# ANALYSIS OF TEACHERS' MEASURES TO DEVELOP ESL STUDENTS' MOTIVATION AND SPEAKING SKILL

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## ABSTRACT

This qualitative research study explores the measures employed by ESL teachers to develop motivation and speaking skills among English as a Second Language (ESL) students, specifically focusing on seven participants, 5 students and 2 teachers, preparing for the IELTS speaking test. The study employed a qualitative methodology involving semi-structured interviews with ESL teachers, classroom observations, and student surveys to gain insights into the multifaceted aspects of ESL instruction. The research findings reveal a rich tapestry of ESL teachers' strategies to motivate their students and enhance their speaking skills. Teachers employ various motivational techniques, including creating a supportive learning environment, setting clear learning objectives, and integrating engaging materials. Furthermore, they tailor their teaching approaches to their students' needs and preferences, considering their language proficiency levels, cultural backgrounds, and specific language goals. From the perspectives of teachers and ESL students, the outcomes of these measures were largely positive. Students reported increased motivation and enhanced speaking skills, evident in their IELTS speaking test performances. ESL teachers expressed a sense of fulfillment in witnessing their students' progress and emphasized the importance of continuous reflection and improvement in their teaching practices. The implications of this research underscore the vital role of ESL teachers in fostering motivation and speaking skill development. In light of the research findings, it is recommended that ESL teacher training programs incorporate these effective teaching strategies and provide resources to address challenges. Furthermore, future research should explore the experiences of a broader and more diverse range of ESL students and teachers to better understand motivation and speaking skill development in ESL education.

**Keywords:** ESL Education, Motivation, Speaking Skills, Qualitative Research, IELTS, Speaking Test

## INTRODUCTION

English as a Second Language (ESL) education fosters linguistic and communicative competence among non-native English speakers (Dörnyei, 2001). A critical aspect of ESL education is the development of students' motivation and speaking skills. Proficient speaking skills are essential for ESL students to communicate effectively inside and outside the classroom. Moreover, sustained motivation is crucial to ensure that students remain committed to learning (Richards & Schmidt, 2013).

Teachers are central to shaping and enhancing these two key components of ESL education. In the ESL context, teachers employ various strategies and measures to motivate students and help them develop their speaking skills. Understanding the nuanced approaches that effective teacher's employ is vital for improving ESL education (Nunan, 2003). This qualitative research aims to analyze the measures taken by ESL teachers to develop students' motivation and speaking skills, shedding light on the practices that yield the best results.

The error correction process has a significant role in shaping the accuracy of language learners' written compositions. Restorative criticism (CF) has been extensively studied and shown to benefit language acquisition (Ellis, 2009; Hyland, 2003; Montazeri & Salimi, 2019; Tang & Liu, 2018). The topic of how educators effectively instruct second language (L2) learners has garnered significant attention from researchers and specialists, as noted by Ellis (2016). The management of errors made by second language (L2) students has long been seen as a significant concern among experts in the field of English as a Foreign Language (EFL) and English as a Second Language (ESL) (Keshavarz, 2015).

This concern has been addressed by experts in English Language Teaching (ELT) methodology and Second Language Acquisition (SLA) researchers alike. According to Keshavarz (2015), it has become commonplace for instructors to allow students to make mistakes. However, it seems crucial to have a comprehensive understanding of a practical model of corrective feedback (CF) and its influence on the particular domain of language acquisition. When providing criticism, educators commonly acknowledge students for their accurate or appropriate linguistic production (Harmer, 2001; Nunan, 1991; Ur, 2012) or directly/indirectly indicate to the students that their expression (oral or written) has been incorrect (Leeman, 2007; Loewen, 2012). The phenomenon often referred to as CF is indeed associated with the concept of the final choice method.

The importance of speaking skills should not be disregarded due to their considerable relevance (Celce-Murcia, 2001). Language learners need opportunities to communicate verbally with native English speakers, both inside the classroom setting and in extracurricular contexts. Consequently, instructors of English as a Foreign Language (EFL) or English as a Second Language (ESL) endeavour to cultivate their students' listening, speaking, and pronunciation skills. Goh and Consumes (2012) supported this notion by citing that the process of language acquisition might be impeded by verbal communication. Additionally, it aids second language learners in the development of academic skills. Several studies have investigated the potential impact of direct corrective feedback (DCF) on speaking and writing skills (Eslami, 2014; Hosseiny, 2014; Stefanou & Revesz, 2015).

