

Chapter-1

Introduction

This is a research entitled **Exploring Warming up Activities Used by Secondary Level English Teacher in Nawalparasi District (East)**. This section of research proposal consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English has been extensively used in almost all second language and foreign language teaching classes. In some countries, people use English as an official language and in some cases English is used as a medium of instruction in the classroom, even in institutes. Because of its importance and use, people of any caste and corner are motivated to learn English (Treko, 2013). However, they feel difficulty if they are not highly motivated in learning English language. It is said that motivation is the gate way of learning something. Especially, in case of language learning, it has vital importance. Without motivation, language learning is difficult to engage students.

Teaching English as a foreign language can be a difficult task, but it can also be very rewarding. It is important to be patient with your students and make sure that they are following your lessons. It's also necessary to use different teaching methods, such as games, projects, and activities in order to keep your English learners interested and engaged in the language learning process.

English as a Foreign Language or English as a Second Language (ESL), are both terms used to describe the teaching and learning of English in contexts where it is not the first language of the students. In other words, EFL is the teaching and learning of English in countries where English is not the native language, i.e., teaching English to speakers of other languages. There are many reasons people might want to learn English as a foreign language. For some, it is a requirement for employment or getting a college degree. Others learn English to travel and

communicate with people from different cultures. Whatever the reason, learning English as a second language is a noble cause.

A warm up activity helps students to put aside any distractions which are in their mind and focus on topic, and it helps ESL students to think in target language. Motivation is a psychological factor. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal (Christopher, 2013). Motivation has played great role in any kind of learning and teaching. Students are not ready to learn and the teachers cannot teach if the students are not motivated to learn. Motivation creates a kind of enthusiasm and curiosity to learn. Learning cannot take place without the motivation. It creates a kind of thrust and hunger to learn something. That's why it has great role to play in any kind of teaching and learning.

Warm-up activities are essential in the English classroom. Students may be tired or have other things on their minds and diving straight into a textbook or grammar explanation can be quite jarring. With a good warmer students into a English mode; attentive, interested and ready to participate. Lassche (2005) defines that for language learning lesson a warm – up stage is the “initial orientation” (p. 83). So, a warm up activity is used to start a class with an interesting list to help the students be comfortable in classroom setting and to help them start thinking in English.

In class room warm up activities, such as songs, games and discussion questions can be used to get students attention in class (Treko, 2013). Ruiz and Rapiers (2008) state that improve students’ learning and to get the best from them, it is must to start class with good warm – up session (p. 174). These two terms warming up and motivation seem as if they are the same, but, they quietly different from each there where warming up is an activity or the game which a teacher, or trainer can use with the students or trainee. It aims to encourage the students, and prepare them to learn by stimulation their mind and their bodies. On the other hand, motivation is the term which refers some kind of internal drive which pushes someone to do activities in order to achieve something. These are the some in the sense that these both are used by the teacher, to encourage and to involve the students in learning activities. As

warming up is an activity which helps to motivate the students. So, warming up is a part of motivation.

According to Leblanc (2011) Warm-up activities will help students to turn off the outside world and focus on the task at hand. By the end of the warm-up activity, every student will be ready to learn and being able to focus on their language lesson. In any classroom, there always are students who are more reticent and are willing to let others do all the participating. By engaging students to take part in a low-risk, warm-up activity, a teacher will reach every student and will help their students achieve their language goals.

Warm-up activities are essential in the English classroom. Students often come to class tired or with other things on their minds, so it's good to ease them into a class rather than immediately hitting them with a demanding grammar or vocabulary task. With a good warmer you can put your students into English mode attentive, interested and ready to participate. A warmer can also serve to review language from a previous lesson or prime the class for a new topic. These warm up activities for adults also serve as emergency activities useful fillers for when your lesson plan runs out or thing run otherwise awry. Warm-up activities for ESL students are a great way to get the class started. This encourages the students to participate and get involved early on. As a successful teacher, the first thing you can do is to make students comfortable in the classroom.

Warm-ups are short activities that are intended to simultaneously develop the social, emotional, physical and intellectual engagement of children and young people in their experience of learning, and to assist in relaxation and stress reduction. Each creative schools session begins with a warm up, followed by a main activity and then a reflection to end each session. Warm ups allow children and young people to connect with one another, expel excess energy and prepare for the activities that follow. Warm ups are a fun and inviting way to ready students for their creative learning experience.

The researcher could assert that using warm up activities is an effective way of helping students to begin the English class daily. The researcher is interested to know whether and how often warm up activity is used in secondary level classes. Also, the

study attempts to find out how effectively warm up is used in the in classroom. The present study investigated the warm-up tasks as an activity that presumed to play a role in EFL classes. The researcher chose this research due to the lack of sustained motivation in the English classes that I have taught. My assumption is that lack of motivation be minimized with the Teachers' intervention and that a more student centered curriculum in the EFL classroom could lead some to a deeper orientation of motivation. The study tries to answer is whether or not providing students with warm-up tasks as their classroom activities will exert any impact on their writing skill.

Statement of the Problem

Most of the classes have large number of students. It becomes difficult to follow diverse experimental methods to teach because they are unworkable to control the large number of students and maintain the balance of interactions with all of them within the stipulated time. All the classrooms do not provide the facilities of LCD, computer, and internet. Hence, the teachers have to be satisfied with the traditional teaching. Now-a-days the need to communicate in English is emphasized everywhere. It stresses the functional use of the English language. Hence, most of the students get interested in the study English language and not the English literature. So, many teachers do not think warm-up is useful that is needed for learning to be fun. They basically use it in the first class of a new course to give the students a chance to be familiar with each other. It can motivate the students to participate in class activities, activate the students' background knowledge, and help the teachers introduce a new topic in interesting way or help get the students' attention.

Hence, warm-ups allow the teacher important opportunities to assess character and ability. After all, some students work well together, and others don't. Some students have good days and others bad. During the initial activity, the teacher can determine who will form the best groups for subsequent activities. Warm ups get students to begin thinking and focusing on English. It may have been a few days, a week, or even longer since they last used English. A little time here will improve receptivity later. Warm-ups provides a transition into the topic. An activity at the start of the lesson activates pre-existing knowledge on a subject, and may even get students to use (or consider) some of the ideas, vocabulary, or even grammar important to the lesson.

Objectives of the Study

The objectives of this study were as follows:

- i. To explore the warm up strategies designed and used by secondary level English teachers in teaching English in Nawalparasi district (East).
- ii. To suggest the pedagogical implications.

Research Questions

The following research questions of this study are as follows:

- i. What are the warm up activities employed by the Secondary Level English teachers'?

Significance of the Study

Warm up activities are helpful for effective and well classroom manage and do encourage students to enhance their learning abilities. The study will be able to explore the multiple strategies of warm-up which will be helpful for the teachers to adopt them in the context.

Furthermore, this study will be helpful to create motivational factors for students to learn English. Similarly, this study will be highly significant for the EFL practitioners mainly who want to undertake research in the field of students motivation. So, I choose this study as my topic as research study, to enhance the students in learning English by getting the fruits of motivation. Not only this, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and others concerned personnel. At last, this study will be beneficial for further researches in this field.

Delimitations of the Study

The study had the following limitations:

- i. The population of this study is the secondary level English language teachers of Nawalparasi district (East).
- ii. The study was limited to 30 community and 30 institutional schools teachers only.

- iii. The data has been collected through observation and questionnaires.
- iv. The participants were selected through simple random sampling procedure.

Operational Definitions of the Key Terms

The key terms throughout this study was defined in order to make the study more comprehensible. The terms listed below were the following specific definitions.

Warm up activities. In this research ‘warm-up’ means a short activity used for beginning of the class. Activities are essential teaching techniques for good teachers and trainers. Warm-up activities are essential in the English classroom. Students often come to class tired or with other things on their minds, so it’s good to ease them into a class rather than immediately hitting them with a demanding grammar or vocabulary task. So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

Motivation. In this research, the word has been used to Motivation refers to internal drive that encourages somebody to perform certain actions in particular situation. The factor determines a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation.

Intrinsic motivation. The motivation which is concerned with the factors such as physical condition, methods, and teachers inside the classroom is known as intrinsic motivation

Extrinsic motivation. It is motivation to act that comes from the external environment outside of the person when we are motivated extrinsically, we act with the anticipation of rewards grades, praise, money, time off from work.

Classroom interaction. Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students.

English Foreign Language (EFL). English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers. English has been extensively used in almost all second language and foreign language teaching classes. English as a Foreign Language or English as a Second Language (ESL), are both terms used to describe the teaching and learning of English in contexts where it is not the first language of the students.

Chapter-2

Review of Related Literature and

Conceptual Framework

This chapter deals with review of related theoretical literature, review of empirical researches, implication of reviews for the study and conceptual framework of the study.

