

CHAPTER-ONE

INTRODUCTION

1.1 Background of the Study

Learning English as a second/foreign language has become an interest of teachers and educators. Everyone has tried to reduce the obstacles and difficulties in learning English. But unfortunately, only a few people are able to reduce those problems. Many students and teachers of English language have always encountered with problems that did not made the full learning of this language.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language learning. Motivation provides the primary force to initiates learning English language and later the driving force to sustain the long and often tedious learning process (Locke,1996). Motivation, among other psychological variables, plays an effective role on academic achievement among students in general and English language learner in particular. Both intrinsic and extrinsic motivation can work as driving force that affect students overall performance (Lukmani, 1972).

Motivation plays great and inevitable role in learning. Motivation is what drives us to perform an action. In other words, motivation is vital in language learning process because it determines whether the action of foreign language acquisition is under taken by the learner and to what intent he is ready to continue this intellectual effort.Moley, Bandre, and George (2011,p .251) states that, motivation occurs when “students develop an interest in and form a bond with topic that lasts beyond the short term.” He further describes motivation as a result of a classroom with “instruction, that promotes challenge, provide support, and demonstrates relevance”. On the other hand, demotivated children try to find others in the classroom to goof off with. They will sit close to

someone else and try talking to other classmates. This brings both children down.

Motivation is the internal feeling that arises from the desires and needs of an individual. It is the continuous process of needs and satisfaction that stimulate individual to perform .It is the process to inspire an individual to utilize his /her best capabilities for the achievement of particular goals. Motivational techniques could arouses interest, enthusiasm and regulate the individual behavior in order to perform different tasks with interest for the attainment of particular goals. Garth, George, and Hill, (2000,p.427) defines motivation as, “psychological forces that determine the direction of a person’s behavior [...], a person’s level of effort and a person’s level of persistence in the face of obstacles.” An example is a student that spends extra time studying for a test because s/he wants a better grade in class.

Pineman (1998, as cited in Harmer, 1991, P. 59, 4th ed.) suggests that teaching can promote acquisition if what we are teaching is close to the next form that would be acquired naturally in the learner’s inter language. His ‘teachability’ hypothesis suggest that if you try to teach students language before they are ready for it, i.e. “if you go directly from stage 2 to stage 4, without passing through stage 3, the students may always revert back to stage 2, because they were not ready for stage 4.” This quotation suggests us the importance of readiness for learning.

Teachers need to try to encourage positive behaviours in everyday life. Patall (2013 p.523) in this regard says:

Motivation is enhanced when contextual conditions allow people to feel that their actions are freely emanating from the self, afford people with the possibility of developing or demonstrating competence, and support a sense of belongingness with others in

their environment. In contrast, when the environment is experienced as controlling, chaotic, and/or uncaring, psychological needs and intrinsic motivations are hindered.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation as defined by Richard (2006) is; it is a driving force by which humans achieve their goals. In psychology, motivation is internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal (Weiner, 2000). Harmer (1991, p.98) defines as, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." An example when working on a large project we had a short deadline but they offered such a large bonus to finish early we found the motivation to get it done.

Thus, motivation is one of the important factors in the process of teaching and learning. In basic level English language teaching and learning also motivation plays a vital role. Without motivation towards learning it is impossible to create interest and readiness in the learner. It involves the biological, psychological, social, and cognitive forces that activate behavior. In everyday usage the term motivation is frequently used to describe why a person does something.

1.2 Statement of the Problem

All the conditions that we know contribute to successful second language (English) acquisition are lacking in the contexts of Nepal: there just is not enough English input in the environment, there probably are not enough opportunities for interaction with English speakers, there usually are not enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient

in English. Because of these adverse conditions, a learner has to have extraordinary motivation in order to succeed at learning English.

In the process of English language teaching and learning at the basic level it is very challengeable to motivate students towards English because, they prefer Nepali language than English to talk, answer, and discuss. Motivation is identified as a fundamental aspect of learning (Brewer and Burgess, 2005). Excitement, interest, and enthusiasm towards learning are the primary components of motivation (Crump,1995). People do not only have different degrees of motivation, they also have different kinds of motivation. Level of and orientation of motivation will vary according to situation. Ellis (1997, p.76) pointed out that, motivation varies from person to person depending on learning context and task. Motivation will lead to actions; specifically, motivation to learn is characterized by long-term involvement in learning(Ames, 1990).

Motivation has been a major problem for most teachers of English as a second language (ESL) or as a foreign language (EFL) not only in the Nepal but also elsewhere. Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view that most of our students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future", or not, they don't have a clear idea of what that means, nor is that a very strong motivation: it is too vague and too far off. In second language learning as in every field of human learning motivation is the critical force, which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves. It is a complex phenomenon and includes many components: the individual drive, need for achievements and success, curiosity, desire for stimulation and new experience and so on. These factors play a role in every kind of learning situation. Student motivation is influenced by both internal, external factors that can start, sustain, intensity, or discourage behavior (Reeve,

1996). The teacher has to activate this motivational component in the students but that is the precise problem. Motivating learners to develop in the target language is acknowledged to be a complex process. In many instance, students face many obstacles in learning English and are often demotivated to learn. However, certain motivational strategies identified by research on motivation, can help learners adopt more positive attitudes towards language learning.

To motivate learner towards learning English language in the context of EFL/ESL is not easy job. It has various issues. The major issue is the ESL environment itself, because there is a lack of English speakers for students to interact with. To cope with the problems to motivate students towards the English language teaching and learning in the basic level, teacher needs to employ various motivational techniques in accordance with context and interest of the students. If motivational techniques (intrinsic/extrinsic) provided appropriately, automatically students will be motivated towards teaching and learning English language. Then only pre-determined aims/goals of basic level English language teaching and learning will be achieved.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out the motivational techniques used by basic level English language teachers and
- (ii) To suggest some pedagogical implications on the basis of findings in teaching English language.

1.4 Research Questions

The research questions of the study were as follows:

- (i) What kinds of motivational techniques are used in the English language teaching classes?

- (ii) What are the most frequently adopted motivational technique used by the teacher while teaching English?
- (iii) What are the problems faced by English teachers while motivating students?

1.5 Significance of the Study

This study explored the techniques used by basic level English language teacher to motivate the students inside classroom. This study provides an insight to the teacher, parents, students, subsequent thesis students and all the interested and related personalities. The teacher will be benefited in the sense that they are the core of the study and they will be conscious of their own weaknesses and will bring some necessary changes in their teaching motivational techniques. In a similar vein, the students will experience the best and easiest strategies through the instructed techniques. The parents and all the other related personality will have the chance to familiarized with basic level teachers` practiced motivational techniques as well as various scholars recommended techniques to motivate students through this research paper.

The research increases teachers understanding regarding the existence of appropriate motivational technique for basic level students. Finding of the study will be helpful to the teachers because it will increase their familiarity to observe students` behavior and implementation of various motivational techniques at basic level of education. Teachers are the backbone to motivate, develop and improve students` learning process especially at basic level. Basic level students mainly depend on their teachers in learning process. It arouses interest to the teacher for the planning of creative learning environment. Teacher through this research learns that satisfaction of the basic need of the learners play a very important role in order to motivate young students for of success in their achievement.

This study will also significantly important for further researchers conduct research in English language learning and find out the solution of the problems faced by English teachers.

1.6 Delimitations of the Study

This research was limited in both time and access. This study had the following delimitations:

- (i) This study is limited to the motivational techniques used by basic level English teachers only.
- (ii) This study is limited to the Rupandehi district only.
- (iii) Only ten schools are selected for the data collection.
- (iv) Sample is selected through the use of nonrandom purposive sampling procedures.
- (v) Data is collected through questionnaires and checklists.

1.7 Operational Definition of Key Terms

Motivational techniques: a practical method/art/act of motivating.

Motivation: The psychological feature that arouses students to action toward a desired goal.

Intrinsic motivation: To do an activity because of inner drive/mental satisfaction/ by its very nature.

Extrinsic motivation: To do an activity because of force/drive originated from outside (prize, grade, positive feedback).

Basic level: Officially from grade one to eight here it represents class 5,6,7, and 8.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Motivation is the driving force by which humans achieve their goals.

