

Influence of English Teaching Strategies on Learners' Motivation and Interest

Aiza Escarcha-Rivera¹; Manuel V. Estera²

¹Saint Louise de Marillac College of Sorsogon, Inc.
Burgos Street, Talisay
Sorsogon City, Philippines

²Ed. D., Saint Louise de Marillac College of Sorsogon, Inc.
Burgos Street, Talisay
Sorsogon City, Philippines

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Abstract: This study investigated the influence of English teaching strategies on learners' motivation and interest across the macro-skills of literacy—listening, speaking, reading, writing, and viewing—among Grade 5 learners in the Gubat North District. Specifically, the study aimed to identify the teaching strategies commonly employed by English teachers, determine how these strategies influence learners' motivation and interest, examine the observable manifestations of learner motivation in classroom activities, identify challenges encountered by teachers in implementing such strategies, and propose innovative approaches that may further enhance learner engagement in English instruction.

The study employed a mixed method research design using a researcher-made questionnaire administered to English teachers in selected elementary schools in the Gubat North District. Data were analyzed using descriptive statistical measures, particularly the weighted mean, supported by qualitative interpretation to describe teachers' experiences and classroom observations.

The findings revealed that English teachers commonly utilized learner-centered instructional strategies such as technology-enhanced learning, Read and Lead strategies, explicit instruction, cooperative learning, and differentiated instruction. These strategies showed a positive and significant influence on learners' motivation and interest across the macro-skills of literacy. Among these strategies, technology-enhanced and interactive approaches obtained the highest ratings, indicating their strong role in promoting learner engagement and active participation in English learning activities.

The study also revealed that learners' motivation and interest were manifested through observable behaviors such as active participation in classroom discussions, collaboration in group activities, curiosity and inquiry during lessons, creative outputs, and independent completion of tasks. These manifestations suggest that the consistent use of engaging and learner-centered teaching strategies contributes to the development of a more supportive and stimulating English learning environment.

However, teachers reported several challenges in implementing these strategies, including limited instructional resources, learner diversity, time constraints, and insufficient professional development opportunities. To address these concerns, the study proposed Digital Story Mapping as an innovative instructional strategy that integrates technology, storytelling, and collaborative learning to further enhance learners' motivation and interest in English.

The findings highlight the importance of employing varied, interactive, and learner-centered teaching strategies to sustain learners' motivation and interest in English learning. The results may serve as a basis for improving instructional planning, strengthening teacher training programs, and developing school-based interventions aimed at enhancing the quality of English instruction in elementary education.

Keywords: *English Teaching Strategies, Learners' Motivation and Interest, Technology-Enhanced Learning, Digital Story Mapping.*

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I. INTRODUCTION

Language plays a fundamental role in human development, functioning not only as a tool for communication but also as a medium through which learning, identity formation, and social interaction occur. In the Philippine educational context, English is accorded significant importance as both a core subject and a medium of instruction across grade levels. It enables Filipino learners to access academic content, engage with global information, and prepare for future educational and professional opportunities. Because of its wide application in education, commerce, science, diplomacy, and technology, English continues to be positioned as an essential 21st-century skill that allows learners to participate in both national and international communities.

The global status of English as a lingua franca reinforces its relevance. Research shows that English is increasingly used by people whose first language is not English, making it a practical and widely accepted mode of communication across varied linguistic and cultural backgrounds. As Jenkins (2022) explained that, English has evolved into a flexible communication tool where users prioritize clarity and meaning over strict grammatical norms. This shift underscores the importance of teaching English in ways that emphasize purposeful communication, authentic use, and meaningful engagement rather than solely focusing on traditional rule-based instruction. For learners in basic education, especially in English 5, such perspectives highlight the need for teaching strategies that promote interaction, comprehension, and real-life application.

In the Philippines, the Department of Education (DepEd) has long recognized the importance of literacy and language skills as foundational to learners' academic success. Programs such as Every Child a Reader Program (ECARP) ensure that literacy development begins early, enabling learners to develop the necessary skills that support higher-level English learning in intermediate grades. Similarly, the K to 12 English Curriculum emphasizes a learner-centered, spiral progression approach that champions communicative competence, meaningful task engagement, and contextualization of content. These curricular directions affirm that effective English instruction must integrate strategies that consider diverse learner needs, encourage active participation, and sustain learners' interest in the subject.

Despite these reforms, many Filipino learners continue to face challenges in English proficiency. National assessments, classroom-based evaluations, and school-level reports indicate persistent difficulties in reading comprehension, vocabulary development, writing fluency, and oral communication. Among these concerns, a critical underlying factor often identified is learners' declining interest in English. When students lose interest in a subject, they are less likely to participate, exert minimal effort, and

experience reduced motivation—affecting not only their performance but also their long-term language development. Interest, therefore, emerges as an essential affective component that shapes how learners engage with English tasks.

Learners' interest is influenced by various factors, among which teaching strategies play a central role. Teaching strategies refer to the methods, approaches, and techniques that teachers employ to facilitate learning. In English 5, these may include cooperative learning, task-based instruction, differentiated activities, storytelling, multimedia integration, games, contextualized materials, and formative assessments. When teachers use strategies that are interactive, meaningful, and responsive to learner needs, students are more likely to develop positive attitudes toward English and actively participate in classroom activities. Conversely, monotonous, overly traditional, and unengaging methods may lead to disinterest, disengagement, and negative perceptions of the subject.

Research consistently emphasizes the significance of effective teaching strategies in promoting student interest. Communicative Language Teaching (CLT), for example, highlights the use of real-life communication to promote meaningful interaction. Task-based learning encourages collaboration and problem-solving, allowing learners to use English in functional contexts. Differentiated instruction helps address diverse proficiency levels by tailoring activities that match learners' readiness. Meanwhile, the integration of information and communication technologies (ICT)—such as videos, digital stories, and interactive applications—has been shown to increase motivation and participation. These strategies not only enhance comprehension but also stimulate curiosity and improve learners' emotional engagement with the subject.

In recent years, the integration of technology in basic education has gained momentum, especially with DepEd's Digi Ed 2028 vision and post-pandemic shifts toward blended learning environments. Digital tools, when used meaningfully, expose learners to varied multimodal texts, interactive practice, and authentic language use. However, access to such technologies remains uneven, especially in rural areas such as the Gubat North District. Thus, examining how English teachers in the district utilize available teaching strategies—whether traditional, interactive, or technology-based—becomes essential in understanding how these approaches influence learners' interest.

Gubat North District, like many rural school districts in the Philippines, faces contextual realities such as large class sizes, limited instructional materials, and varying levels of teacher readiness in implementing modern pedagogy. Teachers in the district employ different strategies, including interactive activities, small-group work, multimedia materials, contextualized stories, and differentiated tasks. While these strategies are designed to improve English

instruction, their actual effectiveness in sustaining or increasing learners' interest has not been thoroughly examined. Understanding this relationship is crucial because interest serves as both a predictor and an outcome of learning engagement.

Several local and international studies highlight that learners' interest strongly correlates with their academic performance, particularly in language-related tasks. Studies in the Philippines reveal that multimedia-supported lessons, interactive reading sessions, gamified vocabulary activities, and contextualized materials significantly raise learners' engagement and comprehension. Rural schools implementing storytelling, comics-based reading, differentiated instruction, and small-group remediation also report increases in learners' willingness to participate and improved reading behaviors. These findings suggest that teaching strategies, when aligned with learners' needs and contexts, play a pivotal role in cultivating and sustaining interest in English.

However, despite the presence of literature on effective practices, very few studies have focused on rural contexts like Gubat North District. It remains unclear which specific strategies teachers are using, how consistently these are implemented, and which approaches most effectively stimulate learner interest across reading, writing, speaking, and listening. Addressing these gaps is necessary to strengthen instructional planning, teacher development, and school-based interventions that aim to improve English learning outcomes.

The present study seeks to assess the teaching strategies used by English teachers in Gubat North District and determine their impact on learners' interest in English 5. It explores how various strategies influence learners' interest in four key domains of language learning—reading, writing, speaking, and listening. Through this investigation, the study aims to contribute to a deeper understanding of how teaching strategies shape learners' engagement and how schools can better support instructional improvements.