Review of Related Theoretical Literature

This section deals with different theoretical perspectives related to my study.

Classroom interaction. The peaceful and comfortable school atmosphere is very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively. According to Akçay1 & Doymu (2014), the selection of appropriate teaching methods and techniques are vital to ensure students' understanding of issues and concept at the highest level. In the classroom, there are various factors that determine the success of students' learning.

The term “interaction” is made up of two morphemes, namely inter and action (Harmer. 1991). It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Martin, Mottet & Myers, 2000). Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students.

This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class. The other form of classroom interaction is between the student and students. This one allows the student to learn and understand how to work with partners. Student teacher interaction, both in and out of the classroom, is influenced strongly by the teaching perspective

embraced by the teacher. Within the instructional communication discipline, teaching can be viewed from two perspectives: the rhetorical perspective and the relational perspective (Mottet & Beebe, 2006).

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in students' behaviour and understand the needs of students in the classroom. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn. Conducive classroom environment emphasizes cooperation and openness between teachers and students. Therefore, in learning and teaching especially science subjects, students should be allowed to interact with teachers, classmates and surroundings. Interaction with the environment during learning process will stimulate all students' senses and encourage students to learn in a creative and innovative way. This phenomenon will trigger students' thinking and refrain them from simply memorizing fact and knowledge. Teachers whose student-teacher interaction is governed by the rhetorical perspective communicate with their students as a means to influence or persuade them.

Communication is teacher-centered, which means that teachers send a message to students who play a passive role as the recipient of the message. To communicate effectively with their students, teachers focus on teaching clearly, making course content relevant, and acting in an assertive manner. In essence, their in-class communication behaviors center on performing their classroom functions as lecturer and discussion leader and managing the classroom (Myers, Martin & Knapp, 2005). Teacher student in class communication revolves around the primary communicative roles played by the teacher. Two of these roles are teacher as lecturer and teacher as discussion leader. The lecture enables teachers to communicate large amounts of information organized in a way to appeal to many students at the same time.

Teachers must also strive to engage in effective communicative behaviors when lecturing. These communicative behaviors include being clear, making the content relevant, and using humor. When engaged in teaching with clarity, teachers

communicate their expectations clearly, stress key points, provide preview and review statements, and describe assignments (Book 1999).

Whether student teacher interaction occurs may be dependent on whether or not students are motivated to communicate with their teachers. Student communication motives refer to the primary reasons for students to communicate with their teachers. Researchers have identified five communication motives. These motives, or reasons, are relational, functional, participatory, excuse-making, and sycophancy (Martin et al. 1999). When students communicate with teachers for relational reasons, they are doing so to learn more about the teacher on a personal level. Students may perceive their teachers as having similar interests, sharing the same background, or having the potential to become a potential friend. When students communicate with teachers for functional reasons, they are doing so to acquire needed information about the course. Students may ask questions or use information-seeking strategies to learn about course expectations, to understand the material, or to clarify the requirements for assignments, exams, and projects. When students communicate with teachers for participatory reasons, they are doing so to demonstrate their involvement in the course.

Students may answer questions, offer examples, or challenge teachers' comments to demonstrate that they are genuinely interested in participating in class discussion or class activity. When students communicate with teachers for excuse-making, they are doing so to provide a reason as to why their academic performance is suffering. Students may offer excuses for why they are tardy, why they are absent from class, or why their assignments are incomplete or not finished at all (Myers, & Knox, 2001). When students communicate with teachers for sycophantic reasons, they are doing so in order to make a favorable impression on teachers. Students may engage in conversation, answer questions, or appear interested in the course content because they want to be viewed positively by their teachers.

It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others. Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. Chet Meyers suggests some basic rules for consistently encouraging student interaction

(Myers, Martin & Knapp, 2005). The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others. By asking the student to raise their hand to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction also other method like role playing, conversation, reading around, and questions and answer. Reading aloud includes a situation whereby one person read while others listen. Role playing is whereby the students take on given role and act out on scene with other. This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner.

The role of teacher in classroom interaction. The teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

Interactive teaching implies learning with action. It is characterized with a high level of inclusion of the pupil. The basics of interactive teaching can be found in constructivism, which interprets the learning as a process of reflection through personal experience. The interactive learning requires the teacher to play the role of a trainer and an assistant, who use their real experience and at the same time are supposed to have patience or expectations that pupils will achieve a certain level of quality (Musai, 2014, p.52). Zeiger (2014) pointed out that the role of the teacher implies much more than standing before the pupils and only teaching. A good teacher in instruction implies a large number of activities, which he/she performs in order to ensure that all the children receive quality instruction.

According to Lanier (2015), the most important task of the teacher is to make effort to enable well understandable teaching experience, which enables the pupils to resolve problems from the real life and demonstrate that they have learned great ideas, acquired good capabilities and fulfil the laws of the mind and the heart, complying with educational standards. Rice (2003) reveals that good teachers highlight the importance of independence of the pupils and encourage them to express their imagination. Pupils are motivated to learn from contents or lessons adjusted to their interests and inspiration. This implies that the teachers have influence and responsibility for the formation of pupils as persons. With such an influence and responsibility, they feel great honour and joy. That is why all the teachers should strive to be good teachers.

The teacher acts as a mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage (Harmer, 1991). The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction (Harmer, 1991). For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

Warm- up. By spending five or ten minutes for warm up activities, learners can be motivated from the beginning of a class. Motivation for learning is influenced by the learners' interest in the class activities. Lassche (2005) suggests that students will be motivated to learn when the activities and exercises for language learning are interesting to them (as cited in Cheung, 2001, p.59). So, the warm up activity used to motivate students should be interesting (Ruiz & Ramírez,2008). Similarly, Deci (1975) defines that motivation is learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment. In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them. In addition,

Wi niewska (2012) also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience (p.212).

Beginning a class with a warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010). A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushdie, 2013). According to Mackey (1965) “Warm up is a short activity for the beginning of lesson” (p. 30). Likewise Kay (1995) claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced material and become interested in the lesson (as cited in Velandia, (2008.. p. 11). Warm up activities are used to make classes more fun and exciting. They are great for getting students to move around and wake up if you notice that they all look a little tired. They are also used to make the subject that you are teaching a little more exciting and interesting. All of these activities can be used for upper level students. Likewise, Lassache (2005) defines that for language learning lesson a warm – up stage is the “initial orientation. So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

Role of warm-up activities. First of all, it is necessary to consider the relation between motivation and warm up activities for it is the desired goal to enrich the learning of the subject matter, in our case, language learning. Warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities. According to Dornyei (2001), teachers need to try and actively generate positive students’ attitudes toward learning. He also claims that the key issue in generating interest is to widen the student’s appetite; that is, to arouse the students’ curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place.

Establish a relationship. Learning process is facilitated through building a positive relationship with the students. A fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning (Krishnan & Hoon, 2002). Teachers’ attitude is an important factor to develop cooperation between students and teacher. If teaching

style is cooperative, learning condition becomes good (Klippen, 1985). Klippen (1985) mentions that the teacher sets an atmosphere within a class without being aware of it by choosing certain types of exercises and topics (p. 6). The teacher can help the students share their ideas and opinions in less tensed situation by developing rapport with them (Lassche, 2005). Building up a sense of rapport and mutual trust among the teacher and the students is the pre-condition to create a positive atmosphere in classroom (Richards & Bohlke, 2011).

Warm-up exercises and jigsaw tasks can be adopted by teacher to create a good atmosphere in class (Kilppen, 1985). Warm-up activities like joke, game, puzzle establish a positive learning environment and make the students comfortable to participate in the classroom (Joshi, 2006). Krishnan and Hoon (2002) state that in the language classroom learners need to support and motivate each other to promote success in learning (p.35). Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily (Hansen & Liu, 2005). Language teachers should be aware of the 10 usefulness of warm-up activities especially for the first lesson of any new class where students get an opportunity to know each other and the teacher gets a chance to understand the general level of the class. These kinds of activities help create a bonding among the whole class (Senior, 1997).

Motivation and warm-up. By spending five or ten minutes for warm up activities, learners can be motivated from the beginning of a class (García & Martín, 2004). Motivation for learning is influenced by the learners' interest in the class activities (Wi niewska, 2012). Nseendi (1984) suggests that students will be motivated to learn when the activities and exercises for language learning are interesting to them (as cited in Cheung, 2001, p.59). So, the warm up activity used to motivate students should be interesting (Ruiz & Ramírez, 2008). Crookes and Schmidt (1991) define that motivation is learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment. In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them (2000). Wi niewska (2012) also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience. Beginning a class with a

warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010).

Warming up and attention. The importance of having warming up activities was mentioned at the beginning of this paper, but a question remains: What is a warming up activity? Warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow (Anther, 2014).. They will cause people to stop whatever they are doing or thinking and refocus their attention. We could say a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class.