Kumar (2013) emphasized the need to demonstrate oral communication skills within the educational setting. Focusing on accuracy, the individual generated concepts for achieving effective communication, establishing a framework, keeping the learners' engagement in mind, and facilitating error correction to enhance students' speaking proficiency. The study conducted by Askari and Langroudi (2014) provided an overview of Ur's (2009) model in order to investigate its impact on the accuracy of Iranian English as a Foreign Language (EFL) students' speaking proficiency. The outcome of their analysis supported Ur's theoretical framework, which emphasised that both mechanical and interactive approaches had a direct impact on learners' accuracy and fluency in communication. The outcomes of the experiments seem to provide a coherent representation of the impact of different forms of CF. In this regard, some options demonstrated feasibility, while others proved inconsequential. Previous research on second language acquisition and proficiency has primarily focused on the overall development of motivation (Alsolami, 2021; Hamidun, et al., 2012; Zhao, 2015). However, these studies have not specifically addressed the traditional macro skills of reading, listening, writing, and speaking. It is well observed that inspiration may contribute to mastering certain skills.

Remedial critique is a perspective within the repertoire of educators that aids students in their language learning experiences inside the classroom (Ellis, 2012). Several researchers (Ansarin & Chehrazad, 2015; Hoseini Fatemi & Harati, 2014; Salimi, 2015; Sato & Lyster, 2012) have conducted analyses on the effects of different corrective feedback (CF) kinds on the accuracy of English as a Foreign Language (EFL) students' oral production. Limited research has been conducted to investigate the effects of oral corrective feedback (OCF) on students' motivation to engage in oral communication. However, it seems that no comprehensive study has been conducted to investigate the potential influence of OCF (Online Chat Forums) on the motivation to engage in conversation and the accuracy of speaking skills in IELTS (International English Language Testing

System) preparatory sessions. Therefore, considering the significance of oral critique, the current study investigated the matter.

## LITERATURE REVIEW
### Students' Motivation and Positive Feedback
Educators and instructors provide students with feedback that may be either favourable or impartial (Brown, 2007), aiding them in identifying etymological inaccuracies (Nassaji, 2017). The sociocultural theory (SCT) assists in cognitive functioning (CF) by facilitating the acquisition of novel phonological patterns via collaborative social interaction and subsequent assimilation (Aljaafreh & Lantolf, 1994). According to the Self-Consolidation Theory (SCT), no universally superior corrective feedback (CF) exists. Instead, the theory suggests that the feedback should be "graduated" to provide students with minimal assistance to correct their errors. According to Puncher and Westrup (2003), it was suggested that individuals who possess precision in their speech have a lack of faults in sentence construction, jargon, and elocution (p.7).

The absence of precision entails using erroneous syntactic structures and inadequate vocabulary, resulting in the mispronunciation of words. The key components of an accurate speaker are the appropriate use of language, proper articulation, and the correct use of words within the appropriate context. In a rather unconventional manner, precision is defined as proficiency in using words in a manner that aligns with the rules and conventions of language and phonology (Celce-Murcia, 2001). This process encompasses the development of a language that is devoid of any mistakes. Furthermore, it is intricately linked to the notion of precision within the context of the discussion. In the realm of precision, those who engage in verbal communication must exhibit a comprehensive approach while using diverse linguistic elements, namely grammar, specialised terminology, and articulation. Accuracy pertains to applying phrase structure, syntax, phonology, and semantics.

According to the research conducted by Oxford and Shearin (1994), inspiration plays a significant role in determining students' success in developing their second language (L2) skills. It also influences their level of dedication and enthusiasm towards the process of learning the L2. From a Piagetian standpoint, inspiration may be seen as a fundamental and internal driving force that aids pupils in developing their cognitive structures in a manner that becomes more intricate and distinct from others. Dornyei and Ushioda (2011) argue that motivation should not be seen as an isolated construct but as part of a broader, more comprehensive framework for understanding second language (L2) acquisition. This perspective is supported by previous research by Dornyei (2009) and Dornyei and Ushioda (2009, 2011).

A distinction exists within language acquisition between the concepts of direction and inspiration. The above passage presents a series of reasons for acquiring language skills, with the last alternative referred to as a synthesis of students' viewpoints, desires, and willingness to exert effort in learning a second language (Richards & Schmidt, 2010). The phenomenon of inspiration has consistently shown itself to be a robust predictor of second language (L2) acquisition attainment.

