The Impact of a Motivated Teacher on Students' Academic Progress in English Language Teaching (ELT) Sessions)

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Abstract

The present study explored the impact of a motivated teacher on students' academic progress in English language teaching (ELT) sessions, considering the significant influence of both intrinsic and extrinsic motivational types and how these motivational aspects impact teaching methodologies, classroom dynamics, and student engagement. There is strong relation between teacher motivation and academic progress. A comprehensive literature review was conducted in 2024 regarding different aspects of the research and the correlations between teacher motivation and student learning outcomes. A systematic review research design has been implemented. The findings of the study confirm that motivated teachers are more likely to employ innovative teaching strategies, foster a supportive learning environment, and address individual student needs effectively. The study also provides various recommendations for teachers, parents, and schools to better address the issues of having shy students and students that are not sure about their skills and enhance the learning outcomes of the students.

Keywords: Academic Progress, English Language, Learning Environment, Motivation, Teachers

Introduction
Background Information

In learning contexts and especially in language teaching sessions, teachers play an important and critical role. Language teaching mediums, especially English language teaching (ELT), require the instructors to have a thorough cultural understanding and communication skills. Furthermore, the motivation of teachers has a direct impact on the student outcomes and educational experiences. This motivation can be broadly categorised into two main types, which are intrinsic and extrinsic types. Intrinsic motivation refers to

things someone does because it causes enjoyment, and they are interested in it. On the other hand, extrinsic motivation pertains to actions taken by an individual with the expectation of a distinct outcome (Reiss, 2012). In the context of English language teaching, intrinsic teachers are those that dive into the topics discussed in class and engage more with the subjects as well as show a genuine passion for teaching the language, which leads to a more interactive teaching practice, which is the core of learning any language. Moreover, motivated teachers in ELT environments are more likely to stay updated with the latest teaching aids and pedagogical strategies and incorporate them into their teaching environments to enhance their students' learning outcomes. These strategies and teaching aids can be thought of, for example, in the use of technology, the use of interactive material, visual aids, and so many other methods that require a motivated teacher and lead to innovative teaching and enhanced learning among the students (Putri, 2019).

Teachers play an important role in students' learning, especially motivated teachers, so that they can transfer the knowledge they have through love and enthusiasm (Altun, 2020, p.89). The impact of teacher motivation extends beyond teaching methodologies to the psychological environment of the teaching environments and classrooms. Motivated teachers lead to the creation of learning environments that are supportive and encourage learning. This is more important in language teaching contexts, where the students might feel shy and unsure about their skills and abilities. The presence of a supportive teacher in these environments can foster a safe environment where students and learners can practice their language skills and make mistakes, which is crucial for language acquisition. Abdullah et al. (2019) have provided support for this. The study has found that there is a direct relationship between the students' academic progress. Motivated teachers are more likely to engage students effectively and tailor their teaching to individual student needs. They can also foster an environment conducive to language learning (Oko, 2014).

Problem Statement

Motivation is an important aspect that leads to doing any activity with passion and love. In educational contexts and English language teaching (ELT) classrooms, it becomes a more critical and important aspect that directly affects the teaching strategies employed to enhance the learning outcome of the students. Despite this recognised importance, there has not been enough research examining the effects of motivated teachers on the students' learning outcomes, engagement, and language proficiency. To fill this gap, the present study aims to investigate the impact of a motivated teacher on the student's academic progress in English language teaching environments. Motivated teachers positively affect the student's learning outcomes. Motivated teachers use engaging material in the classroom environment to enhance language learning.

Research Questions

- How do motivated teachers in academic sessions affect the engagement and participation of the students?
- To what degree do motivated teachers cause the relief of psychological issues in students?
- What strategies can be employed to enhance student's academic progress?

The primary aim of this research is to investigate the impact of a motivated teacher on students' academic progress in English language teaching sessions. It also seeks to identify the necessary strategies for enhancing learners' academic progress.