Motivation is said to be intrinsic or extrinsic. It is universally accepted that motivation plays a vital role in academic learning in general, and in mastering a second language in particular. Crooker and Schmidt (1991) define it as, "Interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and engagement." Gardner (1985, as cited in Brown, 2000) defines motivation as "A combination of effort plus a desire to achieve the goal of language learning plus favorable attitudes towards learning the language." When the students are motivated to perform competently in academic tasks, they will learn in accordance with their academic abilities. For this reason, working to enhance students' motivation is worthwhile. Thus, motivation is one of the key factors that determine success in L₂ learning, strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L₂ motivation. However, looking at the literature we find that far more research has been conducted on identifying and analyzing various motives and validating motivational theories than on developing techniques to increase motivation.

2.1.1 Students` Motivation

Students` motivation naturally has to do with students` desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the source of their motivation may differ.

A student who is intrinsically motivated undertakes an activity for his own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes (Leeper,1988). An extrinsically motivated student perform in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval.

Educational psychologists give motivation special consideration owing to its great significance in learning process. Gardner and Lambert (1972), argued that motivation in education can have several effects on how students learn and they behave effectively towards different subjects. Motivation leads to increased effort and energy, enhances cognitive process, increases persistence in learning activities, and leads to improved performance.

Motivation is an important variable when examining successful second language acquisition. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate effective learning.

2.1.2 Types of Motivation

Motivation is a kind of thrust or readiness that encourages learners to learn. It is a kind of intrinsic/extrinsic desire or drive to initiate learning. Johnstone (1999,p.146) considers motivation as a stimulant for achieving a specific target. Similarly, according to Ryan and Deci (2000), to be motivated means to progress or to be in motion to do something. Research has confirmed that the success or failure in second language learning depends very much on these two kinds of motivation(Lightbrown and Spada, 2001):

a. Integrative and instrumental motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language

in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factors for second language learning.

Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation; the former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized.

Students who do not have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

b. Intrinsic and extrinsic motivation

There is also another concept in the field of motivation introduced by Rayan and Deci (2000) in their Self-Determination Theory; they view:

Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets, which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in

some certain activities because an individual feels that they are attractive and pleasant.

Deci (1975, p.23) has defined intrinsic motivation in this way:

Intrinsically motivated activities are those for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, and Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic motivation, on the other hand, is the tendency to take part in activities because of the reason, which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, and Deci, 2006). Extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviours initiated solely to avoid punishment are also extrinsically motivated.

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are

enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or prevention of punishment (Pintrich and Schunk, 1996). Thus intrinsic motivation is mental satisfaction, which is achieved by others' praise, while, extrinsic motivation is an incentive activated by external factors such as good marks and getting reward. Moreover, the personal, psychological, and social factors have effect on increasing or decreasing any type of motivation.

2.1.3 Motivational Techniques

Motivation includes both internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivational strategies refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation; the motivational strategies first received substantial attention in the L₂ literature in the 1990s, when a major paradigm shift in L₂ motivation research highlighted the importance of the learning environment in shaping situated aspects of learners' motivational disposition. Various scholars published slightly different lists of recommended motivational techniques.

Behaviouristic psychologist like Skinner or Watson stressed the role of rewards (and perhaps punishment) in motivating behaviour. They define motivation as “the anticipation of reinforcement”. Piaget (1972) and others pointed out that human beings universally view incongruity, uncertainty, and disequilibrium as motivating. Simply, we seek out a reasonable challenge. Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve “self-actualization” once the basic physical, safety, and community needs are met.

No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment. Bruner (1962, cited in Brown 1994, pp.73-76), praising the “autonomy of self-reward”, claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of reward and punishments.

Dornyei, and Csizer, (1998, pp. 203-229) offered a set of “ten commandments” for motivating learners, based on a survey of Hungarian foreign language teachers. They are:

- i. Set personal example with your own behaviour.
- ii. Create a pleasant, relaxed atmosphere in the classroom.
- iii. Present the task properly
- iv. Develop a good relationship with the learners.
- v. Make the language classes interesting.
- vi. Increase the learners` linguistic self-confidence.
- vii. Promote learner autonomy.
- viii. Personalize the learning process.
- ix. Increase the learners` goal-orientedness.
- x. Familiarize learners with the target language culture.

These above mentioned commandments focus on what the teacher can do to stimulate intrinsic motivation.

Similarly, Brown (1994, p. 79) offered 11 techniques of student motivation regarding extrinsic motivation (school curriculum, parental expectation, societies expectation- conformity, tests and exams, immediate gratification, make money, material reward, competition, and fear of failure). They are:

- i. Emphasizing the “big” picture-large perspective.
- ii. Letting students set long-term goals.
- iii. Allowing sufficient time for learning.
- iv. Cooperative learning activities.

- v. Group work.
- vi. Viewing the class as a team.
- vii. Content- centered teaching.
- viii. English for specific (vocational/professional) purpose.
- ix. English in the work place.
- x. Allowing risk-taking behaviour.
- xi. Rewarding innovation and creativity.

In the same way, Elision (2010, pp. 8-16) states 22 strategies to create excitement and enhance learning in the process of active learning instruction.

They are:

- i. Questioning purposefully.
- ii. Employing classroom demonstration.
- iii. Assigning short in-class writings.
- iv. Using brief get- acquainted icebreaker activities and/or subject matter warm-ups.
- v. Having brief “who was this person and why might we care”.
- vi. Infusing humor into class sessions.
- vii. Using popular films and video-vignettes to stimulate critical/creative thinking.
- viii. Inviting effective guest speakers.
- ix. Connecting course content to current events.
- x. Transforming study guides into puzzles.
- xi. Employing “high interest low-stakes” in-class contest.
- xii. Creating classroom version of television games show.
- xiii. Creating haiku assignments.
- xiv. Having students prepare “public service announcement.
- xv. Integrating web-site use and/or creation into course assignments.
- xvi. Integrating debates into course assignments.
- xvii. Using case method teaching.
- xviii. Having students do in-class role-plays.

- xix. Using cooperative learning strategies.
- xx. Exploring team-based learning course design.
- xxi. Creating field trips(real, stimulated or virtual).
- xxii. Using summative assessment strategies.

In addition, Dornyei (2001, p.524) states framework of motivational teaching practice in the L₂ classroom. In his framework he presents twenty motivational facets of motivational teaching practice, grouped into four board successive stages:

- I. Creating the basic motivational condition
 -) Appropriate teacher behavior
 -) A pleasant and supportive atmosphere in the classroom
 -) A cohesive learner with appropriate group norms
- II. Generating initial motivation
 -) Enhancing the learners` L₂ related values and attitude
 -) Increasing the learners` expectancy of success
 -) Increasing the learners` goal-orientedness
 -) Making the teaching materials relevant to the learners
 -) Creating realistic learner beliefs
- III. Maintaining and protecting motivation
 -) Making learning stimulating and enjoyable
 -) Presenting task in a motivating way
 -) Setting specific learner goals
 -) Protecting the learners` self-stem and increasing their self confidence
 -) Allowing learners to maintain a positive social image
 -) Creating learner autonomy
 -) Promoting self motivating strategies
 -) Promoting cooperation among the learners
- IV. Encouraging positive retrospective self evaluation

-) Promoting motivational attribution
-) Providing motivational feedback
-) Increasing learner satisfaction
-) Offering rewards and grades in a motivating manner.

Specially, in the context of teaching and learning, different scholars advocate different strategies/techniques for the effective classroom teaching and learning. From the above discussion we come to know that there is not any single best strategies/techniques, we need to employ different strategies in accordance with the classroom situation, content and interest of the student to make teaching and learning purposive and effective.

2.1.4 Motivation Theories

Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. There are two major motivation theories:

I.Content theories:

There are three main content theories of motivation. They are:

(a) Maslow`s hierarchy of needs

Hierarchy of need theory was developed by Abraham Maslow, in 1943. He suggested that people are motivated to accomplish their needs in the hierarchical order of psychological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs. Thus according to this approach, one has to be satisfied with his psychological needs such as food, basic wage/salary, sex, etc. before he is motivated to safety need. In other words, all the bottom needs have to be accomplished before he is motivated to self-actualization needs such as competing and looking for higher positions(Samson and Daft, 2005).

