

**ENGLISH TEACHERS' MOTIVATIONAL TECHNIQUES:
A CASE FOR SELECTED PUBLIC SCHOOLS IN
DANG (DEUKHURI)**

A Thesis

**Submitted to the Department of English Education
Tribhuvan University, Kirtipur
in the partial fulfillment for Master's Degree in Education
(Specialization in English Education)**

By

Him Bahadur Gyenwali

M.Ed. II Year

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Him Bahadur Gyenwali** has worked and completed his M.Ed. dissertation entitled '**English Teachers' Motivational Techniques: A Case for Selected Public Schools in 5th Grade**' under my guidance and supervision.

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DEDICATION

I would like to dedicate this work to all my teachers and family members who sacrificed a lot of things in their lives to make me that I am today.

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I would like to express my sincere gratitude and heartiest regards to **Mr. Lekhnath Sharma Pathak (Guide)**, lecturer, Central Department of Linguistics, T.U. my respected teacher and research guide, who provided me with insights into basic ideas and techniques of researching ideas essential for carrying out this research work, supervised my work from the very beginning to the end, advised me on how to proceed, and enabled me to present the thesis in this form.

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Him Bahadur Gyenwali

23rd Chaitra, 2063

ABSTRACT

This thesis entitled, English Teachers, motivational techniques in 5th grade: A Study of Selected Public Schools in Dang presents a clear picture of English teachers' motivational techniques in teaching 5th grade English in the public schools.

The data were taken from the teachers and students by applying the structured and unstructured interviews. The data of teachers were collected with in-depth interview and the data were recorded on tape and transcribed in English because the teachers were not able to speak in English fully. To obtain required data from students, they were interviewed individually using purposive sampling procedure. Additional data were gathered through classroom observation of English teachers teaching English in the 5th grade and survey of students' opinion was done by distributing the opinion checklist to the individual sources of each school. From each school, eight respondents (students) were selected, four boys and 4 girls using purposive sampling.

The findings of the study are as follows:

Most of the teachers have been found teaching English language without warm up activities and materials, therefore the students are not interested in English language learning activity.

The teacher teaching English in the fifth grade have not been found to participated the student in teaching learning activities, therefore the students have been found on motivated most of the time.

The study consists of four chapters. Each chapter in turn has been divided into various sub-chapters.

The first chapter consists of general background, literature review, objectives of the study, significance of the study.

The second chapter deals with methodology which contains sources of data, research tools, process of data gathering, sampling population , sampling procedure and limitations of the study. Also, it contains the method applied in analyzing and interpreting the collected data.

Likewise, third chapter includes presentation, analysis and interpretation of the collected data which is the main part of the thesis.

Finally, the fourth chapter consists of findings recommendations and pedagogical implications that are very crucial in teaching learning process in the classroom.

CONTENT

	Page No.
RECOMMENDATION	I
RECOMMENDATION OF ACCEPTANCE	II
RECOMMENDATION OF EVALUATION	III
EVALUATION OF APPROVAL	IV
DEDICATION	V
ACKNOWLEDGEMENT	VI
ABSTRACT	VII
CHAPTER ONE	
INTRODUCTION	1
1.1 General Background	1
1.2 Motivation and Language Learning	2
1.3 The Sources of Motivation	4
1.4 Review of Related Literature	8
1.5 Purpose of the Study	10
1.6 Significance of the Study	11
CHAPTER - TWO	
METHODOLOGY	12
2. Research Design	12
2.1 Sources of Data	12
2.1.1 Primary Sources of Data	12
2.1.2 Secondary Sources of Data	12
2.2 Population of Study	13
2.2.1 Sampling Procedure	13
2.3 Process of Data Collection	13
2.3.1 Tools for Data Collection	13
2.3.2 Classroom Observation Checklist	13

2.3.3 In-depth Interview Schedule	13
2.4 Administration of the Research Tools	14
2.5 Limitations of the Study	14
2.6 Data Analysis and Interpretation	15
2.7 Findings and Recommendation	16
CHAPTER - THREE	
PRESENTATION, ANALYSIS AND INTERPRETATION OF	
DATA	17
3.1 Presentation, Analysis and Interpretation of Teacher's Data	17
3.1.1 Motivating and Arousing Interest in the Learners	17
3.1.1.1 Interpretation of Text from Context	17
3.1.1.2 Interpretation of text from Researcher's Consciousness	18
3.1.2 Problems in Creating Motivation	24
3.1.2.1 Interpretation of text from context	25
3.1.2.2 Interpretation from researcher's consciousness	26
3.1.3 Responding Techniques of Teachers	27
3.1.3.1 Interpretation of text from context	28
3.1.3.2 Interpretation of Researcher's Consciousness	29
3.1.4 Characteristics and Behaviours of Learners	29
3.1.4.1 Interpretation from the context	31
3.1.4.2 Interpretation from the Researcher's Consciousness	32
3.1.5 Instructional Techniques	33
3.1.5.1 Interpretation from the Context	34
3.1.5.2 Interpretation of Researcher's Consciousness	34
3.1.6 Motivational Techniques in the Classrooms	35
3.1.6.1 Interpretation of Text from Context	36
3.1.6.2 Interpretation of Researchers' Consciousness	37
3.1.7 Motivational Techniques Outside the Class Room	38
3.1.7.1 Interpretation of Text from Context	39