For the purpose of our study, it was the activity used to encourage students' involvement and permeate the development of the whole lesson, so we avoided looking at them as isolated activities. These kinds of activities might also be called zealous, enthusiastic or suggestive activities. How we can include these activities in the process of a class will be the next focus in our discussion (Anther, 2014).. The Place of Warm up in the English Lesson When preparing lesson plans for our EFL classes, we must include at least the following parts so that warming up activities can play a clear and meaningful role in our teaching. Kay (1995) describes the stages of a lesson plan in the following way: Warm up: "It is an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson.

A warm up to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These are, among others, enjoyable and motivating warm ups.

Presentation. The first part of the presentation often involves pre-teaching to encourage the flow of information. In this initial stage, we conduct activities to present the new language by providing a context for each situation. Practice: It involves a wide variety of tasks that ensure the practice of the target language. These activities can range from controlled to less-controlled and free expressions (Anther,

2014). The activities must provide opportunities to work on a particular skill or to work integrated skill exercises.

Application. The application provides students with hands-on opportunities to use what they have learned. This part of the lesson can also be considered part of the practice –particularly less controlled and free practice (Anther, 2014). Assessment: Some assessment activities like games, tasks or projects let students carry out the activity while the teacher is circulating in the classroom monitoring their use of the language, to examine students’ progress and achievement. Also, a written assessment and a self evaluation section could be included (Lassche, 2005).

Principles of warm up activity. Warm-up activities are essential in the English classroom. Students often come to class tired or with other things on their minds, so it’s good to ease them into a class rather than immediately hitting them with a demanding grammar or vocabulary task. With a good warmer you can put your students into English mode – attentive, interested and ready to participate (Lassche, 2005). A warmer can also serve to review language from a previous lesson or prime the class for a new topic. These warm up activities for adults also serve as emergency activities useful fillers for when your lesson plan runs out or thing run otherwise awry.

Veranda (2008) proposes some principles to design a warm – up activity. He suggests that a warm – up activity should take place at the beginning of the class. It will help the teachers to catch the student attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it a preparatory stage of other stages of a lesson warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skills (p. 13).

The diagram displays some of the principles of warm up activities based on (Brown, 1994). :

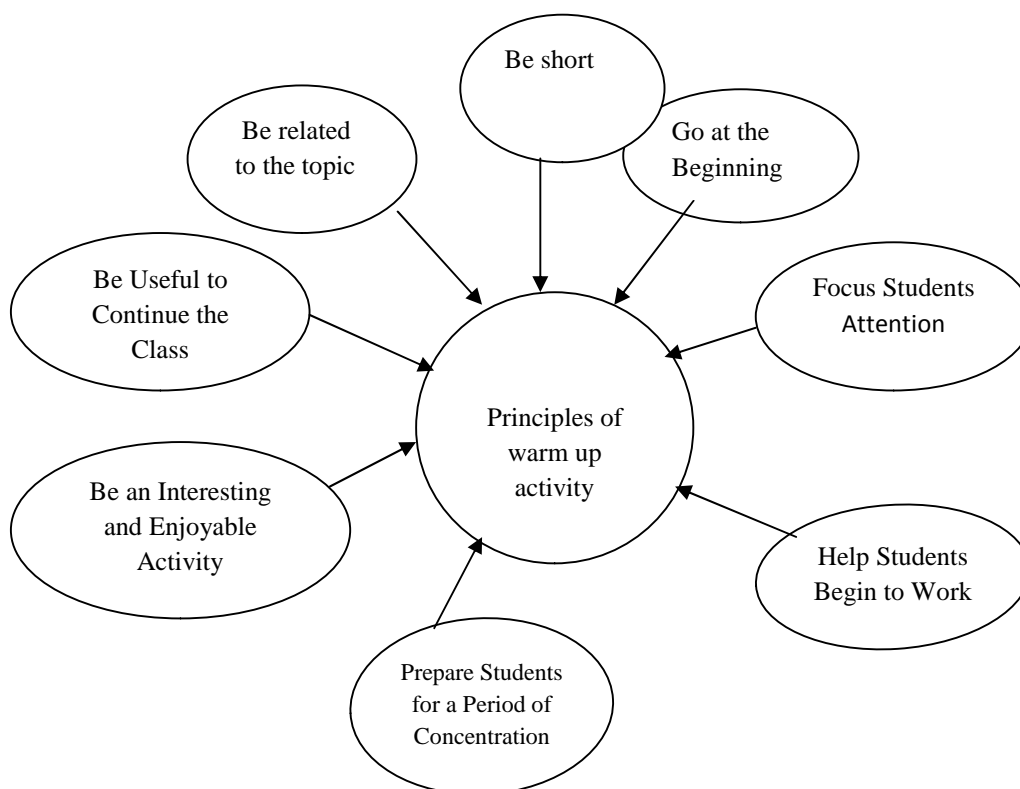


Figure 2.1 : Features of Warm-up Activities

Acklam and Robertson (2008) have also described the main features of a warm – up activity. They include that a warm –up activity needs to be interesting to motivate the students for practicing English. It will not be the main part of the lesson as a warm – up activity is a short activity. Warm up can be used to give the students a chance to revise previously studied language.

However, Acklam and Robertson (2000) have disagreed with Veranda (2008) that warm up activity has to be related with the lesson topic. They mention that it is not necessary that warm – up activity is making the students’ ready to work in English. (p. 8).

Learning process is facilitated through building a positive relationship with the students. A fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning. Teachers’ attitude is an important factor to develop cooperation between students and teachers.

The teachers, can help the students share their ideas and opinions in less tensed situation by developing rapport with them. Building up a sense of rapport and mutual trust among the teacher, and the students is the pre-condition to create a positive atmosphere in classroom .Warm-up exercises and jigsaw tasks can be adopted by teacher, to create a good atmosphere in class. Warm-up activities like joke, game, puzzle establish a positive learning environment and make the students comfortable to participate in the classroom. Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily.

Velandia (2008) said that a warm-up activity should take place at the beginning of the class. It will help the teachers catch the students' attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it is a preparatory stage of other stages of a lesson. Warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill (p. 13). Alam(1996) also has described the main features of a warm-up activity. They include that a warm-up activity needs to be interesting to motivate the students for practicing English. It will not be the main part of the lesson as a warm-up activity is a short activity. Warm up can be used to give the students a chance to revise previously studied language.

The main principles of warm up activities are:

They:

-) Must be short,
-) Be related to the topic,
-) Go at the beginning
-) Go at the beginning
-) Focus students' attention
-) Help students begin to work
-) Be an interesting and enjoyable activity
-) Prepare students for a period of concentration

Warm-up activities in English class. Motivation is what inspires a person to perform certain actions or activities and continue doing them only with the purpose to get the goals. This concept also has to be with responsiveness and pleasure. Warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities. Following are some example warm up activities (Anther, 2014).

What are they talking about? Teacher writes a sentence on the board that is a bit conversational. For example: Find it at last! But it is too late now, I can't afford to, after what you have done, You fool! We'll never get it back now! Students try to guess what the person is talking about. There is no right or wrong answer. Students are encouraged to say anything (Acklam and Robertson, 2000).

Back to back. When a piece of music is played, all students walk around the room and observe others clothes, hairstyles etc. When the music stops everyone makes pair with the nearest person and they stand back to back. Then, they make statements about each other's appearance without seeing each other. For example, student A: I think, your eyes are brown, Student B: that's not right, my eyes are black. In this way, when the music again starts, all pairs separate and when the music stops they make different pairs (Kilppen, 1985).

Question time. It is a warm up activity which is used to give learners some idea about the lesson topic. Here, the teacher asks some questions to activate learners' prior knowledge and elicit information. For example, teacher asks some questions such as do you often go to restaurant? Do you like cooking?, what will make you unhappy when you will eat in a restaurant?. After eliciting information teacher tells them to listen a passage where a person is angry about a restaurant (Jun. 2000).

Jigsaw reading. Teacher cuts a short text into four pieces. Then, he divides the class into groups of four members. Each member gets one piece of the text. They are asked to read it first and then discuss with their group members without seeing each other's text to find out which piece will come first, which will be the second one and so on (Treko, 2013)

Proverb matching. It is a warm up activity in which every student gets a half proverb card and has to find out his/her partner for the other half. They together have

to come up with a story or situation which illustrates their proverb and others can guess the proverb (Kilppen, 1985).

Review of Related Empirical Literatures

A number of research studies have been conducted in department of English education related to warming up activities, language motivation and its techniques. Some of the related studies have been reviewed here in this section:

B. K. (2012) studied on Motivation Techniques used by English Language teachers at Secondary level. The main objective of this study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level in which twenty teachers of ten secondary schools were taken as the sample population. He selected secondary public schools in Palpa district. The sample size included 20 English teachers and 40 students. 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. But these techniques differ according to the nature and the situation of the class.