Several studies have been conducted to investigate the influence of feedback on speech fluency and accuracy, with special focus on the domain of verbal communication (Baleghizadeh & Oladrostam, 2010; Shahid et al., 2019a; Nhac, 2021). Several of these studies examined the phenomenon of inspiration in speech. In their study, Montazeri and Salimi (2019) examined the potential effects of oral metalinguistic corrective feedback (CF) on the motivation to speak (MTS) and the capacity to communicate effectively (WTC) in the context of Iranian second language acquisition. The benchmark group received conventional instructions during the examination, but the experimental group received metalinguistic corrective feedback (MCF). The data was collected via two surveys, namely the MTS and WTC surveys. The results revealed that MCF significantly influenced the exploratory group's MTS and WTC scores.

García and Martínez (2018) examined the advantages of implementing postponed teacher corrective feedback on students' oral production in this study. The primary objective of their review was to examine the impact of certain teacher corrective feedback strategies on student self-efficacy, with a particular focus on identifying phonological errors. The study revealed students' awareness of using self- and peer correction throughout their preparation for

oral assignments. In their study, Rahnama et al. (2020) investigated the effects of Oral Corrective Feedback (OCF) on the accuracy and complexity of oral production in a group of 66 Iranian English as a Foreign Language (EFL) students. The participants were enrolled in a language institution located in Iran. The outcomes of their analysis, conducted using a Mann-Whitney U Test, indicated that the complexity and accuracy of the participants in the experimental group significantly increased.

## RESEARCH GAP
The above literature review shows that much work has been done on building students' passive skills, as suggested by Mehregan and Jafari (2014). Similar findings have been reported by the Zedan (2021). Despite the extensive literature on ESL education and language acquisition, there is a noticeable gap in understanding the specific measures that ESL teachers employ to foster motivation and speaking skills among their students. While various studies have explored the role of motivation and speaking skills in ESL education, limited research comprehensively investigates teachers' strategies and practices in this context. This research gap presents an opportunity to delve into the practical aspects of ESL teaching and the role of teachers in motivating and improving speaking skills.

## RESEARCH QUESTIONS
To address the identified research gap, this qualitative study has the following research questions:
1.      What strategies and measures do ESL teachers use to motivate their students to learn and improve their speaking skills?
2.      What challenges do ESL teachers face in implementing motivation and speaking skill development measures, and how do they overcome them?

## METHODOLOGY
This research has employed a qualitative research design, as it is well-suited for exploring the experiences, perspectives, and practices of ESL teachers in developing motivation and speaking skills among their students (Creswell, 2013). In-depth, semi-structured interviews were conducted with ESL students and their teachers (Merriam,

2009). These interviews allowed teachers to discuss their teaching methods, challenges, and successes in developing students' motivation and speaking skills. Observations of ESL classrooms were conducted to gain insights into the practical implementation of teaching strategies for motivation and speaking skill development. Seven participants, 5 students, and 2 teachers, were preparing for the IELTS examination. The participants were chosen based on simple random sampling, "in which all participants had an equal chance of being included in the population" (Ary et al., 2014, p. 163). Data collected through interviews and classroom observations was transcribed and analyzed using thematic analysis (Creswell, 2013).

## Analysis of the Teachers' Responses
### Response 1:
"One significant challenge is the wide range of language proficiency levels among students. Some students may be more advanced in a diverse ESL classroom, while others struggle to communicate effectively. To address this, I differentiate my instruction by providing additional resources and support for students who need it while offering more challenging tasks for advanced learners. Another common challenge is maintaining students' motivation over time. It is not always easy to keep students engaged and motivated throughout the course. To overcome this, I continuously adapt my teaching materials and methods, ensuring the content remains interesting and relevant to their interests and goals. I also involve students in setting their learning objectives to increase their sense of ownership over their progress".

**Response 2:** "Classroom management can be a significant challenge, especially in larger ESL classes. Ensuring that all students have the opportunity to speak and participate can be a complex task. To overcome this, I implement various classroom management techniques, such as group discussions, peer feedback, and turn-taking strategies to ensure everyone can practice speaking. Cultural diversity in the classroom can also be a challenge, as students come from various backgrounds and may have different expectations and communication styles. To address this, I celebrate and embrace cultural diversity in the classroom, encouraging students to share their unique perspectives and

experiences. This improves the learning environment and enriches the class experience for all students".

**ANALYSIS OF THE STUDENTS RESPONSES**
**Response 1:**
"I believe ESL teachers use positive reinforcement and encouragement as effective strategies. They praise students' efforts and progress, which boosts our confidence and motivation. This motivates us to actively participate in class and practice speaking skills more."