Moreover, the findings of this study can aid in strengthening DepEd programs such as Learning Action Cell (LAC) sessions, teacher mentoring initiatives, and contextualized lesson development projects. Insights derived from the study can guide schools and district leaders in designing teacher training, improving instructional materials, and enhancing literacy interventions. For teachers, the study may provide evidence-based insights that can help refine classroom practices, increase learner motivation, and improve English proficiency.

Ultimately, examining the relationship between effective teaching strategies and learners' interest is vital for improving English instruction in Gubat North District. As education moves toward more inclusive, interactive, and evidence-based approaches, teachers must be equipped with strategies that engage learners intellectually and emotionally. By identifying which strategies best stimulate interest, this study supports the broader goal of enhancing English proficiency among Grade 5 learners and ensuring they

become confident, motivated, and capable users of the English language., the Department of Education (DepEd) has implemented programs and policies that support English instruction and promote learner interest, such as the Every Child A Reader program, the K to 12 Curriculum, ELLNA, and various digital and reading initiatives. These programs aim to strengthen foundational literacy, support diverse learners, and encourage interactive and contextualized instruction (Department of Education, 2015).

Despite these efforts, many pupils continue to struggle with maintaining interest in English (Hidi & Renninger, 2006; Keller, 2010). In the Gubat North District, English teachers employ various teaching strategies, including task-based activities, multimedia tools, and differentiated tasks. However, the effectiveness of these strategies in enhancing learners' interest remains unclear. Since interest greatly influences participation, motivation, and overall engagement, it is essential to determine which strategies contribute most effectively to sustaining learners' interest in English.

This study assessed the influence of English teaching strategies used by English teachers in Gubat North District on Grade 5 learners' motivation and interest in listening, speaking, reading, writing and viewing. The findings provided insights for teachers, school leaders, parents, DepEd, and future researchers on how instructional practices can better nurture learners' engagement and appreciation of English.

➤ *Problem Statement*

This study assessed the English teaching strategies and their influence on learners' motivation and interest in Gubat North District. Despite teachers' efforts, many students still showed varying levels of interest in English, which affects their participation and motivation.

Specifically, it answered the following questions:

- What teaching strategies are commonly employed by English teachers?
- ✓ How do these strategies influence learners' motivation and interest in
 - ✓ listening,
 - ✓ speaking,
 - ✓ reading,
 - ✓ writing, and
 - ✓ viewing?
- How do teachers' strategies influence learners' motivation and interest?
- What are the challenges encountered by teachers in implementing strategies that foster learners' motivation and interest?
- What innovative strategy can be proposed to enhance learner's motivation and interest in English?

II. METHODOLOGY

➤ *Research Design*

The study employed a mixed methods research design, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the influence of English teaching strategies on learners' motivation and interest. The quantitative component was used to measure and describe the extent to which teaching strategies influence learners' motivation and interest across the macro-skills of literacy, while the qualitative component helped explain and interpret the observed manifestations of learners' engagement and the challenges encountered by teachers in implementing these strategies.

This research design was considered appropriate for the present study because it allowed the researcher to obtain both measurable data and contextual insights regarding classroom practices. By combining numerical analysis with descriptive interpretation, the mixed methods approach provided a more holistic view of how English teaching strategies affect learners' motivation and interest. It also enabled the researcher to capture not only the extent of the influence of teaching strategies but also the practical realities and experiences of teachers in implementing them in the classroom.

➤ *The Respondents*

The respondents of the study were 28 teachers handling English subject in the Gubat North District. The English teachers served as key respondents to provide essential information regarding the influence of English teaching strategies on learner's motivation and interest.

➤ *Research Instruments*

To obtain comprehensive data, a survey questionnaire was employed as the primary research instrument for collecting quantitative information. The questionnaire, administered to English teachers in the Gubat North District, was designed to identify the teaching strategies commonly used in their classrooms. It also included open-ended items that allowed respondents to elaborate on their experiences and insights. The instrument consisted of structured Likert-scale items to measure both the frequency of use and the perceived effectiveness of each strategy in enhancing learners' motivation and interest. Prior to administration, the instrument underwent content validation by education experts to ensure clarity, relevance, and appropriateness.

➤ *Data Collection Procedures*

Prior to the start of data collection, the researcher secured all necessary permissions and clearances to ensure that the study complied with institutional and ethical requirements. A formal letter requesting approval to conduct the research was submitted to the Dean of the Graduate School of St. Louise De Marillac College of Sorsogon. Upon endorsement, a separate written request was forwarded to the Schools Division Superintendent of the Schools Division of Sorsogon. After obtaining division-level approval, coordination was further made with the Public Schools District Supervisor and the respective school heads of the selected elementary schools within Gubat North District to formally inform them of the study's objectives, scope, and procedures.

The researcher developed a structured survey questionnaire designed to assess the influence of English teaching strategies on learners' motivation and interest. The instrument underwent careful preparation to ensure alignment with the research objectives and identified variables. It was initially submitted to the research adviser for review, refinement, and recommendations. After incorporating the suggested revisions, the questionnaire was forwarded to selected professionals and field experts for content validation. This validation process ensured that the items were clear, relevant, and representative of the constructs being measured, thereby enhancing the reliability and validity of the instrument.

Upon receiving all necessary approvals and validation of the instrument, the researcher coordinated with the English teachers in the identified schools to schedule the administration of the survey. The purpose of the study was explained clearly to the respondents, and they were assured that their participation was voluntary. The survey questionnaires were then distributed to the English teachers and collected after completion within the agreed timeframe.

After retrieval, the accomplished questionnaire was carefully checked for completeness, organized systematically, and encoded for analysis. The data were then subjected to appropriate statistical treatment to determine the influence of English teaching strategies on learners' motivation and interest, as well as to identify the challenges encountered by teachers. Throughout the entire process, the researcher strictly observed ethical standards, ensuring confidentiality, anonymity, and proper handling of all collected information.

As soon as the questionnaire was approved and validated, the researcher proceeded with administering the instrument to the target respondents. It is noteworthy that the researcher first conducted a short orientation for the participants to ensure that they understand the objectives of the study. They also ensured that consent was obtained from the participants and that they voluntarily participated in the study. The participants were also ensured that their identity and the gathered data were kept confidential. When the participants are done answering the instruments, the researcher then retrieved the completed questionnaires.

➤ *Data Analysis Method and Statistical Analysis*

The data gathered from the survey questionnaire were analyzed using appropriate descriptive statistical tools to ensure accurate interpretation of the findings. The weighted mean was utilized to determine the average responses of teachers regarding the frequency of use and perceived influence of various teaching strategies in English instruction. This statistical measure allowed the researcher to identify which strategies were most commonly implemented and which were perceived to have stronger influence on learners' motivation and interest across the macro-skills of listening, speaking, reading, writing, and viewing.

To determine the teaching strategies commonly employed by English teachers, the responses gathered from the survey questionnaire were quantified and interpreted. The quantification of variables served as the basis for interpreting the extent to which each teaching strategy was employed by English teachers. The descriptive interpretations ranged from Always, Often, Sometimes, Rarely, to Never, indicating the level of frequency in the implementation of the identified strategies. Table 1 presents the scale, numerical range, and corresponding descriptive interpretation used in analyzing the data for the teaching strategies commonly employed by English teachers.

Table 1. Quantification of Variables to Identify the Teaching Strategies

Weighted Mean	Description
4.60 – 5.00	Always
3.60 – 4.59	Often
2.60 – 3.59	Sometimes
1.60 – 2.59	Rarely
1.00 – 1.59	Never

In addition, the researcher applied quantification of variables to examine how these strategies influence learners’ motivation and interest across the five macro-skills of listening, speaking, reading, writing, and viewing. Each response was assigned a corresponding numerical value based on the established scale, allowing the researcher to compute summary measures that reflect the overall trends and patterns in teachers’ practices. Through this process, the frequency of strategy use and the degree of perceived influence on learner motivation and interest were clearly identified and compared across domains. This quantitative approach enabled the researcher to determine which strategies were most frequently implemented and which were perceived to have stronger influence on learners’ engagement.