(b) Herzberg`s two factor theory

This approach was developed by Frederick Herzberg in 1968 and is more related to work environments. He suggested two basic dimensions related to employee motivation hygiene factors and motivators. Hygiene factors are those that minimize discomfort, and insecurity at work places. For example, employee must agree upon the pay, working peers, working conditions and supervisors. Motivators are those that increase employee appreciation, recognitions, achievement, development and growth. Herzberg stated that motivation is a result of both good hygiene factors and effective motivators. That is, simply with good hygiene factors (removing dissatisfaction) employees will not be motivated (Hartel, Fujimoto, Strybosch, and Fitzpatric, 2007).

(c) MacClelland`s acquired need theory

David McClelland suggested that people develop certain needs through their experiences and they are motivated to work towards attainment of these needs. He suggested three major needs: Firstly, need for achievement is wish for attaining high goals, exceed others and carry out challenging jobs, and thus, people having such needs are motivated to be more responsible, look for difficult goals and like to have a close eye at benchmark. Secondly, needs for affiliation is the motive to have close relationships and keep away from disagreement and those, people with such needs look for tasks having more social interactions and companionships. Finally, need for power refers to the desire to have power over others, and thus, people with such needs are motivated to be on high position, and look forward for recognition (Stone, 2008).

II. Process Theories

There are two noticeable process theories of motivation. They are:

(a) Equity Theory

Equity theory, which was put forward by J. Stacy Adams, in 1963, focuses on explaining how motivation works. People compare themselves with others (generally in work places) to see how fairly they are treated. They evaluate themselves on the basis of inputs, which can be knowledge, skills, experience, and ability, to outcome which are pay, benefits and other compensations.

People believe that the ratio of input to outcomes should be equal (equity) to all individuals working in the same environment. Thus, if one feels he is underpaid (inequity), s/he would be demotivated and would reduce his work effort. The most common ways to reduce the inequality in the organization are change inputs, change outcomes, distort perceptions or leave the job (Samson and Daft, 2005).

(b) Expectancy Theory

This model was theorized by Victor Vroom and suggests that people are motivated for their desires and expectations that are achievable (weihrich and Knoontz, 2005). More importantly, to be motivated one should value the reward of the achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance. Therefore, according to this approach, until an employee accepts the goal as achievable and reward is worth enough to the effort s/he is going to exert, he is not motivated (Hartel, 2007).

2.1.5 Role/Importance of Motivational Techniques

Motivation is the set of forces that causes people to choose certain behaviours from among the many alternatives open to them. Motivation is important because of its significance as a determinant of performance and its intangible nature. Motivation can be classified into intrinsic motivation and extrinsic

motivation, intrinsic motivation is the pleasure and interest in activities that exists within an individual rather than outside pressure. Whereas individuals who are extrinsically motivated need, rewards and the punishments to engaged in any activity. For students rewards can be in the form of grades and marks in examination. In schools setting teachers often use positive and negative reinforces for motivations positive reinforces includes praise, group activities grades, whereas negative reinforcement is another way to strength students behavior through reinforces through an escape from an unpleasant situation or a way of preventing something unpleasant from occurring (Slavin, 2015).

In teaching learning process with the help of motivation teachers can maintaining, controlling and arousing interest of the learners. Motivation is the central factor in the effective management of the process of learning (Kelly, 1946). Learner is motivated by support, his concerns with the ongoing activities and interest. In education motivation is implemented in terms of what and how student learn about the subject matter. Students` learning process becomes more successful by using different motivation techniques. In the teaching-learning process, to encourage and boost up the students ambition so that they can put more effects in their learning process. Motivation in education is the degree of self-esteem to processes and the sense of value to determine how well the student can improve and develop their can exploit his potentials.

Teachers can utilize successful strategies and tactics to make the learning effective because motivation plays a significant role to arouse the student interest towards the learning process. Teacher who focuses student interest towards studies should actively involve learner in the teaching learning process. Activities to direct towards the learning of important processes or skills involve acquisition of useful knowledge.

2.1 Review of the Empirical Literature

Any researcher who genuinely wants to research on particular area, it is important to review of the related research articles, books and studies. Which

allow us later to go further more easier regarding various aspects of research study. There has not been sufficient research done on the techniques used by the teachers to motivate their students in the history of Faculty of Education T.U., Kirtipur. There are only a few researches carried out in motivational techniques. Some of the related studies are briefly reviewed in this section.

Neupane (2013) carried out a research on “Motivation of secondary level teachers towards teaching English”. The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, and to find out the causes of motivation or demotivation for teaching English. He used survey research design to conduct his research. Population of the study was selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. As the tool for data collection he used close-ended and open-ended questions. The findings was that most of the teachers seem to have positive attitude towards teaching English language, English language learner, English language classes, scope of English language, and teaching learning environment.

Similarly, Bishwakarma (2012) carried a research on “Motivation techniques used by English language teachers at secondary level.” The main objectives of the study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level in which 20 teachers of 10 secondary schools and 40 students were taken as the sample population. He applied survey research designed to conduct his research. Observation checklist and questionnaire were the tools for data collection. The major findings of the study was that most of the teachers made their voice commanding to motivate their students and most of the teachers used some kinds of motivation techniques before starting the class. However this research is limited and addressed only secondary level.

In the same way, Bhattarai (2008) carried out a research entitled "Teachers' Practices of Motivation in Teaching English." Her main objective of the

research was to find out the techniques of creating motivation in the English language classroom. In the process of research she implemented survey research design. She found out the most of the teachers untrained in English language teaching. Though they were untrained they used their own methods to motivate their students. She also found out that most of the teachers used questioning method to motivate their students. But she has not given emphasis on motivation techniques used by the English teachers. Instead, she observed the English subject teachers' practices of motivation in grade 10 only. She also did not study about the techniques used by English teachers to motivate their students.

In addition, Singh (2008) carried out a research on “Role of motivation in English language proficiency”. In this research, the objectives were to identify interactively and instrumentally motivated students, to explore their English language proficiency, and to analyze the role of motivation in English language proficiency. He purposively selected to TU constituent campuses and two private campuses through fish bowl from Kathmandu valley. He mainly used motivation survey questionnaire and test items to gather required information. The study was based on the bachelor first year students of faculty of education and found that the number of instrumentally motivated student was larger than that of the interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. This study was limited to explore only the reading and writing proficiency of students, not listening and speaking skills.

Further more, Gyenwali (2007) carried out a research entitled "English Teacher's Motivational Techniques in Grade 5: A Study of Selected Public Schools, in Dang Deukhuri". His main objective of the research was to explore the existing techniques of teachers to create motivation in the English language classroom in the 5th grade. He found out that most of the teachers taught English language without warm-up activities and materials. To conduct his research he also applied survey research design. Teachers did not make

students participate in teaching learning activities. Teachers of English are found untrained. He has found out that the teachers do not use motivational technique while teaching. However, his investigation tools are not closely related to the motivational techniques.

More over, Bashyal (2000) carried out a research entitled " English teacher's motivational techniques in higher secondary level classes in Palpa." His main objective was "to analyze the theoretical bases on creating motivation in teaching English in higher secondary (10+2) classes. For the research study he applied survey design. In his study, he has found some factors influencing motivation. He has concluded that the physical atmosphere of the school, learners themselves and their own initiation to learn English language as the factors influencing motivation. And, at the end he has found out the textbooks also as an influencing factor, in motivation. But he has not talked about the techniques that are used to motivate students. His study is limited to higher secondary level.

All of the above mentioned studies are some how related to motivational techniques. But, not closely and directly related to motivation techniques used in English language teaching classes of basic level. So, my study will be different from them and related to motivation techniques used by English teachers at basic level.

2.3 Implications of the Review for the Study

Reviewing the related literature plays vital role for researcher. In my research review of related literature helped me to bring the clarity and focus on research problem, reform methodology and contextualize the findings. It has made me informed about the debates existing among various scholars on the use of motivational techniques in EFL classroom. Similarly, the review of empirical literature has helped me to develop the conceptual framework and bring clarity and focus to the research problem. It has also helped me to improve the

methodology of the study. They also helped me in order to lubricate my courage and curiosity.

After reviewing the literature there are some implications of them in this research study. It has become the theoretical background to this study and it has facilitated me to select appropriate research methodology. While reviewing the empirical literature, I have decided to make appropriate sample size for this study. Similarly, for the selection and design of the research tools and sampling procedure, literature review helped me. Literature review made me able to show the significance of my research to exiting body of knowledge in language teaching.

