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Motivation Techniques Used by Basic Level English Teachers

Rajendra Singh Dhami

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Masters of Education in English

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Submitted by
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Tribhuvan University
Kirtipur, Kathmandu, Nepal

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Declaration

I, hereby, declare to the best of my knowledge that this thesis is original and no part of it was earlier submitted for the candidature of research degree to any university.

Date: 01/09/2023

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Dedication

Dedicated to my parents,
for the exceptional love,
endless support and sacrifices.

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Abstract

This study focused on the **“Motivation Techniques Used by Basic Level English Teachers.”** This was survey design study related to affecting factor on the achievement in English Education. The objectives of this study were to find out the motivation techniques used by teachers teaching English in Basic level and to suggest some pedagogical implications. It was survey design and quantitative in nature. The sample of study was forty English teachers and ten classes of ten teachers observed to collect data. The schools, teachers and their classes selected by using non- random purposive sampling procedure from Darchula district. I used questionnaire and observation (check list) as the tools of data collection. The collected information from teachers were analyzed with the help of theoretical and conceptual framework developed by the researcher. Regarding the motivation techniques, the teachers had different views. It was found that the students did not pay attention through whole period carefully. In the classroom the students belonged to different social, cultural, economic and language background therefore the learners may not be equally motivated. Mainly, the teachers build rapport with the students where students feel free to perform any activities without any fear. Similarly, teacher keep them busy in creative activities related to the content.

This research work includes five chapters. The first chapter of the study deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms are included. The second chapter covers review of related literature. It consists of theoretical and empirical review of the literature, the implications of the review for the study and conceptual framework. Chapter three consists of discussion upon methodology and

procedures of the study. It consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four of this study includes results and discussions where analysis and interpretation of the data is included and lastly the fifth chapter derives findings, conclusions and implications. In the end, references and appendices are included.

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Chapter 1

Introduction

This study is on "Motivation Techniques Used by Basic Level English Teachers". This chapter 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 definition of the key terms.

Background of the Study

Effective instructional methods are required due to the global adoption of English language learning. ELT educational models now include the requirement for successful teaching methods, such as those meant to inspire pupils. Education professionals and school administrators have had to acknowledge that students from diverse cultural backgrounds learn differently, frequently employ different intelligences, and focus on different components of the educational model as the country's cultural and social complexity grows. In order to handle the large differences in the learner population, cooperative learning strategies have been advocated. Learning about individual variations in cognitive processing and how they affect curriculum creation and teaching methods is one of the biggest difficulties facing educators today. and for the teacher/student relationship as a whole (Herrold, 1989).

Despite several obstacles, such as limited resources, varying learner needs, expiations, and possibilities for exposure to and usage of English in Nepalese context, the demand for the English language has been rising steadily over time. The amount of work a person is willing to put out in learning the English language may depend on his motivation, desire, and method for doing so. Psychologists assert that practicing without motivation produces subpar outcomes (Mackey, 1965, p.122).

Gardner and Lambert (1972) distinguished between two categories of motivating approaches. They are "instrumental" and "integrative." According to Lamsden, there are also internal and extrinsic motivations (1994). The third division is between "global, "situational," and "task motivation,". According to Brown (1987), the first is the "overall orientation of the learner towards the study of the foreign language." The second one concerns the "context of learning" (the classroom and surrounding environment), and the third one concerns "the learner's approach to the particular task at hand." Regarding the setting, we presume that it is a classroom for our purposes, but the other two may differ and be impacted by instructor behavior. Global motivation may appear to be primarily influenced by prior education and a variety of social circumstances, but it is also influenced by the views of the teachers themselves, which are communicated either unintentionally or by explicit information and persuasion. The third is arguably where most of our practice work goes: making the job at hand as appealing as possible and motivating our pupils to participate, put out effort, and succeed.

Kelly (1955), views motivation as a factor that is largely beyond our control and often influenced by fundamental biological requirements, drive reduction theories, and Freud's idea of unconscious motivation. Atkinson's (1964) unconscious desire for accomplishment was founded on the fundamental idea of homeostasis. However, in 1950 Berlyne discovered that people engage in curious actions only for the sake of engaging in them, and this discovery inspired research on concepts like locus of control and causality orientations (important aspect in studies of intrinsic motivation). The research mentioned above strongly imply that the two motivational styles, integrative and instrumental, are not always antagonistic. Speaking ESL pupils that are interactively motivated can be found in specific situations and found

instrumental reasons as primary for studying English. In some context they are instrumentally.

Similar to Harmer (1991, p. 51), who stated that "motivation is some type of internal drive that propels one to do things in order to obtain some goals," He really meant to say that. The very first and most fundamental factor that spurs a learner's interest and encourages them to finish their assignment correctly and flawlessly is motivation. Additionally, the pace of labor quickens as the person puts out every effort to accomplish their objective. As an illustration, when working on a big project with a short deadline but a big bonus on top, we discovered the drive to do it on time.

I learnt from the aforementioned definitions that motivation is a component that influences a learner's learning process as well as how they exhibit taught behavior. Because communication is crucial for meeting fundamental requirements, there is a significant drive to acquire a first language, while learners' motivation for learning a second language appears to be low. As a result, it's important to motivate students who are learning a second language. The ability to inspire or encourage someone to take action in order to accomplish a goal is what we refer to as motivation.

In our setting, English is studied as a foreign language. Motivating students to study English is not a simple process. The learners encounter a variety of challenges in an EFL setting. English is regarded as a required subject up to the bachelor's degree level. In this sense, motivational strategies help teachers achieve their teaching and learning goals. In order to motivate students in the classroom, teachers must be aware of their interests, attitudes, and motivational potential. Knowing the needs and interests of the students is essential for effective learning. I chose this topic to

investigate the teaching strategies that basic level English language teachers employ to motivate their students.

Statement of Problem

An essential element of effective classroom instruction is motivation. Students' lack of interest in studying is also likely to be reflected in their lack of academic drive. In order to ensure that their lessons are effective, teachers must inspire their pupils. If pupils have strong motivation, their learning may be successful and lead to long-term success. This study aims to identify some motivational techniques that elementary school teachers employed in their English language instruction.

Given our background, teaching English in a classroom is not an easy undertaking. Basic English instruction is difficult labor. The instructor should use a variety of motivating tactics in the classroom to successfully teach English. Senior teachers are most suited to accomplish the purpose of teaching English. In order to provide students a sense of progress within the learning program, teachers must foster a low-anxiety environment in the classroom. The issue of limited exposure can be solved by teachers using motivational strategies without endangering the students.

In the classroom, behavioral issues are frequently or always present when there is a lack of motivation. All of these are theoretical concepts that instructors should utilize in the teaching and learning process, but do they actually do so in the classroom? Is there still a theoretical atmosphere in the classroom? Or do they instruct in practice? What methods of incentive do they like using in their teaching and learning process? Their perspectives on motivation. What kinds of feedback should be given in various circumstances in order to motivate. What kinds of incentive ought to be applied while teaching various skill sets? There are several strategies for inspiring students in the classroom. Each instructor has a distinct approach to motivating their

students. It also depends on the teacher's experience and academic background. Similar to this, according to Ryan and Deci (2000, p. 68), "To be inspired indicates to proceed or to be in motion to achieve something." Therefore, this study was conducted to ascertain all of the answers to the aforementioned questions, the motivating strategies employed by English teachers in ELT classrooms to achieve their objectives, as well as how these strategies are received by the students. Teachers may or may not use motivational methods to teach English to their pupils.

English is a required subject in Basic level in the country of Nepal. Therefore, it is required of pupils to study English. In this situation, creating a conducive learning atmosphere for students falls more on the shoulders of the professors. It helps the students stay active and keeps them moving as they work. It is the most crucial component for effective teaching and learning. Motivation only addresses the behavior. If students are motivated, they can easily accomplish their learning objectives. As a researcher, I wish to look at the motivational strategies employed by teachers of English at the Basic level and the difficulties they have in inspiring those students.

Objectives of the Study

The objectives of the study were follows:

- (i) To find out the motivation techniques used by teachers teaching English in Basic level.
- (ii) To suggest some pedagogical implications.

Research Questions

This study was guided by the following research questions:

- (i) What are the motivation techniques used by English language Teachers in Basic level?

(ii) Which motivational techniques are frequently used?

Significance of the Study

The goal of the current study is to examine the current trends in basic English education. Teachers, students, school administrators, course designers, textbook authors, and policy makers may all benefit from the study's results and recommendations as they help them to understand the trends in teaching English at the fundamental level and to come up with ideas for improvements. To be more precise, it is advantageous to everyone involved in the teaching and learning of the English language, both directly and indirectly. The motivating strategies produced by this study can be used by other researchers to improve student motivation in English classes. All those who work in the teaching field can benefit from it. It is anticipated that the study would spark curiosity in the theoretical and practical importance of this facet of ELT in our society. The results of this study can be used by teachers to improve their instruction. The use of instructional materials can help teachers inspire their pupils. In a setting that is child-centered, students may also succeed. It might make a significant contribution to the field of ELT.

