampling technique is used to collect data from participants. Only participants who are willing to complete the questionnaire receive it. Participants include both male and female learners. A total of females (94%) and males (4%) participated in filling the questionnaire form. e Moreover, it is worth noting that the learners who participated in the research study are from the same learning community practices. The participants in this research study are graduate and undergraduate students from various disciplines. Graph 1 shows the participants' level of education.

Figure 1: Demographic information



Their age is between 17-25 years. The participants' English proficiency level is intermediate. The native language of the participants is Urdu. Their medium of instruction and communication is mainly focused on the English language.

The researcher ensures the participants that they have freedom to participate in the research study. They were also instructed about the terms that are used in the questionnaire so that they may not get stuck at any point. On the other hand, the participants were ensured about the privacy of the personal information that they mentioned in filling the survey form.

Instrument

Questionnaire

The study uses a quantitative method in which 5-point Likert scale as instrument is used for the collection of quantitative data. Likert scale is a rating scale in which we measure the opinions or attitudes of people. It contains a question or a statement that is followed by five or seven answers. The participants of the survey choose the best answer according to their

statement about their feelings of the phenomenon (Bhandari & Nikolopoulou, 2020). These are close-ended questionnaire statements that are used in this research study. The questionnaire contains 12 items and these items are scaled as (strongly disagree, disagree, neutral, strongly agree, agree). The scales are arranged as 1=strongly disagree (SA), 2=disagree(A), 3=neutral(N), 4=agree(D) and 5=strongly agree (SD). The method is aimed to view the perception of learners about instruction and motivation in the classroom.

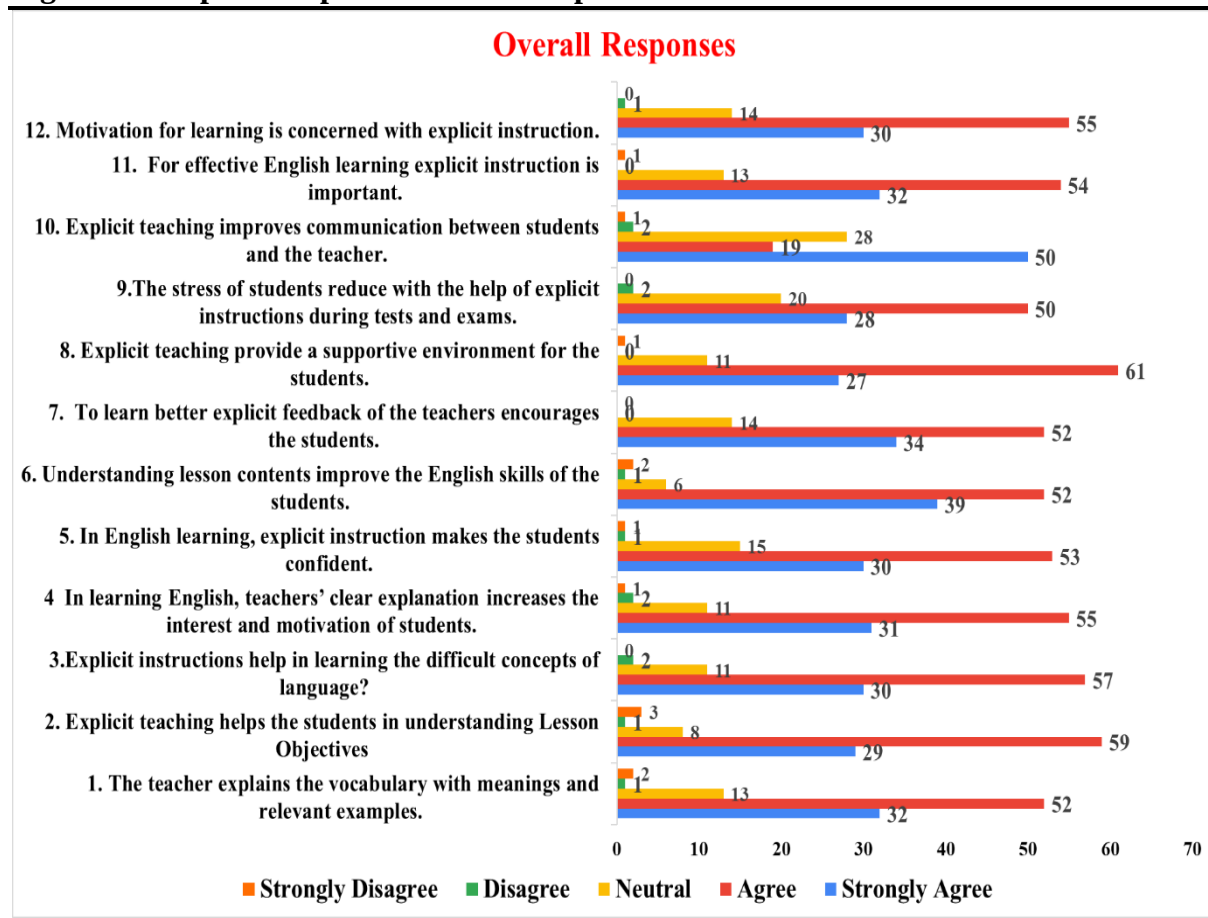
The questionnaire contains 12 items and relatively short. All the items of questionnaire are divided into 3 factors. The factors that are involved in the study are instruction, motivation and learner's perception the researcher identified the items after reviewing the literature available (Pengnate , 2018; Puebla & Fievet, 2022).