CHAPTER ONE

INTRODUCTION

1.1 General Background

Some students pay attention to the teachers very well and learn better while others appear not paying attention. Sometimes, students are seen making noise in the class and some are seen outside the class when the teacher is teaching. The students taking classes are found not interested in what the teacher teaches.

This is the way students behave because of the presence and absence of motivation in learning. Therefore, Mc Donough (1986:13) quotes the definition of language according to Politzer, "Language is 'behaviour' and ... behaviour can be learned only by inducing the student to 'behave'". Because motivation helps to account for behaviour more easily. Without motivation an organism would not behave, it would be an inert lump, doing virtually nothing"(Cofer and Appley 1980:10)

"The behaviour is the instrument by which the need is satisfied". He says, behavior is a means, not an end. And motivation does not control or guide specific forms of behaviours but influences behaviourisms by energizing innate or associative tendencies (Ibid:10-11).

The word motivation, comes from the Latin term 'Mover' which meant 'to move' that is why motivation makes a person do something. Petri (1986), discusses motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use the concept of behaviour. More intense behaviours are considered to be the result of higher levels of motivation.

Additionally, we often use the concept of motivation to indicate the direction of behaviour.

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning".

To motivate the learners towards learning, different kinds of motivation have been suggested. According to Gardner and Lambert (1972), there are two kinds of motivational techniques 'integrative' and 'instrumental'. The desire to identify with and integrate into the target - language culture is contrasted with the wish to learn the language for purpose of study or career promotion. Another useful motivation for teachers are the 'intrinsic' (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived there have an important part to play in classroom motivation. And the third distinction according to Brown (1987), is that between global, situational and task motivation. The first is the over all orientation of the learner towards the learning of the foreign language, the second has to do with the context of learning (classroom, total environment): and the third with the way the learner approaches the specific task in hand Ur (1996:267).

Thus, motivation is regarded as something which initiates, energizes, compels and prompts an individual to act or behave in a particular way or manner for attaining some particular goal, target or purpose.

1.2 Motivation and Language Learning

Motivation: An Effective Factor

Motivation in human psychology is a term used to describe forces acting either on or within a person to initiate behavior. The word

"motivation is derived from the Latin term 'motives' (a moving cause), which suggests the activating properties of the process involved in psychological motivation" (Nurt 1994: 436).

Motivation means, "the factor that determines persons desire to do something" (Richards et al; 1985: 185). Harmer (1991: 3) says, "motivation is some kind of internal drive that encourage somebody to pursue of a course of action" and drive is " an energizer, some process that provides the energy of movement" (Hebb in cofer and Appley 1980:8). P.T. Young has given the definition of motivation as" the process of arousing action, sustaining the activity in progress and regulating the pattern of activity" (Ibid: 8).

Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Motivation refers to "the choices people make as to what experiences or goods they will approach or avoid, and the degree of effort they will exert in that respect" (Keller and Brown 1994: 152). According to Ellis (1986: 117), Gardner and Lambert " define motivation in terms of the L2 learners overall goal or orientation and "attitude" as the persistence shown by the learners in striving for a goal".

These definitions of motivation show us the wide area of motivation, This is a catch all for explaining the success or failure of virtually any complex task,. It is easy in foreign language learning to claim that a learner will be successful with the proper motivation. Such a claim is of course not erroneous, for motivation is a key to invest one's effort to achieve the goal, that will create, foster and maintain success.

Motivation is a psychological factor and it is, by its nature, affective Children are highly coerced to learn their first language to fulfill their everyday needs. But learning a second language is different. Some

L2 or foreign language learners do better than others because they are better motivated to quote Brown (1994:4-5) once again.

By looking at motivation in-terms of choice engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes, the concept of motivation will have a more satisfactory connection to language learning processes and language pedagogy.

The individual learner has his own feelings, interests, background and goal; therefore, there is no highest common feeling of motivation common to all.

1.3 The Sources of Motivation

Language learners are motivated in different way. The same learner might be motivated by different factors at the same time or in different situations. What sources of motivation does an individual learner have? This is a very important question that every ELT practitioners should be aware of.

Harmer (1991: 3-9) has divided the sources of motivation into two categories: Extrinsic, which is concerned with the factors outside the classroom and intrinsic, which is concerned with what takes place inside the classroom, Edward Deci Says.

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination (in Brown 1994: 155-56).

Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback.