Neupane (2013) studied 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, to find out the causes of motivation or de-motivation for teaching English. 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. A set of questionnaire was used as the tool for data collection. Close-ended and open-ended questions were included to gather the information. The finding was that most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language, teaching learning environment. Handling the challenging situation in the classroom and outside the class may make the teachers exhausted so, the School administrator should organize different motivational programs for the teachers.

Anther (2014) studied on Role of Warm-up Activities in language classroom: A Tertiary scenario in Dhaka Bangladesh. The main objectives of his research were to

know whether and how often warm-up activities is used in tertiary level classes and to find out how effectively warm-up is used in the classes. The study was based the benefits of warm up activity and it was based on the survey research design the result of the study showed that it is useful to use a warm-up activity in English classroom. Stating a class with a warm-up activity may promote interest among students set a friendly investment increase students participations and attract their attention.

In addition, Uddin (2015) studied on Factors affecting teacher, motivation at secondary level in Kohatcity of Pakistan. In this research the objective was to identify the factors affecting teachers. Motivation at secondary level of Kohat district and found that motivation factors could clearly identify the performance level of person and the majority so the teachers. View that the motivation factors like reward and incentives, self confidence and economic status of teacher, affect the performance of teachers.

Likewise, Salgado (2016) studied on "The effects of warming up activities in a primary state students' listening comprehension Classroom project". The main objective was to implement the use of warming up activities in different parts of the class; hence, analyze the effects of this method in students listening comprehension. This project was developed with a theoretical framework, where we took as reference key concepts in listening skills. Also a literature review with studies similar to ours, that allowed us guide our classroom project in the right way. After the implementation of the methodology, the results found by the observers and implementer shown that use warming up activities in different parts of the class not only helped the students to improve their listening comprehension, but also worked as a motivation injector to students, reducing their anxiety and stressful to face listening tasks.

Sava (2016) studied on Maintaining the efficacy of warm-up activities in EFL classrooms: An exploratory action research. The study was carried out for the purpose of enhancing the efficacy of warm-up activities used in EFL classrooms. The aim was to understand what warm-up activities/practices meant to students and to investigate students' perceptions on the use of warm-up activities as tools to increase participation in classes. Following the findings of EP, an Action Research (AR) was carried out in one of the classes with the participation of 21 students for a four weeks period. The AR study was the implementation of the emerged themes from the EP in

the form of redesigned warm-up activities. Following the classroom implementations, the second data collection tool, which was the second questionnaire, was distributed to the students. The findings of the second questionnaire provided the reflections of the students on the AR study. The collected data were content analyzed and the teacher researcher provided reflections on the overall process.

Rahman (2017) studied on Factors Affecting Motivation in Language Learning. Motivation is one of the fundamental factors in learning a language, the feelings and excitement offered by extra enthusiasm for students to learn a second language in a better way. This study investigated the factors which contribute to motivation in learning English among 80 students. Thus, despite an overall moderate attitude towards learning English, it would appear that students are actually interested in studying the language. The results showed that the subjects recognized the importance of learning English but did not have high orientation towards learning the language.

In the same way, Wichadee (2018) studied on Enhancement of Performance and Motivation through Application of Digital Games in an English Language Class. The study was conducted to find out what impact a digital game had on students' learning performance and motivation. A quasi-experimental study was performed with two groups of students. The experimental group was taught using the digital game "Kahoot" whereas the control group was taught with the conventional method. Pre-tests, post-tests, and questionnaires on the students' motivation and attitudes toward gamification in language learning were the instruments used in this study. The data were analyzed using Independent t-tests and One-way Analysis of Covariance. The results revealed statistically significant differences with regard to learning performance and motivation at 0.05. The experimental group obtained higher scores than the control group, and the motivation of students in the experimental group was much higher than that of the control group. In addition, the results of a survey indicated that students had positive attitudes towards application of digital games in language learning.

In the same way, Zarrabi (2018) studied on English in an EFL Context: Teachers' and Learners' Motivations for English Language Learning. The present study explores the ways in which English is used in public discourse in Tehran-Iran

and the motivations of Iranian - English as a Foreign Language (EFL) learners and teachers towards English language learning. The paper begins with an overview of different places in which English is used in Iran, such as media, public signs, traffic signs, advertisements, products, people's ordinary lives, and education. The results revealed that there is an active presence of English in Iran.

Calkins, et al (2020) studied on Examining Student Teacher Reflection using Video-based, Structured Reflection Procedures. This study was designed to investigate the implementation of a video-based reflection requirement in a teacher education program designed to support social studies student teachers' growth as teachers. The data included videos from twelve undergraduate preservice teachers earning a teaching license in secondary social studies. In total 37 videos were uploaded to an online system and analyzed. The study found that student teachers also most commonly recorded the beginning portion of class which tended to show the end of a warm-up/bell ringer and the transition into lecture. Because videos showed similar instructional styles and portions of class, evidence of growth was limited.

Implications of the Review for the Study

Many researchers which related to warm up and motivation have been conducted. Most of the previous researches are closely related to the present study which helped the researcher to explore what has already been done and what is still remaining to be done. The previous studies are similar to the present study. The present study focuses on the motivation, the role of motivation, and techniques of motivation. It also focuses on the warming up activities of teacher, motivation. Thus the present study is different from previous one.

The study of (Treko, 2013) helped me to conceptualize about learning English language. It is said that motivation is the gate way of learning something. A study by Christopher (2013) helped to learn about warm up activity in class and it helps ESL students to think in target language. Another study Lassche (2005) defines that for language learning lesson a warm up stage is the "initial orientation. So, a warm up activity is used to start a class with an interesting list to help the students be comfortable in classroom setting and to help them start thinking in English. (Treko,

2013), Ruiz and Rapiers (2008) state that improve students' learning and to get the best from them, it is must to start class with good warm – up session. These studies help to develop a general knowledge about English language learning and motivation activities.

According to Yu-mei (2009), motivation is one of several important factors that may influence students 'English achievement'. Likewise, Choosri & Intharaksa, (2011) said that Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Similarly Brown (1994) defines motivation as a term that is used to define the "success or the failure of any complex task. Motivation plays an essential role in learning and it affects various fields of education (Kellen, 2003). Similarly, Gardner (1985, p.50) stated that motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity in question. It is important because it determines the extent of the learner's active involvement and attitude towards learning.

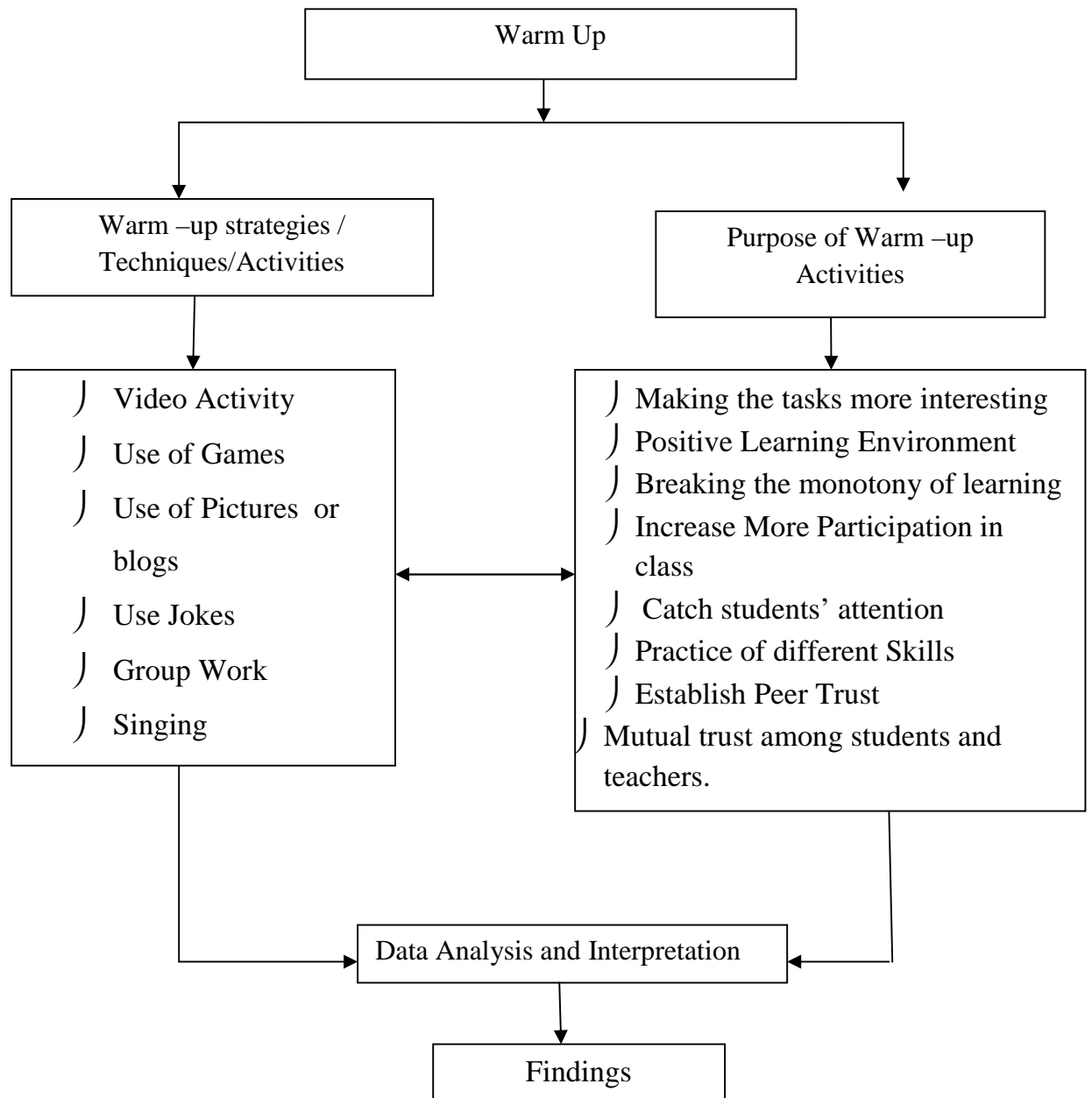
A study by B.K. (2012), Neupane (2013) and Anther (2014) provided a valuable new contribution for understanding the motivational activities and language learning in classroom. These study helped me to develop my research objectives and limitations. From the above thesis the researcher got lots of ideas, ways and concept about the study after reviewing different previous research and thesis.