Methodology

This research examines the impact of a motivated teacher on students' academic progress in English Language Teaching (ELT) sessions, drawing upon a collection of previously published research and journal articles. The selection process involves a thorough search across several known academic databases, including Google Scholar, and using targeted keywords such as "teacher motivation, student academic progress, and English language teaching. The aim is to gather a wide range of published works in order to ensure research relevance and comprehensiveness. Screening criteria for the inclusion of selected articles and published works priorities those that align with the study's research question and objectives, scholarly credibility, as well as articles that are focused on the teaching of the English language.

Literature Review
Theoretical Framework

Motivation is the wind in a sailor's sails that spurs learners as they continue their language learning journeys. Though curriculum, methods, and resources are critical, the soul of a good English Language Teaching (ELT) experience is usually enthusiastic teacher passion (Yunus, Osman, & Ishak, 2011). This review traces the complex relationship between teacher motivation and student achievement in ELT classes, underscoring its multiple dimensions on learning outcomes, flair, and general class rhythm.
    • Self-determination theory (SDT): Mifsud (2011) finds three innate psychological needs that form the basis of intrinsic motivation – autonomy, competence, and relatedness. Through various activities and the establishment of student autonomy, a motivated teacher can provide these needs, creating higher intrinsic motivation in language learning.
    • Flow Theory: Ushioda (2013) defines flow as optimal engagement marked with

deep immersion, focused attention, and enjoyment. A teacher continuously progressing toward the mastery of her/his craft with dynamic and challenging lessons can create flow environments that invoke higher levels of productivity, resulting in learning gains.

• Social-Cognitive Theory: Akbari & Allvar (2010) point out the importance of self-efficacy in learning. Positive reinforcement and the use of scaffolding by a motivated teacher can help increase students' self-confidence and their belief in communication through language, resulting in improved performance.

Teacher Motivation Impact on Learning Outcomes

The impact of highly motivated teachers on Student learning outcomes, particularly in English Language Teaching (ELT), are crucial Sessions have been extensively studied in the field of education. This debate examines the relationship between students' academic success and their motivation. Given their motivation, teachers could potentially enhance learning outcomes. According to empirical research done by (Lamb,2017)., there is a direct link between teacher motivation and student learning outcomes. (Dörnyei and Ushioda Engaging ,2011), emphesised that dynamic, and productive learning environments are often created by enthusiastic and devoted teachers. Motivated teachers are more likely to use creative and diverse teaching strategies that consider various learning preferences and student kinds. This significantly impacts student proficiency in learning English. For example, using communicative language teaching (CLT) methodologies has improved language acquisition outcomes and increased student motivation since it emphasizes interaction as the ultimate objective and learning method (Rodgers, 2001). A supportive and learning-focused classroom environment is one way that teachers may help their pupils in addition to using instructional practices. Children may be inspired to study and achieve academic success by a motivated teacher's excitement and upbeat demeanor, according to (Jensen, et. al 2012). This psychological component of teaching and learning is crucial in ELT settings since learning performance is greatly influenced by students' self-assurance and communication openness The connection between teacher motivation and learning outcomes impacts teachers' professional development. Motivated educators are more likely to remain current on pedagogical research, actively seek professional development opportunities, and consistently improve their teaching practices (Guskey, 2000). This kind of professional development guarantees that students are exposed to the most cutting-edge and successful language learning techniques by improving the quality of instruction. Additionally, motivation and student accomplishment are positively correlated. Research has shown a correlation between better teacher motivation and student success (Skinner & Belmont, 1993). They found that whole educational system benefits from this positive feedback loop. Improving learning outcomes requires an understanding of and commitment to enhancing teacher motivation.

Teacher Motivation Impact on Engagement and Classroom Dynamics

Educational research now focuses on how teachers' motivation influences classroom dynamics and student engagement. This is particularly relevant in the current era of learning and teaching. Both internal and external factors influence the learning environment, which has a significant effect on teacher motivation. This motivation impacts the classroom's environment, dynamics, and instructional strategies. Motivated teachers who enhance classroom dynamics and raise student engagement provide more effective learning outcomes.