Learners intrinsically motivated are better to conquer the challenges in the activities, and to long-term retention. However, the intrinsic extrinsic continuum in motivation is applicable to foreign language classroom regardless of the cultural beliefs and attitudes of learners and teachers (1 bid: 157)

Similarly other factors affecting extrinsic motivation are the attitude of the parents of the learner towards the (culture of the) target language, learner peer's attitudes and his/her previous experience as language learner. If the parents are very much against the target language, this will affect his or her motivation in a negative way. The same happens with the peers, too. Success in previous learning may be pre-disposed to success now. A teacher can do something by creating a positive attitude to the language and its speakers and can try to be supportive and encouraging to the students rather than critical and destructive.

Harmer (1991:4-7) has further explained the factors affecting intrinsic motivation under the headings of physical conditions, methods, the teacher and success.

Physical conditions- Physical conditions of classrooms and around have great effect upon learning and can alter students motivation either positively or negative Classrooms that are badly lit and cover- crowded can be excessively demotivating. Similarly, the bad surface of the floor, wall and blackboard and worn out furniture, improper management, outside noise and echo in the classroom have negative effect on students. Similarly, the location of the institution and its compound, library, language lab, and other useful resources and also equally important in

student's motivation. Moreover an English classroom should be suitable for using audio- visual aids. There should be enough space on the wall to display flannel - board, stick pictures, charts etc. (made by the teachers or students themselves).

Though a teacher can't alone solve these problems he can improve a bit by decorating the classrooms with his own or learners' works, posters and pictures. The point of this discussion is that the atmosphere in which language is learnt is vitally important, the miserable situation of classrooms must be replaced by appropriate physical provisions if it's not to have a negative effect on motivation.

Method- The method by which students are taught must have some effect on their motivation. Gardenor says, ' ... the dynamics of one classroom and methodology assume greater importance" in language courses than in other school topic (in Spolsky 1998: 94) . But perhaps this is a most difficult area of all to be certain of. The learners also alter sympathy to the same method in different situation. Different aspects of different methods would be practicable according to the objectives of the programmes. So the language teaching programmes should be operated from a basis of " informed eclecticism rather than by attentions to rigidly implement a specific method" (Richards and Rodger 1995: 58).

Many teachers explain that they can't motivate their learners. Some of the teachers during the study responded that they couldn't regularize the interest of the learners throughout the teaching-learning period. But why don't they go beyond spoon-feeding " (Craner 996:i) why is the banking system of education still pervasive in foreign language teaching learning process? It'd better to shift from teacher-dominated lesson to learner centered lessons.

Carefully selected methods and classroom techniques will help to motivate the learners intrinsically. For this focus should be on the genuine aspects of student centeredness, student's participation in the activities, teacher presentation problem solving, interaction and co-operation and feedback.

The teacher- The proper handling of the teaching methods and the qualities of a teacher provides intrinsic motivation and rewards, whereas punishments and competitions foster learner motivation intrinsically. Motivation depends upon the teachers' personality, enjoyable and interesting class, self-confidence and his rapport with the students. Burstall says, 'No matter how poorly a learner may appear to be, the aware and sensitive teacher can actively develop strategies to generate, harness and sustain a motivational dynamic not entirely directed towards instrumental ends', (Karl 1994: 87).

The teacher needs to create a low anxiety atmosphere in the classroom and provide learners with a sense of making progress within the learning programme. The problem of low exposure can be avoided by the teacher allowing substantial and significant output without threatening the learners. The need for the teacher here is to "plan for opportunities for sustained language used by the students where they are motivated to express faithfully and precisely their thought and are provided with useful and consistent feedback (Swain in Karl 1994: 48).

To quote Good and Brophy from Richards and Nunan (1990: 87), a teacher's attempt will stimulate student's motivation to learn if he:

- i) Projects intensity (communicating that the material is important and deserves close attention).
- ii) Induces task interest or appreciation.

- iii) Induces curiosity and suspense.
- iv) Makes abstract content more concrete or familiar.
- v) Induces dissonance or cognitive conflict.
- vi) Induces students to generate their own motivation to learn.
- vii) States learning objectives or provides advance organizers.
- viii) Provides opportunities or students to respond and get feedback.
- ix) Models task-related thinking and problem- solving (Think loud out" when working through examples).
- x) Includes instruction or modeling designed to increase efforts in response to the task (includes information about mental preparation for learning, about the organization or structure built into the context, about how students can impose their own organizational structures on the content to help them remember it or about how to monitor one's own comprehension and respond to confusion or mistakes).

This list shows how a teacher can create better motivation. The fact, the teacher's personality and the rapport he or she is able to establish with the students are of vital importance. Similarly, the ability to provide motivating and interesting classes which are based both on a knowledge of techniques, and activities and upon the ability to inspire confidence in the students and have answers to their questions also deserve a good way to motivate students.