In addition, Uddin (2015) and Rahman (2017) helped me to find out the factors affecting teacher motivation at secondary level in school. Likewise, a study by Salgado (2016) gives knowledge about the effects of warming up activities in a primary state students' listening comprehension classroom project. It helps to develop theoretical framework and conceptual framework. This study shows that used of warming up activities in different parts of the class not only helped the students to improve their listening comprehension, but also worked as a motivation injector to students, reducing their anxiety and stressful to face listening tasks. Moreover, the researcher got ideas to decide research design, specifying the objective of the study, determine selection of the research tools, data collecting procedures, analysis and interpretation.

In the same way, Sava (2016) and Zarrabi (2018) study helped to me select of research methodology and tools for data collection. Calkins, et al (2020) was designed to investigate the implementation of a video based reflection requirement in a teacher education program designed to support English language student teachers' growth as a teachers. The review of these literatures also provided the researcher clear idea about motivation, role of motivation, different technique of motivation and different warming up activities.

Conceptual Framework

The present study has adopted the following conceptual framework.



Warm up activities can be done in many different ways; it could be verbal, nonverbal or visual. Moreover, that these can be more effective when integrated into the day's lesson. Activities like video, use of games, pictures, jokes and songs contribute to the desired classroom atmosphere.

Likewise, games employing contest are activities that helped even the passive students to interact. Through motivational activities, teachers can sustain student interest by inspiring them and involving them to participate especially on lessons that may not be so interesting to the learners. Materials such as puzzles, games and

manipulative should be present in a classroom. Children use these materials to motivate counting, developing patterns, creating, and observing, constructing, discussion and comparison.

The teacher, used the activities of teaching employed by the ELT teacher, were observed, measured and considered whether the Teacher, used all the ample techniques in systematic way or not.

The purpose of the “motivational flow” when talking about the general rhythm and sequence of events in class and suggests starting it with a warmer, which can be a short stimulating game to set the tone. Humans are able to produce concentrated effort if they want to. Generating this interest involves a set of characteristics. Most of them can be adaptable; thus, they become challenging for students since they have interesting content, novelty, and intriguing, exotic, fantasy and personal elements; they stimulate competition and humor. Warm up is important to make students active participants and suggests selecting tasks which require mental or bodily involvement of each participant and creating specific rules and personalized assignments for everybody.

Warm up activities are not only processes to begin the class, but tools that help us catch students’ attention. If you start with an exciting and interesting activity you can be sure the other steps can be developed easily. This warm up must also be short because it is like a preparation for the other class stages. That is why it has to be related with the topic and centered in communicative aspects which could involve activities that emphasize the practice of different skills. In addition, a warm up must be prepared taking into account the students’ learning styles.

Chapter Three

Methods and Procedures of the Study

Each research is carried out in a specified and systematic method and procedures. The study was adopted the following procedures to meet the objectives:

Design of the Study

There are many research designs for carrying out the research. The research design is based on the topic, selected objectives to be met and problems to be addressed. This study follows survey research design. Survey research is the most commonly used research in education and social sciences. It is a type of research which tries to study both large and small population by selecting and studying samples in order to find the present situation or present activities. Selection of sample that is representative to the whole group is done and data will be collected from the sample. The data is analyzed, interpreted and generalized to the whole group. It is one of the cross section studies, i.e. data will be collected at a single time. Mostly structured tools will be used to collect data. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by (Cohen, Manion & Morrison, 2016) are as follows:

- a. It collects data on one shot basis and hence is economical and efficient.
- b. Represents a wide target population
- c. Generates numerical data
- d. Gathers standardized information
- e. Captures data from multiple choice, closed questions, tests scores or observation schedules.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizing the findings. It is an assumed to be the best research in educational and public operations, professional behavior and attitude and so on.

Population, Sample and Sampling Strategy

The population of the study was the English language teachers who were teaching at secondary level in Nawalparasi district (East). Altogether 96 schools are in Kawasoti municipality of Nawalparasi district (East). Among them there are 55 community schools and 41 institutional schools. For this study I selected 30 teachers from community schools and 30 teachers from institutional schools. All together sixty English teachers were selected by using convenience sampling method.

Research Tools

A set of questionnaire and classroom observation used as the data collection tools.

Sources of Data

To fulfill the objectives of the study researcher used both primary and secondary sources of data.

Primary sources of data. As a primary source researcher collected data from teachers of English, who have been teaching English at secondary level in Kawasoti municipality of Nawalparasi district (East) by administering questionnaire and observation checklist.

Secondary sources of data. Secondary sources were different research works, articles, and books, national and international journals. The secondary sources were: Acklam & Robertson (2008), Acklam, (2000), Alam (1996), Anther (2014), B.K. (2012), Brown (1994), Harmer (1991), Kay, (1995), Krishnan, & Hoon (2002), Lassche (2005), Li & Pan (2009), Mackey (1965), Neupane (2013), Treko (2013), Ud Din (2012), Velandia (2008), Wichadee (2018), Zarrabi (2018) and Calkins, et al (2020).

Process of Data Collection

The researcher prepared questionnaire and observation check list. The researcher selected the schools and sample population. The researcher visited the selected schools and sample population. The researcher builds rapport with the selected population. The researcher introduced herself tells the objectives of the study. The researcher was take permission from Principle, head teacher and authorities. The researcher observed the classes of the English teachers. And record the information

with the help of observation check list. At last researcher collected all the information and data.

Data Analysis and Interpretation Procedures

For the analysis and interpretation of the collected data, the collected data from the informants were analyzed and interpreted both quantitatively and qualitatively. The quantitative data were analyzed and interpreted descriptively with the help of simple statically tools like tables and qualitative data was analyzed and interpreted he narrative and descriptive form the researcher collected data through questioner and observation check list. The collected data through observation were analyzed interpreted and presented separately.

Ethical Considerations

Ethical consideration is important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. So, ethical consideration is highly required.

For the ethical consideration, I built rapport with the concerned people and also provided them participant information statement to inform them about the purpose of my study. Then consent form approved from the Department of English Education, TU were distributed them asking to sign in order to get permission for data collection. I explained my purpose and make them know that their presence in my study would be voluntary. They were assured that all identifiable personal information strictly kept confidential and no names were mentioned in the thesis as well as in any publications. There is no any effect in the teachers of their teaching learning activities that I selected for my sampling.

Chapter- 4

Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the collected data from the primary source to fulfill the determined objectives of the study. The data collected through the questionnaires and classroom observation checklists have been analyzed and interpreted. The main focus of the study was to find out the warming up activities used by English Teachers' for motivating the students. The collected data from the informants has been analyzed and interpreted both quantitatively and qualitatively. The qualitative data was interpreted in the descriptive and narrative form where quantitative data was analyzed by using simple statistical tools and after analyzing the data result was interpreted.

Result Obtained through Questionnaire

This section is mainly concerned with the analysis, description and interpretation of the elicited data. The data were collected through questionnaires and interpreted to find out the warming up activities used by English foreign language teachers' for motivating the students. Altogether 96 schools are in Kawasoti municipality of Nawalparasi district (East). Among them there are 55 community schools and 41 institutional schools. For this study I selected 30 teachers from community schools and 30 teachers from institutional schools by using convenience sampling method.