Theoretical Foundations

In the context of learning English as a foreign language, Gardner's (1985,2010) Socio-educational model of motivation is one of the most important theories in SLA. Gardner argues that language is not only a cognitive process but also a social perspective. Motivation is a major social factor in SLA. It distinguishes between integrative and instrumental motivation. Both types of motivations are different in nature. Instrumental motivation focuses on learning language for practical reasons, including enhancing professional prospects or obtaining academic credentials. While integrative motivation refers to the desire to acquire a language that one speaks, In the context of an ESL environment, learners are mostly interested in interacting with English-speaking cultures, which is why they may exhibit greater integrative motivation. Whereas the learners who view the English language as a tool for academic or professional success are more likely to exhibit instrumental motivation. According to research, integrative motivation leads to higher competency levels because learners have an innate interest in the language. However, instrumental motivation can also be quite effective in situations where the English language is viewed largely as a means to an end, such as career advancement, when students have specific objectives (Sharifovna, 2025). The questionnaire is constructed by considering these categories of motivation.

Data Analysis

The research study carried out data analysis in two various ways including quantitative and qualitative data analysis. In order to analyze the research questions, t-test, factor analysis, regression analysis, correlation analysis is conducted in the phase if quantitative analysis. Moreover, the reliability is also constructed in order to show the authenticity and validity of the research. There are total 12 questionnaire that are constructed in order to show the relationship of instruction and motivation and also the perception of learners towards instruction delivered in the classroom by the instructor. Below the figure 1 shows the overall response rate about each survey question.

Figure 2: Graphical representation of responses

All the questions are answered by the learners as they ignore even a single question. In enhancing learners' abilities, explicit teaching has a positive role in the outcomes, especially in ESL classrooms. When teachers give the students clear instructions and explanations, then the learners are able to understand and also give feedback on what they have learned. In this research, data are collected from undergraduate students at different universities. The data is collected by designing a questionnaire. All the questions are closed-ended with the options Agree, Strongly Agree, Disagree, Neutral, and Strongly Disagree. They know what explicit instruction is and its role in language learning. The total number of respondents is over a hundred.

From the total number of students, most of the students agree with the teacher's method of teaching, which is that our English teachers explain vocabulary with meanings and relevant examples. Out of the total number of respondents, fifty students show their response with Agree, twenty-eight students show their feedback with Strongly Disagree, thirteen students do not show any response, and they stay Neutral, two students stay with Strongly Disagree, and one student shows his/her intention with Disagree. This part of the questionnaire shows that explicit instruction is helpful in learning the English language in the classroom.

The second question is about the "understanding of lesson objectives with the help of explicit instruction". From the total respondents, fifty-nine students agree that explicit instruction is helpful in clarifying the lesson objectives. Twenty-six students chose the answer 'strongly agree', eight students stayed neutral, one student showed 'Disagree', and two students showed 'strongly Disagree'. This means that most students in the English class are influenced by explicit teaching.

In learning any language, there are some difficult concepts, and the role of explicit teaching is important in understanding those difficult concepts. At the third point, the students showed interesting feedback that fifty-seven students agreed that the difficult concepts of language are understandable with the help of explicit teaching, thirty students chose the option of 'Strongly Agree', and eleven students stayed neutral. From the total respondents, two students did not agree.