The reviewed literature is to some extent similar to the proposed study.

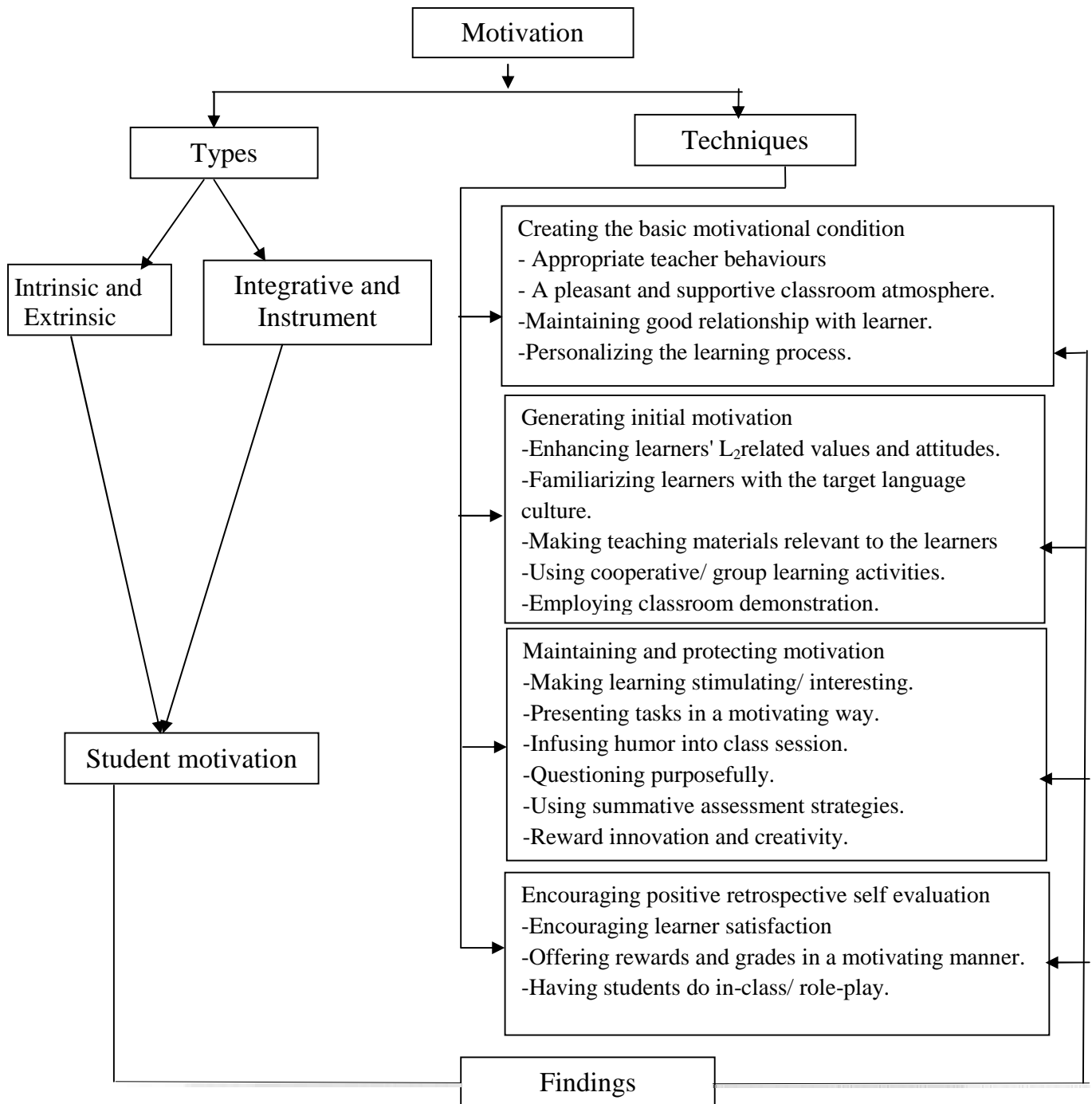
Neupane carried out a research on motivation of secondary level teachers towards teaching. Similarly, Bishwakarma conducted a research on motivation techniques used by English language teachers at secondary level. Likewise, Bhattarai carried out a research on teachers` practices of motivation in teaching English. In the same way, Singh carried out a research on role of motivation in English language proficiency. Likewise, Gyenwali conducted a research on English teachers motivational techniques in grade five and Bashyal carried out aresearch on English teachers` motivational techniques in higher secondary level classes in Palpa. Even though, all of these reviewed study are related to the motivation in English classroom, but none of these study attempts to find out the motivational techniques used in English classroom of basic level. Most of these studies only focus on the perception and role of motivation but not the real classroom practices. The review of the related literature made the researcher feel the need to carry out this study to fulfill the gap of relevant research.

2.4 Conceptual Framework

I set the objectives to find out the motivational techniques used by basic level English language teacher of government-aided schools. I used primary and

secondary sources of data to complete this study. Ten teachers from ten basic schools were the sample of the study. After that, I further analyzed the response data obtained from the respondents' written responses using the authentic marking scheme. Finally, I mentioned implications at different levels.

The study on “motivational techniques used by basic level English language teachers in teaching English” is based on following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Designs and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the survey research design. I have conducted survey research to achieve the objectives of the study. Survey research is most commonly used method of investigation in educational research. Survey research is one of the most important researches used in educational investigation. It is most commonly used descriptive method in educational research. It is especially concerned with the attitudes and behaviors of the people about certain issues, problems and situations. To define the survey research, various scholars have defined in vivid way. According to Cohen, Manion, and Morrison (2010), survey are the most commonly used descriptive methods in educational research and may vary large scale government investigation to small studies carried out by a single researcher. Similarly, Hutton (1990) asserts, survey research is a method of collecting information by setting a set of related questions in a predetermined sequence in the structured questionnaire to a sample of individuals so as to be representative of a defined population.

This study is of survey due to the following reasons:

- (i) The study was conducted to identify motivational techniques used by the basic level English teacher.
- (ii) This study represented the whole Rupendehi district.
- (iii) Study population was carried out from the large number.
- (iv) The findings were generalized to the whole population.

Nunan, (1992, p.141) has suggests the following steps to conduct a survey research they are as follows:

- (v) Step 1: Define Objectives
- (vi) Step 2: Identify target population
- (vii) Step 3: Literature review
- (viii) Step 4: Determining sample
- (ix) Step 5: Identify survey instruments
- (x) Step 6: Design survey procedures
- (xi) Step 7: Identify analytical procedures
- (xii) Step 8: Determine reporting procedures.

In the process of survey research design defining objective is the first and most important thing in any research design. The first task of any research is to define objectives of the study what does s/he want to find out, be clearly written in their research work. Identify target population is the second step of survey research design under which target population of the study should be mentioned E.g. teachers, students, etc. Literature review is the third step where related literature should be reviewed. It helps to know about what others resaid/discovered about the thesis. In determine sample we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling [procedure we are going to use to select those study population e.g. random sampling, nonrandom sampling or mix sampling are also important. In Identify survey instruments, we have to generate instruments for data collection e.g. questionnaire, observation, interview, checklist etc. In design survey procedures, after preparing appropriate tool for data collection the process/way of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection. In identify analytical procedures, after collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on. In the last step determine reporting procedures finally, after analyzing the data we have to prepare the report of our research.

3.2 Populations, Sample and Sampling Strategy

All the English teachers of basic level school of Rupendehi district who are teaching English language were the population of the study. So, the study population for this research was sampled into a smaller group. The sample was ten English teachers. Thirtyclasses of English language (three of each teacher) classroom teaching were observed.

The whole population was very difficult to use while collecting the data. Since, the study was limited to different criteria. Ten teachers from the whole Rupandehi district was selected which represents the whole population of research. I applied purposive non- random sampling method for selecting basic level English teachers and thirty classes (three of each). I have collected data through questionnaire (open ended) and checklist.

3.3 Research Tools

Observation checklist and questionnaire were the tools for data collection. Observation checklist was for observing the actual practices used by English teachers while teaching in the classroom. And, questionnaire was for getting the actual concepts and opinions of the teachers and students related with motivation. Threeclasses of every teacher were observed and the motivation techniques were noted on the basis of observation checklist.