"Resource constraints are a common challenge. Many ESL teachers struggle with limited materials and technology. To overcome this, they often get creative by using free online resources and adapting materials to make the best of what they have."

**Response 2:**
"ESL teachers often incorporate real-life contexts and relatable topics into their lessons. When we see the relevance of what we're learning to our daily lives, it sparks our interest and keeps us engaged, thus improving our speaking skills."

"Large class sizes can be daunting for teachers. To address this, they use classroom management techniques to ensure all students have a chance to speak. They might also encourage students to form smaller discussion groups within the class."

**Response 3:**
"Peer interaction is crucial. ESL teachers create opportunities for us to work in pairs or small groups, which makes the learning process more enjoyable and less intimidating. We motivate each other to speak and learn from our peers."

"Language proficiency disparities among students can be a challenge. Some students may be more advanced than others. To address this, teachers differentiate their instruction, offering additional support to struggling students while providing more challenging tasks to advanced learners."

**Response 4:**
"Using technology in the classroom is a motivating factor. Teachers often integrate multimedia, like videos and interactive online exercises, which makes learning more dynamic and appealing. It's fun, and it enhances our speaking skills."

"Time constraints are a hurdle. ESL teachers often have limited time to cover all the necessary material. To overcome this, they prioritize the most relevant topics and ensure that students have access to additional resources for self-study."

**Response 5:**
"Setting clear, achievable goals and tracking our progress is another strategy. When teachers break down our language learning journey into manageable steps and provide feedback, it keeps us motivated to reach those milestones in our speaking skills."

"Cultural diversity in the classroom can pose challenges. Teachers embrace this diversity, using it as an opportunity to promote cross-cultural understanding. They encourage students to share their unique perspectives and experiences, which enhances the learning environment."

**Table 1. Summary of the Thematic Analysis of Questions 1**

| Main Theme: Strategies to Motivate ESL Students and Improve Speaking Skills | |
|---|---|
| **Codes** | **Sub-Themes** |
| Supportive atmosphere | Positive Classroom Environment |
| Encouraging participation | |
| Fostering a growth mindset | |
| Setting achievable language proficiency goals | Goal Setting |
| Tracking progress | |
| Relatable and practical content | Real-World Relevance |
| Engaging students in real-life contexts | |
| Using multimedia, interactive exercises, and online resources | Integration of Technology |
| Making learning dynamic and engaging | |
| Encouraging peer discussions and collaboration | Peer Interaction |
| Learning from peers | |
| Recognizing individual strengths and weaknesses | Personalized Learning |
| Tailoring exercises and assignments | |
| Employing diverse activities (e.g., debates, role-plays) | Varied Teaching Methods |
| Keeping lessons interesting and diverse | |

**Table 2. Summary of Thematic Analysis of Question 2**

| Main Theme: Challenges Faced by ESL Teachers | |
|---|---|
| **Codes** | **Sub-Themes** |
| Different proficiency levels | Diversity in Language Proficiency |
| Overcoming disparities | |
| Identifying disinterest factors | Motivating Uninterested Students |
| Adapting teaching methods | |
| Building a supportive class atmosphere | Motivating |
| Large class sizes | Classroom Management |
| Ensuring equitable participation | |
| Prioritizing relevant topics | Time Constraints |
| Providing additional self-study resources | |
| Embracing diversity | Cultural Diversity |
| Encouraging cross-cultural understanding | |
| Professional development | Staying Updated with Language Trends |
| Collaboration with peers | |

## DISCUSSION
### Strategies to Motivate ESL Students and Improve Speaking Skills:

The foundation of effective ESL instruction lies in establishing a Positive Classroom Environment. This environment is characterized by creating a supportive atmosphere that encourages active participation and fosters a growth mindset, which is pivotal in motivating students. A positive learning environment empowers students and enhances their willingness to take risks in speaking, a fundamental aspect of language acquisition. Goal Setting emerges as a potent strategy (Mukhtar et al., 2023). Teachers provide direction and motivation by assisting students in setting attainable language proficiency goals and subsequently tracking their progress. This approach grants students a clear sense of purpose and achievement, both pivotal in language development (Shahid et al., 2022a).