Similar to that, this study gives curriculum designers a foundation on which to build lessons that take such motivational strategies into account. It is important for individuals who wish to investigate motivational strategies further as well. All of the stakeholders participating in teaching learning activities at the Basic level will benefit from the study's insights as well. In addition, the research aids teacher educators and teacher trainers in learning more about motivating strategies. Additionally, motivation is a necessary component of effective learning. Because it offers advice on how to pique pupils' interests, this study is more important for instructors.

Delimitations of the Study

The delimitations of the study were as follows:

- The study was limited to the motivation techniques only.
- The sample of the study were forty teachers.
- Data were collected from ten schools of Darchula district.
- Tools and data collection techniques were questionnaire and observations only.

Operational Definition of the Key Terms

The key terms used in the study have been defined in terms of their operational meaning here in this section:

Basic Level. It indicates from grade one to eight, here in this study it represents 4, 6, 8 grades.

Extrinsic Motivation. It is a type of external, or outside the person's control, sort of incentive to perform. When we are extrinsically driven, we behave in expectation of benefits such as accolades, money, or other incentives.

Intrinsic Motivation. The motivation, which considers elements including a student's perception of the value of education, curiosity, pride, and fun.

Motivation Techniques. Activities like making knowledge relevant, building strong relationships with the students, and making learning real are used to get pupils interested in what they are studying in class.

Motivation. It is an internal drive which pushes the learners to learn something and learning becomes live.

Chapter 2

Review of Literature and Conceptual Framework

This chapter includes the review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework.

Review of Related Theoretical Literature

The assessment of the literature offers precise insights into the study's genuine topics. It is beneficial to draw fresh insights from established theories and facts. The researcher obtains the fundamental concepts needed to do the investigation methodically. Here is a list of the theoretical literature I looked at.

Motivation

Learning success is highly correlated with motivation. It supports students' interests in learning. An internal drive known as motivation encourages someone to take action in order to accomplish a goal (Harmer, 2001). It suggests that motivation is an innate force each individual possesses that helps them attain their learning objectives. According to Dorney (2010), the motivation is;

It is intended to explain nothing less than the reasons for human behavior. Because of this ambitious aim, there is no general consensus on the definition of the notion, although most motivation researchers would agree that it concerns the direction and magnitude of human behavior, i.e. the choice of a particular action, the persistence with it and the effort expended on it.

To make students active and more engaged in participating in learning activities in the classroom, motivation is crucial. Teachers use a variety of techniques to inspire their pupils. It aids in making learning simpler, quicker, and more effective.

Similar to this, Williams and Burden (1997) claim that motivation is a state of cognitive arousal accompanied by "continuous intellectual and physical effort" in order to accomplish certain previously established goals.

Additionally, motivation is a necessary component of learning. Students may complete any activity and reach their goals thanks to inspiration. It accelerates productivity and encourages goal-oriented behavior. Motivation enhances learning performance. It gives the learner energy, and because the learner has a goal, their performance improves and they complete the work. The degree of motivation has an impact on students' progress in the educational sector. Brown (2001) believes that motivation is a component in determining whether a goal is high or low. In contrast to less motivated students, highly driven students study more effectively and achieve achievement more quickly.

Teachers encourage pupils to study and use incentive to assist students reach their learning objectives. It is beneficial for instructors to accomplish their goal. The fundamental idea behind motivation is that people are driven to try to accomplish particular goals in order to satisfy needs or expectations.

Types of Motivation

The right kind of motivation is crucial for language learning. By getting students actively involved in learning activities, it promotes learning. It gives learning significance and longevity. For language learning, extrinsic and internal motives are both necessary. Scholars have examined a variety of motivational styles. The following is discussed:

Integrative and Instrumental Motivation. Scholars have proposed many forms of incentives. Gardner and Lambert (1972) distinguished between two categories of motivation among them. Integrative motivation is described as learning

a language out of interest in or a desire to identify with the target language's culture, whereas instrumental motivation is defined as studying a language to attain practical goals. Gardner lays greater focus on integrative motivation as the most powerful motivator and a crucial element of long-term success for students pursuing a second language in a formal context. However, according to Brown (2001), it is difficult to distinguish between integrative and instrumental drive, and the two are really combined rather than being mutually incompatible. According to Cook (1995), the recommended integrative and instrumental motivation are beneficial and effective elements for learning a second language. Similar to this, Ellis (1994, p. 23) states that integrative motivation is the best and ideal motivation. Integrative motivation, according to him, is more capable and structured.

Intrinsic and Extrinsic Motivation. When there is no external reward other than the action itself, this is an example of intrinsic motivation (Coon & Mitterer, 2011). When students are motivated intrinsically, they are motivated by feelings of joy, pleasure, satisfaction, or self-competence rather than the prospect of specific rewards. In order to learn a language, both internal and extrinsic drive are equally important. According to Harmer (1991, p. 85),

The learners might be ready to learn themselves internally through learning process. Similarly, Coon and Mitterer (2010) view that intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials. Similarly, extrinsic motivation refers to behavior that is driven external rewards such as money, fame, grades and praises.

This means that both intrinsic and extrinsic motives are equally important for language acquisition since they prepare the students for whatever task they may encounter in the classroom. When considering motivation, we frequently try to identify its source, whether it comes from within the individual or outside of them. In these situations, we work because the task is enjoyable in and of itself and does not call for any additional incentive. In this case, the work is not necessary to receive any outside reward. The individual is the locus of control. The work itself serves as its own reward, and the person's participation in it is spontaneous. This situation represents intrinsic motivation such as a child's play, reading an interesting novel, writing a poem or a story. It has been found that intrinsic motivation leads to high quality of work, meeting challenges, and pursuit of excellence.

In actuality, attachment to the result frequently diverts attention from the process or action. Since the action is what matters and is under our control, we must pay closer attention to it and less attention to how the activity turns out. Extrinsic benefits are stressed more and more in modern life, and everything is becoming contractual. Relationships of trade are taking on a major role. Numerous issues are being brought about by this circumstance in peoples' social and personal life. It is crucial to design activities and set up relationships so that the activity stays the focal point of attention.

Furthermore, psychological benefits like the chance to put one's skills to work are connected to intrinsic motivation. Being faced with a struggle and feeling like you succeeded, as well as being shown gratitude and good acknowledgement.

Psychological incentives are those that are often predicated on the acts and conduct of the individual managers. Because they are innate in people and are not imposed from without, intrinsic motivators, which are concerned with the quality of work life, are

likely to have a deeper and longer-lasting impact. Extrinsic motivation is linked to material incentives including pay and perks, safety, advancement, employment contracts, office culture, and working circumstances. These are the things that must be done to or for individuals in order to inspire them.

Theories of Motivation

Psychologists have studied human motivation intensively and have derived a variety of theories about what motivates people. Some of the theories are described as follows.

Maslow's Hierarchy of Need. Studying human behavior is aided by motivational theories. The many bases provided by psychologists for the study of human behavior. Maslow (1943, p. 62) developed a hierarchy of requirements in this regard, moving from the most basic necessities for survival to the greatest level of self-awareness and actualization. The idea is that when each level is satisfied, a person will be inspired to go forward and try to fulfill the following, more advanced degree of need. Physical needs, safety needs, belonging requirements, esteem needs, and self-actualization needs are the five levels in Maslow's hierarchy. According to this view, one must first satisfy his psychological requirements, such as those for food, a basic income, and sex, before becoming driven by his desire for safety. This theory suggests that student's requirements need to be recognized by the teachers and fulfilled step by step.

Self-actualization. Self-actualization is the desire to make the most of one's own talents, to maximize one's potential, and to partake in pursuits for which one is well-suited. Realizing and feeling content with one's accomplishments is important. Self-actualization is only attainable when a person's wants are sufficiently satisfied so that they neither divert attention from other things nor use up all of their energy. Only

once the person has successfully met his or her lower order requirements can that person take action on his or her higher order demands. When a person reaches this degree of need, they are most aware of wider reality. He goes above his own limitations to care for society's and the collective needs. At this level one becomes aware of the entire humanity. At this level spiritual concerns become very important.

According to this hierarchy, the lower order needs rule people's lives until they are mostly met, at which point the higher order needs take over, and so on. Maslow argues that not every person adheres to this hierarchy exactly; exceptions do occur. Sometimes a person may disregard his own safety needs in order to sacrifice his life in order to save another person or a priceless thing. In certain instances throughout Indian history, women gave their lives in order to preserve their honor. There have been freedom warriors who fought for the sake of the nation's liberation while starving to death. Here, the requirements of a higher order took precedence over those of hunger and thirst.