Thirty-two learners of English say that explicit instruction motivates and increases interest in learning English skills, eleven students do not choose any side because they stay neutral, and two students do not agree that 'explicit instruction' motivates or increases interest in learning English skills.

Explicit instruction is not only helpful in learning English, but it also makes the students more confident because the feedback of students shows that out of ninety students, thirty-three students agree with this, thirty students strongly agree, fifteen students stay neutral, and two students say it does not make the students confident. Explicit instruction provides a supportive environment for the students. At this point, the students show a positive response towards the explicit instruction that sixty-one students agree with, twenty-seven learners strongly agree, eleven students do not show any reaction, and two students say that explicit instruction does not provide a supportive environment for the students to learn English. This instruction reduces the stress during exams and tests. Towards this statement, fifty students agree that it really reduces the stress, and twenty-eight students are optimistic and say that we strongly agree that explicit instruction really works in reducing the stress and pressure during exams. On the other hand, three students say that it is not helpful in reducing pressure. Feedback is an important and has a significant role in learning. The students show feedback for the explicit teaching in a positive way.

According to the students, explicit teaching is not only helpful in learning but also improves the communication skills between teachers and students. Thirty-six students say we are Strongly Agreed, and nineteen students stand with the 'Agreed' option. It shows it really works in learning English. At this point, 14 students do not show any reaction and remain Neutral. As there is positive feedback in favour of explicit instruction, on the other hand, some of the students show their disagreement that it is not helpful in improving communication between teachers and students.

It is observed that explicit teaching remains helpful for the affective learning because students' feedback shows that fifty-five students of the total respondents are 'Agreed' and thirty-two students are agreed. This ratio of the respondents shows that it really helps the students in affective learning. But with this, there is a number of thirteen students who show no reaction and remain neutral. It is a universal truth if there are some positive responders then there must be some critics, only one student disagrees that it is not helpful in affective learning.

The most important point is that explicit teaching motivates students to learn. The learners of English are highly influenced by explicit instruction, and fifty-five students agree that it really helps in motivating students for learning. Thirty students are very motivated and strongly agree that it really helps in motivating students for learning. Fourteen students are neutral at this point and two students are not agreed.

Results and Discussion

After analyzing, the overall responses of the questionnaire, there is now a statistical representation of the results. The quantitative data analysis is processed in the software SPSS and shows the statistical representation of the results that are collected by using a questionnaire survey. It includes different analyses like t-test, Cronbach's alpha and regression analysis, which are aligned to research questions. Let's discuss each one by one. At first, there is a static representation of overall responses that is shown in the below Table 1:

Table 1: Respondents statistics

Statistics		
Age		
N	Valid	100
	Missing	0
Mean		19.80
Std. Deviation		1.975
Minimum		17
Maximum		29
Percentiles	25	19.00
	50	19.00
	75	20.00

The table represents the overall statistics of respondents. As there are 100 participants that are involved in conducting the research study. the overall, demographic information show that all the participants are valid and 100 participants respond to the research study. there is no missing information in the data. As the participants were adult. Then in the table, there is mean and standard deviation mentioned. There is standard mean (19.80). it shows the overall tendency of the age of participants. The overall statistics show that the participants that are involved in the research study are related to the same age group. Below is the table 2 that explains the total variance of the 12 questions that are involved in questionnaire:

Table 2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.616	55.134	55.134	6.616	55.134	55.134	3.351	27.928	27.928
2	1.022	8.520	63.653	1.022	8.520	63.653	2.885	24.044	51.972
3	.895	7.459	71.112	.895	7.459	71.112	2.297	19.139	71.112
4	.673	5.611	76.723						
5	.638	5.319	82.042						
6	.551	4.589	86.631						
7	.480	3.998	90.629						
8	.344	2.870	93.499						
9	.248	2.064	95.563						
10	.224	1.863	97.426						
11	.173	1.439	98.865						
12	.136	1.135	100.000						

Extraction Method: Principal Component Analysis.

This table highlights the overall degree of data variability. It is referred to as total variance. It highlights the variability in the scores of individuals from the standard mean.

