

## HOW CAN THE INTERMEDIATE PUPILS' CONFIDENCE IN ENGLISH LANGUAGE CLASSES BE BOOSTED?

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**Abstract :** This study specifically investigated the different motivational strategies employed by elementary teachers in developing the confidence of their grades 4 to 6 pupils. Descriptive research was utilized in this research. Through the use of the questionnaire adopted from the study of Dornyei and Cheng (2007) and different statistical treatments and tools, this study came up with significant findings. Among the different motivational strategies, recognizing student's effort was the most frequently used by the respondents in developing the confidence of their pupils. Another, there was a weak positive correlation between the highest educational attainment, salary range and motivational strategies of the respondents while there was negative correlation on their age, gender, and teaching experience. Lastly, there was no difference on the frequency of practice between teachers from public and private schools.

**Key words:** English language, anxiety, confidence, motivational strategies, intermediate students

### INTRODUCTION

Motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom language learning, in particular. Indeed, one of the most prominent researches in the area of second language acquisition, Robert Gardner (1985), as cited by Ya-Nan He (2009), recognized that motivation has a pervasive influence on learning a foreign language.

As all language teachers know, motivation is one of the key factors for success when learning a language. Motivated students are persistent, enthusiastic and committed learners whereas unmotivated students are insufficiently involved and therefore unable to develop their language skills. There are factors that may affect the pupils to develop their confidence in using English language and participating in their English classes. Confidence is not an easy concept to define. Generally, it describes a mental attitude that focuses on trust and reliance on oneself and often includes notions of self-assurance, boldness, and fearlessness. Being a confident language learner means being able to use English in different social and transactional contexts and with people from different culture and professional backgrounds. For the students to develop their confidence in learning and speaking the English language, they need to be motivated in their English classes.

Motivating learners to develop confidence in the target language is acknowledged to be a complex process. In many instances, students face many obstacles in learning English and are often demotivated to learn. It has to be remembered that learning usually does not take place without motivation. In line with this thought, strategies in motivating learners should be explored as one of the essential variables for triggering learner's motivation. A good teacher,

then, must tap into the source of effective motivational strategies and find ways to connect them with motivational factors that can be brought to a classroom setting.

This study synthesized the role of teachers in motivating students and present comprehensive review of motivational strategies that teachers used in developing confidence among pupils in English classes. Thus, this study has been conducted.

### **Statement of the problem**

This study aimed to determine the most frequently used strategies by the teachers in developing confidence among pupils in English class.

Furthermore, this study sought to answer the following questions:

1. How may the profile of the respondents be described in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Highest educational attainment;
  - 1.4 Average monthly salary; and
  - 1.5 Years of teaching experience?
2. How may the following strategies can develop students' confidence in using the English language?
  - 2.1 Proper teacher's behavior;
  - 2.2 Recognizing students' efforts;
  - 2.3 Creating a pleasant classroom;
  - 2.4 Promoting learners' self-confidence;
  - 2.5 Presenting task properly;
  - 2.6 Familiarizing learners with English language; and
  - 2.7 Promoting learner autonomy?
3. Is there a significant relationship between the respondent's profile variables and their motivational strategies that develop student's confidence in using the English language?
4. Is there a significant difference on the motivational strategies to develop student's confidence in using the English language between teachers from public and private schools?

### **RESEARCH METHOD**

This study used descriptive method of research. The respondents of this study who were chosen through purposive sampling technique were the teachers from the top three most populated schools from public and private schools in Sta. Rosa, Nueva Ecija.

The motivational strategies survey questionnaire used is adopted from the study of Cheng and Dornyei (2007), and which has 47 items and was designed to gather information about the motivational strategies the teachers are using in their English classes.

This research used the frequency distribution which is a systematic way to test series of observation. In comparing the motivational teaching strategies between public and private English teachers, Spearman rho was used. In determining the relationship of the profile of the respondents and their motivational teaching strategies, Pearson r moment correlation was

used. Statistical Program for Social Sciences (SPSS) was the program used to compute the statistical data.

To describe specifically the effectiveness of each strategy and methodology, the numerical values and verbal interpretations in Table 1 were used.

**Table 1**  
**Numerical and Verbal Interpretations**

Scale	Range	Description
5	4.50 – 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Seldom
1	1.00 – 1.49	Never

## RESULTS AND DISCUSSION

Majority of the respondents were in the age range of 46-50 years of age and dominated by female with Master's degree unit with salary ranging from Php 25,001- Php 35,000 and were teaching for less than 5 years.

Table 2 shows the most often and the least used motivational teaching strategies by the teachers from public and private schools in developing self-confidence of their students in English classes.