3.4 Sources of Data

As sources of data I used both primary and secondary sources. As a primary source I collected data from basic level English language teacher, who have been teaching English at basic level in Rupandehi district. Secondary sources were different research works, articles, books, national and international journals. These will be: Brown (2000), Cook (2001), Ellis, (1997), Stone, (2008), Dornyei, (2001), Deci, (1975), Nunan, (1992), Cohen, (2010), Slavin, (2015), Patall, (2013) etc.

3.5 Data Collection Procedures

In order to collect authentic data, after the determination of prerequisites, I have visited ten different schools and established rapport with the head teachers. I informed the process, procedure and objectives of the study to the teacher of English.

After clarification of the purpose and getting approval, I visited the English teachers. Then, I administered them the questionnaire. I asked for permission with the selected teachers to observe their classes. Last day of class observation, I collected the research tool from them and thanked the teachers and school community for their support.

3.6 Data Analysis

The systematically collected data was analyzed, interpreted and presented using appropriate statistical tools, such as tables, charts, diagrams and illustration.

3.7 Ethical Considerations

In course of conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality I conducted my research by taking permission of sample populations that are basic level English teacher by informing them about my research objective and purposes. Likewise, I kept the responses of the respondents confidential and the ideas generated in this research was my own expect from the cited one. Likewise, another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I have given the proper credit to the authors of books, journals, articles, and research works.

CHAPTER-FOUR

ANALYSIS AND INTERPRATATION OF DATA

The data obtained from the primary and secondary sources were presented, discussed and interpreted. The main focus of the study was to explore the motivational techniques used by basic level English language teacher and their major challenges to motivate students while teaching English language.

4.1 Analysis of Data and Interpretation of Results

The analysis and interpretation of data collected from the questionnaires and classroom observation are presented in this chapter. The views and opinions of the English teachers on how they arouse learners' interest on the lesson, how they motivated learners in different stages of classroom activities, what methods they applied, their responsibilities, problems and suggestions for better motivation were invited.

The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, qualitative data were analyzed and interpreted descriptively in narrative form. In contrary, quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. The analysis of the collected data is presented under different sub-headings.

4.1.1 Analysis of Open-ended Questionnaire

I asked eleven questions to each ten different basic level English language teacher who were selected through purposive sampling, from different schools of Rupandehi district. The responses provided by all teachers of the English language are presented descriptively and thematically as follows:

4.1.1.1 Activities to Create Basic Motivational Situation and Beginning of Class

In response regarding creation of basic motivational situation in English language classroom teachers were asked a question “How do you create basic

motivating situation in classroom?” and the responses of teachers regarding this question are as follows:

- Behaving friendly with students
- Building good rapport with students
- Increasing sense of purpose in context
- Focusing on perceived student competence
- Making class quiet and anxiety free
- Creating a fair competition situation

From these responses we can come to the conclusion that most of the teachers of English create a motivating situation by behaving friendly with students and building good rapport with students. Along with activities other teachers are using aforementioned activities for creating motivating situation in English classroom.

Regarding beginning of the class they stated that:

- Greet and speak
- Ask around about them
- Brainstroming questions and fun making games/activities (IQ/riddle/odd man out/memory/chain mime)
- Random object story
- Cracking jocks
- Taking a genuine interest to students opinion
- Revision of previous class
- Singing a song
- Responding to students query
- Giving information about new things related to the lesson
- Guessing/prediction of the title
- Fun making activities
- Telling short story
- Demonstrating lesson relevant pictures/video/documentary/cutouts

These responses of the teachers indicated that there is not a single best technique to be used to motivate students at the beginning of the class but we need to employ various techniques according to the context and content.

4.1.1.2 Usefulness of Motivation Before Starting the Class

All of the respondents agreed that creating motivation is essential in the language classroom. The reason they gave behind motivating students was slightly different from each other. Their responses given by these teachers regarding the reasons of motivating students before starting class can be presented in the following points:

- Motivated learner can learn faster than less-motivated one
- To get chance to settle down in the class and get their minds focused on the lesson
- To increase classroom participation of learner
- To make classroom teaching learning interesting, purposive, meaningful, effective and lively
- To draw the interest and concentration of learner in teaching
- To increase learners learning ability, creativity and expose their inner potentiality.
- To make the students active, responsive, and creative
- To encourage learner

All the teachers agreed motivation is necessary to make effective teaching learning activities in the classroom. Without motivating the students before the starting the teaching will be meaningless so motivation is necessary before starting the class. And one of the teachers responded that if students are motivated, fifty percent of the learning is over itself by proper motivation and it was helpful to achieve objectives of the lesson. So, need to encourage all the learners to make the class lively, contextual and create interesting environment before starting the class.

4.1.1.3 Response towards Motivated and Unmotivated Learners

Most of the teachers replied that they paid attention to those students who are seen to be bored or unmotivated in the class by:

- Asking some related questions, telling jokes and stories
- Involving them in role play, dramatization
- Doing seat rotation
- Establishing good rapport and relation with students
- Incorporation of cooperative learning
- Providing inspiration/encourage
- Draw connection of lesson to real life
- Get them involved
- Behave friendly and try to find cause
- Telling success story of once upon time failure once
- Showing concerns towards him/her
- Persuaded them to tell their problems and helped them to complete the tasks
- Making learners feel enjoy in teaching learning through varying activities.

Majority of the teachers replied that they all start their class by motivating their students but some students felt bore and found unmotivated in the classroom. Hundred percent teachers replied that they did not ignore demotivated learners in their class. Instead, they tried to motivate them by asking some questions, changing their seat plan, standing beside them and asking them to do some related exercises. Sometimes, the students were asked to stand for a few minutes. They concluded that ignoring students was not the solution of the teaching/learning process. On the other hand for motivated learner they prefer reward and thank. Furthermore, they responded that asked them “what they can?”

Majority of the teachers were found behaving positively both motivated and unmotivated students. We can also motivate them by persuading both

motivated and unmotivated to participate in teaching learning activities. We can also give corrective feedback for both students. Thus, to motivate those unmotivated students the teachers can persuade towards teaching learning activities, asking their personal problems and suggest some ways to overcome such problems.

4.1.1.4 Frequent Challenges to Create Motivation in Classroom

There is no magic bullet for motivating student many factors influence to create motivation in classroom. The major challenges the respondent faced to maintain motivation in the process of teaching and learning were:

- Diversity of learner`s interest, capability, and learning style
- Anti social behaviours i.e. noise, bullying
- Special need and abilities
- Single student dominance
- Unsupportive environment
- Disengagement
- Multi-culture and multi-lingual background
- Not enough support from institution and management as well as co-staff
- Poor English environment
- Lack of enough exposure
- Lack of awareness about importance of English language
- Lack of good physical facilities and environment
- Interference of mother tongue

From these aforementioned responses we can come to the conclusion that to create a motivation in classroom in not a easy job because of diversity of learning style, special need and abilities multi cultural background, etc. Among these responses most frequently repeated challenges are diversity within learners in terms of capacity, culture need, learning style. So because of these afore mentioned reason it is challenging to motivate all the students in the classroom.

4.1.1.5 Teacher's Role to Motivate the Students

In order to motivate students better, most of the teachers responded that they should play effective role as a facilitator, promoter, tutor, observer, guide and a resource person. They said that teachers should play the role of:

- Developing good rapport between teacher and student
- Maintaining relevance of what is being taught
- Maintaining high level understanding of the topic
- Creating active involvement environment of the student
- Use of appropriate, concrete, and understandable examples
- Holding high but realistic expectation from students
- Helping students achieve goals by themselves
- Telling students what they need to success in the lesson
- Treating equally to the students
- Play the role as facilitator, inspiratory, and resource person

Teachers role also plays effective role to motivate the students .To motivate the students in teaching learning activities teacher should increase students talking time and decrease teacher talking time. In order to create such context, teachers should only be a promoter, facilitator, guide, or friends of the students so the students' role will be more important than the teachers. Students should also be responsible in teaching learning activities. Teacher should not be all in all.