It is also important to construct the reliability of the research results. The reliability of the research study is measured by using Cronbach's alpha, which is shown in Table 3 below:

Table 3: Reliability Analysis

Factor	Items	Variables	Cronbach Alpha
Clarity and Effectiveness of Instruction	4	1,2,3,11	0.849
Motivation and Learner Support	5	6,7,8,9,12	0.854
Learner Perception	3	4,5,10	0.814

Cronbach's alpha values indicate the reliability of the research. Overall reliability is good. There are three factors involved in the study: instruction, motivation and learners' perception. All three factors fall within the Cronbach alpha values of 0.849, 0.854, and 0.814. These values are derived from the research study. The values highlight that the data collected from the questionnaire is accurately constructed and the results are authentic, aligning with qualitative research questions. Moreover, it is sufficient to demonstrate the research's trustworthiness and to validate the arguments.

Table 4: Correlation Analysis

Correlations				
		Clarity_and_Effectiveness_of_Instruction	Motivation_and_Learner_Support	Learner_Perception
Clarity_and_Effectiveness_of_Instruction	Pearson Correlation	1	.728**	.717**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
Motivation_and_Learner_Support	Pearson Correlation	.728**	1	.664**
	Sig. (2-tailed)	.000		.000
	N	100	100	100
Learner_Perception	Pearson Correlation	.717**	.664**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the correlation between the results. This table shows that all the factors in the research study have a positive, significant correlation. There is total clarity and effectiveness in the tool used to collect the data because the relationship is positive with learners' motivation. Then there comes regression analysis, which highlights the predictive power of variables. It highlights the relationship between dependent and independent variables. The effectiveness of variables depending on each other is shown in the table by regression analysis:

Table 5: Model Summary (Regression Analysis)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.572	.563	1.31309

a. Predictors: (Constant), Learner_Perception, Clarity_and_Effectiveness_of_Instruction

This table highlights the role and the cause-and-effect relationship of variables. The quantitative results align with the qualitative results. So, each variable affects the others, and instruction totally influences students' motivation in the ESL classroom.

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	223.262	2	111.631	64.744	.000 ^b
	Residual	167.248	97	1.724		
	Total	390.510	99			

a. Dependent Variable: Motivation_and_Learner_Support

b. Predictors: (Constant), Learner_Perception, Clarity_and_Effectiveness_of_Instruction

Table 6 presents the ANOVA results, which are crucial for demonstrating the significance of the research. ANOVA is also important for statistical results, as it shows that the research is statistically significant and fully aligned with the research questions. At last, there are coefficients that are also part of the statistical analysis. The below table presents the coefficients:

Table 7: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.512	.990		1.528	.130
	Clarity_and_Effectiveness_of_Instruction	.409	.075	.518	5.438	.000
	Learner Perception	.202	.066	.292	3.068	.003

a. Dependent Variable: Motivation_and_Learner_Support

This table 7 highlights the strength and direction of each participant. It makes the values and results aligned to research questions. The variables play a significant role. Statistical analysis aligns with descriptive analysis. The role of one variable affects the other. Hence, it has been proven that explicit instruction plays a very important role in motivation, and learners have a positive perception of it.

Conclusion

The study investigates the role of explicit instruction in motivation during classroom learning. The relationship between motivation and instruction is analysed effectively. Moreover, learners' perceptions are also highlighted. Mixed-method research is used to reveal the desired outcomes. The data are collected through a questionnaire survey, and the participants are ESL learners in the research study. At first, the responses are qualitatively discussed based on their response rate. Then a statistical analysis is conducted based on the numerical representation of the findings. The results of the study have strong empirical proof. The results show a strong relationship between instruction and motivation. The learner's perception of classroom instruction is positive. Moreover, learners' motivation is very high. The description statistics suggest that learners show greater interest and respond well to organized instructional input. Reliability analysis verified the research results. It ensures the study's construct validity and highlights its instrumental consistency. Reliability ensures that the structure being studied is accurately measured. Then there comes regression analysis, which highlights the statistical significance of the instruction. Then, the regression analysis is followed by ANOVA. It also tells the relationship between variables and their effectiveness on each other. It highlights that

instruction highly affects motivation. It plays an important role in the variation of motivational factors in the classroom.

Overall, the findings reveal that explicit instruction plays a greater role in increasing motivation in the Pakistani ESL classroom. Both instrumental and integrative motivations play an important role in this context. It enhances clarity and learners' engagement towards learning. There is consistency in the results, as modern SLA theories highlight the pedagogical importance of explicit instruction. It promotes the cognitive and emotive aspects of language acquisition.

The research study advances ESL pedagogy by emphasising the importance of specific teaching tools and tactics. To deepen understanding of motivational dynamics, future research may build on this work by conducting a longitudinal study examining another variable, such as competency.

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