Table 2. Quantification of Variables to Examine how the Strategies Influence Learners’ Motivation and Interest

Weighted Mean	Description
4.60 – 5.00	Strongly Agree
3.60 – 4.59	Agree
2.60 – 3.59	Moderately Agree
1.60 – 2.59	Disagree
1.00 – 1.59	Almost Disagree

Furthermore, quantification of variables was also utilized to systematically describe and interpret the

challenges encountered by teachers in implementing motivating strategies. By assigning numerical ratings to identified constraints, such as limited instructional and multimedia resources, time limitations in lesson preparation, large class sizes, and learner diversity in ability and readiness, the researcher was able to measure the extent and seriousness of each challenge. Descriptive interpretations were then applied to classify the level of concern, providing a clearer understanding of how these factors affect instructional delivery. Through numerical scaling and careful analysis, the data were organized into meaningful categories that objectively reflect the realities faced by teachers in the classroom.

Table 3. Quantification of Variables to Describe and Interpret the Challenges Encountered by Teachers

Weighted Mean	Description
4.60 – 5.00	Very Serious
3.60 – 4.59	Serious
2.60 – 3.59	Moderately Serious
1.60 – 2.59	Less Serious
1.00 – 1.59	Least Serious

These statistical procedures ensured a structured and evidence-based analysis of the collected data. The use of quantification allowed for accurate summarization, comparison, and interpretation of results, thereby strengthening the reliability of the findings and supporting well-founded conclusions aligned with the objectives of the study.

III. RESULTS AND DISCUSSION

➤ Teaching Strategies Commonly Employed by English Teachers

Table 4. Teaching Strategies Commonly Employed by English Teachers

Teaching Strategy	Mean	Description
Technology-Enhanced Learning	4.80	Always
Read and Lead Strategy (Read Aloud and Guided Reading)	4.70	Always
Explicit Teaching	4.70	Always
Cooperative Teaching (Think Pair-Share, Peer Tutoring)	4.60	Always
Differentiated Instruction	4.60	Always

➤ *Teaching Strategies Commonly Employed by English Teachers*

The findings revealed that English teachers in the Gubat North District consistently employ a range of teaching strategies, namely technology-enhanced learning, Read and Lead strategies, explicit teaching, cooperative teaching, and differentiated instruction, all of which were rated “Always” by the respondents.

This result indicates that teachers utilize a balanced combination of traditional and contemporary instructional approaches to support learners’ language development and sustain engagement in English classes.

The high utilization of technology-enhanced learning, which obtained the highest mean score, aligns with numerous studies emphasizing the role of digital tools in improving instructional effectiveness and learner engagement. Research by Aram et al. (2022) found that the integration of multimedia and video-supported instruction significantly increased learners’ academic enthusiasm and motivation in English classes. Similarly, Brown (2020) and Du Plessis and Subramanien (2021) reported that technology-enhanced instruction promotes interactive learning, caters to diverse learning styles, and enhances students’ motivation, particularly in language classrooms. These studies support the present finding that teachers’ frequent use of digital tools reflects responsiveness to modern educational demands and learners’ familiarity with technology.

The consistent use of the Read and Lead strategy, which emphasizes read-aloud and guided reading activities, is also supported by related literature. Käsper, Uibu, and Mikk (2018; 2020) found that teaching strategies designed to foster reading interest—such as shared reading and oral text interaction—have strong positive effects on learners’ reading motivation and comprehension. Similarly, Razimona (2024) reported that learners’ engagement and interest increase when reading activities are interactive and socially mediated. These findings affirm that teachers’ frequent use of Read and Lead strategies contributes to improved literacy engagement and supports learners’ confidence in reading.

The results further indicated that explicit teaching remains a commonly employed strategy among English teachers. This finding is consistent with the work of Olds (2021), who emphasized that clear explanations, modeling, and guided practice are essential in helping learners understand language structures and expectations, especially in elementary English instruction. Explicit instruction has been shown to reduce learner confusion and increase task confidence, which contributes to sustained participation. Although some studies caution against overreliance on rigid instruction, research suggests that when explicit teaching is combined with interactive strategies, it effectively supports learners’ competence and motivation (Oga-Baldwin et al., 2017).

The frequent application of cooperative teaching strategies, such as think-pair-share and peer tutoring, is also strongly supported by existing research. Cooperative learning

has been consistently associated with increased learner engagement, motivation, and communication skills. Whitman (2022) found that cooperative learning strategies improve on-task behavior and foster positive attitudes toward English among elementary learners. Similarly, Pourgharib (2024) emphasized that interactive and socially supportive classroom practices enhance intrinsic motivation and participation. These findings support the present study’s result that teachers’ regular use of cooperative teaching reflects their effort to promote collaboration and active learner involvement.

The consistent use of differentiated instruction demonstrates teachers’ responsiveness to learner diversity. Eichhorn (2019) reported that differentiated and flexible instructional approaches increase learner participation and interest, particularly in mixed-ability classrooms. Bui (2025) further emphasized that in rural school contexts, differentiated tasks are essential in addressing varied proficiency levels and sustaining learner engagement. These studies support the present finding that teachers in the Gubat North District regularly adapt instruction to accommodate learners’ individual needs, thereby promoting inclusivity and motivation.

The findings indicated that English teachers in the Gubat North District employ a comprehensive and learner-centered set of teaching strategies, combining technology integration, structured instruction, collaborative learning, and differentiated approaches. These results are strongly supported by local and international studies, which consistently highlight that varied, interactive, and responsive teaching strategies play a crucial role in enhancing learner engagement, motivation, and interest in English. The alignment of the present findings with existing literature strengthens the validity of the study and underscores the importance of sustained and balanced strategy implementation in elementary English instruction.

➤ *How the Teaching Strategies Influence Learners’ Motivation and Interest on Macro-Skills of Literacy*

Table 5 How the Commonly Used Teaching Strategies Influence Learners’ Motivation and Interest on Listening

Indicator	Mean	Description
Technology -enhanced learning motivates pupils’ listening	4.72	Strongly Agree
Read and lead strategy motivates pupils’ listening	4.60	Strongly Agree
Explicit strategy motivates pupils’ listening	4.56	Agree
Cooperative teaching encourages pupils’ listening	4.49	Agree

Indicator	Mean	Description
Differentiated instruction motivates pupils' listening	4.45	Agree

➤ *On Speaking*

The findings revealed that all teaching strategies employed had a very strong positive influence on learners' motivation and interest in speaking, with all indicators rated Strongly Agree. Technology-enhanced learning obtained the highest mean, demonstrating that the use of digital tools encourages learners to participate actively and express themselves more confidently in speaking activities. This finding is supported by Aram et al. (2022), who reported that multimedia-supported instruction significantly enhances learners' behavioral engagement and willingness to communicate in English. Similarly, Brown (2020) emphasized that digital platforms provide a less intimidating environment for oral expression, particularly for learners who are hesitant to speak in traditional classroom settings.

The Read and Lead strategy also showed a strong influence on learners' speaking motivation by providing opportunities for oral reading and leading discussions. Käsper, Uibu, and Mikk (2018) found that oral sharing of texts promotes confidence and reduces anxiety in speaking, as learners become familiar with expressing ideas in front of peers. Razimona (2024) further explained that speaking interest increases when learners engage in socially mediated activities that allow them to rehearse and articulate ideas meaningfully.

Explicit teaching contributed positively to speaking motivation through modeled sentences and guided dialogues. Olds (2021) emphasized that explicit modeling and structured speaking practice help learners understand correct language use and build confidence in oral communication. This structured support allows learners to practice speaking without fear of making errors, thereby sustaining their interest. Oga-Baldwin et al. (2017) also highlighted that when learners experience competence through guided instruction, their intrinsic motivation to communicate increases.

Meanwhile, cooperative teaching fostered speaking motivation by encouraging oral interaction through group dialogues and peer role-plays. Whitman (2022) reported that cooperative learning strategies create a supportive environment where learners are more willing to speak and share ideas. Pourgharib (2024) further noted that peer interaction and positive classroom rapport significantly enhance learners' willingness to participate in speaking activities.