Success - As it has been already stated, success or failure plays a vital role in the motivational drives of students. Successful learning experiences will tend to engender the desire for more success. But both the complete success and complete failure may be demotivating. If the

level of the difficulty of the tasks for the students is extremely high it may have a negative effect on motivation. Low challenge activity at the same time is equally demotivating. Ultimately the students' success or failure is in their own hands, but the teacher can influence the students' learning by making the level of challenging right.

Thus, motivation is an affective factor that triggers someone's action better towards the objectives. Motivation can be engendered, sustained and persisted following certain measures as mentioned above and can be benefited more by it at the same time.

1.4 Review of Related Literature

Motivation, being purely a psychological factor, affects learning. While learning a second or foreign language, some learners do better than others because they are better motivated. To quote Mackey (1961:125) "The more and the better the motivation, the better the learning that an incentive of reward is to be preferred to one of punishment; that a hope of success is a better motivation than fear of failure".

The learners with high motivation will seek:

1. To synchronize their roles with their teachers role.
2. To co-operate in the arduous task of learning the language.

Brown (1994) discusses motivation from behaviouristic points of view throughout his book and says classroom techniques must interact with intrinsic motivation. He says, "..... our pedagogical tools can harness the power of intrinsically motivated learners who are striving for excellence, autonomy, and self actualization" (Ibid: 157).

Harmer (1991: 3-9) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic motivation.

Ellis (1987:11) says, motivation affects the process of input entering the language processing mechanism. "As a result of conscious or unconscious motives or needs, attitudes or emotional states, the learner is 'open' or 'closed' to the L₂".

According to Lumsden (1994), student motivation naturally has to do with students desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

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

Bashyal (2000), carried out a research on the strategies prevalent in creating motivation in teaching English in higher secondary schools with a view to finding out the problems, and techniques of motivation generally used by the teachers in higher secondary levels in Palpa district.

The researcher, for the study with a purposive sampling method, selected ten students from both class Grade 11 and 12 and 6 English teachers. Then he collected the data by distributing the questionnaires to the students and teachers. With the help of observation checklist, survey of students opinion checklist and collection of results he obtained the data. On the basis of data he made some findings and recommendation.

The physical atmosphere, of the school were not good for the effective teaching and learning activities in the case of learner, they were

found with low exposure to English language and academic activities. The teachers were found not skillful and untrained, and there were no such audio-visual aids being used. The text books seeing used were found challenging to the teachers.

On the basis of the findings, the researcher made some recommendation that atmosphere of school should be sound educational environment in the school. The learners should be exposed to English language inside or outside school. As the teachers are untrained, they should be trained, they should command over English language. The text book needs to be based on local scenario rather than or foreign.

Research history of English Department of Education Faculty shows that only one research has been done on the strategies of motivation in teaching and learning English language, especially in higher secondary level. But there is no single research done on the teachers practices of motivation in teaching and learning English language, especially in primary level, 5th grade students. Therefore, the researcher is interested in finding the appropriate and suitable strategies of motivation in English language teaching in the 5th grade.

1.5 Purpose of the Study

The purpose of the study is to explore, identify and analyze the existing, techniques of teachers to create motivation in teaching English language in the 5th grade classroom.

(i) Research Questions

The study of the research has following objectives in the form of questions:

- i. To what extent grade 5 English teachers use motivational techniques in classroom teaching and learning?

- ii. How do teachers motivate the students of grade 5 towards English language learning?
- iii. How far students are motivated in teaching English language in grade 5?
- iv. What are the pedagogical implications in teaching English language in grade 5?

(ii) Objectives

The objectives of the study are as follows:

- i. To explore the existing techniques of teachers to create motivation in the English language class room in the 5th grade.
- ii. To identify the problems in creating better motivation in teaching English; and
- iii. To suggest the pedagogical implications of motivational techniques in teaching English language in grade 5.

1.6 Significance of the Study

The researcher is hopeful that the study will be useful for the people involved in teaching and learning of the English language in Nepal and particularly to the language teachers, students and the people interested in carrying out research in the field of motivation in teaching English. The ideas on motivational technique generated in this research will help the researcher as to how a better motivation can be created in an English classroom.

The researcher has studied the strategies in practices for creating motivation, observed the actual situation of motivation in the primary level class, especially in the 5th grade of public schools, found out the problems of effective motivation and has made recommendation and

pedagogical implication to create better motivation. It is expected that the study will certainly arouse acute interest in both the theoretical and practical significance of this aspect of ELT in our context.

CHAPTER - TWO

METHODOLOGY

This present research has the target to survey on the strategies in creating motivation in teaching English in primary level, especially in 5th grade.

The research is mainly viewed as descriptive as well as interpretive with some techniques such as Hermeneutics and Phenomenology.

The theoretical basis of the study has depended upon the literatures from the library study; Secondary sources whereas the practical basis stands with the carefully carried out survey and close analysis of data gathered from primary sources.