Mainly, the class observation was done for sixty days. The analysis of the data was carried out as fairly as possible. Furthermore, the analysis and interpretation was conducted descriptively and using statistical tools like frequency and percentage in the tabulated form.

Techniques while starting class. On the basis of the survey questionnaires, the activities of teaching employed by the English teacher, were observed, measured and considered whether the Teacher, used all the ample techniques in systematic way or not. The techniques of teacher while entering class room are presented in table 1 :

Table 1
Techniques while Starting Class

S. N	Description	Always		Often		Sometimes		Never	
		No.	%	No.	%	No.	%	No.	%
1	Greeting to the class	39	65	6	10	12	20	3	5
2	Warm-up activities	3	5	12	20	6	10	39	65
3	Review of the previous lesson	-	-	18	30	12	20	30	50
4	Telling the joke	24	40	12	20	18	30	6	10
5	Telling the stories	51	85	-	-	9	15	-	-
6	Any other activities	-	-	54	80	6	20	-	-

Table 1 shows 65 percent teachers always greeted their students before the class started and 65 percent never used warm-up activities. Fifty percent teachers never reviewed the previous lessons, whereas 40 percent teacher always states their lesson telling joke while starting the class. 85 percent teachers told stories before starting the class. Teachers followed different techniques while starting their classes such as Greeting to the class, warm-up activities, review of the previous lesson, telling the joke and telling the stories.

From the above discussion, it can be said that though the English Language Teaching teacher. Thus, the activities the teachers used while starting the lessons were telling stories.

Greeting to the class. Greeting to the class, seems to be a critical benchmark for many students before starting class. Teachers hang out by the door saying “Hello” and calling students by name. Furthermore, students say that Teachers who “meet and greet” are the ones who also care about them personally, and this personal interest motivates them to do better in class. It's easy to assume that this is a common practice; yet, my informal polling with students indicates that this is the exception and not the rule. And varying what students guessing about what's going to happen in class today. Researcher found following activities conducted by selected teachers in classroom:

Table 2
Activities before the Class

S. N.	Activities	No.	%
1	New Information	3	5
2.	Ask or comment about things that students were doing outside of the classroom	9	15
3.	Give students positive feedback	12	20
4	Make comments to individuals	27	45
5	Say something about their appearance	9	15
	Total	60	100

Table 2 shows the different activities conducted by teacher in a classroom before starting the class. Five percent teachers started class by searching new information for the students' betterment. Fifteen percent teachers were commented about student's activities outside the school. 20% teachers gave students positive feedback. 15% teachers discussed about their appearance.

Teacher adopted different activities before the class. Some general activities are New Information, ask or comment about things that students were doing outside of the classroom, Give students positive feedback, Make comments to individuals and Say something about their appearance. Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to depend their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning.

Warm-up activities. Warm-up activities are essential in the English classroom. Students often come to class with tired or other things on their minds, so it's good to ease them into a class rather than immediately hitting them with a demanding grammar or vocabulary task. Warm up activities for classroom is an excellent teaching tool. Starting the lesson with a good hook activity sets us up for a better chance of success. It captivates the students and draws them into the lesson .Researcher had put together a few warm up that researcher found in the selected schools of Kawaswoti municipality. The major warm activities presented in below:

Table 3
Warm-up Activities

S. N	Warm-up Activities	No.	%
1	The suggestive	12	20
2	Data manipulation	6	10
3	Pre-Quiz	9	15
4	Word splash	3	5
5	Simulation	9	15
6	Guessing game	6	10
7	Free association	3	5
8	Chalk talk	12	20
	Total	60	100

Table 3 shows the warm activities conducted by teacher in the class. English teachers used different warm activities while teaching English language class. Among the 60 teachers, twenty percent teacher used the suggestive activities, ten percent teachers were used data manipulation activities, Majority of respondents used suggestive activities in the class room. To start a class with an interesting activity, to help the students set a positive mood for learning and to keep them engaged in class, using warm up activity can be an effective way.

Review of previous class. Teachers reviewed the previous lesson before the class start. Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

Table 4
Review of Previous Class

S. N.	Activities	No	%
1	Revision of past lesson	30	50
2	Check Homework	6	10
3	Discussion	9	15
4	Role plays	3	5
5	Dictation and vocabulary	8	13.33
6	others	3	50
Total		60	100

Table 4 shows review of previous lesson activities while starting class. Majority of respondents is revised of past lesson while starting class. Ten percent teachers checked the homework of past lesson. Fifteen percent teachers discussed about previous lesson.

Warm-up activities are essential in the English classroom. Students often come to class tired or with other things on their minds, so it's good to ease them into a class rather than immediately hitting them with a demanding grammar or vocabulary task. With a good warmer you can put your students into English mode attentive, interested and ready to participate. A warmer can also serve to review language from a previous lesson or prime the class for a new topic. These warm up activities for adults also serve as emergency activities useful fillers for when your lesson plan runs out.

Teaching through jokes. Teachers raised students' interest and mood from the monotonous ways. Mix fun in classrooms.

The collected data about telling jokes were presented the following table 5 :

Table 5
Teaching through Jokes

S. N.	Activities	No	%
1	Tell funny stories	12	20
2	Teach lessons in a funny way	9	15
3	Have art room Jokes	6	10
4	Physical and facial expression	3	5
5	Audio and visual actions	18	30
6	Make students more comfortable	12	20
Total		60	100

The table 5 shows that the telling the jokes activities before starting the class. Majority of respondents used to tell funny stories and make students more comfortable in the classroom i.e. twenty percent. Similarly, few teachers used physical and facial expression activities while teaching in English class room. i.e. five percent.

Warm up can be used to motivate the students so that they become interested to learn. Moreover, teachers can use warm up to get students' attention at the beginning of the class. Also, the use of warm up also can be a good exercise for the students to recall their background knowledge. As well as, teachers can discuss the lesson objectives in the warm up session so that students get a clear goal to give higher effort to learn.

Teaching through stories. Storytelling is the social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. I found these following activities in the classroom:

Table 6
Teaching through Stories

S. N.	Activities	No	%
1	Monomyth (folk tales, myths and religious)	12	20
2.	The mountain	9	15
3.	Nested loops	6	10
4	Spark lines	15	25
5	Converging Ideas	3	5
6	False Start	9	15
Total		60	100

The table 6 analyzed the teaching through stories activities conducted by selected teachers in Kawasoti municipality. 20% teachers used monomyth activities in the class. Similarly, 15% teachers used the mountain structure activities in class. It is a way of mapping the tension and drama in a story. It's similar to the monomyth because it helps us to plot when certain events occur in a story. It's different because it doesn't necessarily have a happy ending. The first part of the story is given to setting the scene, and is followed by just a series of small challenges and rising action before a climactic conclusion. Likewise, 10% teachers used nested loops activities in class. It is a storytelling technique where you layer three or more narratives within each other.

In the same way, 25% teachers used spark lines activities. Spark lines are a way of mapping presentation structures. Lastly, five percent teachers used converging ideas and 15 percent teachers were done false start ideas. Converging ideas is a speech structure that shows the audience how different strands of thinking came together to form one product or idea. It can be used to show the birth of a movement. Or explain how a single idea was the culmination of several great minds working towards one goal. A 'false start' story is great for talking about a time that you failed in something and were forced to 'go back to the start' and reassess. It's ideal for talking about the things that you learnt from that experience.

Motivational Techniques Used While Teaching

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe

certain sorts of behaviour. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statement simply that motivation has a major influence on our behaviour. There were different motivational techniques used by teachers in secondary level. The result of 60 teachers was presented below:

Table: 7
Motivational Techniques of Teaching

S. N	Description	Always		Sometimes		Often		Never	
		No.	%	No.	%	No.	%	No.	%
1	Asked students to pay attention	42	70	18	30	12	20	24	40
2	Presented very nicely	9	15	15	25	18	30	27	45
3	Provide information feedback	6	10	9	15	15	25	9	15
4	Scolded the students	24	40	12	20	9	15	12	20
5	Showed interest in his students		35	18	30	15	25	27	45
6	Encouraged participants	6	10	12	20	24	40	15	25
7	Used body language	9	15	12	20				-
8	Topic to the life contexts	48	80	9	15	3	5		
9	Used body language	33	55	18	30	24	40	12	20
10	Used student centered approaches		25		15			20	60
11	Made the voice commanding		-	6	10	12	20	30	50
12	Pair work/Group work	30	50	12	20	-	-	18	30

Table 7 shows the different motivational techniques used while teaching. Motivation plays a pivotal role in the process of learning. I found that the basic ideas about how to motivated the students for learning. Encouragement is need to internal motivation. It is necessary to prepare the students to learn and to feel their responsibilities. If there is necessary to change the style of teaching, then make groups to learn the students' involvement and sharing. Assignments are useful and according to their abilities. Explain the relation between different lessons so that students can understand the overall subject. No to teach the student too much lessons. Present the overall picture of the lesson in the end and explain the lesson with examples. Some students need extra attention, so beware of their needs and requirements

Likewise, 10 percent Teachers used provided information feedback technique always, 15 percent teachers used this technique sometimes, 25 percent teachers used this technique often and remaining 15 percent Teachers never used this techniques to the class. So the majority of respondents is often using provide information feedback to motivating the students.