Lastly, differentiated instruction supported learners' speaking motivation by matching oral tasks to learners' abilities. Eichhorn (2019) found that providing varied and leveled speaking tasks increases participation and reduces anxiety, especially among learners with lower proficiency levels. Bui (2025) similarly emphasized that differentiated

oral activities are effective in rural classroom contexts, where learners exhibit diverse linguistic abilities.

The findings suggest that learners' motivation and interest in speaking are enhanced when instructional strategies are interactive, supportive, and confidence-building. The combined use of technology-enhanced tools, peer-supported activities, explicit modeling, cooperative interaction, and differentiated tasks creates an environment that encourages learners to communicate actively and confidently in English.

Table 6. How the Commonly Used Strategies Influence Learners' Motivation and Interest on Speaking

Indicators	Mean	Description
Technology-enhanced strategy motivates pupils' speaking by engaging them with digital tools	4.74	Strongly Agree
Read and lead strategy promotes speaking by having pupils read aloud and lead discussions to encourage oral expression	4.73	Strongly Agree
Explicit strategy promotes speaking by having pupils practice modeled sentences and guided dialogues to strengthen oral expression	4.65	Strongly Agree
Cooperative teaching promotes speaking through group dialogues and peer role plays requiring oral presentation	4.62	Strongly Agree
Differentiated teaching strategy promotes speaking through leveled oral tasks matched to pupils' abilities	4.60	Strongly Agree

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Table 7. How the Commonly Used Strategies Influence Learners' Motivation and Interest on Reading

Indicators	Mean	Description
Technology-enhanced strategy builds pupils' reading interest through interactive texts	4.72	Strongly Agree
Read and Lead strategy builds pupils' reading interest through oral sharing of texts	4.57	Agree

Indicators	Mean	Description
Explicit strategy motivates pupils' reading interest through clear, guided steps in understanding texts	4.54	Agree
Cooperative teaching strategy enhances pupils' reading interest through peer collaboration in exploring texts	4.34	Agree
Differentiated teaching strategy strengthens pupils' interest through varied texts matched to their learning needs	4.21	Agree

➤ *On Reading*

The findings revealed that the teaching strategies commonly employed by English teachers significantly influenced learners' motivation and interest in reading, as reflected by mean scores interpreted as Agree to Strongly Agree. This indicates that the instructional approaches used in the classroom effectively supported learners' engagement with reading tasks and contributed to the development of positive reading behaviors. Rather than functioning independently, the strategies appeared to work synergistically to create a reading environment that was interactive, supportive, and responsive to learners' needs.

Among the strategies, technology-enhanced learning obtained the highest mean, suggesting that interactive digital texts and multimedia reading materials play a crucial role in capturing learners' attention and sustaining their interest in reading. This finding may be explained by the multimodal nature of digital reading environments, which combine text, visuals, audio, and interactive elements. Mayer's Cognitive Theory of Multimedia Learning (2020) explains that learners comprehend texts more effectively when information is presented through multiple channels, as this reduces cognitive overload and increases engagement. Similarly, Dalton and Proctor (2018) found that digital reading platforms enhance motivation and comprehension by allowing learners to interact actively with texts rather than merely decoding printed material. These studies help explain why learners in the present study demonstrated stronger motivation when reading activities were supported by technology.

The strong influence of the Read and Lead strategy on reading motivation highlights the importance of social interaction and oral sharing in reading instruction. When learners read aloud, listen to peers, and discuss texts collaboratively, reading becomes a shared and meaningful activity rather than an isolated task. Guthrie and Wigfield (2017) emphasized that social reading practices increase learners' intrinsic motivation by fostering curiosity, relevance, and involvement. Similarly, Almasi and McKeown (2020) reported that dialogic and peer-supported reading activities promote deeper engagement and sustained interest,

particularly among elementary learners. These findings suggest that the Read and Lead strategy effectively transforms reading into an interactive process that encourages learners to actively construct meaning from texts.

Explicit teaching also positively influenced learners' motivation in reading by providing clear and guided steps in understanding texts. This result may be attributed to the reduction of uncertainty and frustration during reading tasks. Duke and Pearson (2019) explained that explicit instruction in comprehension strategies—such as predicting, questioning, and summarizing—helps learners approach texts with purpose and confidence. When learners know *how* to read and *what* to focus on, they are more likely to persist and remain engaged. This explains why structured guidance in the present study supported reading motivation, especially for learners who may struggle with independent comprehension.

The positive contribution of cooperative teaching further emphasizes the social nature of reading motivation. Reading activities that involve peer collaboration encourage learners to exchange ideas, clarify understanding, and negotiate meaning. Vygotsky's social constructivist perspective suggests that learning is enhanced through interaction with others, particularly within the zone of proximal development. Supporting this view, Gillies (2016) found that cooperative learning in literacy instruction improves learners' engagement and comprehension by promoting discussion and shared problem-solving. In the present study, collaborative reading tasks likely motivated learners by allowing them to rely on peer support and experience success collectively.

Although differentiated instruction obtained the lowest mean among the strategies, it still demonstrated a positive influence on reading motivation. This suggests that providing varied texts matched to learners' reading levels helps sustain interest, particularly among struggling readers. Tomlinson (2017) emphasized that differentiated reading materials prevent disengagement by ensuring that tasks are neither too easy nor too difficult. Likewise, Reis, McCoach, Little, Muller, and Kaniskan (2019) found that leveled reading tasks increase persistence and motivation by allowing learners to experience achievable challenges. These findings explain why differentiated instruction, while less visible than technology-enhanced strategies, remains essential in supporting inclusive and motivating reading instruction.

The findings suggest that learners' motivation and interest in reading are strengthened when instructional strategies emphasize interaction, guidance, relevance, and accessibility. Technology-enhanced learning and peer-supported approaches appear to have the strongest impact because they transform reading into an engaging and meaningful experience. The results imply that reading motivation is not solely dependent on the text itself but is largely shaped by how reading activities are structured, supported, and contextualized within the classroom.

Table 8. How the Commonly Used Strategies Influence Learners' Motivation and Interest on Writing

Indicator	Mean	Description
Technology-enhanced strategy develops pupils' writing	4.45	Agree
Read and lead strategy engages pupils in writing short	4.32	Agree
Explicit strategy engages pupils in writing short sentences	4.21	Agree
Cooperative teaching strategy engages pupils in writing	4.06	Agree
Differentiated teaching strategy engages pupils in	4.00	Agree

➤ *On Writing*

The findings indicate that the teaching strategies employed by English teachers positively influenced learners' motivation and interest in writing, with all strategies rated *Agree*. Although writing generally obtained slightly lower mean scores compared with other macro-skills, the results nonetheless suggest that the instructional approaches used in the classroom effectively supported learners' engagement with writing tasks. This pattern may be explained by the cognitively demanding nature of writing, which requires learners to generate ideas, organize thoughts, apply language conventions, and express meaning simultaneously.

Technology-enhanced learning emerged as the most influential strategy in motivating learners to write. This finding suggests that digital tools help reduce learners' apprehension toward writing by making tasks more interactive and less restrictive. Graham, Harris, and Santangelo (2015) explained that technology-supported writing environments encourage motivation by allowing learners to revise easily, experiment with ideas, and receive immediate feedback. Similarly, Purcell, Buchanan, and Friedrich (2013) found that digital writing platforms promote learner engagement by giving students a sense of authorship and control over their written outputs. These studies help explain why learners in the present study showed higher motivation when writing activities were supported by technology.

The positive influence of the Read and Lead strategy on writing motivation highlights the close relationship between reading and writing. When learners write short reflections, responses, or sentences based on shared texts, writing becomes meaningful rather than mechanical. According to Graham and Perin (2007), writing motivation increases when learners write in response to texts they understand and find interesting. Likewise, Boscolo and Gelati (2019) emphasized that writing tasks grounded in reading experiences help learners generate ideas more easily and reduce cognitive load. This explains why learners in the present study were more willing to engage in writing when it was connected to shared reading activities.

Explicit teaching also contributed positively to learners’ motivation in writing by providing guided steps in composing sentences and paragraphs. Writing is often challenging for elementary learners because expectations may be unclear. Santangelo and Graham (2016) noted that explicit instruction in writing processes—such as planning, drafting, and revising—helps learners develop confidence and persistence. When learners understand how to structure their writing, they are more likely to engage willingly and view writing as an achievable task. This finding supports the present result that structured guidance enhanced learners’ motivation to participate in writing activities.