The research, being a qualitative research is based on descriptive survey and interpretation.

2.1 Sources of Data

To carryout this research two types of source of data have been used widely: primary and secondary sources.

2.1.1 Primary Sources of Data

The first hand data gathered from the field were observation checklist and in-depth interview schedule and opinion checklist

- i. Observation Checklist-** The researcher went to the selected schools and observed the classes and filled up the form immediately during the observation.
- ii. In-depth Interview Schedule-** The teacher and the students teaching and learning the respectively in the 5th grade were interviewed with the help of prepared schedule.

2.1.2 Secondary Sources of Data

Secondary sources of data were the related books, journals related research works, websites and records of schools.

2.2 Population of Study

This study has been confined to the 5th grade teachers and students of the five purposively selected schools in Dang. The students of grade 5 and the teachers teaching compulsory English in the 5th grade were selected from the five selected schools.

2.2.1 Sampling Procedure

The sampling procedure to this research had been based on purposive sampling procedure. Five schools had been selected purposively from Chailahi, V.D.C. of Dang Deukhuri district. Five teachers teaching at primary level in 5th grade from each school and the students were altogether 40 among them 20 boys and 20 girls. Eight students were the study subjects for the research from each school, 4 boys and 4 girls.

2.3 Process of Data Collection

2.3.1 Tools for Data Collection

The major research tools for collecting the data from the selected schools were the classroom observations checklist and In-depth interview, individual interview and opinion checklist. The tools for data collection were developed with the help of guide and from the sample tools of Bashyal (2000).

2.3.2 Classroom Observation Checklist

A checklist containing different items grouped into ten were carefully prepared for the observation of English teacher's classroom.

Altogether five English teachers' English language teaching classes were observed and filled with in the observation time.

2.3.3 In-depth Interview Schedule

There were two sets of already prepared schedules to the teachers and students for interview. One set was for the selected students of grade 5 and the next set was for the selected teachers so that they could answer the questions. The questionnaire consisted of more than 20 questions to the teacher and more than 20 questions to each selected students. Besides the questionnaire, the researcher surveyed the students' opinion through a prepared checklist.

2.4 Administration of the Research Tools

The researcher himself reached all five schools and grouped eight students purposively, four boys and four girls and interviewed individually and noted down their responses immediately. Each teacher from five schools was interviewed according to the schedule prepared already. For the convenience of the (teachers) subjects, the researcher himself reached their homes and interviewed each of them individually at different places and times, and their oral data were recorded on (tape) cassette- player, which, later on, were transcribed into English language because they were not able to answer in English language. And from the transcribed data, essential information was extracted for presentation, analysis and interpretation.

For the survey of students' opinion, checklists were prepared and distributed to each student in the group of eight and collected from five schools. The survey of students' opinion checklist contained 25 items.

In addition to the data, the researcher, with the co-operative help of school administration, collected the information about the results of 5th

grade from 2058 to 2062, besides this, he also collected the information about the number of students studying in the fifth grade at each selected school.

The researcher established rapport with the teachers teaching English in the 5th grades and the students of 5th grade with the help of school administration

2.5 Limitations of the Study

As this is the first research carried out on this topic in the particular field, Dang, it has following limitations.

- i. The study is limited to only five purposively selected public schools in Dang.
- ii. The study focuses on the 5th graders.
- iii. The study subjects were only 40, 20 girls and 20 boys and five English teachers teaching in the 5th grade and school administrators.

2.6 Data Analysis and Interpretation

The collected data have been analyzed and interpreted by using descriptive approach as well as Hermeneutics and phenomenological techniques.

Hermeneutics is the interpretation of the text in context (environment, culture etc.). Phenomenology is the interpretation of one's own consciousness and experience concluded from someone's situation/condition which are drawn from the teachers and students teaching and learning in grade 5 in English language classroom.

Hermeneutics: Hermeneutics is the interpretation of text in context. It is the meaning making technique from the actual context of the events or objects going closer to the text (events, environment, person etc).

As Bentz and Sapiro (1993) Says, "The closure you are to the source of the text, the more valid your interpretation is likely to be." Therefore the researcher has applied this technique in his research.

The researcher has used the technique hermeneutics to make the meaning from the context of the five teachers that why they use the particular technique to arouse the interest in the learners, and why not other techniques. Therefore, the researcher has used the hermeneutic technique to relate the context of the teachers teaching English language in the fifth grade.

Phenomenology: Phenomenology is used to obtain knowledge about how we think and feel in the most direct ways. It's focus is what goes on within the person in an attempt to get to and describe lived experience in a language as free from the constructs of the intellect and society as possible. At its root, the intent is to understand phenomena in their own terms to provide description of human experience as it is experienced by the person himself. (Bentz, Malhotra, 1942: 96).

The researcher as a teacher has used the phenomenological technique to interpret the practice of motivational technique of the teachers teaching English language in the class on the basis of his consciousness i.e., from his own experience and feeling in most direct ways.