Regarding the Scolded the students', it was found that ELT Teacher, did not always use it. 40 percent teachers were used this technique always, 20 percent teachers his technique used sometimes, 25 percent teachers were often and remaining 15 percent Teacher, never used any techniques to the class

Likewise, 'encouraged participants' 10 percent Teachers were used this technique always, 20 percent this technique used sometimes, 25 percent were often and remaining 45 percent Teacher, never used any techniques to motivates students.

Regarding the 'Used body language', it was found that ELT Teacher, did not always use it. 15 percent Teachers were used this technique always, 20 percent teachers used this technique sometimes, 40 percent teachers were often and remaining 25 percent Teachers never used any techniques to the class.

In the same way, 'Topic to the life contexts' 80 percent Teachers used this techniques always, 15 percent teachers used this techniques sometimes, remaining 5 percent teachers were often used to motivates the students.

Likewise, another mostly used technique is ' Used student centered approaches'. 25 percent teacher, were used this techniques always, 15 percent Teachers were used this techniques sometimes, remaining 40 percent were used often and 4 teachers were not used to motivates the students.

Lastly, The another techniques used by EFL Teacher, to motivate students is 'Pair work/Group work'. 50 percent Teacher, were used this techniques always, 20 percent Teachers were used this techniques sometimes, remaining 20 percent were used often and 10 Teachers were not used to motivates the students. One of the successful ways, if the Teacher, is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc.

From the above discussion, it can be said that though the ELT Teacher, used altogether 12 techniques for to explore warming up activities to motivating the students. The research show that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their Teacher,. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide. The role play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student’s book are followed by a role-play activity where it becomes a necessity to undergo such an activity.

Getting attention. In the second section, the Teachers focus on the students was observed to find out whether they treated all the students equally or gave more emphasis to different level of students. The following table shows the data:

Table No. 8
Getting Attention

S.N.	Activities	No.	%
1	Equal attention to all	42	70
2	Proficient Students	9	15
3	Medium Students	6	10
4	Less Proficient students	3	5
Total		60	100

Table 8 presented the getting attention status. Among the total respondents 15 percent teachers gave more emphasis to the proficient students, 10 percent teachers gave much attention to the medium level of students and only 5 percent teachers focused less proficient students too. Describing the teachers focused on the students, the information showed that about 70 percent teachers tried to give equal focus to all the students. But due to reaction of the students, involvement in the tasks or activities and nature of content, the teachers gave special attention to particular student only.

Presentation of task. Assigning tasks and activities to practice language learning is mostly dominated by the teachers in their classroom. The following table shows the nature of tasks given to the students:

Table No. 9
Presentation of Task

S. N.	Activities	No	%
1	Common task	54	90
2	Different task	6	10
	Total	60	100

The table shows that 90 percent teacher's devised common tasks for all the students in their classroom while only 10 percent teachers devised different tasks. The data showed that nearly all the teachers devised common task for all the students. It may be because the teachers found it convenient for assessing the students' work on the one hand and giving feedback on the other. Even though it is not justifiable, the students in the class comprised of distinct level of proficiency.

Previous feedback. The teachers provided feedback on starting class mostly while assessing the student's. The data can be shown in the following table:

Table 10
Previous Feedback

S. N.	Activities	No	%
1	Writing hints/comments in the students copy	24	40
2	Giving correct form on the board	12	20
3	Rating the writing	9	15
4	Using signs or symbols	15	25
	Total	60	100

Table 10 presented the information about feedback. Among the total 60 teachers 40 percent teachers wrote comments in the students copy, 20 percent showed correct form on the board, 15 percent rated the writing and remaining 25 percent used signs or symbols

Body language. The ability of a researcher to establish positive rapport with students is a critical aspect of the teacher,-learner relationship,” explains Ron Benner, a school psychologist in Bridgeport, Connecticut. “The successful Teacher, blends both verbal and nonverbal communication skills in establishing good rapport with students and this has a direct correlation to student achievement.”

Table 11
Body Language

S. N.	Activities	No	%
1	Stand up straight	27	45
2	Avoid folding your Arms, Standing Behind a Desk, and Using Barriers	3	5
3	Use the Whole Classroom	18	30
4	Make Eye Contact	3	5
5	Hands out and Palms up	12	20
Total		60	100

Table 11 shows the teacher used body language activities in class. 45 percent teacher, were stand straight, 5 percent teacher avoided folding your arms, standing behind a desk, and using barriers, 30 percent were use the whole contact , 5 percent were make eye contact and remaining 20 percent were hand out and palms up activities. Avoid folding your arms, standing behind behaviors “simply sends the signal that you don’t want to make contact,” says Caswell. It blocks you off and makes you appear unapproachable. Don’t cross your arms or shuffle papers that aren’t related to the lesson, and refrain from looking at your watch when a child is speaking. Walk around the students’ desks to show interest, and indicate approval with a head nod. Caswell suggests leaning slightly forward and moving momentarily into their territory in a nonthreatening way. Make eye contact helps establish rapport and trust, and it shows that you’re engaged and listening to the students. Adopt different poses when you want your students to respond in a particular way. Hands out and palms up shows that you’re open to questions and answering in a nonthreatening way.

Motivation Techniques Used at the End

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal. Another

way to say this is that motivation is goal-directed behaviour. So I asked about the motivation techniques which ELT teachers used at the end of class. The result of 20 Teachers were presented in the following Table 12:

Table 12
Motivation Techniques Used at the End

S. N	Description	Always		Sometimes		Often		Never	
		No	%	No	%	No	%	No	%
1	Summarized and ended the lesson	60	100		-		-		-
2	Asked students if they got the point or not	45	75	12	20	3	5	-	-
3	Was successful in his teaching	42	70	9	15	9	15	-	
4	Solved students problems	30	50	12	20	6	10	12	20
5	Achieve the intendments objectives		-		-		-	60	100

Table 12 shows the activities of teachers while ending class. I selected 20 teachers for fulfill the objectives. 100 percent teachers were used always in secondary level. So this result shows that community and institutional schools teachers were doing more warming up activities at the end of the class. In the same way, statement 2 'Asked students if they got the point or not' 75 percent teachers used always, 20 percent used these activities sometimes and 5 percent used often. So, this result shows that the ELT teachers less knowledge about any warm up activities. Similarly, Statement 3 'Was successful in his teaching' shows the positive results in average. 70 percent teachers used always in secondary level, 15 percent used sometimes and 15 percent were used this techniques at the end of the class. So this result shows that both community and institutional schools teachers were doing more warming up activities at the end of the class.

In the same way, statement 4 'Solved students problems' techniques used by EFL teachers in secondary level. 50 percent. Teachers were used this techniques always, 20 percent used this techniques sometimes, 10 percent were often and 3 Teachers of community school were not used this techniques.

The researcher had found that another mostly used technique is 'Thanked students for their kind's cooperation '. 100 percent Teacher, were used this techniques always. This study shows that the all teachers were used this techniques while teaching.

Summary of the lesson. Summarization is the restating of the main ideas of the text in as few words as possible. It can be done in writing, orally, through drama, through art and music, in groups and individually. Teachers who start a lesson by summarizing the big points in the day's lesson and end by having students summarize their learning see gains in the retention of the material. Several summarization techniques have been provided:

Table 13
Summary of the Lesson

S. N.	Activities	No	%
1	By gist	24	40
2	Key points summary	18	30
3	Sample test questions	6	10
4	Text transformation	3	5
5	Quick talk	9	15
Total		60	100

Table 13 presented the status of summarized and ended the lesson. Among the total respondents, 40 percent used gist activities in classroom. Teachers gave any number, depending on the age/level of the student and the level of complexity of the topic. Students must fill each blank with a word or phrase helps capture the “gist” of the learning. Similarly, 30 percent were done key point's summary activities. Teachers make a list of bulleted key points of the learning from the lesson. Likewise, 10 percent used sample test questions activities. Ask students to write one or several possible test questions related to the learning of the lesson.

These questions should not be yes/no or one-word answer questions. An easy way to do this is to use index cards or half-pieces of paper, and ask the student to write the question on one side and an acceptable, detailed answer on the other. These questions can be collected and then redistributed the next day and used as a “warm up” or “lesson activator.”