The contribution of cooperative teaching further underscores the social dimension of writing motivation. Collaborative writing tasks allow learners to share ideas, negotiate meaning, and support one another during the writing process. Storch (2013) found that collaborative writing improves both the quality of written output and learners’ engagement by reducing anxiety and promoting peer learning. Similarly, Graham (2018) emphasized that peer collaboration encourages idea generation and sustained effort, especially among learners who struggle with independent writing. These findings explain why cooperative writing activities in the present study helped motivate learners to participate more actively in writing tasks.

Although differentiated instruction obtained the lowest mean among the strategies, it still showed a positive influence on writing motivation. This suggests that providing writing tasks suited to learners’ proficiency levels helps prevent frustration and disengagement. Tomlinson and Moon (2014) argued that differentiated writing instruction allows learners to experience success by matching task complexity with their readiness levels. Reis et al. (2019) further noted that achievable writing tasks increase learners’ persistence and willingness to write. In the present study, differentiated instruction likely supported learners who might otherwise be discouraged by writing tasks that exceed their current abilities.

The findings suggest that learners’ motivation and interest in writing are strengthened when instruction combines structure, collaboration, relevance, and creative support. Technology-enhanced strategies and reading-linked writing activities appear particularly effective because they lower anxiety and make writing more meaningful. The results imply that writing motivation is not solely dependent on learners’ language ability but is significantly shaped by how writing tasks are scaffolded, contextualized, and supported within the classroom.

Table 9. How the Commonly Used Strategies Influence Learners’ Motivation and Interest on Viewing

Indicator	Mean	Description
Technology-enhanced teaching strategy engages pupils in	4.42	Agree

Indicator	Mean	Description
viewing pictures, videos, or digital stories		
Read and lead strategy engages pupils in viewing story pictures while classmates read aloud	4.30	Agree
Explicit strategy builds pupils’ interest in viewing by guiding them to observe and understand visuals	4.27	Agree
Cooperative learning strategy builds pupils’ interest in viewing by sharing and discussing visuals with classmates	4.19	Agree
Differentiated teaching strategy builds pupils’ interest in viewing pictures or visuals suited to their level	4.03	Agree

➤ *On Viewing*

The findings show that the teaching strategies employed by English teachers positively influenced learners’ motivation and interest in viewing, with all strategies rated Agree. Although viewing obtained slightly lower mean scores compared with listening and speaking, the results still indicate that instructional approaches used in the classroom effectively supported learners’ engagement with visual texts. This pattern may be explained by the fact that viewing, as a macro-skill, requires learners not only to observe visuals but also to interpret, analyze, and connect them to meaning, which demands guided instructional support.

Technology-enhanced teaching strategies obtained the highest mean in viewing, suggesting that the use of pictures, videos, and digital stories plays a crucial role in capturing learners’ attention and sustaining interest. This finding can be explained by the inherently visual and multimodal nature of viewing tasks. According to Mayer (2020), multimedia presentations enhance learners’ comprehension and engagement by combining visual and verbal information in meaningful ways. Similarly, Serafini (2014) emphasized that visual and multimodal texts promote deeper engagement when learners are encouraged to actively interpret images rather than passively view them. In the present study, the frequent use of multimedia materials likely transformed viewing activities into engaging learning experiences, thereby increasing learners’ motivation. (Mayer, 2020).

The Read and Lead strategy also contributed positively to learners’ viewing motivation by allowing pupils to observe story pictures while classmates read aloud. This integration of visual and oral input supports meaning-making and sustains attention. Kress (2010) explained that learners construct meaning more effectively when visual and

linguistic modes are combined, particularly in literacy instruction. Supporting this view, Alvermann (2017) found that multimodal literacy practices enhance learners' interest and comprehension by encouraging them to make connections between images and text. These studies help explain why learners in the present study demonstrated increased engagement during viewing activities linked with shared reading.

Explicit teaching supported learners' motivation in viewing by guiding them to observe, analyze, and interpret visuals systematically. Without guidance, learners may overlook important visual details or fail to understand their significance. Callow (2013) emphasized that explicit instruction in visual literacy—such as teaching learners how to analyze images, symbols, and layout—strengthens comprehension and sustained engagement. This suggests that structured viewing activities in the present study helped learners develop confidence and purpose when interacting with visual texts. (Callow, 2013).

Cooperative learning strategies further enhanced learners' interest in viewing by encouraging discussion and shared interpretation of visuals. When learners exchange ideas about what they see, viewing becomes an interactive and social process. Gillies (2016) noted that collaborative discussions promote higher-order thinking and engagement by allowing learners to negotiate meaning and build understanding collectively. In the present study, cooperative viewing activities likely motivated learners by giving them opportunities to express interpretations and learn from peers.

Although differentiated instruction obtained the lowest mean, it still showed a positive influence on viewing motivation. This indicates that providing visuals suited to learners' levels helps maintain engagement, particularly for learners who may struggle with complex images. Tomlinson (2017) emphasized that differentiated materials prevent disengagement by ensuring accessibility and relevance. In viewing activities, leveled visuals likely supported learners' confidence and sustained participation.

Overall, the findings suggest that learners' motivation and interest in viewing are strengthened when instructional strategies emphasize multimodality, guided interpretation, interaction, and inclusivity. Viewing becomes most effective when learners are not merely exposed to visuals but are actively guided, supported, and encouraged to interpret and discuss what they see.

➤ *How Learners Demonstrate Their Motivation and Interest in the Macro-Skills of Literacy as a Result of the Strategies Employed*

The findings indicate that learners' motivation and interest in the macro-skills of literacy are not only perceptual but are clearly manifested through observable behaviors and active classroom engagement. These demonstrations of motivation are direct outcomes of the teaching strategies employed by English teachers, particularly those that are interactive, learner-centered, and supportive of diverse learning needs.

Across the five macro-skills—listening, speaking, reading, writing, and viewing—learners consistently exhibited engagement through participation, collaboration, inquiry, creative expression, and independent initiative. These behaviors confirm that motivation in language learning is most evident when learners are provided with opportunities to interact meaningfully with content, peers, and instructional materials.

• *Demonstration of Motivation and Interest in Listening*

The findings reveal that learners' motivation and interest in listening were demonstrated through clear and observable classroom behaviors that indicated active engagement with oral language. Learners showed attentiveness by maintaining focus during listening tasks, responding appropriately to spoken input, and following oral instructions accurately. These behaviors suggest that learners were cognitively involved in listening activities rather than passively receiving information.

Learners' motivation in listening was evident through sustained attention and alertness throughout listening activities. Observable behaviors such as maintaining eye contact, showing attentive body posture, nodding in response to spoken input, and reacting appropriately indicate that learners were actively processing what they heard. Studies on listening engagement emphasize that sustained attention and appropriate behavioral responses are strong indicators of listening motivation, as learners who are interested are more likely to remain focused and mentally engaged during oral tasks (Mayer, 2020; Dalton & Proctor, 2018).

Interest in listening was further demonstrated through learners' active participation in follow-up activities. After listening tasks, learners were able to answer comprehension questions, carry out oral instructions, and participate in discussions based on what they heard. Their willingness to respond and contribute reflects meaningful engagement and interest in listening tasks. Research supports that learners who demonstrate comprehension through accurate responses and participation are exhibiting motivated listening behavior, as listening becomes purposeful and goal-directed (Duke & Pearson, 2019).

Learners also showed motivation in listening through persistence and reduced off-task behavior. Even during extended listening activities, learners remained attentive and showed minimal distraction. This sustained engagement suggests that listening tasks were meaningful and appropriate to learners' developmental levels. Studies indicate that when listening activities are engaging and understandable, learners demonstrate greater persistence and are less likely to disengage (Tomlinson, 2017).