Sometimes people choose to terminate their lives, disregarding their desire for love and a sense of belonging in the process. It should be highlighted that the hierarchy does not mean that once lower order requirements are met, higher order needs go into dormancy and become active.

McClelland's Acquired Needs Theory. David McClelland created this hypothesis in 1985. (as cited in Auduji&Ankeli, 2013, p.3). This hypothesis contends that needs develop during the course of life. That is, wants are learnt or evolved as a result of one's life experiences rather than being inborn. This theory focuses on three different sorts of wants: the needs for power, affiliation, and achievement. Here, the emphasis is on the needs for success, for completing duties, and for upholding objectives. In a similar vein, the urge for affiliation emphasizes the

need for connections and affiliations with others. The need for accountability for, control over, and authority over others is related to the need for power.

This theory highlighted four primary arousal-based, socially acquired motives and focused on the link between hunger requirements and the degree to which food images dominated mental processes. They are the Avoidance motivation, the Affiliate motive, the Power motive, and the Achievement motive. The proportional strength of these changes between various vocations and depends on the individual. According to McClelland, the accomplishment requirement is the most important for the development and progress of any country since managers are thought to be more successful in terms of achievement than affiliation. Each person's level of drive for accomplishment is different. There were two types of achievers found. As follows:

1. People with high achievement motivation

This group of people often faces challenges from chances and works arduously to achieve a goal. Money does not serve as an incentive for highly driven individuals, but rather serves as feedback on their work. They have a tendency to leave companies that do not adequately compensate them for their success after a short time for this reason. Although it may not appear relevant to them in this situation, they appreciate money as a sign of successfully completing tasks and achieving goals.

2. People with low achievement motivation

These individuals don't care much and don't have a strong drive to succeed. These folks place a higher priority on financial rewards for achievement. McClelland (1988) went on to say that strong leaders and the ability to persuade others are prerequisites for good management. They should have a strong desire for power and

have low inhibition. The power in this situation is being used on behalf of others and is focused on organization and concern for collective interests.

Equity Theory. J. Stacy Adam proposed this hypothesis in 1963. (as cited in Hussein, Hatfield and Miles 1987, p.222). Adams The equity theory of motivation is another name for equity theory. The foundation of equity theory is the notion that fairness serves as a driving force for people. According to the equity hypothesis, if people are driven by justice and equity between them and their peers, they would alter their job such that nothing frightens them. An individual will be more driven if they see equity as being high. Someone will get unmotivated if they believe their surroundings are unjust. The goal of equity theory is to ascertain if the allocation of resources is equitable to both relationship partners. It suggests that people who believe they have either been underpaid or overpaid would feel distressed, and that anxiety will motivate them to make an attempt to make the relationship more equitable. People hold the opinion that everyone working in the same setting should have an equal ratio of input to outcomes. As a result, feeling underpaid would make one demotivated and less willing to put up his best effort.

Motivation and Language Learning

In the context of education, motivation and learning are concepts that are closely associated. The right kind of motivation is essential for learning achievement. It aids in piqueing pupils' interests in the classroom. It is regarded as a crucial component of the learning process. In compared to unmotivated or less motivated students, motivated students can study more effectively.

For successful and efficient teaching learning activities, second language teachers use a variety of tactics in the language classroom. It aids in achieving predefined learning objectives. Learners that are motivated are more prepared to learn

a language. As a result, teachers employ a variety of motivating strategies to inspire their students. According to Gardner (1985), motivation to acquire a second language is not a straightforward concept. It cannot be examined using just one scale; in fact, it may not even be possible to use three or four scales to evaluate the entire spectrum of motivation. It cannot be determined by just asking people to explain why they believe learning a language is essential to them.

If students are driven by various internal and external sources, they actively engage in class activities. Learning is directly impacted by teachers' personalities, instructional methods, and motivating approaches. It aids in quickening the pace of learning. Similarly, a student's motivation is necessary for good learning. The concept of motivation is crucial for both students and teachers when it comes to facilitating learning activities. Teachers must be highly motivated to participate in class activities.

Thus, motivation is essential for learning a second language. For learning to be successful, productive, and meaningful in the classroom, teachers must inspire their students. Similar to this, motivation has an impact on pupils' achievement.

Undoubtedly, one of the key components is motivation. To prepare students for engaging in classroom activities that pique their interests, teachers must take into account the level, needs, and interests of their pupils as well as how well the classroom is managed.

Importance of Motivation

Without pupils' drive, learning cannot occur effectively. In this sense, motivation serves as a source for directing someone toward a goal. According to Harmer (1991), motivation is a type of internal drive that compels someone to do certain actions in order to accomplish a goal. Therefore, motivation encourages someone to accomplish a goal.

Similar to this, the phrase "if pupils are driven to learn the language, they will" is frequently used in relation to second language learning as a straightforward explanation of success (Maslow, 1943, p.11). It helps instructors achieve their goals, which affects the teaching-learning process, and teachers embrace it for effective and fulfilling instruction. Motivation of the teacher develops the interests of the students in learning. Before teaching any topic teacher motivates the students. Motivation is equally important for teachers as well as students in the classroom.

When learning outcomes are taken into account, motivation—as opposed to learning style, ability, and age—is one of the individual variables in language acquisition that has the greatest impact (Dornyei, 2001). Gardner (1985) asserts that motivation pushes an individual to exert effort to attain a goal; it makes the individual persistent and attentive in connection to learning a second language. A highly motivated person, according to Gardner, likes working toward a goal and employs tactics to do so.

Similar to this, motivation is a factor in what makes learning successful and meaningful. It aids in piquing kids' curiosity. The students who are highly motivated may learn better and faster. Thus, the importance of motivation is inevitable for teaching learning activities.

Motivation Strategies/Techniques

Academic success and success in learning a second language are both significantly impacted by motivational teaching tactics. According to Dornyei (2001,p.28), "Motivational strategies relate to those motivational factors that are actively applied to produce certain systematic and permanent good outcomes". To accomplish the learning objectives, the activities that keep students engaged and grab their attention are used.

Additionally, motivational methods are described as "Instructional interventions used by the instructor to elicit and boost students' motivation" by Guilloteaux and Dornyei (2008, p. 56). Therefore, motivating tactics aid teachers in inspiring pupils. They are strategies, according to Dornyei (2001), that support people's goal-related behavior. Therefore, teachers that use motivational teaching tactics are taking actions or using approaches to help students become more motivated to learn a second language and to meet their learning objectives. When teaching a second or foreign language, motivating techniques are frequently "based on good theoretical principles" (Guilloteaux & Dornyei, 2008, p.56). Implementing incentive tactics is extremely individualized and is influenced by the personality and teaching philosophy of the instructor. It includes a wide range of educational opportunities for the pupils. It is crucial for instructors to become familiar with many facets of motivation because it appears to play a significant role in education. Teaching strategies are actions or methods that teachers use in their instruction to encourage pupils to acquire a second language.

The top academics in the fields of teaching and learning have suggested a number of motivating techniques. Dornyei created the most noteworthy framework for second/foreign languages that can handle a variety of teaching modalities (2001). Additionally, he includes the following motivating teaching techniques in his motivational framework.

Creating Basic Motivational Conditions. First, the instructor must provide the groundwork for motivation by building strong relationships with the pupils. The interaction between the instructor and students is crucial to learning success. Then, in order to make pupils feel at ease during the learning process, he should provide a pleasant and encouraging classroom environment. The environment in the classroom

is crucial to kids' learning. Therefore, instructors must foster a child-friendly environment in the classroom. Similar to that, the instructor at this level must create a cohesive group of learners with suitable group norms.

Generating Initial Motivation. In order to understand the students' needs and interests, the instructor should instigate the students' first motivation in this phase. In order to make learning relevant, organized, goal-oriented, and effective, it is important to consider the students' needs, interests, and level. The age, level, needs of the students, and the nature of the course must all be taken into consideration when the teachers are creating their lesson plans. The instructor should also be aware of the students' language-related beliefs and attitudes, since they might assist learners become more goal-oriented. Similar to this, teachers make the instructional materials pertinent to the students so that they might develop actual student beliefs.

Maintaining and Protecting Motivation. By making learning engaging and presenting assignments in a compelling way, the instructor now preserves and safeguards students' motivation. The professors pique students' interest in studying by making the assignments engaging and motivating. Similar to this, setting learning objectives is crucial in the classroom. The instructors devise clear learning objectives. In the classroom, it's important to maintain the kids' self-esteem and boost their confidence in order to encourage participation from the pupils. Similar motivational strategies that should be taken into consideration for students' equal participation in teaching and learning activities include allowing learners to maintain a positive social image, encouraging cooperation among the learners, creating learner autonomy, and promoting self-motivating learner strategies.