4.1.1.6 Techniques of Motivation during Teaching Learning Activities from the Beginning to the End

All respondent responded that they should motivate their learners. But they said that it is very challenge to motivate learners from beginning to the end of the class. They purposed various techniques of motivation they are:

- Establishing good rapport
- Keeping class interesting, lively, and meaningful
- Engaging students in different communicative activities
- Ensuring that students have a clear sense of direction and progress

- Purposive questioning, positive reinforcement along with the relevant feedback
- Regular movement and maintaining good eye contact to all
- Meaningful instruction and tactful presentation using varied teaching method with sense of humor
- Speaking loudly and clearly enough focusing important area
- Offering varied experiences from simple to complex
- Allowing students to work together with sense of fair competition
- Tracking progress of teaching learning
- Being excited all the time

According to response of the teachers all the teachers give emphasis on motivation from the beginning to the end of the class so teachers should be careful while teaching in the classroom. In order to motivate the students from the beginning to the end of the class teachers should select those teaching method, which is appropriate to the learners' age, level, interest, linguistic background and social context.

4.1.1.7 Reasons of Lacking Motivation to English Language

According to the response of respondent some students are not motivated to learn English because of their shyness towards English language practice, influence of L₁, lack of good environment, lack of adequate knowledge of language, lack of good physical environment, less exposure, unknown about the importance of English language, and lack of interest. They replied that they would motivate them by using different motivational techniques, using learner's mother tongue, providing feedback, recognizing their interest, showing bright aspect and intellect of student, simplifying teaching style, explaining difficult term and area in their mother tongue, creating fun and friendly environment.

English language learners were found to be unmotivated due to the mother tongue interference, lack of awareness about the importance of English language, lack of good physical facilities. So we can motivate those learners by using both mother tongue and English language for a certain period of time, making them aware of the future of the English language, providing good environment and physical facilities in order to motivate the learners.

4.1.1.8 Teaching Methods used by the Teachers

Hundred percent teachers replied that they applied motivational strategies whenever the situation demands. Three teachers replied that they applied them according to the interest of the student. So, all the teachers who responded toward this question were found that they used different motivational techniques. One of teachers responded said that sometimes she used motivational strategies make learners refresh toward teaching learning activities.

The response shows that teachers used different teaching methods to motivate the student. Using same teaching method may discourage the students. So, various methods of teaching learning focusing student centered such as group work/pair work, role play dramatization so on techniques help to motivate the students.

4.1.1.9 Most Frequently Used Techniques to Create Motivation

The level of language learners, the type of interactions during the lesson between the teacher and students and teacher beliefs were considered as possible reasons why teachers might choosing to employ a particular type of strategy and techniques. Different types of strategy/techniques may be more useful for learners at various times of teaching learning. The most frequent motivation techniques practiced by respondent are:

- Know students name
- Establishing good rapport

- Plan for every class
- Different warm up activities i.e. Greet and speak, Ask around about them, brainstorming questions and fun making games/activities (IQ/riddle/odd man out/memory/chain mime), random object story, cracking jokes, taking a genuine interest to students opinion, revision of previous class, Singing a song, responding to students query, giving information about new things related to the lesson, guessing/prediction of the title, fun making activities, telling short story, mime
- Attention to the strength and limitation of each students
- Vary instructional strategies
- Behaving friendly with students
- Creating a fair competition situation
- Move around the class
- Making class relevant
- Being expressive and infuse humor
- Putting excitement into speech
- Providing lots of relevant examples
- Incorporating cooperative learning through role play, language games, group work, pair work, dramatization
- Maintaining regular eye contact
- Involving students in teaching
- Making students aware about the importance of English
- Praise/appreciating students good works, reward
- Relate lesson to the students real life
- Engaging students in different communicative activities
- Ensuring that students have a clear sense of direction and progress
- Purposeful questioning, positive reinforcement along with the relevant feedback
- Meaningful instruction and tactful presentation using varied teaching method with sense of humor
- Offering varied experiences from simple to complex

- Allowing students to work together with sense of fair competition
- Tracking progress of teaching learning
- Being excited all the time

Being based on respondents response on frequent used motivation technique in teaching learning shows that there are different techniques to create motivation in language classroom. We can use those techniques by according to the time and context in relation to the content. We need to implement various techniques accordingly for maintaining effective motivation in language classroom.

4.1.2 Analysis of Class Observation Checklist

The classes of selected teachers were observed using prepared observation checklist. A checklist containing different items was prepared for the purpose of observing teachers' practices of using motivational technique in the classroom. Use of different motivational techniques in ELT classroom plays an important role in teaching and learning as well as for the desired achievement of the learners. Beside on this assumption, I prepared a classroom observation checklist and observed sample teachers' classes. Under this study, ten basic level English teachers were sample. I observed three classes of each teacher. Altogether thirty classes were observed in order to find out their practice of motivational techniques in teaching English at basic level. I found teachers were much aware of using different motivational techniques while teaching English. Data collected though classroom observation checklist is presented as below with their frequency and percentage.

4.1.2.1 Analysis of Class starting Motivation Techniques

To obtain data regarding ignition motivational techniques used by English language teacher three items were prepared. The frequency and percentage of these items are presented below:

Table 1

S.N.	Ignition motivational techniques	Rating							
		Excellent		Good		Mediocre		Poor	
		P.N.	%	P.N.	%	P.N.	%	P.N.	%
1.	Greeting	5	16.65	20	66.60	3	9.99	2	6.66
2.	Warm up activity	1	3.33	18	59.94	--	--	11	36.63
3.	Learners readiness	-	-	15	50	10	33.30	5	16.65
Remarks		More than 50% are good at ignition motivation techniques but 36.63% were found poor to employ warm up techniques.							

The above table shows that 16.65% teachers use greeting as a motivational technique excellently, 66.60% are good at it, 9.99% are using it mediocrely and 6.66% teachers use it poorly. Similarly, warm up activity as a ignition motivational technique most of the teachers i.e. 59.94% are good at using it where only 3.33% are excellent and 36.66% are poor in using warm up activities as a ignition motivational techniques. In the same way, regarding learner`s readiness it is found that 50% teachers are good, while 33.30% teachers are mediocre and 16.65% teachers are poor.

Finally, it shows that most of the teachers are familiar with the class ignition motivational techniques and majority of them are good at employing them in real classroom teaching.

4.1.2.2 Analysis of Class Presentation Motivation Techniques

Under class presentation there were ten different motivational techniques prepared to elicit the teachers practice of motivational techniques while presenting the lesson. The data regarding this are presented as in the following:

Table 2

S.N.	Class presentation motivation techniques	Rating							
		Excellent		Good		Mediocre		Poor	
		P.N.	%	P.N.	%	P.N.	%	P.N.	%
1.	Create pleasant and supportive classroom environment	-	-	15	50	13	43.29	2	6.66
2.	Use appropriate teacher behaviour	2	6.66	17	56.61	6	19.98	5	16.65
3.	Establish good student teacher relation	1	3.33	19	63.27	2	6.66	8	26.64
4.	Encourage learner satisfaction	-	-	11	36.63	14	46.62	5	16.65
5.	Offer reward and grade	-	-	6	19.98	-	-	24	79.92
6.	Infusing humor in class session	6	19.98	16	53.28	-	-	8	26.64
7.	Enhance learners` L ₂ related values and attitude	-	-	-	-	6	16.98	24	79.92
8.	Making teaching material relevant to the learner	-	-	19	63.27	1	3.33	10	33.30
9.	Making learning stimulating or interesting	-	-	16	53.28	9	29.97	5	16.65
10.	Presenting the task in motivating way	1	3.33	15	50	3	9.99	11	36.63
Remarks		Majority of the teachers are familiar with lesson presentation motivation techniques but enhance learners` L ₂ related values and attitude, and offer reward and grade 79.92% are found poor.							