Additionally, learners demonstrated listening motivation through social and interactive behaviors, particularly when listening to classmates during oral activities. Learners listened attentively to peers, responded to classmates' ideas, and participated in discussions that required understanding of spoken input. Research on social learning highlights that purposeful listening is strengthened

when learners must listen in order to respond, collaborate, or build shared understanding, making listening an active social process rather than an individual task (Guthrie & Wigfield, 2017; Gillies, 2016).

The findings indicate that learners' motivation and interest in listening were manifested through attentiveness, responsiveness, participation, persistence, and social interaction. These observable behaviors confirm that listening motivation is evident when learners are cognitively and behaviorally engaged in listening tasks. The results support existing research that listening skills are best demonstrated and developed in learning environments where learners are encouraged to listen with purpose, respond meaningfully, and engage actively with oral language.

- *Demonstration of Motivation and Interest in Speaking*

The findings indicate that learners' motivation and interest in speaking were demonstrated through observable verbal and behavioral participation during classroom activities. Learners showed willingness to speak by volunteering answers, participating in discussions, asking questions, and expressing ideas orally. These behaviors indicate that learners were not hesitant or withdrawn but were actively engaging in spoken communication as a result of the learning environment created in the classroom.

Learners demonstrated speaking motivation through increased confidence and frequency of oral participation. Observable behaviors included raising hands to respond, initiating verbal interaction, and speaking audibly and clearly during activities. Research on learner motivation emphasizes that increased willingness to communicate and reduced speaking anxiety are strong indicators of speaking interest, particularly when learners feel supported and confident in using the language (Oga-Baldwin et al., 2017; Pourgharib, 2024).

Interest in speaking was further evident in learners' active involvement in interactive oral tasks. Learners participated in discussions, role-plays, and peer dialogues, showing enthusiasm and responsiveness during exchanges. Their ability to sustain conversation, respond appropriately to peers, and elaborate on ideas suggests meaningful engagement rather than forced participation. Studies indicate that learners who demonstrate turn-taking, idea elaboration, and responsive speaking are exhibiting motivated oral language use (Gillies, 2016).

Learners also demonstrated motivation in speaking through reduced fear of making mistakes and increased willingness to express ideas. Observable classroom behaviors included learners attempting to speak even when unsure of exact wording, asking for clarification, and accepting feedback without withdrawal. Research supports that when learners perceive speaking tasks as supportive rather than evaluative, they are more likely to take risks and participate actively, which reflects genuine interest in oral communication (Santangelo & Graham, 2016).

Persistence in speaking activities further reflected learners' motivation. Learners remained engaged throughout oral tasks, continued participating during extended discussions, and showed minimal avoidance behavior. Such persistence suggests that speaking activities were meaningful and appropriately challenging. Studies on speaking motivation highlight that sustained participation over time indicates intrinsic interest and positive engagement with oral language tasks (Guthrie & Wigfield, 2017).

Social interaction also played a key role in demonstrating speaking motivation. Learners listened to peers, built on classmates' responses, and collaborated verbally during group activities. These behaviors show that learners viewed speaking as a tool for communication and collaboration rather than mere task completion. Research on social constructivist learning emphasizes that meaningful oral interaction strengthens motivation when learners use language to negotiate meaning and share ideas (Gillies, 2016).

The findings show that learners' motivation and interest in speaking were manifested through active participation, confidence, persistence, risk-taking, and social interaction. These observable behaviors confirm that speaking motivation is evident when learners feel confident, supported, and engaged in purposeful communication. The results align with existing research indicating that learners demonstrate greater interest in speaking when classroom experiences encourage expression, interaction, and meaningful use of oral language.

- *Demonstration of Motivation and Interest in Reading*

Learners' motivation and interest in reading were demonstrated through observable behaviors that reflected active engagement with texts. Learners showed interest in reading by volunteering to read aloud, sustaining attention while reading silently or with peers, and responding meaningfully to questions about the text. These behaviors suggest that learners were cognitively engaged in constructing meaning rather than merely decoding words.

Learners demonstrated reading motivation through active engagement and persistence during reading activities. Observable indicators included learners staying focused on texts, following along while others read, and completing reading tasks without excessive prompting. Research on reading engagement suggests that sustained attention and task persistence are strong indicators of reading motivation, as interested readers are more willing to invest effort in understanding texts (Guthrie & Wigfield, 2017).

Interest in reading was further evident in learners' demonstration of comprehension and inquiry. After reading activities, learners were able to answer comprehension questions, summarize key ideas, make inferences, and ask relevant questions about the text. These behaviors indicate that learners were processing texts at a deeper level. Studies on reading motivation emphasize that learners who actively question texts and make meaning-based responses are exhibiting motivated reading behavior rather than surface-level engagement (Duke & Pearson, 2019).

Learners also demonstrated motivation in reading through curiosity and willingness to explore texts. Observable behaviors included learners expressing interest in story content, reacting emotionally to texts, and connecting reading materials to personal experiences. Research indicates that emotional response and curiosity are important indicators of reading interest, as they reflect intrinsic motivation to engage with texts (Guthrie & Wigfield, 2017).

Persistence in reading tasks further reflected learners' motivation. Even when texts were challenging, learners continued reading, attempted to understand unfamiliar words, and sought clarification when needed. Such behaviors suggest resilience and willingness to overcome difficulty, which are recognized indicators of motivated reading (Tomlinson, 2017). Learners who persist despite challenges demonstrate that reading tasks are perceived as meaningful and achievable.

Social behaviors also revealed learners' interest in reading. Learners listened attentively to peers during oral reading, participated in discussions about texts, and built on classmates' ideas. These behaviors indicate that learners viewed reading as a shared and interactive activity. Research on social reading practices highlights that discussion and peer interaction strengthen engagement and motivation by allowing learners to construct meaning collaboratively (Gillies, 2016).

The findings show that learners' motivation and interest in reading were manifested through engagement, comprehension, curiosity, persistence, and social interaction. These observable behaviors confirm that reading motivation is evident when learners actively interact with texts, demonstrate understanding, and sustain effort throughout reading activities. The results align with existing research emphasizing that reading interest is strengthened when learners are cognitively, emotionally, and socially engaged in the reading process.

- *Demonstration of Motivation and Interest in Writing*

The findings indicate that learners' motivation and interest in writing were demonstrated through observable behaviors that reflected active engagement, persistence, and willingness to express ideas in written form. Learners showed motivation by participating willingly in writing activities, completing written tasks, and attempting to express thoughts even when writing tasks were challenging. These behaviors suggest that learners viewed writing not merely as a requirement but as a meaningful means of communication.

Learners demonstrated writing motivation through active participation and task completion. Observable indicators included learners beginning writing tasks promptly, sustaining focus while writing, and completing written outputs with minimal avoidance behavior. Research on writing motivation emphasizes that learners who willingly engage and persist in writing tasks exhibit higher levels of interest and intrinsic motivation, particularly when they

perceive writing as achievable and purposeful (Graham & Perin, 2007).

Interest in writing was further evident in learners' effort and persistence, especially when tasks required organizing ideas, constructing sentences, or revising written work. Learners continued working on their writing even when difficulties arose, indicating resilience and commitment. Studies suggest that persistence in writing activities reflects motivation, as interested learners are more willing to invest effort in refining and improving their written outputs (Santangelo & Graham, 2016).

Learners also demonstrated motivation in writing through creative expression and idea generation. Observable behaviors included learners experimenting with words, adding details to their writing, and expressing personal thoughts or reactions related to tasks. Research indicates that when learners show creativity and ownership in writing, they are exhibiting genuine interest and engagement, as writing becomes a form of self-expression rather than a mechanical exercise (Boscolo & Gelati, 2019).

Engagement in writing was also reflected in learners' willingness to seek feedback and apply corrections. Learners asked questions about their writing, accepted guidance, and made revisions when prompted. Such behaviors indicate openness to learning and a desire to improve, which are key indicators of motivated writing behavior. Studies highlight that learners who value writing tasks are more receptive to feedback and view revision as part of the learning process (Graham, Harris, & Santangelo, 2015).

Social interaction further revealed learners' interest in writing. Learners shared written outputs with peers, collaborated during writing-related activities, and responded positively to classmates' ideas. Research on collaborative writing suggests that social engagement enhances motivation by reducing writing anxiety and providing opportunities for idea sharing and support (Storch, 2013).