Encouraging Positive Retrospective Self-evaluation. The teachers promote motivational attributions, deliver motivational feedback, raise student satisfaction, and

provide prizes and grades in a motivating way to promote positive retrospective self-evaluation. Giving encouragement is another crucial component of teaching and learning activities since it increases students' interests in future growth when feedback is given in a motivating method. The kids' progress is aided by it. It is obvious that the post-teaching period also requires the use of motivating tactics. Feedback must thus be given in a motivating manner.

In a similar vein, Dornyei (2001) has provided an additional ten motivating teaching techniques that are used to engage students and make the classroom exciting in order to accomplish learning objectives. As follows:

- (1) Make the language classes interesting by selecting varied and engaging topics, material, and activities;
- (2) Have humor, fun, and games in class;
- (3) Create a pleasant and friendly atmosphere;
- (4) Promote learner autonomy by allowing freedom in the classroom and sharing as much responsibility with the learners as you can;
- (5) Make the course relevant by doing a need analysis and adjusting the syllabus accordingly;
- (6) Set a personal example in being motivated and committed you;
- (7) Develop the learner's confidence by encouraging them, giving them positive feedback, and making sure that they regularly have a feeling of success;
- (8) Make the foreign language "real" by introducing its culture, using authentic materials, inviting native speakers, and arranging native-speaking pen friends for your students;
- (9) Develop a good and trustful relationship with the learners and
- (10) Emphasize the usefulness of the knowledge of the foreign language.

Fryer (2012) has also provided methods for inspiring the kids. He has provided eight methods for piquing pupils' interests in the classroom. Create opportunities for collaboration with other teachers, build relationships and connections with students, demonstrate a passion for your subject, make learning relevant, use hands-on activities to engage students, integrate other subjects to demonstrate connections between disciplines, and require reading, research, and reports. Encourage kids to discover their own potential and what opportunities are available to them, Reward pupils for their efforts.

Malouff (2008) also suggested the approaches listed below to encourage pupils to learn. As follows: Integrate student ideals and aspirations into the material. assist pupils in studying to reach their objectives, give strong examples of Use an appealing teaching style, Give motivational feedback, Motivating student motivation levels and adjust motivation methods as needed.

Review of Empirical Literature

A few academics have been examined in light of literature connected to motivational strategies as well as study evidence. Gardner and Lambert (1972), as reported in Krashan (2003, p.9), argue that instrumental motivation is a stronger predictor of competency in English as a second language. This work in the area of motivation strategies is listed below. For English as a second language in the Philippines, they come to similar conclusions. Although it is mostly spoken at home, English is the language of business and education in the Philippines. Gardner and Lambert discovered that whereas integrative motivation and "aural-oral" abilities were clearly related, instrumental drive was a stronger predictor of total success.

Bashyal (2000) conducted a research on entitled 'A study on the Strategies Prevalent Increasing Motivation in Teaching English in Higher Secondary School in

Nepal.' His major goals are to ascertain the motivational climate that prevails in higher secondary classrooms. He came to the conclusion from this study that certain students performed better because they were more motivated. Both orientations needed motivation. High motivation may also result from effective learning, which was one of its contributing aspects. Every instructor should support students' motivation, thus there shouldn't be any issues.

Liu (2005) conducted a research on "Chinese Students' Motivation to Learn English at the Tertiary Level" and discovered that in English as a foreign language, very instrumentally driven students performed better than interactively motivated ones. According to Gardner's research, integrative motivation has a higher impact on learning other second or foreign languages than instrumental motivation when it comes to English as a second or foreign language. However, a lot of research points to integrative motivation as being more crucial in all situations and over the long run (Meynard & Rheault 1997, as cited in Han 2003)

Gyawali (2007) had carried out a result on 'English Teachers' Motivational Techniques: A Case for Selected School in Dang Deukhuri. The purpose of this study was to investigate the methods currently in use by educators to inspire motivation in fifth-grade English language instruction. The majority of English language teachers, according to this study's findings, did not use warm-up exercises or materials, which led to students' generally lower levels of motivation.

Wasti (2008) carried out a research on "Teaching Strategies at Lower Secondary Level" Her study's major goal was to identify the instructional methods used in lower secondary classrooms by the teachers. Five lower secondary teachers served as her sources for information. She used selective non-random selection techniques to choose her sample, and she used interviews and observations to gather

data. She discovered that the techniques employed while instructing at the lower secondary level included translation, discussion, lecture, drill, use of regalia, warming up, group work, and pair work.

Lamsal (2010) carried out research on “Techniques Used by the Teacher in Teaching Listening Skill”. Her research sought to identify the listening strategies used by secondary level instructors. The major source of data was ten secondary-level English instructors in the Kathmandu Valley schools, with additional information coming from several literature. She employed a checklist and adhered to the judgemental non-random sampling technique.

Bhattarai (2011) conducted a research on “Techniques Used in Teaching English in Rural Areas”. This study's goal was to investigate the methods for teaching English in rural settings. He reviewed a variety of books, theses, articles, and websites for the secondary data and watched 10 instructors who were teaching at the secondary level for the primary data. He conducted his research using an observation form and a purposeful non-random sampling approach. His research revealed that when teaching English in rural regions, instructors employed explanation, illustration, role-playing, text reading, dictation, dialogue, guessing, translation, and pattern practice strategies.

Rana (2011) carried out a research on “Techniques Used by Basic level English Teachers in Teaching Vocabulary”. His research's goals were to learn about spelling instruction methods. He employed two separate sources of information: main sources were elementary school English teachers, while secondary sources included various books, theses, and articles. He employed observational methods and purposeful non-random sampling techniques. According to his research, 80% of instructors teach word spelling and pronunciation by reading aloud and modeling, respectively.

Similarly, Subedi (2012) carried out a research entitled “Trained Teachers “Belief Toward the Teaching Techniques”. Her study's major goal was to learn what the teachers thought about the instructional strategies used in ELT courses. Ten English instructors who were either master's level or 10+2 teachers served as the study's sampling population. Using a deliberate non-random sampling approach, she chose two instructors from each of the five colleges she chose from Kathmandu Valley. For this study, an interview was employed as a strategy for gathering data. According to the results of her study, all teachers believe that language acquisition is influenced by the learner's exposure to various language skills and features. Similar to this, many instructors (7 out of 10) believe that in order to teach English pronunciation in a context specific to Nepal,

Likewise, Yadav (2012) carried out a research entitled “Methods and Techniques Used in Teaching English “. His research's goals were to identify the practices currently being utilized to teach English. He made advantage of both data sources. He conducted his research using observation and a deliberate non-random sampling approach. The instructors, he discovered, employed more teacher-centered approaches and strategies.

Lee and Lin (2019) researched the motivational strategies based on the 102 strategies adopted from Dörnyei (2001), 22 Cantonese-speaking EFL instructors from Hong Kong participated in the study, and researchers discovered that they "largely concurred with the framework, indicating the application of Dörnyei's framework to Hong Kong EFL classes" (Lee & Lin, 2019: p.465). However, the researchers also emphasized the significance of other factors that influence how these tactics are implemented in the classrooms for further research. Finally,

Chalaune (2021) study on Motivational Techniques Used in Teaching English at Basic Level. Three English language instructors from the Kathmandu district were chosen for this study, and five of their classes, a total of 15 classes were watched. Purposeful non-random sampling was used to choose the study's sample. The two major methods for gathering data were interviewing and in-classroom observation. Qualitative analysis was done on the field data that was obtained. The main conclusion of this study was that elementary school teachers used a variety of motivational techniques, including group and pair work, praise, the use of instructional materials, and rewards, to encourage their students to learn while also developing their By giving them challenging and useful assignments, you may help them develop their communication and collaboration abilities. Similar to this, elementary school teachers who were teaching English in community schools encountered difficulties such as an overcrowded classroom with students of various abilities, a lack of time, parents who were unaware of their children's educational activities, and a lack of teaching resources. Despite the fact that several studies on English language teaching methods have been conducted, none of them have concentrated on the motivating strategies employed while teaching English at the elementary level. My research differs from the previous studies in this way.

Compared to the research described above, this study is unique. These studies were restricted to looking at teachers' motivation for teaching English as a second language and in elementary and secondary schools. The motivational strategies employed by English language teachers at the beginning level have not been the subject of any research. The purpose of this study is to look at the motivational strategies employed by English language teachers at the beginner level.

However, my study advanced by relating to basic-level English language, unlike many other forms of research that were only linked to undergraduate-level English language. English language proficiency is challenging at the elementary school level rather than the college level, which is another research gap between other studies and my research.

Implications of the Review for the Study

For researchers, reviewing the relevant literature is essential. I was able to gain clarity, concentrate on the study topic, change the approach, and contextualize the findings with the aid of a review of related literature. It also assisted me in strengthening the study's approach. Following a review of the literature, several conclusions for this research study may be drawn. It has served as both the theoretical foundation for my investigation and as a tool for helping me choose the right sample size. The literature evaluation also aided me in the choice and layout of the research tools and sampling strategy. I was able to demonstrate the importance of my study to the body of existing knowledge in language instruction thanks to the literature review.