**Table 2**  
**Ranking of Motivational Teaching Strategies**

Motivational Teaching Strategies	Weighted Mean	Verbal Interpretation
1. Recognizing Student's Effort	4.47	Often
2. Proper Teacher Behavior	4.45	Often
3. Promoting Learner's Self-confidence	4.31	Often
4. Presenting Task Properly	4.28	Often
5. Creating a Pleasant classroom Present	4.27	Often
6. Familiarizing Learners with the English Language	4.21	Often
7. Promoting Learning Autonomy	4.18	Often
Total Weighted Mean	4.31	Often

As shown in Table 2 and based on their weighted means, all of the motivational teaching strategies are often used by the teachers. As can be seen from the results, the respondents most often recognized the students' effort with a weighted mean of 4.47. While the least motivational strategy used was promoting learning autonomy with a weighted mean of 4.18.

However, there is no such thing as best strategy. Teachers can use various strategies to cater the different learning styles of their students since they are the ones having the first-hand encounter with their respective students.

**Table 3**  
**Relationship between the Respondent's Profile Variables**  
**and Motivational Teaching Strategies**

<b>Motivational Teaching Strategies</b>	<b>Age</b>		<b>Interpretation</b>	<b>Decision</b>
	R -0.235	P 0.257	Negative Correlation	There is no significant relationship.
<b>Motivational Teaching Strategies</b>	<b>Sex</b>		<b>Interpretation</b>	<b>Decision</b>
	R -0.113	P 0.592	Negative Correlation	There is no significant relationship.
<b>Motivational Teaching Strategies</b>	<b>Highest Educational Attainment</b>		<b>Interpretation</b>	<b>Decision</b>
	R 0.032	P 0.879	Weak positive correlation	There is no significant relationship.
<b>Motivational Teaching Strategies</b>	<b>Salary Grade</b>		<b>Interpretation</b>	<b>Decision</b>
	R 0.098	P 0.643	Weak positive correlation	There is no significant relationship.
<b>Motivational Teaching Strategies</b>	<b>Teaching Experience</b>		<b>Interpretation</b>	<b>Decision</b>
	R -0.198	P 0.343	Negative Correlation	There is no significant relationship.

Table 3 shows that highest educational attainment and salary grade are directly proportional to the motivational teaching strategies used by the teachers. Therefore, it has a direct impact on how they perceived and used these motivational teaching strategies. But since it is a weak positive correlation, it is not a strong basis to state that it is a big factor that affects the use of motivational teaching strategies by the teachers. On the other hand, age, sex, and teaching experience are inversely proportional to the motivational teaching strategies of the teachers. Therefore, these profile variables had inverse impact on how the respondents perceived and used these motivational teaching strategies. Thus, the younger teachers were mostly in the process of learning and using these strategies same as well on the length of years in teaching experience where in the shorter the years in teaching the more the motivational teaching strategies were being used. While in respect to the sex, the result shows that the male teachers are more likely practicing the motivational teaching strategies than female teachers.

**Table 4**  
**Significant difference between Motivational Teaching Strategies**  
**used in Public and Private Schools**

	t– value	P – value	Interpretation	Decision
Public vs private (motivational strategies compared)	-1.045	0.307	No significant difference	Failed to reject Ho

Table 4 shows that there is no significant difference on the motivational strategies used by and between the teachers in public and private schools. It means that it does not matter whether a teacher is from a public or private school, he or she uses the same motivational teaching strategies.

## CONCLUSION

The teaching profession is female dominated. Highest educational attainment and salary range are directly proportional to the motivational teaching strategies of the respondents while age, sex and teaching experience are inversely proportional. It implies that the more the respondents are getting young, the more they frequently used the motivational teaching strategies. The younger teachers are more frequently using the different motivational strategies than the older ones.

The most dominant motivational strategy used by the respondents in developing the confidence of their students in their English classes is recognizing students' effort.

Lastly, teachers from both public and private schools have the same level of frequency as to the use of the identified motivational strategies in developing the confidence of intermediate elementary pupils. Thus, there is no difference on the extent of practice as to these strategies.

Based on the conclusions, the following recommendations are offered that the results of this study may be disseminated to the English teachers so that it may serve as a guide and to identify the most motivating teaching strategies in English class. Male English teachers may practice different motivational teaching strategies that focused on the learning experience and self-confidence of the learners and to enhance the learners' capabilities in using the English language on learning process. It will help the pupils to gain confidence in English;

For the school administrators, they may provide seminars or advise their English teachers in their school to attend seminars regarding motivational teaching strategies that will help them to enhance their teaching strategies, especially for those who are old in teaching profession;

For further studies regarding motivational teaching strategies in developing confidence among pupils in English classes, future researchers may consider making the numbers of male and female English teachers be proportional with each other; and

Lastly, since this study was conducted before COVID-19 Pandemic, this study can be duplicated but with the present students who were not able to experience in-person classroom interaction and who have been just communicated virtually.

## REFERENCES

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