Student participation and engagement are Naturally, students are encouraged in a classroom where the teachers care about their students' academic success. Students' motivation to study improves when teachers are enthusiastic about their work and can inspire them to think critically and creatively throughout class. Dörnyei (2001) asserts that teachers may significantly increase student engagement by using motivational tactics with their students, such as defining clear goals, providing timely feedback, and fostering a supportive learning atmosphere. This intense engagement is necessary for deep learning and developing critical thinking skills, particularly in challenging disciplines like language learning.

The dynamics inside the classroom and the level of motivation influence the dynamics between teachers and students. that educators display. A teacher who cares about her students' learning and is enthusiastic about what they do may contribute to developing a polite, cooperative, and community-focused classroom environment. This setting encourages students to take educational risks, which is essential for learning languages and other courses and improving their interpersonal and communication skills. When motivated teachers foster positive classroom dynamics, students feel safe to explore and express themselves. Student confidence grows as a result of overcoming their concerns.

Classroom dynamics are impacted by the teacher's motivation to perform effectively. The self-determination theory states that relatedness, autonomy, and competence are the three conditions that must be met for intrinsic motivation to arise (Deci & Ryan, 1985). To meet their students' emotional and psychological needs, intrinsically driven Teachers may design engaging learning experiences that increase student motivation. By giving students alternatives and empowering them to govern their learning, teachers may help students achieve their goals for freedom. Giving students constructive feedback and positive reinforcement might help them feel more self-assured. Students are more likely to engage with one another in a warm and inviting classroom.

Teachers' motivation has a significant impact on the educational community, extending beyond the classroom to influence classroom dynamics and student engagement. Dedicated teachers frequently collaborate and participate in professional development activities to bring fresh ideas and innovative approaches to the school. This continuous

learning and adaptation process creates a dynamic, constantly evolving learning environment that also encourages sharing effective teaching strategies and developing new concepts (Zou, 2020).

The Concept of Teacher Motivation

Motivation, a widely studied topic within people frequently refers to psychology and education as the internal energy or force. that propels individuals to act. Despite its frequent study, Understanding The complexity of motivation has led to a lack of unified agreement about its nature (Dörnyei & Ushioda, 2011). Williams and Burden (1997) identified two key facets of motivation: the initial motivation, which deals with the reasons behind actions and the decision to act, and sustaining motivation, which This pertains to the ongoing effort to continue the action. Dörnyei and Ushioda (2011) Most scholars agree on two fundamental dimensions of motivation: the direction and intensity of human behavior. Thus, motivation is about why When individuals choose to engage in an activity, they determine the duration of their commitment.

Sinclair (2008) defined teacher motivation through the lenses of attraction to the profession, retention within it, and engagement with both their training and Dörnyei and Ushioda (2011) defined teacher motivation as encompassing a career. the desire to teach and the desire to stay in the profession, aligning with their broader definitions of motivation. According to the researchers, teacher motivation includes intrinsic motivation, which comes from a natural desire to teach, the effects of external conditions, a long-term commitment, and factors that make teachers less motivated. Furthermore, Dörnyei and Ushioda (2011) have crafted another definition of motivation for teachers that captures a bit broader notions of persistence and dedication in the teaching profession. Thus, teacher motivation stems from intrinsic personal values for choosing and continuing to teach and the level of effort teachers dedicate, which is influenced by various situational factors.

According to Carson & Chase (2009), the effectiveness of a classroom is highly dependent on the motivation of the teachers, and student learning outcomes heavily rely on instructional quality. Research has investigated the link between teaching effectiveness and various factors, including teaching styles, methods, practices, and behaviors (Butler & Shibaz, 2014; Han et al., 2015). Drawing on research that has established a link between students' learning goals and the strategies they employ (Nolen, 1988), studies have used the goal achievement theory to investigate the connection between teachers' teaching goals and their behaviors in the classroom. Retelsdorf et al. (2010) suggested that the orientation of the teachers toward teaching goals could predict the learning objectives they highlight in the classroom that are connected directly to the goals of their students too. However, studies conducted in Germany presented varying results regarding the dependency of teaching practices on the teacher's goals compared to those conducted in Israel. So,