The findings show that learners' motivation and interest in writing were manifested through active participation, persistence, creativity, responsiveness to feedback, and social engagement. These observable behaviors confirm that writing motivation is evident when learners are encouraged to express ideas, sustain effort, and view writing as a meaningful and achievable task. The results align with existing research emphasizing that writing interest develops when learners experience support, purpose, and opportunities for expression within the writing process.

- *Demonstration of Motivation and Interest in Viewing*

Learners' motivation and interest in viewing were demonstrated through observable behaviors that reflected active engagement with visual and multimodal texts. Learners showed interest by focusing attentively on pictures, videos, charts, and digital stories, reacting appropriately to visual content, and participating in discussions related to what they observed. These behaviors suggest that learners were not

passively looking at visuals but were actively interpreting and making meaning from them.

Learners demonstrated viewing motivation through sustained attention and responsiveness during viewing activities. Observable indicators included learners maintaining focus on visual materials, following visual sequences accurately, and responding to questions based on visual cues. Research on visual literacy emphasizes that sustained attention and accurate interpretation are key indicators of motivated viewing, as interested learners actively process visual information rather than merely observe it (Mayer, 2020; Serafini, 2014).

Interest in viewing was further evident in learners' interpretation and meaning-making behaviors. Learners were able to describe what they saw, explain ideas conveyed by images, and make connections between visuals and prior knowledge. These behaviors indicate higher-order engagement with visual texts. Studies on multimodal literacy suggest that when learners interpret, analyze, and explain visuals, they are demonstrating motivation and cognitive involvement in viewing activities (Kress, 2010; Alvermann, 2017).

Learners also demonstrated motivation in viewing through active participation in follow-up tasks. After viewing activities, learners were able to answer questions, complete tasks, or create responses based on visual content. Their willingness to engage in these activities reflects interest and understanding. Research indicates that motivated viewers are more likely to transfer visual information into verbal or written responses, showing deeper engagement with visual texts (Callow, 2013).

Persistence during viewing activities further reflected learners' motivation. Learners remained attentive even during longer or more complex visual presentations, showing minimal off-task behavior. This sustained engagement suggests that viewing tasks were meaningful and accessible. Studies emphasize that when visual materials are appropriate to learners' levels, learners demonstrate greater persistence and interest (Tomlinson, 2017).

Social interaction also revealed learners' interest in viewing. Learners listened to peers' interpretations, shared observations, and built on classmates' ideas during discussions about visuals. These behaviors indicate that learners viewed visual texts as shared resources for communication and understanding. Research on collaborative learning highlights that discussion and shared interpretation enhance motivation by allowing learners to negotiate meaning and deepen comprehension collectively (Gillies, 2016).

The findings show that learners' motivation and interest in viewing were manifested through attentiveness, interpretation, participation, persistence, and social interaction. These observable behaviors confirm that viewing motivation is evident when learners actively engage with visual texts, interpret meaning, and participate in shared

discussion. The results align with existing research emphasizing that viewing, as a literacy skill, is best developed when learners are encouraged to interact meaningfully with visual and multimodal materials.

➤ *Challenges Encountered by Teachers in Employing Strategies that Foster Learners' Motivation and Interest*

Table 10. Challenges Encountered by Teachers in Employing Strategies that Foster Learners' Motivation and Interest

Challenges	Mean	Description
Scarcity of suitable instructional resources	3.6	Serious
Learners' diversity and differing proficiency levels	3.6	Serious
Inadequate professional development on innovative teaching strategies	3.6	Serious
Limited multimedia resources	3.5	Moderately Serious
Time constraints in preparing teaching aids	3.5	Moderately Serious
Pupils' poor motivation and interest in English	3.5	Moderately Serious

English teachers encountered several challenges in employing teaching strategies that foster learners' motivation and interest. These challenges range from moderate to serious, suggesting that while teachers demonstrate commitment to learner-centered instruction, the effective implementation of motivating strategies is often constrained by contextual and systemic factors. Similar studies have emphasized that instructional challenges in language classrooms are rarely isolated and are often influenced by broader resource, training, and learner-related conditions that shape classroom practice.

One of the most significant challenges identified was the scarcity of suitable instructional and learning resources. Limited availability of reading materials, visual aids, and multimedia tools restricts teachers' ability to design engaging and varied learning experiences consistently. Research has shown that insufficient instructional resources reduce opportunities for interactive and motivating activities, leading teachers to rely on repetitive or traditional methods that may not sustain learners' interest over time. In resource-limited contexts, teachers often struggle to maintain learner engagement despite recognizing the value of varied and multimedia-supported instruction (Bui, 2025). This supports the present finding that resource constraints directly affect the quality and motivational impact of English instruction.

Another major challenge was learner diversity and differing proficiency levels within the classroom. Teachers reported difficulty in addressing varied abilities, learning needs, and language readiness among learners. Studies on differentiated instruction indicate that managing mixed-ability classrooms requires extensive planning and instructional flexibility, which become challenging when class sizes are large and time is limited (Tomlinson, 2017). Without sufficient support, learners who struggle may become discouraged, while more advanced learners may lose interest due to lack of challenge. This aligns with research suggesting that mismatched task difficulty negatively affects learner motivation and participation (Eichhorn, 2019).

The findings further revealed inadequate professional development on innovative and motivational teaching strategies as a serious concern. Although teachers show willingness to adopt learner-centered and innovative approaches, limited access to sustained professional development restricts their ability to implement these strategies effectively and confidently. Research indicates that teachers' instructional confidence and ability to motivate learners are closely linked to continuous training and mentoring, particularly in technology integration and differentiated instruction. Without regular professional development, teachers tend to rely on familiar practices, even when they are aware of more engaging alternatives (Nolan, 2024). This supports the present study's finding that lack of training limits the consistent use of motivating strategies.

Moderate challenges such as limited multimedia resources, time constraints in preparing instructional materials, and pupils' initially low motivation and interest in English were also identified. Time constraints, in particular, limit teachers' ability to prepare creative, interactive, and differentiated lessons. Studies have shown that heavy workload and insufficient preparation time reduce teachers' capacity to sustain engaging instructional practices, especially in language subjects that require extensive planning and material development (Blitz, 2025). Limited multimedia access further constrains teachers' efforts to enhance lessons, while pupils' low initial motivation demands additional instructional effort to stimulate interest.

Pupils' low motivation and interest in English further compound these challenges. Research on classroom engagement emphasizes that learner disengagement can both influence and be influenced by instructional constraints, creating a cycle that affects participation and learning outcomes (Sulis, 2024). When learners begin with low confidence or negative attitudes toward English, teachers must devote more time to building interest, which becomes difficult under conditions of limited resources and time.

Overall, the findings suggest that the challenges encountered by teachers in fostering learners' motivation and interest are multifaceted and interconnected, involving resource limitations, learner diversity, insufficient professional development, time constraints, and learners' initial attitudes toward English. These challenges do not reflect a lack of teacher commitment but rather highlight

systemic and contextual factors that influence instructional practice. Consistent with existing research, addressing these challenges requires adequate instructional resources, sustained professional development, manageable workloads, and strong institutional support to enable teachers to implement motivating strategies effectively and sustain learners' interest in English.

➤ *Proposed Innovative Strategy to Enhance Learners' Motivation and Interest in English*

While English teachers employ a range of effective teaching strategies that positively influence learners' motivation and interest across the macro-skills of literacy, several challenges continue to hinder the consistent and optimal implementation of these strategies. These challenges, particularly those related to limited instructional resources, learner diversity, time constraints, and inadequate professional development, necessitate the introduction of innovative and practical instructional interventions. In response, the study proposes innovative strategies aimed at strengthening learner motivation and sustaining interest in English.

The proposed innovative strategies are grounded in the principle that motivation is enhanced when learners are actively engaged, supported through scaffolding, and provided with meaningful and enjoyable learning experiences. One such strategy identified in the study is Digital Story Mapping, which integrates technology, visual learning, and collaborative activities. This strategy directly addresses the need for resource-efficient, learner-centered, and flexible instructional approaches that respond to both teacher- and learner-related challenges.