Real-world relevance enhances the engagement of ESL students in the learning process. ESL teachers frequently incorporate real-life contexts and practical topics into their lessons. When students perceive the direct relevance of what they are learning to their daily lives or future careers, their interest is naturally piqued, enhancing their speaking skills. Furthermore, integrating Technology in the ESL classroom substantially motivates students (Shahid et al.,2020). The use of multimedia, interactive exercises, and online resources injects dynamism into the learning process and captivates students, particularly the tech-savvy generation, enabling them to practice language skills interactively (Gurmani et al., 2023a).

Peer Interaction stands as an invaluable strategy in ESL education. Encouraging students to engage in peer discussions and collaborate with classmates can significantly enhance their speaking skills. This interactive process renders the learning experience enjoyable and allows self-correction and improvement (Shahid et al., 2019b). Additionally, Personalized Learning takes into account the individual strengths and weaknesses of ESL students. Tailoring exercises and assignments to meet their needs and preferences can boost motivation and develop skills. This approach necessitates a deep understanding of each student's unique learning journey (Abbasi et al., 2022).

The maintenance of interesting and diverse lessons is made possible through Varied Teaching Methods employed by ESL teachers. These methods encompass a range of activities, including debates, role-plays, storytelling, and various interactive tasks. This diversity ensures that students remain continuously engaged and challenged, improving their speaking skills (Shahid et al., 2019c).

In summation, ESL teachers confront various challenges and employ multifaceted strategies to enhance their students' motivation and speaking skills. Addressing these challenges necessitates adaptability, creativity, and a profound understanding of student needs. Effective strategies not only engender a supportive and engaging learning environment but also equip students with the tools essential for excelling in their journey of English language acquisition.

### Challenges Faced by ESL Teachers

The challenge of Diversity in Language Proficiency holds significant implications for ESL teachers. In classrooms characterized by diversity, students frequently present with varying levels of language proficiency, rendering it challenging to cater to the specific needs of each individual. Consequently, ESL educators are compelled to employ differentiated instruction, offering supplementary support to struggling students and more demanding tasks to those who are advanced in their language skills. Overcoming these disparities demands substantial effort and adaptability from educators, who must navigate this intricate terrain (Akmal et al., 2022a).

While dealing with diversity, motivating uninterested students is another pressing challenge in ESL education. Identifying the factors that contribute to disinterest and subsequently adapting teaching methods accordingly. This challenging endeavor demands patience and unwavering dedication from teachers, for kindling enthusiasm in disengaged learners is a complex and delicate art within the sphere of ESL teaching.

Simultaneously, the domain of classroom management in larger ESL classes adds further complexity. In such settings, ensuring equitable participation becomes vital, prompting ESL teachers to use innovative classroom management techniques. These methods encompass peer discussions, group activities, and turn-taking strategies, all orchestrated to ensure every student has a fair opportunity to practice their speaking skills. Effective classroom management is pivotal, as it is intrinsically tied to

creating a conducive learning environment (Gurmani et al., 2023b).

Additionally, time constraints in ESL instruction impose an additional layer of intricacy. Teachers often find themselves pressed for time, obligated to cover extensive material within limited timeframes. Overcoming this temporal challenge involves the careful prioritization of relevant topics and the provision of supplementary self-study resources, offering a pragmatic solution (Shahid et al., 2022b; Shahid et al., 2022c). This necessitates meticulous planning and a comprehensive understanding of the curriculum.

Moreover, cultural diversity introduces unique dynamics to the ESL classroom. Students from various cultural backgrounds may exhibit distinct communication styles and expectations, demanding that ESL educators balance embracing diversity while fostering cross-cultural understanding. This balance represents a challenge and an opportunity to enrich the learning environment, creating a harmonious class atmosphere (Akmal et al., 2022b; Shahid et al., 2022d).

Furthermore, staying updated with Language Trends is an ongoing challenge for ESL teachers. The dynamic nature of the English language necessitates continuous adaptation and learning. Teachers address this challenge through active engagement in professional development opportunities, workshop participation, and collaboration with peers to share best practices (Ahmed et al., 2022). Continuous self-improvement stands as a paramount requirement in this ever-evolving field.