Retelsdorf and Günther (2011) said that "the degree to which teachers encourage students' learning may serve as a measure of instructional quality." They did this by creating a model that shows the path from teachers' goal orientations for teaching to reference norms and then to instructional practices. They categorize these reference norms into individual and social norms, further dividing instructional practices into those that foster deep learning and those that foster superficial learning. In their research, they found that mastery goals had positive effects on deep learning through individual norms and negative effects on shallow learning through social norms. Additionally, social norms linked ability-approach and ability-avoidance goals to an increase in superficial learning. Hein et al. (2012) confirmed that autonomously motivated teachers are inclined towards student-centered teaching styles, whereas those motivated non-autonomously prefer teacher-centered methods. On the other hand, Thoonen et al. (2011) created a model that shows how school organizational context, extended learning and teaching methods, leadership, and the teacher's motivation are all connected. The model was based on the educator performance framework from Leithwood et al. (2002). The model suggests that participation in learning activities to some degree poses a positive impact on the quality of teaching. Their research with a broad group of elementary school teachers in the Netherlands assessed how teacher motivation impacts the enhancement of teaching practices. They discovered that the three motivational aspects—expectancy, value, and affect—each uniquely affect teacher engagement in professional learning, with teacher self-efficacy being the most significant predictor of learning and teaching behaviors.

To conclude, motivation is a sufficient topic in both psychology and education because it is an internal reaction pushing human beings to take actions. Teacher motivation is primarily focused on the profession and engagement. Most of the effective and dynamic classrooms can be designed by the teacher's motivation. Thus, a teacher's motivation has the power of attracting students to these interactive classrooms. In this way, the education system is in sustainable development.

Concept of Academic Performance

Academic performance, also referred to as academic success or educational achievement, reflects the level of success a student, educator, or educational institution has achieved in their learning objectives. It is usually tested by tests or ongoing evaluations, but there isn't agreement on the best way to test it or on which parts of procedural knowledge, like skills, or declarative knowledge, like facts, are most important. According to Oko (2014), academic performance encompasses achievements in sports, conduct, self-confidence, communicative abilities, timeliness, assertiveness, and cultural and artistic endeavors. Both the local education authorities and the educational institution gauge educational success by how well students achieve the established standards. With the

increasing competitiveness in the job market, the significance of students excelling academically has gained prominence among parents, policymakers, and educational departments nationwide.

Teachers play a crucial role in shaping students' academic outcomes. They hold the responsibility to guide classroom activities and facilitating learning. It's essential for teachers to exhibit professionalism and diligence. Being accessible, attentive, and responsive to student issues is key. Teachers must have a comprehensive understanding of their subject matter, embrace technology, and apply contemporary, innovative approaches to both teaching and learning. They also have the responsibility of upholding discipline and effectively planning classroom and school-wide activities. At times, exercising firmness judiciously may be necessary. The primary aim for teachers should always be to improve students' academic achievements and contribute to their overall growth (Maina, 2010). Teachers introduce students to academic concepts in the classroom setting, their primary responsibility being to cover the subject syllabus. As such, maintaining a disciplined and orderly classroom environment is crucial (Kudari, 2016). It's important for both teachers and students to exhibit ethical and moral behavior in the classroom. Encouraging a sense of understanding, friendliness, and collaboration between teachers and students, as well as among the students themselves, is essential. Effective classroom management enhances the organization and efficiency of lesson planning and instructional techniques, as well as the overall teaching-learning process. The presence of discipline and strong communication skills among participants can significantly enhance students' learning experiences and boost their academic outcomes.

Encouraging and motivating students play a vital role in their academic journey, as some topics may be challenging to grasp. When students encounter difficulties, it's essential they receive support. Rather than expressing frustration with students who may not meet expectations, teachers and parents should offer their help and encouragement, inspiring them to improve in the future. It's important for educators to identify students' areas of struggle and assist them accordingly. For subjects or concepts that students find particularly tough, teachers should consider revisiting the material and providing additional classroom and homework exercises to ensure a thorough understanding of the topic (Srinivas & Venkatkrishnan, 2016).