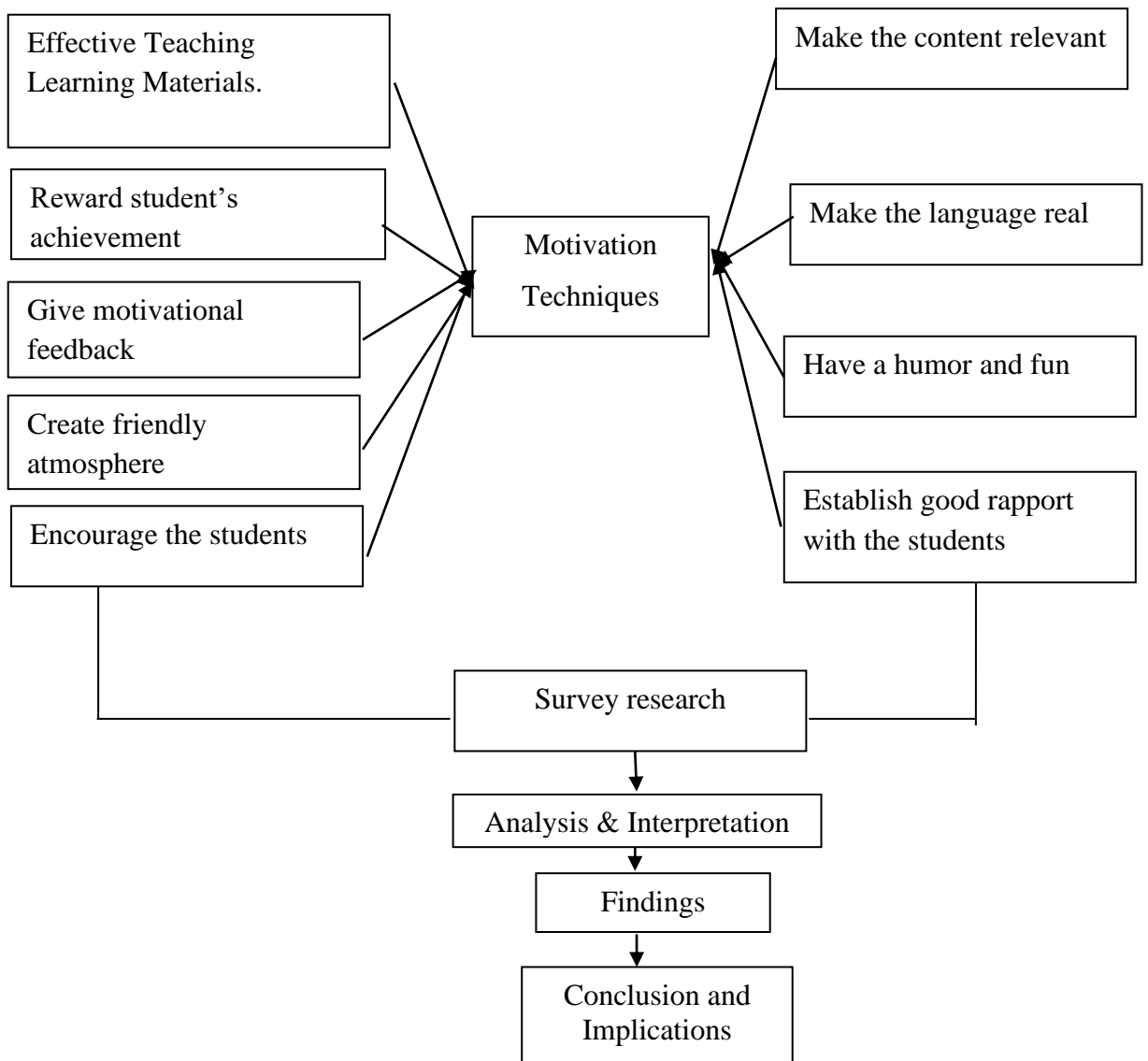
The goal of the study and the examined literature are somewhat similar. The review of Bashyal (2000) gave me similar insights and factors for exploring the function of motivation, which enabled me to deepen my understanding of related topics. Similar to this, Subedi's (2010) study helped me identify the many motivating techniques employed in the classroom by qualified teachers. The review of Yadav (2012) also helped me to better grasp some of the motivating strategies English teachers utilize with their secondary students. Similar to this, the study by Siriluck and Sirithip (2004) enabled me to investigate theoretical ideas and other guiding principles for my future research. Then the study of Subedi (2012) this review also provided me to get some ideas about motivation and its importance in classroom

learning. Furthermore, from the research of Wasti (2008) and Chalaune (2021), I have ideas on how to use different strategies in Teaching English language classroom. I also got the ideas on using mix-method research design and helped me how to analyze and interpret the data and draw out the findings.

The literature reviews mostly assisted me in choosing a topic, a suitable study design, and data gathering techniques. They also provided some suggestions for proper data analysis. The importance of an empirical literature review is equivalent for each operational phase. Despite the fact that each of the studies we analyzed was focused on basic-level English classroom motivation. Most of these research do not address actual classroom procedures; instead, they mainly explore how motivation is perceived and its function.

Conceptual Framework

The study is on “Motivation Techniques Used by Basic Level English Teachers” was based on following conceptual framework



Chapter 3

Methods and Procedures of the Study

Design and Method of the Study

To conduct the research, I used a survey research design. The definition of survey research is the process of gathering data from a sample of people by asking them questions (Check & Schutt, 2012, p.160). A survey is a set of questions used in human subject research with the goal of gathering specific information from a particular population. A survey was carried out over the phone, by mail, online, and occasionally in person on congested street corners or malls (Wikipedia).

To quantitatively define certain characteristics of a given population, survey research is performed. These features frequently entail analyzing the connections between different variables. A survey may be used to gauge needs, analyze demand, and assess impacts (Salant & Dillman, 1994, p. 2).

Another definition of survey research is "descriptive research approach used to gather primary data based on oral or written interaction with a representative sample of respondents from the target population." (T. Mathiyazhanga, 2010).

Survey research comes in two flavors: qualitative and quantitative. Exploratory research makes up the majority of qualitative research. It is employed to comprehend the underlying causes, viewpoints, and motives. It offers understanding of the issue or aids in the development of concepts or theories for possible quantitative study. By producing numerical data or data that may be converted into useful statistics, quantitative research is utilized to quantify the issue. It is used to quantify beliefs, actions, and other predetermined factors in order to generalize findings from large samples of the population.

The research design used in this study is a survey research design. It looked at the motivational strategies employed by English and Social Studies instructors who teach at the Basic level. The findings apply to the entire population because of the size of the population. In actuality, the research investigation accomplished the methodical methods.

Population, Sample and Sampling Strategy

All of the English and Social Studies instructors in Darchula who were instructing English at the Basic level made up the study's population. Ten classes of ten instructors were used as the study's sample, and forty English teachers were included. The instructors, schools, and classes were chosen using a non-random purposeful selection approach.

Population

All the English teaching at basic level in Darchula was the total population of my research work.

Sample

As a sample I was selected forty basic level English teachers from ten schools of Darchula district to meet the objectives of the research work. My ten samples schools name and 40 teachers are given below.

Table 1*Name of Schools and Number of Teachers*

S.N.	Name of School	Number of teachers
1	A	4
2	B	4
3	C	4
4	D	4
5	E	4
6	F	4
7	G	4
8	H	4
9	I	4
10	J	4
	Total	40 Teachers.

Sampling Strategy

The population of the study's research region, the Darchula district, is made up of teachers of social studies and English at the elementary school level. Using a non-random purposive sampling approach, I chose 40 English language and social studies teachers from 10 schools in the Darchula area.

Study Area/Field

The study area/field of this study was Darchula district.

Data Collection Tools and Techniques

I gathered the data using a questionnaire and checklist for observation. I watched ten courses, gathered the data from them using a checklist, and distributed a

series of questionnaires to the instructors who instruct English and social studies at the foundational level in various schools.

Data / Information Collection Procedure

Data is the foundation and mirror of the research. It shows the opinions, concept, and attitude of the respondents. Therefore, collection of reliable data is very essential for all kind of researches

Questionnaires

After determining the prerequisites, I had to visit the school and build a connection with the principal in order to gather the real data. The researcher communicated to the instructors the purpose and parameters of the surveys after gaining clearance and clarifying the purpose. The researcher went over the terms of the surveys with the teachers. Before their last class observation, I asked teachers to return a pre-prepared questionnaire that I had given them.