In the same way, 5 percent used transform a text into different genre activities. They could transform the information in the text to any of the following: 1), newspaper article, 2), flyer or advertisement, 3), letter from a specific viewpoint, 4), diary entry, 5), comic strip, etc

Checking students' understanding. Some students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may not know exactly what is going on in their classes. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are unsure of. Then, they can use the information to provide better clarification at the beginning of the next lesson.

The lessons that the students learned should eventually be incorporated in a new setting other than the classroom. It is crucial for the instructor to keep this in mind as well. There are various barriers involved in learning ESL. Probably the most difficult barrier to handle is the language barrier, which is why many instructors still struggle to correct the pronunciation of some of the English words, the grammatical errors, etc. However, it is still the responsibility of the instructor to make an effort to break these barriers and create a good learning environment. By and large, still, being Teacher is not easy because there are so many things to consider and there are just so many things that he/she needs to learn. The collected results were presented in the following table:

Table 14
Checking Students' Understanding

S. N	Activities	No	%
1	Understand the individual needs of students	24	40
2	Recall, summarize, question, connect, and comment	3	5
3	Word of the day	9	15
4	Focused listing	15	25
5	Think break	9	15
	Total	60	100

Table 14 shows that the status of checking students' understanding activities in the language class. Among the total respondents, 40 percent understood the individual needs of students, recall, summarize, question, connect, and comment, 5 percent word of the day, 15 percent focused listing and 15 percent remaining think break activities. In order to help every student improve, Teachers have to understand every individual student's level of language proficiency and educational history. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. Teachers to establish a more personal relationship with every student and their family. Simple actions such as pronouncing the students' names correctly and showing interest in their cultures will go a long way in giving students a more pleasant learning experience.

Successful in his teaching. Successful in his teaching activities were presented in below:

Table 15
Successful in his Teaching

S. N.	Activities	No	%
1	Interest and explanation	12	20
2	Concern and respect for students and student learning	6	10
3	Appropriate assessment and feedback	12	20
4	Clear goals and Intellectual challenge	3	5
6	Independence, Control and Active Engagement	6	10
7	Learning from Students	21	35
	Total	60	100

The table 15 shows the successful in his teaching activities, among the total respondents 20 percent did Interest and explanation activities. When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it and 20 percent did concern and respect for students and student learning activities. Similarly, 20 percent done appropriate assessment and feedback activities in class. Appropriate assessment and feedback involves using a variety of assessment activities and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

Likewise 5 percent done clear goals and intellectual challenge activities. effective Teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

Likewise, 10 percent Independence, control and active engagement activities. It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more

In the Same way, 35 percent learning from students effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.

Solved students problems. Of course, the low grade students were found confronting a number of different problems in instructional process in ELT class. To solve these problems and to develop problem solving ability in students, the Teachers appeared using different strategies which could ensure the development of this ability in students in class. These strategies are given in the table 17.

Table 16
Solved Students Problems

S. N	Activities	No.	Percent
1	Through project work	9	15
2	Through group work	18	30
3	Through pair work	12	20
4	Engaging them in logic based task individually	21	35
Total		60	100

From the table 17 it can be said that the English teachers used four main activities about 15 percent project work, 30 percent through group work, 20 percent through pair work and 35 percent engaging them in logic based task individually

Chapter-5

Conclusions and Implications

In this chapter, I have presented the whole finding of the study, conclusions on the basis of findings and provided some recommendations based on the data analysis and interpretation alone in chapter four. The following findings, conclusions and recommendations of the study have been derived based on the analyzed data. I have presented the findings, conclusion and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

- i. Study shows that 65 percent teachers always greeted their students before the class started and 65 percent never used warm-up activities. Fifty percent teachers never reviewed the previous lessons, whereas 40 percent teacher always states their lesson telling joke while starting the class. Eighty five percent teachers told stories before starting the class.
- ii. Study shows that the different activities conducted by teacher in a classroom before starting the class. Three teachers (5%) should started class by searching new information for the students' betterment.
- iii. Study shows the warm activities conducted by teacher in the class. English teachers were used different warm activities while teaching English language class. Among the 60 teachers, twenty percent teacher were used the suggestive activities, ten percent teachers were used data manipulation activities, Majority of respondents used suggestive activities in the class room.
- iv. Study shows that review of previous lesson activities while starting class. Majority of respondents is revision of past lesson while starting class. Ten percent teachers were checked the homework of past lesion. Fifteen percent teachers were discussed about previous lesson.
- v. Majority of respondents used to tell funny stories and make students more comfortable in the classroom i.e. twenty percent. Similarly, few teachers used physical and facial expression activities while teaching in English class room. i.e. five percent.
- vi. Among the total respondents 15 percent teachers gave more emphasis to the proficient students, 10 percent teachers gave much attention to the medium

level of students and only 5 percent teachers focused less proficient students too. Describing the teachers focused on the students, the information showed that about 70 percent teachers tried to give equal focus to all the students.

- vii. The study shows that 90 percent teacher's revised common tasks for all the students in their classroom while only 10 percent teachers devised different tasks. The data showed that nearly all the teachers devised common task for all the students.
- viii. Study presented the information about feedback. Among the total 60 teachers 40 percent teachers wrote comments in the students copy, 20 percent were giving correct form on the board, 15 percent rating the writing and remaining 25 percent using signs or symbols
- ix. This study shows the activities of teachers while ending class. The researcher selected the 20 teachers for fulfill the objectives. 100 percent teachers were used always in secondary level. So this result shows that community and institutional schools teachers were doing more warming up activities at the end of the class.
- x. Study shows that 65 percent teachers always greeted their students before the class started and 65 percent never used warm-up activities. Fifty percent teachers never reviewed the previous lessons, whereas 40 percent teacher always states their lesson telling joke while starting the class. Eighty five percent teachers told stories before starting the class.
- xi. Study shows that the different activities conducted by teacher in a classroom before starting the class. Three teachers (5%) should started class by searching new information for the students' betterment. Nine students (15%) teachers were commented about student's activities outside the school. Twelve teachers (20%) gave students positive feedback. Nine students (15%) teachers discussed about their appearance.
- xii. Study shows the warm activities conducted by teacher in the class. English teachers were used different warm activities while teaching English language class. Among the 60 teachers, twenty percent teachers used the suggestive activities; ten percent teachers were used data manipulation activities, Majority of respondents used suggestive activities in the class room.
- xiii. Study shows that review of previous lesson activities while starting class. Majority of respondents is revision of past lesson while starting class. Ten

percent teachers were checked the homework of past lesson. Fifteen percent teachers were discussion about previous lesson.

Conclusion

The research entitled exploring warming up activities used by secondary level English teacher of Nawalparasi district (East). The main objectives of the study were to explore the warm up strategies designed and used by secondary level English teacher in teaching English in Nawalparasi district (East). It was found that teachers used various techniques while warming up the students in English class namely : getting attention, presentation of tasks, previous feedback, scolding the students, showing interest in his students, encouraging participants, using body language, used gesture, using student centered approaches, made the voice commanding and pair work or group work. Findings of the study is to start a class with an interesting activity, to help the students set a positive mood for learning and to keep them engaged in class, using warm up activity can be an effective way. The study presented that in a language classroom warm up activity can be used for many reasons. One of the reasons of using warm up is to establish a good relationship between students and teachers, to set a positive learning environment for the students and to make the comfortable in classroom. Then, warm up can be used to motivate the students so that they become interested to learn.

Moreover, teachers used warm up activities to get students' attention at the beginning of the class. Also, the use of warm up can be a good exercise for the students to recall their background knowledge. As well as, teachers can discuss the lesson objectives in the warm up session so that students get a clear goal to give higher effort to learn. However, this research has found that different teachers used different warm up activity for different purposes. Someone may use warm up to take students' attention, someone may use it to activate students' background knowledge and someone may use it to build a good relationship and motivate the students. It is better to use to warm up the secondary level students

Implications

On the basis of finding and conclusion, the implications of the research work were recommended as follows:

Policy related. In policy level this study will be implied or utilized for the following purposes:

- i. The government needs to focus on Teacher, training program timings and based in activities in training.
- ii. School level program should be made in accordance with both types of motivations.
- iii. There should be the provision of pre service training, refresher training etc. so that Teachers can get the idea of how to motivate their students either by instrumentally or integrative.

Practice related. In practice level this research will be implied for the following purposes:

- i. The curriculum designer should be conscious about both types of motivation while designing the curriculum.
- ii. There should the inclusion of 'how to motivate learners', suggested topic in the syllabus.
- iii. ELT Teachers need to be linked the updated knowledge and modern world of techniques and technology.
- iv. Teachers ought to be very familiar with foreign cultures and with the foreigners.
- v. Schools should make the English speaking zone environment so the learners have opportunity to converse with foreigners whenever they meet them and get information what they need.

Further related. As this study has also prepared with the help previously carried out studies, it will also used or consulted while carrying out the research on students' motivation towards learning English.

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