Teacher Education and Professional Development

Professional development broadly encompasses the growth of an individual within their professional capacity. Specifically, teacher development refers to the professional progress a teacher makes through gaining more experience and methodically analyzing their teaching approaches (Glatthorn, 1995). It comprises both formal experiences like

participation in workshops, professional gatherings, and mentorship, as well as informal experiences such as reading academic journals or viewing educational documentaries (Ganser, 2000). So, this idea of professional development includes more than career development, which is about how a teacher moves up in their career (Glatthorn, 1995), and it also includes more than staff development, which is about setting up training programs for groups of teachers to help them grow as a whole, and it's just one way to help teachers grow (Glatthorn, 1995). An examination of professional development necessitates consideration of the experiences' content, the methods of delivery, and the environments in which these processes unfold (Ganser, 2000; Fielding & Schalock, 1985).

This broader understanding of professional development marks a relatively recent shift in the education field. Traditionally, the only professional development opportunities available to teachers were staff development or in-service training sessions— typically in the form of short workshops or courses offering new insights into specific aspects of teaching. Often, this was the sole form of training available, frequently bearing little relevance to the teachers' actual duties. Recently, there has been recognition of teacher professional development as an ongoing journey, incorporating continuous, systematically planned chances for growth within the teaching profession. This significant change in perspective has been described by many as introducing a 'new vision' for teacher education, signifying a 'revolution' in the educational landscape, or even establishing a 'new paradigm' in professional development (Cochran-Smith and Lytle, 2001; Walling & Lewis, 2000).

Conclusion

In conclusion, the research explored the impact of motivated teachers on students' academic progress in English language teaching (ELT) sessions. The study findings confirmed the first research hypothesis that stated, "Motivated teachers positively affect the student's learning outcomes. Hence the second hypothesis of the study is also confirmed by the second hypothesis: "Motivated teachers use engaging material in the classroom environment to enhance language. learning." Furthermore, the study findings show that motivated teachers are driven by a passion for teaching and adhere to engaging and interactive materials to make their courses more interesting and enjoyable to the students and create a supportive classroom atmosphere.

Lastly, the study result highlighted the importance of motivational activities to the student's psychological comfort. The results indicate that motivated teachers tend to use approaches that are tailored for individual student needs and help relieve students from anxiety and raise their confidence level. Such an approach helps in more engagement and interaction across the classrooms and fosters better language learning. These results confirmed the third and last hypothesis of the research: "H3: Motivated teachers result in students with greater language proficiency compared to those taught in environments

lacking motivation. The study results recommend that teachers seek their peers and students' feedback on their teaching practices and performance to evaluate their methods and improve areas of poor performance. They are also required to update themselves with the latest resources and materials to enhance their teaching methods and learning. learning. Teachers must provide students with alternatives to guide their learning. Teachers should help their students through supportive and focused classroom environments in addition to using instructional practices. There are also some recommendations for school principals as well, such as being set in a manner that prioritizes student comfort. The school curriculum should be designed in such a way that does not cause stress and depression to both teachers and students.

Limitations

While the study provides valuable insights into the impact of motivated teachers on students' academic progress in English language teaching (ELT), several limitations should be considered. First, the research sample may not be representative of all educational settings, as it may have been limited to specific schools or regions, potentially affecting the generalization ability of the findings. Additionally, the study primarily focuses on teacher motivation and does not account for other variables, such as students' individual backgrounds, learning styles, or external factors that may also influence academic performance. The research also relies on self-reported data from both teachers and students, which could introduce bias or inaccuracies in the results. Furthermore, the study design was cross-sectional, meaning it only provides a snapshot of the situation at a single point in time, without examining long-term effects or changes in motivation and student outcomes. Future research could expand the sample size, incorporate longitudinal designs, and explore a wider range of factors that may contribute to students' academic success in ELT.

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