Observation

Observation guidelines were being developed in light of the study goals. Before entering the classroom, the instructors would be asked for permission and informed in advance of the aim of the observation. My function during the observation was that of an outside observer who recorded events as they happened and made notes about what was observed. Through observation, I was able to gather specific information on the respondents, their daily routines, and record the participants' genuine experiences. Additionally, I had seen how successfully instructors worked together and discussed the material, how students participated in both classroom and extracurricular activities, how teachers behaved toward them during the teaching and learning process, and how they both used teaching and learning tactics. The researcher observes the language classes by using a prepared

checklist and the researcher noted the techniques of motivation used in ELT classes. The researcher analyzed and evaluated the output of classroom observation.

Methods of Data Analysis and Interpretation

In this study, descriptive and statistical analysis was done after the data were collected by questionnaire. Data analysis and interpretation involve the use of basic statistical methods, such as percentiles and measures of frequency.

When interview replies were being gathered, they were recorded. After that, the data was scrutinized generally and transcribed under several topics. The data was then descriptively evaluated after developing the sub-headings for the analysis. Finally, numerical and descriptive presentations of the gathered data were made. Data from the observation checklist will be provided quantitatively, and the questionnaire that was gathered will be presented in descriptive form.

Ethical Consideration

One of the researcher's most priceless decorations is ethical concern. All data gathered about the person was kept secret and confidential. After the participant's observations and the researcher's collection of the questionnaire, only the researcher gets access to the data. I refrained from using the participants' names. I have to use a code or a fictitious name to identify the participants and schools.

Chapter 4

Analysis and Interpretation of Data

This chapter deals with the analysis and interpretation of the data obtained from the participants. The data has been analyzed and interpreted descriptively. The analysis and interpretation of the data have been presented below:

Motivational Techniques Used by English Teachers

In order to discover more about their attitudes about motivating tactics and the motivational styles they favor in their teaching and learning environments, the researcher surveyed all forty English teachers from the district's ten different schools. The most frequent teaching methods seen were questioning, performing songs, telling jokes, stories, drills, group and pair work, and lectures. The teachers employed a variety of motivational strategies in the classroom, including theater, demonstrations, student responses, encouragement, illustrations, and script stories. Teachers are least likely to employ non-verbal communication, practical activities, inquiry-based learning, games, and discoveries as motivational strategies for their pupils.

Teachers' Attitude Towards Motivational Techniques

I surveyed each of the forty English instructors teaching at the basic level in 10 schools to learn how they felt about motivating tactics. Under the following sub-headings, findings about instructors' views toward motivating tactics are briefly presented:

Teachers' Attitude Toward Motivation

To ascertain the motivational stance of teachers. The researcher requested that they define motivation. When asked about motivation, all of the teachers answered with concepts and definitions. It was discovered that every instructor understood motivation. They defined motivation using their own words.

Results and Discussion of Classroom Observation

The classroom observations of the teachers instructing English at the Basic level are included in this part. In order to investigate the instructors' methods for inspiring their pupils in the classroom, 10 teachers' classes were really watched. The motivational tactics were documented using the classroom observation checklist. The detail is presented below.

Table 2

Results Found from Classroom Observation

S.N	Motivation Techniques	Performance of the teachers							
		Excellent		Good		Satisfactory		Poor	
		F	%	F	%	F	%	F	%
1	Create pleasant and supportive atmosphere	1	10	5	70	2	20	–	–
2	Establish good rapport with The students	5	50	5	50	–	–	–	–
3	Have a humor and fun	2	20	6	60	2	20	–	–
4	Revision of previous lesson	4	40	6	60	–	–	–	–
5	Make materials relevant	6	60	2	20	2	20	–	–
6	Present task in motivating way	2	20	8	80	–	–	–	–
7	Increasing learner's self Confidence	1	10	8	80	1	10	–	–
8	Promote cooperation among the learners	4	40	5	50	1	10	–	–
9	Recognize students	3	30	5	50	1	10	–	–
10	Offering rewards	4	40	6	60	–	–	–	–
11	Summarizing the lesson	3	30	7	70	–	–	–	–
12	Giving feedback in motivating way	4	40	4	40	2	20	–	–
13	Thanking students	4	40	3	30	3	30	–	–

Table 2 demonstrates how teachers motivated their students in the classroom through a variety of strategies, resulting in instruction that was both student-centered and meaningful. Below is an item-by-item analysis and explanation of the data from the classroom observation.

In the observation of technique 1, the researcher discovered that 10% of instructors successfully established a friendly and encouraging environment, while 70% of teachers did it in a good fashion, and the remaining 20% of teachers did so adequately. It demonstrates how this method aids in fostering an environment in the classroom that is focused on the students and pleasant, where the kids may pursue their interests in learning. Similar to approach one, technique two comprised observation of how they connected with the kids. It was discovered that 50% of teachers did a good job of establishing rapport in response to it. Similarly, the remaining 50% of the teachers did a fantastic job of building a connection with the kids. It demonstrates the importance of building strong relationships with the pupils. The interaction between students and teachers affects the outcome-oriented learning.

The observation of approach three also revealed that 20% of teachers utilized the motivational strategy of "Have a humor and joy" excellently. Similar to this, 60% of instructors spent their time effectively, while the remaining 20% used it competently. However, nobody used this method poorly. It is very evident that having a sense of humor is essential for instructors if they want their students to be more inwardly motivated. This method was successful in the classroom.

The researcher discovered that 40 percent of teachers changed the prior lesson wonderfully using method four observation. Although everyone reviewed the prior lessons, only 60% of the teachers did so well. It illustrates how revisiting of prior

lessons is a necessary component of the educational environment. Therefore, the majority of the instructors thought it was a crucial factor.

Similar to approach four, technique five entailed observing how they employed instructional materials in the classroom. In response, the study discovered that 60% of teachers made great use of their instructional resources. No one had used improperly; 20% of teachers used in an excellent way and the remaining 20% used in a satisfactory manner. Because effective use of materials encourages student engagement, it demonstrates the crucial role that instructional materials play in making learning enjoyable and goal-oriented.

The seventh technique was observing how frequently they had given tasks in an enticing manner. It was discovered that 20% of the teachers who responded to it did an exceptional job of encouraging their students. 80 percent of the professors gave engaging presentations. It demonstrates that how a task is presented has an impact on student motivation as well. Students are more likely to participate in an activity that is focused on them.

The investigation discovered that 10% of teachers significantly enhanced student self-confidence in the observation to method seven. The self-confidence of learners rose by 80% of the teachers in a positive way, while the remaining 10% increased satisfactorily. It demonstrates the need of keeping students' self-confidence at the forefront of teaching and learning activities in order to boost motivation.

The observation of how they encouraged collaboration among students was also a part of technique eight. In response, the researcher discovered that 10% of instructors only fostered collaboration competently, compared to 40% of teachers who did it superbly, 50% of teachers who did so well, and 40% of teachers who did so insufficiently. It demonstrates how teachers and students are motivated to work hard

when they are working together. Therefore, this is a significant factor to improve the feeling of teamwork.

In the observation phase of technique nine, the researcher discovered that 10% of instructors recognized students' work adequately, 30% of teachers identified students' effort brilliantly, 50% of teachers recognized students' effort well, and 30% of teachers recognized students' effort well. It demonstrates how encouraging student effort encourages participation in classroom activities.

In the observation phase of method 10, the researcher discovered that 40% of teachers provided prizes in an exceptional manner, while the other 60% did so in a decent manner. It states unequivocally that incentives aid in boosting student motivation and speed of learning. Teachers must therefore provide incentives when appropriate. The comment of how they summed up the lecture was included in statement eleven. In response, the study discovered that 30% of teachers did an exceptional job of summarizing the lesson, while the remaining 70% of teachers did it in a decent manner. It demonstrates how summary boosts students' enthusiasm to study. Therefore, the majority of the teachers in the classroom employed this strategy.

The study discovered that forty percent of teachers gave feedback in an exceptional manner during the observation for method twelve. Teachers offered their services in an excellent fashion in 40% of the cases, and satisfactorily in the other 20%. It is evident that in order to enhance learning, teachers must give feedback in a compelling manner. Similar to method 13, observation revealed that 70% of teachers utilized thanking brilliantly, with the other 30% using it in a decent way. It demonstrates how saying "thank you" to pupils may spark their attention.

Analysis and Interpretation of the Data Found from the Closed Ended Questions

The analysis and interpretation of information gathered through closed-ended questions are the topics of this section. The analysis and interpretation of the motivational strategies gleaned from the closed-ended questions may be seen below.

Most Appropriate Motivation Techniques

It is important to encourage students' enthusiasm for learning by using motivational strategies that are appropriate for their age, academic level, and hobbies. The following table lists the methods that the teachers thought were most appropriate in this case:

Table 3

Most Appropriate Motivation Techniques

Motivation Techniques	Found	Percentage
Making teaching materials relevant	6	25%
Promote cooperation among learners	25	62%
Use positive competition	5	12.5%
Assign classroom jobs	4	10%

According to the statistics in table three, 25% of teachers believe that making instructional materials relevant is the best way to encourage pupils. Similarly, 62.5 % of instructors said encouraging student collaboration was the best strategy, while the remaining 12.5 % thought promoting positive competition was the best way to inspire pupils. It shows that making instructional materials relevant is the best way to make learning engaging and alive.