Among thirty classrooms observation of ten teachers, it is found that 50% teachers are good at creating pleasant and supportive classroom environment. Whereas, 43.29% teachers are mediocre and 6.66% teachers are poor. Similarly, 56.61% teachers are good to use appropriate teacher behavior, 6.66% were excellent, 19.98% are mediocre and 16.65% are poor to maintain appropriate behavior to the students. In the same way, 63.27% teachers are good to establish mutual student teacher relation, 3.33% are excellent, 6.66% are mediocre and 16.65% are poor to establish good relation with their students. Further more, to encourage learner satisfaction 36.63% teacher are good, 46.62% are mediocre, and 16.65% are poor to maintain learner satisfaction. In the same vain, only 19.98% teachers are good to offer reward and grade, and majority of the teachers 79.92% are poor to use this motivational techniques while presenting lesson. In addition, 19.98% teachers are found excellent at infusing humor in the class session, 53.28% are good, and 26.64% are poor to present lesson with smile and sense of humor. On the similar way, 79.92% teachers are found poor to use the motivational technique enhancing learners` L₂ related values and attitude, and only 16.98% are found mediocre user. While making teaching material relevant to the learner 63.27% teachers are found good, 3.33% are mediocre, and 33.30% are poor. Likewise, in making learning stimulating/interesting 53.28% teachers are found good, 29.97% are mediocre, and 16.65% are poor. In the same vain, at presenting task in motivating way only 3.33% are excellent, other 50% are good, 9.99% are mediocre, and 36.63% are poor to present the lesson in motivating way.

It shows that most of the teacher use appropriate teacher behavior, established good student teacher relation and make teaching material relevant to the learner. But it shows that basic level teachers are poor at motivation techniques offering reward and grade, and enhancing learners L₂ related values and attitude.

4.1.2.3 Analysis of Class Practice Motivation Techniques

Classroom practice motivational techniques were observed being based on five techniques. The frequency of employing those techniques while practicing the lesson are presented in the following table:

Table 3

S.N.	Class practice motivation techniques	Rating							
		Excellent		Good		Mediocre		Poor	
		P.N.	%	P.N.	%	P.N.	%	P.N.	%
1.	Familiarizing learner with the target language	-	-	18	59.94	2	6.66	10	33.30
2.	Personalizing learning	1	3.33	16	53.28	1	3.33	12	39.96
3.	Having students do in class/role play	-	-	16	53.28	-	-	14	46.62
4.	Employing classroom demonstration	-	-	15	50	4	13.32	11	36.63
5	Questioning purposefully	3	9.99	18	59.94	5	16.65	4	13.32
Remarks		Majority of the teachers are good at practicing lesson practice motivational techniques but more than 33% teachers are poor except questioning technique.							

While employing classroom practice motivational technique familiarizing learner with the target language 59.94% teachers are good, 6.66% are mediocre and 33.30% are found poor. Similarly, 3.33% teachers are excellent at personalizing learning where as 53.28% are good, 3.33% are mediocre, and

39.96% are poor to personalize teaching learning. In the same way, having students do in class/ role play a classroom practice motivational techniques 53.28% teacher re good, and rest of other 46.62% are poor at it. Further more, 50% teachers are good at employing classroom demonstration, 13.32% are mediocre and 36.83% are poor. Last but not list, at questioning purposefully 9.99% teachers are excellent, whereas 59.94% are good, 16.65% are mediocre and 13.32% are poor.

It means majority of the teachers familiarize learner with the target language, personalize learning, employ role-play, and questions purposefully but only half of them are good at employing classroom demonstration.

4.1.2.4 Analysis of Class Production Motivation Techniques

To find out the teachers` practices of class production motivational techniques two items were prepared and data was collected from thirty classroom teaching observation of ten teachers. The collected data is presented in the following table:

Table 4

S.N.	Class production motivation techniques	Rating							
		Excellent		Good		Mediocre		Poor	
		P.N.	%	P.N.	%	P.N.	%	P.N.	%
1.	Using formative assessment	2	6.66	19	63.27	1	3.33	8	26.64
2.	Reward innovative creativity	-	-	20	66.60	-	-	10	33.30
Remarks		More than 63% teachers are good at lesson production motivation techniques but above 26% are found poor.							

The above table shows that 63.27% teachers are good at using formative assessment techniques of classroom production motivational techniques while 6.66% are excellent, 3.33% are mediocre and 26.64% are found poor. Similarly, 66.60% teachers are good at reward innovative creativity a motivational techniques of classroom production whereas 33.30% are poor at using it as a classroom production motivational techniques.

So, it shows that more than half of the teachers are using formative assessment and reward innovative creativity for the classroom production motivational techniques.

4.1.2.5 Analysis of Class Closing Motivation Techniques

There were four techniques prepared under class closing motivation techniques. The practice frequency data of those techniques while closing class session by the sampled ten teacher`s thirty classroom observation are presented in the following table:

Table 5

S.N.	Class closing motivation techniques	Rating							
		Excellent		Good		Mediocre		Poor	
		P.N.	%	P.N.	%	P.N.	%	P.N.	%
1.	Summarized and ended the lesson	-	-	16	53.28	9	29.97	5	16.65
2.	Solved students problem	5	16.65	18	59.94	1	3.33	6	19.98
3.	Achieve the intended objective	-	-	16	53.28	2	6.66	12	39.96
4.	Thank students for their cooperation	-	-	21	69.93	7	23.31	2	6.66
Remarks		Though majority of the teachers are good at summarizing and ending the lesson motivation techniques, at achieve the intended objective - one of the vital technique 39.96% teachers are found poor.							

The above table shows that, 53.28% teachers are good at summarizing and ending the lesson as a class closing motivation technique, 29.97% are mediocre and 16.65% are poor at employing this technique. In the same vain, 16.65% teachers are excellent performer at solving student`s problem whereas 59.94% are good, 3.33% are mediocre and 19.98% are poor. Furthermore, 53.28% teachers are good at achieving the intended objectives while 6.66% are mediocre and 39.96% are poor to reach their purposed destination. Similarly, at thanking students for their cooperation 69.93% teachers are good, 23.31% are mediocre and 6.66% are poor to appreciate their students for their involvement.

It shows that, majority of the teachers summarized the session, solves the students problem, achieve the intended objectives and thank students for their cooperation.

CHAPTER-FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The present study attempts to survey the actual motivational techniques used by the teachers while teaching English language in basic level in the formal class of schools.

5.1 Findings

On the basis of analysis and interpretation of the data obtained from the respondent and checklist, the major findings of the study are summarized in the following sub headings.

5.1.1 Findings based on questionnaire

The findings being based on questionnaire asked to the basic level English language teacher are:

- I. Basic level English language teacher opined that, they create basic motivating situation through behaving friendly with the students, building good rapport with them, focusing on perceived competence, making class quiet and anxiety free, and creating a fair competition situation.
- II. They opined that, they use some kind of motivation technique before starting the class to make teaching learning purposive and effective.
- III. All the teachers agreed that the students must be motivated before starting the class.
- IV. They opined that, a teacher need to pay attention to the unmotivated learners and with the use of varying motivation techniques they need to bring in the main stream of the learning.
- V. They opined that, there are vivid challenges to motivate and create motivational situation i.e. diversity of learner`s interest, capability, and learning style; anti-social behaviours i.e. noise, bulling; special need and abilities; single student dominance; unsupportive environment;

disengagement; multi-culture and multi-lingual background; poor English environment; lack of enough exposure; lack of awareness about importance of English language; lack of good physical facilities and environment; and interference of mother tongue.

- VI. They opined that, the English language teacher needed to play a role of facilitator, inspiratory, and resource person.
- VII. They further opined that, to motivate learner from beginning to the end of the class we need to employ various effective and applicable motivational techniques.
- VIII. In the same vein they opined that, some students are not motivated to learn English because of shyness to practice, lack of good physical environment, less exposure, unknown about the importance of English language and lack of interest.
- IX. All the teachers replied that, they do not use the same method always to motivate their students.
- X. Know students name, establishing good rapport, plan for every class, different warm up activities, attention to the strength and limitation of each students, vary instructional strategies, behaving friendly with students, creating a fair competition situation, move around the class, making class relevant, being expressive and infuse humor, putting excitement into speech, providing lots of relevant examples, Incorporating cooperative learning (through role play, language games, group work, pair work, dramatization), maintaining regular eye contact, involving students in teaching, making students aware about the importance of English, praise/appreciating students good works, reward, relate lesson to the students real life, engaging students in different communicative activities, ensuring that students have a clear sense of direction and progress, purposive questioning, positive reinforcement along with the relevant feedback, meaningful instruction and tactful presentation using varied teaching method with sense of humor, offering varied experiences from simple to complex, allowing

students to work together with sense of fair competition, tracking progress of teaching learning, and being excited all the time are the major motivation techniques used by the basic level English language teacher.