Digital Story Mapping allows learners to visually organize and analyze story elements using digital tools, transforming traditional reading activities into interactive learning experiences. By engaging learners in creating visual representations of texts, the strategy promotes deeper comprehension, critical thinking, and sustained interest in reading. The interactive nature of the strategy also encourages active participation and collaboration, which are essential in maintaining learners' motivation across different literacy skills.

Furthermore, the use of Digital Story Mapping supports differentiated instruction by allowing learners to work at their own pace and according to their proficiency levels. Learners with varying abilities can contribute meaningfully through visual, textual, or collaborative elements, thereby addressing challenges related to learner diversity. The strategy also promotes learner autonomy, as pupils take ownership of their learning by making creative choices and presenting their outputs.

From a teacher's perspective, the proposed strategy is practical and adaptable. Digital Story Mapping can be implemented using readily available tools and does not require extensive resources, making it suitable even in contexts with limited instructional materials. Additionally, the strategy reduces preparation time by allowing teachers to

reuse digital templates and integrate multiple macro-skills—reading, writing, speaking, listening, and viewing—within a single activity.

IV. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

➤ *Key Findings*

- The teaching strategies commonly employed by Grade 5 English teachers in the Gubat North District include technology-enhanced learning, which obtained a weighted mean of 4.80; Read and Lead strategies and explicit teaching, both with a weighted mean of 4.70; and cooperative teaching and differentiated instruction, both with a weighted mean of 4.60. All the strategies having a descriptive rating of always utilized.
- The technology-enhanced learning strategy improved learners' engagement and language skills across multiple areas. Learners' motivation and interest in listening were highly influenced by the use of interactive multimedia technology, with a mean rating of 4.72 interpreted as Strongly Agree. Their speaking skills were notably enriched through the digital tools employed, obtaining the highest mean of 4.74 and also rated as Strongly Agree. Reading skills were strengthened through the use of interactive texts, reflected in a mean score of 4.72 with a Strongly Agree interpretation. Writing skills were developed through digital activities, which received a mean of 4.45 corresponding to Agree, while viewing skills were enhanced through the use of digital pictures, as shown by a mean rating of 4.42 interpreted as Agree. The Read and Lead Strategy effectively motivated pupils across the five language skills. Pupils were highly motivated to listen through peer-led reading and sharing, as indicated by a mean rating of 4.60 interpreted as Strongly Agree. Their interest in speaking was further reinforced through reading aloud, which obtained a higher mean of 4.73 and was likewise described as Strongly Agree. Reading skills were enriched through the sharing of texts, reflected in a mean score of 4.57 with an Agree interpretation. Writing interest was strengthened as pupils composed short reflections, earning a mean rating of 4.32 interpreted as Agree, while viewing skills were enhanced through the use of story pictures, as shown by a mean of 4.30 also interpreted as Agree. The Explicit Strategy motivated pupils' listening skills through guided practice, obtaining a mean score of 4.56 interpreted as Agree; strengthened their oral expression through guided dialogues with a mean of 4.65 interpreted as Strongly Agree; developed their reading skills through guided steps in understanding texts with a mean of 4.54 interpreted as Agree; enriched their writing skills through guided steps in sentence and paragraph writing with a mean of 4.21 interpreted as Agree; and augmented their interest in viewing through guided observation of visuals with a mean of 4.27 interpreted as Agree.

Meanwhile, cooperative learning increased pupils' motivation and interest in listening through collaborative group work with a mean score of 4.49 interpreted as Agree; developed their speaking skills through oral presentations

with a mean of 4.62 interpreted as Strongly Agree; enriched their reading interest through peer collaboration in exploring texts with a mean of 4.34 interpreted as Agree; strengthened their writing skills through composing short sentences and paragraphs with a mean of 4.06 interpreted as Agree; and sharpened their viewing skills through shared and discussed visuals with a mean of 4.19 interpreted as Agree.

The differentiated teaching strategy motivated learners' listening skills through customized activities with a mean score of 4.45 interpreted as Agree; enriched speaking skills through leveled oral tasks with a mean of 4.60 interpreted as Strongly Agree; strengthened reading skills through varied texts matched to their level with a mean of 4.21 interpreted as Agree; sharpened writing skills through sentence and paragraph tasks suited to their level with a mean of 4.03 interpreted as Agree; and enhanced viewing skills with pictures appropriate to their level with a mean of 4.03 interpreted as Agree.

- The influence of teaching strategies on learners' motivation and interest was evident across listening, speaking, reading, writing, and viewing. The findings revealed that learner-centered and interactive strategies positively influenced learners' motivation and interest, as these approaches encouraged participation, improved comprehension, and sustained engagement in English learning activities.

The manifestations of learners' motivation and interest were observed through behaviors such as active participation in discussions, collaboration during group activities, asking and answering questions, producing creative outputs, and completing tasks independently.

These observable behaviors indicate that learners' motivation and interest were not only perceived but clearly demonstrated as a result of the strategies employed by teachers.

- The challenges encountered by English teachers in implementing strategies that should foster learners' motivation and interest include the scarcity of instructional and multimedia resources, learner diversity in terms of ability and readiness, and inadequate professional development on innovative teaching strategies, all of which obtained a weighted mean of 3.6 interpreted as Serious, indicating significant constraints in designing engaging lessons, addressing varied learning needs within the same classroom, and accessing updated approaches to enhance learner motivation and interest.

Moreover, limited access to multimedia resources, time constraints in preparing teaching aids, and pupils' poor motivation and interest in English all obtained a weighted mean of 3.5 interpreted as Moderately Serious, indicating that these factors collectively constrain the effective integration of technology-enhanced instruction, limit opportunities to develop well-planned and motivating learning materials, and reduce learners' responsiveness to instructional strategies, thereby affecting the consistency and effectiveness of

implementing strategies designed to foster motivation and interest.

- The proposed innovative strategies to enhance learners' motivation and interest in English include the integration of Digital Story Mapping as a key instructional approach.

➤ *Conclusions*

- Grade 5 English teachers in the Gubat North District employ varied strategies—such as technology-enhanced learning, Read and Lead, explicit teaching, cooperative teaching, and differentiated instruction—to effectively address diverse learner needs and foster active engagement.
- The varied strategies employed by teachers teaching in English such as Technology-Enhanced Learning, Read and Lead, Explicit Teaching, Cooperative Teaching, and Differentiated Instruction influence learners' motivation and interest in listening, speaking, reading, writing, and viewing skills fostering engagement and supporting diverse needs across the literacy macro-skills.
- The outcomes of effective teaching strategies include the demonstration of learners' active participation, collaboration, inquiry, creativity, independent task completion, as well as increased motivation and interest in learning English. When teachers apply strategies such as technology-enhanced learning, learners become more engaged through the use of videos, interactive presentations, online quizzes, and educational applications, which make lessons more interesting and meaningful. Through these strategies, learners develop greater interest in English and become more motivated to participate actively in the learning process.
- The challenges encountered by teachers in implementing strategies that foster learners' motivation and interest are limited instructional resources, learner diversity, time constraints, insufficient professional development opportunities, and varying levels of learner motivation hinder the consistent and effective application of strategies.
- The innovative strategies such as Digital Story Mapping, strengthened teacher capacity, resource support, and collaborative practices, enhance learners' motivation and interest in English across the macro-skills of literacy.

➤ *Recommendations*

- Use varied strategies to meet diverse learner needs while also exploring effective traditional and emerging approaches to sustain active engagement.
- Encourage school administrators to ensure regular provision of instructional and multimedia resources, promote continuous professional development, and institutionalize monitoring and instructional support.
- To support English learning activities, reinforce positive learning attitudes at home, and maximize available resources that contribute to learners' motivation and interest, there is a need for strong collaboration among

school heads, teachers, parents and community stakeholders.

- To improve teachers' competencies in implementing strategies that fosters learners' motivation and interest through technical assistance, mentoring, and training focused on innovative and engaging instructional practices, classroom management strategies, and differentiated instruction to address learner diversity and implementation challenges.
- Integration of innovative strategy such as Digital Story Mapping enhances learners' motivation and interest in learning English. Through this strategy, learners actively engage in creating and organizing stories using digital tools, which develops their creativity, critical thinking, and communication skills.

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