Motivation Techniques Used in Beginning of the Class

Different strategies are employed at the beginning of class to inspire enthusiasm, and this aids in the students' best learning outcomes. The motivational strategies applied at the start of class are listed in the table below.

Table 4

Motivation Techniques Used in Beginning of the Class

Motivation Techniques	Found	Percentage
Exploring students interests	20	57.5%
Creating threat free environment	14	42.5%
Allow students to work together	3	7.5%
Making things fun	3	7.5%

According to the data in table 4, almost 60% of teachers thought that using students' interests as a starting point for class discussion was a useful method. Similar to this, 42.5 % of instructors said that having a threat-free environment, allowing students to collaborate, and making suitable activities exciting would pique their pupils' attention. It demonstrates how crucial it is to create a welcoming environment for students in order to facilitate learning.

Motivation Techniques Used to Promote Learner Autonomy

For students to become autonomous and self-directed, learner autonomy is crucial. To encourage student autonomy, the instructor might employ motivational strategies. Below are some motivational strategies that support learner autonomy.

Table 5*Motivation Techniques used to Promote Learner Autonomy*

Motivation Techniques	Found	Percentage
Allow freedom in the classroom	30	75%
Encourage the students to do works	6	15%
Showing responsibility	4	10%
Develop their confidence	0	0

The statistics shown above in table 5 clearly demonstrates that 75% of instructors preferred to offer freedom in the classroom, whereas 15% of teachers said they encouraged students to complete work, and 10% of teachers said they gave students duties to inspire them. According to the researcher's findings, it is essential to take students' freedom into account while instructing in a setting where they feel free to engage in any activity.

Motivation Techniques Used in While Teaching Activities

In order to ensure that all students participate equally in class activities, different motivational strategies are employed at different stages of teaching and learning activities. The following list of activities presents the motivational strategies that were utilized.

Table 6*Motivation Techniques Used in While Teaching Activities*

Motivation Techniques	Found	Percentage
Establishing good rapport	33	82.5%
Using encouraging words	7	17.5%
Making opportunities for success	0	0
Knowing the students' progress	0	0

Table 6 explains that 82.5 % of teachers build strong relationships with their pupils to pique their interest in learning. The remaining 17.5 % of professors encourage students to participate in class activities as they are being taught. So it can be concluded that Relationship building is crucial for student motivation and has a direct impact on academic success.

Frequently Used Motivation Techniques

Regarding the frequently used motivation techniques the teachers replied in various ways. The following table summarizes the frequently used motivation techniques.

Table 7

Frequently Used Motivation Techniques

Motivation Techniques	Found	Percentage
Make learning real and interesting	29	72.5%
Creating pleasant and friendly atmosphere	7	17.5%
Get them involved	4	10%
Giving students sense of control	0	0

According to Table 7, 72.5 percent of instructors thought that making learning relevant and engaging was important, 17.5% thought that establishing a welcoming and friendly environment was regularly employed, and the remaining 10% said that they frequently gave students tasks to get them involved. Students like studying in a realistic setting where they may engage in a variety of activities, it has been discovered.

Motivation Techniques Used in Post Teaching Activities

The methods of motivation are as crucial towards the conclusion of the course. To end the lesson with motivation, the teachers employ motivational strategies. The motivational strategies utilized in the post-teaching activities on the next page are outlined in the table below.

Table 8

Motivation Techniques Used in Post Teaching Activities

Motivation Techniques	Found	Percentage
Giving feedback	32	80%
Offer rewards	4	10%
Thanking	4	10%
Give praise in their success	0	0

According to the statistics in table 8, 80% of teachers provide comments at the conclusion of the class, 10% of teachers offer awards, and the remaining 10% of teachers utilize thank-you. The outcome is clear that providing feedback encourages learning success and gives students the opportunity to instantly improve their deficiencies.

Analysis and Interpretation of Result Obtained from Open Ended Questions

The data gathered from the open-ended questions is the focus of this section. In order to examine the motivational strategies, the researcher created open-ended questions and delivered them to the forty teachers who had been chosen. Below is an analysis of the data gathered from the open-ended questions.

Techniques Used to Promote the Interests of the Students

The instructors used a variety of strategies to get the students motivated to participate actively in class activities. The teachers were questioned about the motivating strategies they used to pique the pupils' attention in the classroom. In answer, they offered a number of strategies, which are shown in the form of the ensuing themes. Asking questions

- Assigning group work
- Building good rapport
- Revising previous lessons
- Elicitation
- Telling short jokes
- Making icebreaking
- Creating short debate
- Providing rewards
- Using praising words
- Using funny expression
- Using authentic materials
- Keeping answer in suspense
- Using ICT based tools etc.

According to the replies given above, motivational tactics helps in fostering pupils' interests. Depending on the type of content and the academic level of the pupils, the teachers use various motivational strategies.

Equal Participation of the Students

The pupils differ from one another due to their varying interests, requirements, and talents. They might not participate in class activities equitably. To get the students

moving, the teachers employ motivational strategies. Do pupils remain equally motivated throughout the whole class? was the question posed to the professors. Despite the fact that they were unable to be motivated, the majority of instructors stated that student engagement is a crucial component of learning success. They also highlighted that different phases of the classroom activities employ various motivational strategies. The following topics are used to show the common motivational strategies that are employed to encourage the students' active engagement.

- Make class fun
- Make English practical
- Make class communicative
- Allow them to work together
- Let them teach other
- Keep them busy
- Teach with technology
- Change daily routine
- Give students responsibility

These comments suggest that it is difficult to ensure that all students participate equally in class. The teachers train using several strategies to get the pupils actively involved in class activities.

Challenges Faced by the Teachers to Motivate the Students

To inspire the kids, the teachers had to overcome a variety of obstacles in the classroom. They have difficulties in a variety of areas, including managing the classroom, instructional strategies, managing diversity etc. Similar to this, engaging pupils' interests is a difficult task. The teachers were questioned about the difficulties

they had in inspiring the students. They responded by mentioning the typical difficulties that arise while energizing kids in the classroom. They are presented below.

- Engagement in the classroom activities
- Well-developed self-image of competence
- Limit learning environment
- Overuse of native language in the classroom
- Diversity management
- Equal involvement of the students
- Individual treatment of the students
- Lack of materials
- Classroom management
- Over-crowded large classes

From the aforementioned, we can infer that many difficulties arise in the classroom when inspiring the kids. To establish a realistic learning environment, these difficulties can be reduced.

From the analysis and interpretation of this study, it can be concluded that students' motivation to study and their performance both depend on it. To inspire the kids, the teachers employed a variety of strategies. Similar opinions on the motivational strategies were expressed by the majority of the teachers. The teachers' utilization of various methods to get their pupils involved in various activities was demonstrated in the classroom setting. The pupils were similarly engaged, and their professors appeared to like working with them. The study discovered that motivating approaches are crucial at higher levels as well, based on instructors' perspectives on these strategies and classroom experience. From this classroom experience, it can be

inferred that motivational strategies are a necessary component of creating a welcoming environment for students. If professors do not use any motivational techniques, it has been demonstrated that pupils will stay passive.

Chapter 5

Findings, Conclusions and Recommendations

This chapter deals with the major findings of the study. Similarly, it also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the obtained data from participants

Findings

The major findings based on the interpretation and analysis of the obtained data are presented below:

Finding Based on Classroom Observation

The major findings based on the classroom observation are as follows:

- Of total, 60% of English teachers created lesson plans that were appropriate for the level and topic matter.
- For the purpose of inspiring the pupils, 80% of the professors used inspirational task presentations.
- They developed a welcoming and encouraging environment and are humorous and enjoyable to make learning engaging.

Finding Based on Closed- Ended Questions

The major findings based on close ended questions are as follows:

- Majority of the teachers, i.e. 82.8% preferred the motivation technique establishing good rapport with the students' in while teaching activities.
- To encourage student autonomy, the majority of teachers—75%—allowed latitude in the classroom.
- About 57.5 percent of teachers, or the majority, started class by examining students' interests.

- Most educators believe they often engage pupils by making learning relevant and engaging.
- Of total, 80 percent of instructors, or the majority, support providing feedback to students in order to advance their learning.

Findings Based on Open Ended Questions

The professors' opinions on motivational tactics varied. It was discovered that the kids did not pay close attention to the entire session. Due to the students' varied social, cultural, economic, and linguistic backgrounds, their motivation may not be equal in the classroom. The teachers primarily establish connection with the kids so that they are at ease performing any activity without fear. The teacher similarly kept students occupied with imaginative exercises relating to the subject. The teachers used many strategies to get the children ready for class. Various difficulties arise in the classroom when inspiring the kids. Instead of participating in learning activities, the students strive to grasp the grammar in their own languages. The teachers practice to minimize those challenges to make learning result oriented along with the student's motivation.