Therefore, the researcher has interpreted his text from his own consciousness so that he could relate his experience and practice to the other subjects in most direct ways.

CHAPTER - THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The teachers selected from 5 different schools were interviewed in-depth for the detail information of data and was recorded on (tape) cassettes in Nepali language because the teachers were not able to answer in fluent English. The recorded data were transcribed in English as it was and the required information were extracted for the certain purpose. The data gathered from students by interviewing them individually have been tabulated for the presentation, analysis and interpretation. The additional data, classroom observation checklist and survey of students' opinion checklist have been presented in the summarized form and have been presented, analyzed and interpreted.

3.1 Presentation, Analysis and Interpretation of Teacher's Data

The data of teachers have been tabulated, presented, analyzed and interpreted from the different view points i.e., from the context and the researcher as a teacher's consciousness by applying the hermeneutics and phenomenological techniques.

The researcher has used 'A', 'B', 'C', 'D' to identity the teachers not for the grading system on the basis of their quality.

3.1.1 Motivating and Arousing Interest in the Earners

Table –1

Teachers perception on the variables					
Teachers	Warm up activities	Encouraging back Benchers	Motivational techniques	Motivation from beginning to end.	Most motivated class
A	√	√	√	√	√
B	√	×	√	×	√
C	√	√	√	√	√
D	√	√	√	√	√
E	√	√	×	×	√
Yes	5	4	4	3	5
No	5	1	0	2	0

The table above shows that all the five (100%) teachers do warm up activities according to their perceptions. In the case of encouraging the back benchers, the four teachers 'A' 'D' & 'E' and encourages the back benchers and the only one teacher 'B' does not encourage the back benchers according to the data in the table above.

Almost (5 or 100%) teachers (A,B,C,D & E) uses motivational techniques in the class to motivate or arouse the interest in the learners, therefore there is no teacher who neglected the motivational techniques. Among the five teachers, three of them (teacher 'A' 'C' 'D') motivate their students from beginning to end of the period, but the table shows that two of the teachers 'B' and 'E' do not strictly motivate the students from beginning to end. All the five teachers (100%) find their class most motivated.

All the five teachers have claimed that they do the warm up activities to motivate the students from the beginning to the end of the class. Two of the teachers (B and E) are not found motivating the back benchers and motivating the students from beginning to the end of the class, therefore it is concluded that the two teachers 'B' and 'E' have not

been able to motivate and arouse the interest in the learners. The table above shows that three teachers 'A' 'D' and 'E' have been able to motivate and arouse the interest in the learners as they perceive and practise all the variables; warm up activities, encouraging backbenchers, using possible techniques, motivating the students from beginning to end, they have found the class most motivated. According to their detail perceptions, they have not totally perceived all these variables.

3.1.1.1 Interpretation of Text from Context

The teacher 'A' motivates the students before beginning the lesson. He encourages the backbenchers and asks them to work in pair and group work, which he finds effective technique. He prefers praising their activities, telling Jokes, stories, games as the techniques of arousing the interest in the learners frequently and regularly are the best technique to make the students quite motivated according to his perception and practice. The long time experience, and training in teaching English subject, his clever tricks quick minded personality are the aspects which help him to follow the effective techniques. Besides these, quiet environment in and around the classroom and eagerness or readiness of the learners to learn are the other techniques which help his class motivate.

The teacher 'B' follows the rules or norms of lesson plan. Her principle sounds quite effective, but because of lack of experience and training her class in English language teaching is not so effective as compared to her principle.

In the context of teacher 'C', in spite of lack of physical facilities in side the classroom and around, he is trying his best to motivate the students from his own experience, techniques and use of teaching trainings of English. Because of self-confidence, positive attitude towards

the learners, active, energetic and pleasing personality, his class is motivated and interested towards teaching and learning. Sometimes, he can't motivate them, it is because of hot and cold climate irritating the learner's in-side the classroom, noisy environment out side, lack of preparation of the teacher and also the pick season of farming in which village students have to help their parents and don't get time to study at home. Normally the teacher finds his class motivated most of the time.

The teacher 'E' starts her class straightforward before warming up the students. She rarely starts her lesson with warming up activities. It is because of lack of training and knowledge on teaching techniques. Although she has got English teaching training, she does not apply the skill she learnt in training because of burden of periods for preparing the materials.

She tries to motivate the backbenchers by changing their seats, she perceives that if their seats are changed, they get the equal chance of front seat that can help them to be close to the teacher. It is her clever trick as she finds the backbenchers passive, shy, not willing to study and the frontbenchers the active forward and eager to learn. In this case the teacher seems to be clever and tricky.