The analysis uncovers many challenges ESL teachers face and the multifaceted strategies employed to motivate ESL students and enhance their speaking skills. These challenges necessitate adaptability, creativity, and an intricate understanding of student needs. Effective strategies create a supportive and engaging learning environment, arming students with the tools required to excel in their journey of English language acquisition. ESL teachers confront the complexities of diverse language proficiency levels, motivating disinterested students, classroom management in larger classes, time constraints, cultural diversity nuances, and the continuous pursuit of staying updated with language trends. In their response, they employ an array of strategies such as a positive classroom environment, goal setting, real-world relevance, integration of technology, peer interaction, personalized learning, and varied teaching methods, all of which are essential in addressing these challenges and fostering effective ESL instruction (Gurmani et al., 2022a; Gurmani et al., 2022b). Embracing cultural diversity and staying updated with language trends further enrich the teaching process. To motivate ESL students and improve their speaking skills, ESL educators work diligently to create a positive classroom environment while setting achievable language proficiency goals (Shahid et al., 2023). Strategies such as real-world relevance and technology integration engage students, and peer interaction, personalized learning, and varied teaching methods make lessons dynamic and enjoyable. These strategies are foundational in addressing the abovementioned challenges and fostering effective ESL instruction.

## CONCLUSION

In conclusion, the thematic analysis of the challenges faced by ESL teachers and the strategies employed to motivate ESL students and enhance their speaking skills highlights the multifaceted nature of ESL education. Addressing the diverse language proficiency levels and the unique needs of students' demands adaptability and differentiation in teaching methods. Motivating disinterested students involves creating a positive classroom environment, setting achievable goals, and engaging them through real-world relevance and technology. Classroom management, time constraints, cultural diversity, and staying updated with language trends present constant challenges that require effective strategies to overcome. These findings underscore the complex role of ESL teachers and the significance of innovative pedagogical approaches in ensuring the success of ESL students. Future research and professional development can further contribute to the field, enabling ESL educators to tackle these challenges effectively and provide high-quality language instruction. In the realm of ESL education, the thematic analysis of the challenges ESL teachers face and the strategies employed to motivate ESL students and enhance their speaking skills presents a complex and multifaceted landscape. The challenges, which include addressing diverse language proficiency levels, managing classroom dynamics, and staying attuned to ever-evolving

language trends, demand adaptability, innovation, and dedication from ESL educators. The diverse language proficiency levels among ESL students present a fundamental challenge. The need to provide differentiated instruction and cater to individual needs is a recurrent theme in ESL classrooms. ESL teachers must strive to bridge the gaps and ensure equitable learning opportunities for students at various proficiency levels. Motivating disinterested students emerges as another significant challenge. Identifying the factors contributing to disengagement and employing strategies to foster a supportive classroom environment is essential for the success of ESL programs. It is about teaching the language and igniting the desire to learn and communicate effectively. Classroom management, often complicated by large class sizes and time constraints, is crucial in creating an environment where all students can practice speaking. Effective classroom management strategies are essential for providing a conducive learning atmosphere. Cultural diversity is an integral part of ESL classrooms, and embracing this diversity and encouraging cross-cultural understanding are essential. Creating an inclusive learning environment where all students feel valued and respected is vital for successful ESL instruction. Staying updated with language trends is an ongoing challenge. ESL educators must continuously engage in professional development, collaborate with peers, and keep abreast of emerging language teaching techniques to maintain the quality of education and meet the evolving needs of students. The strategies to motivate ESL students and enhance their speaking skills emphasize creating a positive classroom environment. Encouraging students through goal setting, making the content relevant to their lives, integrating technology, fostering peer interactions, offering personalized learning, and employing varied teaching methods are central strategies ESL teachers employ.

## IMPLICATIONS AND FUTURE RESEARCH

The findings of this research hold several critical implications for the field of ESL education. Firstly, the importance of comprehensive teacher training programs cannot be overstated. These programs should extend beyond language instruction to equip ESL educators with the necessary skills to manage diverse classrooms effectively, employ innovative strategies, and stay current with best practices. Providing teachers with the tools they need to address the challenges identified in this study is vital for the success of ESL programs.

Looking ahead, future research in ESL education holds significant promise. Longitudinal studies can provide insights into the long-term impact of teaching strategies, offering a deeper understanding of the sustainability of motivation and the development of speaking skills. Comparative studies can help identify context-specific effectiveness, shedding light on which strategies work best in different ESL settings. Incorporating student perspectives can guide the development of teaching methods that align with student preferences and expectations. Integrating emerging technologies in ESL education is a growing area of interest. Assessing the impact of advanced technological tools, such as artificial intelligence and virtual reality, can offer new avenues for effective language instruction. Teacher collaboration is an often overlooked research area that can illuminate the benefits of shared best practices and cooperative learning among ESL educators. These challenges and strategies provide ample opportunities for future research, policy development, and professional growth, ultimately contributing to the continued enhancement of ESL education.

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