Summary of the Findings

The major findings of this study are summarized below:

- a. Teachers had a clear and favorable attitude toward motivating strategies.
- b. Teachers used student center motivational techniques.
- c. The teachers all concurred that developing motivating approaches is crucial while instructing.
- d. Teachers responded sleepy and bored students in classroom.
- e. Some of the motivating strategies that teachers utilized in the beginning and when necessary were used throughout the lesson to keep students motivated.

- f. Listed under teaching strategies teachers regularly employed pair and group work. In the course of studying, Nepali language was frequently employed.
- g. While teaching story, poem and telling jokes, singing song, it was found whole class motivated.
- h. Few teachers claimed that pupils should be curious about learning, whereas many answered that they didn't disregard children who were lacking motivation.
- i. Demotivated learners constantly disrupt classrooms, were unable to grasp the questions, and exhibit strange behavior. In contrast, motivated learners were eager to take on tasks and difficulties and were confident in their ability to succeed.
- j. The learner's lack of motivation was caused by the teacher's conduct, the subject matter, the learner's home environment, carelessness, and neglect towards learning. In addition, certain responses made it hard to determine the causes of demotivation due to the teacher's lack of time.
- k. They warm up through questioning, display pictures, story, jokes, singing song, revision of previous lesson or according to the context and situation.

Findings from observation are different from those from surveys. The majority of instructors employed demonstration, lecture, and drill tactics. A few just used regular study materials and textbooks. All English professors frequently speak in Nepali.

Conclusions

A key factor in the classroom is motivation. It is crucial to the success of the kids. When motivated, kids work longer and harder than when they are not.

Additionally, motivation has an impact on pupils' academic performance. For the

learning objectives to be met, the pupils must be inspired. Motivation energizes and steers conduct in the direction of certain objectives. Students that are motivated are more likely to pay attention and make an effort to learn the material. It aids in leading to better performance. This means that in order for students to succeed academically, they must be driven since motivation encourages engagement in the learning process and removes participation anxiety.

Based on the study's findings, it can be concluded that student motivation is crucial to their academic success and performance. To inspire the kids, the teachers employed a variety of strategies. Similar opinions on the motivational strategies were expressed by the majority of the teachers. The teachers' utilization of various methods to get their pupils involved in various activities was demonstrated in the classroom setting. The pupils were similarly engaged, and their professors appeared to like working with them. The study discovered that motivating approaches are crucial at higher levels as well, based on instructors' perspectives on these strategies and classroom experience. From this classroom experience, it can be inferred that motivational strategies are a necessary component of creating a welcoming environment for students. If professors do not use any motivational techniques, it has been demonstrated that pupils will stay passive.

Similar to this, teachers utilize motivational strategies to pique students' interests and encourage active involvement in class activities, despite the difficulties in ensuring that all students participate equally. According to observations made in the classroom, teachers confront a variety of difficulties. They include managing diversity, having big classrooms, having authentic and pertinent resources available, instructors' confidence, etc.

The professors also serve as an icebreaker by focusing on the kids' interests. They also practice applying the exercises to real-world situations. In order to motivate pupils, they also build classrooms that are threat-free and student-centered.

Recommendations

The recommendations based on the findings of this research are as follows.

Policy Related Recommendations

The policy related recommendations are below:

- The curriculum designers need to include motivation techniques in the curriculum.
- The training on motivation techniques should provide to the novice teachers.
- A policy on motivational training may be helpful for all schools.
- For in-service teachers, the motivational refresher programs need to be controlled.
- The text book author should incorporate motivating activities for pupils as well as appealing illustrations, layouts, and designs.
- Designing a curriculum and a syllabus should take motivation into account.
- The creation of a bottom-up, inclusive multilingual language policy that can inspire pupils should be the goal of policymakers and other interested parties.

Practice Related Recommendations

Based on the findings, some of the practice related recommendations are as below:

- The ability to motivate kids is something that teachers need to be skilled at. Determining that the instructors need motivational training.
- The learning atmosphere in the classroom should be one where the students participate in activities as members of their own community. The classroom environment must be realistically created by the teachers.
- Building relationships is crucial to getting kids to participate more.
- The teachers must build strong relationships with the kids.
- It's important to create a welcoming and encouraging environment if you want the pupils to be engaged. Teachers ought to foster a friendly and encouraging environment. Every teacher has to understand the importance of motivation and how he contributes to its formation.

Further Research Related Recommendations

On the basis of findings of the study the following research related recommendations can be made:

- Although this study is a review, motivational strategies can also be the subject of experimental and action research.
- It is possible to do research on the motivational strategies employed by both new and seasoned teachers.
- Additionally, research may be done on pre-primary level motivation strategies and parental motivation for their children's success.

The results of this study may not always be appropriate in every circumstance because this is a survey study and cases can differ from one situation to another and

from one location to another. More studies may be conducted to examine additional methods for teaching English and determine the efficiency of motivation in English classes. For individuals who want to do more study on this topic, this work can be used as a reference tool.

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Informed Consent Form

Purpose of the study

This study entitled "**Motivation Techniques Used by Basic Level English Teachers**" aims to provide better understanding of motivation techniques used by Basic level English language teachers. The main research question of this study is: What are the motivation techniques used by English language teachers teaching in Basic level?

Participant Understands

I agree to participate in this study voluntarily and understood that my name will not be identified in final product. Similarly, all data collected will be limited to this research study and it will be submitted in partial fulfillment for the requirement for the master's degree. The records will be kept confidential in the secure possession of the researcher. I understood that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.

Name of participant:

Signature.....

Researcher:

Date.....

Appendices

Appendix- I

Questionnaire

Tick (√) the best answer given in the following questions.

1. Which motivational techniques do you think most appropriate to motivate the students?

- a) Making teaching materials relevant
- b) Promote co-operation among learners
- c) Use positive competition
- d) Assign classroom jobs

2. How do you make the language class more interesting?

- a) By selecting varied and engaging topics
- b) Applying different materials
- c) Creating humor, fun and games in the classroom
- d) Creating pleasant and friendly atmosphere

3. What do you do to promote learner autonomy in the students?

- a) Allow freedom in the classroom
- b) Showing responsibilities
- c) Encourage the students to do the works
- d) Develop their confidence

4. Which of the following techniques is frequently used to motivate the students for learning?

- a) Make learning real and interesting
- b) Giving students a sense of control
- c) Get them involved
- d) Using ICT based tools

5. How do you generate motivation in the beginning of the class?

- a) Exploring student's interests
- b) Creating threat free environment
- c) Allow students to work together
- d) Making things fun

6. How do you motivate the students in while teaching activities?

- a) Establishing good rapport with the students
- b) Using encouraging words
- c) Making opportunities for success
- d) knowing the students' progress

7. How do you arouse the interests of the students in the classroom?

- a) Revising the previous lesson
- b) Telling jokes
- c) Asking questions
- d) greeting the students

8. What types of encouraging words do you use to motivate the students?

- a) Wonderful
- b) Great
- c) Nice
- d) Good

9. Which of the following challenges do you face to create motivation in the classroom?

- a) Over acting
- b) Availability of materials
- c) Classroom management
- d) over crowded large classes

10. How do you engage the students in the classroom activities actively?

- a) Establish relationship and connections with students
- b) Push students realize their own potential and to learn
- c) Give praise when earned
- d) Applying different activities

Appendix II

Classroom Observation Checklist

Name of the teacher: -.....

Name of the School: -.....

S.N.	Observation	Performance of the teacher				
		Excellent	Good	Satisfactory	Poor	Remarks
1	Beginning of the class					
	Create pleasant and Supportive atmosphere					
	Establish good rapport With the students					
	Have a humor and fun					
2	While teaching activities					
	Revision of previous Lessons					
	Make teaching materials Relevant					
	Presenting task in motivating way					
	Increase learners self-Confidence					
	Promote cooperation Among the learners					
	Make the foreign					

	Language real					
	Recognize students Effort					
	Create learner autonomy					
3	End of the class					
	Offering rewards					
	Summarizing the lesson					
	Giving feedback in Motivational way					
	Thanking					

Note :

Appendix III

Questionnaire

Questionnaire for teachers

Name:

School:

Experience:

Qualification.....

1. What types of activities do you apply to arouse interests of the students for learning in the classroom?

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

2. Which motivational techniques do you use frequently in the classroom?

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

3. Do students remain equally motivated through the whole class?

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

4. What types of challenges do you face to motivate the English language learners?

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

5. Do you want to add further suggestions on motivation techniques?

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

Thank you for your participation