5.1.2 Findings Based on Checklist

The findings being based on checklist prepared to find out the practice of motivational techniques in the real classroom practice by basic level English language teacher are:

- I. Majority of the teacher were found trained in English language teaching, all of them were found using vivid motivation technique to some extent.
- II. Similarly, majority of the teachers are familiar with the class ignition motivational techniques and more than 50% of them are good at employing them in real classroom teaching.
- III. Likewise, majority of the teachers are familiar with lesson presentation motivation techniques but enhance learners` L₂ related values and attitude, and offer reward and grade 79.92% are found poor.
- IV. Similarly, majority of the teachers are found good at class practice motivation techniques but more than 33% teachers were found poor except questioning techniques.
- V. Likewise, at practice of class production motivation techniques more than 63% are good and majority of them use formative assessment and reward innovative creativity in the lesson production phase.
- VI. Last but not list, majority of the teacher more than 53% are good at using class closing motivation techniques but 39.96% teacher were poor at achieve the intended objectives techniques.

5.2 Conclusion

On the basis of rigorous analysis and interpretation of the data it can be concluded that majority of the teachers have absolutely positive attitude and

perception towards employing motivational techniques while teaching English language at basic level.

All the teachers used some kind of motivational techniques in course of teaching and learning. There is difference only in degree of effectiveness, employing strategy/style, and competency over appropriate use of particular technique appropriately (selection and tactful implementation).

Most of the teacher used different techniques before beginning the lesson in the classroom. All the teachers agreed that the students must be motivated before starting the class. Not only at the beginning of the class but also at the lesson presentation, practice, production and end too, we have to maintain motivation through different motivational techniques according to the demand of content and context considering the student`s level.

In the process of teaching and learning teachers encounter various challenges and obstacles to motivate their students, i.e. diversity of learner`s interest, capability, and learning style; anti social behaviours i.e. noise, bulling; special need and abilities; single student dominance; unsupportive environment; disengagement; multi-culture and multi-lingual background; poor English environment; lack of enough exposure; lack of awareness about importance of English language; lack of good physical facilities and environment; and interference of mother tongue. To overcome these challenges motivation plays vital role. There are number of motivational techniques to motive learner towards learning, i.e. create the basic motivational condition before starting the class, motivational techniques to generate initial motivation, motivation techniques to maintaining and protecting motivation and motivational techniques to encourage positive retrospective self evaluation.

All the teachers replied that, they do not use the same method always to motivate their students. It means to say that, same method may not work/appropriate all the time. To motivate students we need to employ different

method to maintain motivation for effective and purposive teaching and learning.

There are various techniques to motivate students while teaching them but the most frequent used techniques are know students name, establishing good rapport, plan for every class, different warm up activities, attention to the strength and limitation of each students, vary instructional strategies, behaving friendly with students, creating a fair competition situation, move around the class, making class relevant, being expressive and infuse humor, putting excitement into speech, providing lots of relevant examples, Incorporating cooperative learning (through role play, language games, group work, pair work, dramatization), maintaining regular eye contact, involving students in teaching, making students aware about the importance of English, praise/appreciating students good works, reward, relate lesson to the students real life, engaging students in different communicative activities, ensuring that students have a clear sense of direction and progress, purposive questioning, positive reinforcement along with the relevant feedback, meaningful instruction and tactful presentation using varied teaching method with sense of humor, offering varied experiences from simple to complex, allowing students to work together with sense of fair competition, tracking progress of teaching learning, and being excited all the time

Though, the majority of the teachers are conscious about motivation, still there are near half of them need to workout hard to motivate their students and gain competency over different motivational techniques and to be up to date with new arrival motivational techniques.

5.3 Recommendations

This research is conducted for the partial fulfillment of master in education English study. There are number of limitations on this study especially in terms of resources and area covered. The research is solely conducted in Rupandehi

district and the motivational techniques used by basic level English language teachers. Hence, the finding of this research may not be applicable for the nation as a whole. However, on the basis of the findings from the analysis, I have made following recommendation for policy level practice level and for further researchers.

5.3.1 Policy Related

- i. Ministry of Education should provide minimum one week training about motivational techniques used in English language classroom for the teachers to update them with the new approaches, methods and techniques in teaching.
- ii. NCDC should include one unit about motivation/ as a major subject in ELT for higher level to make familiar about the motivational techniques.

5.3.2 Practice Related

- i. Teachers should raise the motivation through the appropriate use of different motivational techniques appropriately to learn English language better and more effectively.
- ii. English teacher should motivate the students before beginning the lesson by greeting and different warming up activities to the students.
- iii. Students should be motivated from beginning to the end of the class through practical and applicable motivational techniques accordingly.
- iv. Teacher should employ different teaching method according to the context and content.
- v. Teacher should teach English Language by motivating the students; teaching without motivating the learner will be meaningless. Teacher can motivate the learner by telling them about the important of English language.
- vi. Teacher should employ different formative evaluation techniques to motivate learner to learn language better.

- vii. The teacher needs to involve the students in enough meaningful language practice and provides them with constructive feedback to let the motivation strongly flowing in the students.
- viii. Teaching language without sufficient knowledge of the motivational status will be meaningless. English language curriculum, materials and syllabus should be formulated after rigorous analysis of the understanding of the reasons and goals of students for learning English language.
- ix. Teachers should use different kinds of teaching method to motivate student, otherwise student might feel monotonous and irritated.
- x. To be a good teacher, s/he should be a good motivator.

5.3.3 Further Research Related

This study was carried out only on motivational techniques used by basic level English language teachers. The same research can be conducted including the teacher and students of other levels too. The further researches can be carried out the motivational techniques used by the teachers of other district of Nepal. This study was restricted to find out motivational techniques used by basic level English language teachers so this is just a part of it. More research can be carried out on the motivational techniques of different levels, which have not been touched so far. Thus, I propose to investigate more motivational techniques to the future researchers so that teaching learning activities will be better explored and developed.

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Appendix-I

QUESTIONNAIRE

(Questionnaire to the English Subject Teacher)

Dear Sir/Madam

As a master level- fourth semester student at the department of English Language Education, Faculty of Education, Tribhuban University, kirtipur, I am working on a research project under the title "Motivational Techniques used by English Teachers at Basic Level". I will be grateful to you if you could return the questionnaire here with duly filled in, at your earliest convince.

Teacher's Name:

School's Name:

Educational Qualification:

Training (if any):

Teaching experience:

Answer the following questions:

1. How do you create basic motivating situations in classroom?

.....
.....
.....

2. What are the techniques used to motivate students at the beginning of the class?

.....
.....
.....

3. Do you think that the students must be motivated before starting the class? Why?

.....
.....
.....

4. How do you respond and behave with both motivated and less-motivated learners?

.....
.....

5. What are the most frequent challenges to create motivation in classroom?

.....
.....

6. What can be the teachers' role to motivate students better?

.....
.....

7. How do you motivate the learners from beginning to end?

.....
.....

8. Why do you think some students are not motivated to learn English? How would you motivate them?

.....
.....

9. Do you always apply the same method to motivate students? Why or why not?

.....
.....

10. Which assessment strategies you are applying to evaluate your students? Why?

.....
.....
.....

11. What are the most frequent motivating techniques?

.....
.....
.....

Appendix-II

Classroom observation checklist

(To be filled after every class observation)

Name of school:

Name of the teacher:

Teaching class:

period:

Teaching item:

Date:

Number of students:

S.N.	Observe Items	Performance of the Teacher				
		Excellent	Good	Mediocre	Poor	Remarks
1.	Ignition of the class					
	Greeting to the class Warm-up activity Learners readiness					
2	Motivational techniques used While teaching					
	I. Presentation					
	Create pleasant and supportive classroom environment					
	Use appropriate teacher behavior					
	Establish good student teacher relation					
	Encourage learner satisfaction					
	Offer reward and					

grade					
Infusing humor in the class session					
Enhancing learners` l2 related valued and attitude					
Making teaching material relevant to the learner					
Making learning stimulating/ interesting					
Presenting the task in motivating way					
II. Practice					
Familiarizing learner with the target language					
Personalizing learning					
Having students do in-class/ role play					
Employing classroom demonstration					
Questioning purposefully					
III. Production					
Using summative assessment					

	Reward innovative creativity					
3.	Motivational techniques used at the end					
	Summarized and ended the lesson					
	Solved students problem					
	Achieve the intended objectives					
	Thank students for their cooperation					
Remarks						