The teacher prefers stories, chants, poems, jokes to arouse the interest in the learners throughout the class, and instead of rewarding them to their activity, she prefers praising them ("Thank you or Done well"). She does so because she finds the class motivated when she praises them verbally as rewarding them with prizes is not possible because of lack of economic support. She is conscious that she has already experienced it in her class. As the Grade- 5 students are children, they don't like forced teaching and learning, instead seeks entertainment during the teaching learning activities in the classroom. Mostly the

students of this level entertain stories, songs, chants, games or other kinds of activity. When she was teaching the story 'Rapunzel', they were found quite motivated. Despite the lack of training and unrelated educational background, she is trying to motivate the students less or more successfully.

According to the principle of teaching learning method in the classroom, the teacher 'E' tries to concentrate the students' attention towards teaching. Without attracting the students attention, it is impossible to teach effectively as they are noisy and quickly directed mind. Side space on both sides of the students' rows in the classroom is another important thing to make close observation of students according to the perception of teacher 'D'.

Demonstration is one of the instructional techniques which he normally prefers to use. Different examples with pictures and relia are demonstrated to make English language class interesting. He is interested to this teaching technique as he finds it easy to teach English language using this technique and motivate the students. But, he prefers pair and group work technique more effective technique than the demonstration. It is effective because almost all the students in the class get the equal chance to participate in the class besides this it is easy to evaluate the students at the same time. As he is active and interested towards teaching, he uses stories, songs and games to arouse the interest in the learners as they feel bored in monotonous teaching.

Explanation is not preferred by the teacher because it is lecture method, and therefore not suitable for small children of Grade- 5 students.

Since Grade-5students are common in the case of their nature, that is pleasure seeking nature or entertainment oriented nature, they can be

easily motivated with stories, songs, game like activities such as acting in 'Ducky Lucky, Henny Penny' a funny story.

Thus, the context of every subject teacher and classroom differs because of situation or conditions. Besides these, classroom environment, teacher's training, skill, experience, command over subject matter and other conditions are the causing factors to bring varieties in teaching learning activities.

3.1.2 Interpretation of text from Researcher's Consciousness

The researcher has found that without warm up activities if class is directly started, then the students do not take interest so much as compared to the class with warming up activities. The researcher proves with the evidence that as he is a teacher, sometimes, he does not use warm up technique, and finds his class less motivated and interested towards teaching. But, whenever he warms up the students and teaches them, they are found quite motivated to learn.

Similarly, backbenchers are generally found shy, noisy, passive, feel neglected, if they are not activated. The teacher as a researcher, he also finds the same situation in his class and groups them for activities or he moves front to back every time asking questions to all the students, and some times changes their seats from front to back and vice-versa.

One day when the researcher was teaching fifth grade students and he found some students making noise, some of them holding their heads down as if they were sleeping. Therefore, he quickly changed their seats to front row and they stopped making noise during teaching learning activities. The next day, the researcher grouped and paired the whole class one after another for activity, then they were quite active and interested. If students get the time and out of the sight of teacher, they do

not pay attention, therefore, if they are engaged regularly in some kind of work, they do not get time to make noise. If they are checked regularly from front to back, they fear of teacher and become attentive when the researcher stands in front of the class throughout the period, they start making noise. But, when he moves front to back and pays attention to both sides, they look attentive and pay attention.

The teachers 'A', 'B', 'C' 'D' and 'E' perceive that rewarding individually every time or daily at their success is not possible, instead they can be praised verbally (Thank you congratulation, 'Done well', 'Keep' on).

As a teacher, he does not reward them with prizes because it is economically expensive, therefore can't be rewarded all the time. Therefore he praises them whenever they perform the activity well. As soon as they are praised, they are quite motivated and interested, and do the activities quickly and successfully. They are found close to the teachers and ask the teachers what they don't know when they are motivated.

A teacher can motivate the students from beginning to end only when everything is in good condition. If the teacher is well prepared and classroom environment is quite good, they are happy, teaching items become interesting and easy.

One day the researcher was teaching lesson 'Rapunjel' a story, he taught them with 'Role play and Acting' technique. All students took part in the activity. It was quite interesting throughout the class. Similarly, when the researcher was teaching 'Ducky Lucky', a funny story, some of them became Ducky Lucky, some became Henny Penny, Cocky Lucky and some of them became Foxy Loxy in which they acted very well.

They were quite motivated during the activities and they ask the teacher to repeat the same activities again.

Thus, the teacher came to the conclusion that the students of 5th grade prefer stories. Besides stories, songs, games and other activities are helpful to arouse the interest in the learners.

One day the researcher divided the class into 'Boys' and 'Girls' and asked them to be prepared for the answer to the questions given on the black board. The next day competition took place. The boys and girls tried to answer the question as far as they could do. The researcher allocated them marks. All the students helped their groups to give correct answers. They were all excited and prepared. Finally, they finished the work. Their marks were calculated. The boy won the game by two numbers in total marks. The researcher always divides the class into group or pair and asks them to perform the tasks. While practising, dialogue, question-answer, competition like 'Run to the Board', they are engaged in pair work activities.

The researcher asks the students to make pair and gives the problem such as question, they all actively participate in the activity. Similarly 'Run to the Board' like activity is also very interesting. It is a pair work activity. Once the researcher was teaching time, he divided the board into two halves drawing a line, hung a wall clock and asked two students to write time from wall clock. The researcher whistled and they started to write down the time. All the students were excited to see the activity that who would win the race then. The class was interesting throughout the period.

Thus, the researcher interprets his consciousness as evidence to support the perceptions of the teachers relating to his own practices and experience.

3.1.2 Problems in Creating Motivation

Table-2

Teachers	Lack of teaching	Environment	Teaching materials	Lack of activities	Difficult lessons
A	√	√	√	√	√
B	√	√	√	×	√
C	×	√	√	×	√
D	√	×	√	√	×
E	×	×	√	×	√
Yes	3	3	5	2	4
No	2	2	0	3	1

The table shows that three of the teachers ('A' 'B' 'D') have perceived that while teaching in the class, motivational problems occur because of lack of teaching skills of teachers. The other two respondent teachers 'C' and 'E' are not found with the perception that the lack of teaching skills of the teacher is not the cause of creating motivational problems in the learners. The other three respondents (A,B,C) perceive that the problems are created by the environmental factor in and around the class. At the same time, the teacher 'B' and 'E', only two do not support this perception.

In the case of perceptions of five teachers (100%), lack of teaching materials is the sole cause of creating motivation in the class. Lack of activities in the classroom is also one of the reasons behind problems in motivation according to the perception of two teachers as shown in the table. But the three respondents ('B', 'C', 'E') do not support this perception because there are other causes besides lack of teaching materials according to them. They try to do the different activities in the class. The perceptions of the four respondents are that the difficult lessons in the text book is also the problem behind lack of motivation in the learner, but the teacher 'D' does not agree with their perception as he

perceives that if teachers teach well using interesting techniques the students do not feel difficult and are motivated well.

According to the different perceptions of the respondents, lack of teaching materials ,sound environment and difficulties of the lesson have been the problems in creating motivations in the classroom in one way or the other while viewing from the data in the table. Although some of them do not agree with other respondents, in some cases, the ultimate conclusion shows this fact.

3.1.2.1 Interpretation of text from context

The students' interest in the class is found regularly fluctuated because of lack of teaching techniques, materials and difficulties of lesson. Absence of opportunities in participation and connectionless teaching items throughout the textbook are the other causes of creating motivation in the classroom.

According to the teacher 'A', he finds the class with fluctuations when they don't understand the lesson well. It is so because of large mass of students who can't be given proper attention all the time and they don't get the equal opportunity for participation. Sometimes, the teacher teaches without materials, therefore the class is not motivated. In spite of having the training for teaching English in the fifth grade, they couldn't have been able to motivate students all the time because of continuous new chapters with quite different activity and without clearer objectives of the lesson.

As for the teacher 'B', the fluctuation of interest in the class is because of lack of control by the teacher, difficulties of lesson and boredom lack of attention towards teaching learning activities. As she is the untrained and less experienced teacher, she is not able to control the class so easily because she is not quite familiar with the course and

teaching techniques. In connection with the case of teacher 'C', 'D' and 'E' the similar type of reasons are found concerning the cause of continuous change of interest in the learners. It is because of difficulties of lessons and lack of teaching strategies on the part of teachers.

The classroom environment, difficulties of lessons to the students, lack of training, poor quality, difficulties, lack of appropriate teaching techniques of the teachers are the causes behind the continuous change of interest in the learners.

3.1.2.2 Interpretation from Researcher's Consciousness

Sometimes, the researcher as a teacher enters the class without teaching materials and preparation, and begins the class \directly from the page number. When he does so, he finds the class less interesting as the students begins making noise. When they are asked questions from the lesson, they can't answer the question. They reply that it's difficult because they could not understand well. They look unmotivated and less interested to the lesson. Whenever the teacher used teaching materials such as posters, diagrams, pictures and varieties of techniques appropriate to them, they are motivated and interested.

One day when he was teaching the story about 'Rapunjel ', he used the picture of a witch and Rapunjel and stuck on the wall, he found the class quite interested. The next day, he was teaching 'Bonzo' from fifth class compulsory English, he used the picture of 'Bonzo' in large size with color and chanted with clap, they took keen interest in the lesson.

Therefore, it is concluded that the students' interest depend upon the activities in the classroom, teaching strategies, and presentation of lesson. If such things are not used in the classroom, then the motivational problems may appear in each and every classroom.

3.1.3 Responding Techniques of Teachers

Table – 3

Teachers	Verbally encouraged	Verbally discouraged	Punishing	Helping	Praising	Neglecting
A	√	×	×	√	√	×
B	√	×	×	√	√	×
C	√	×	×	√	√	×
D	√	×	√	√	√	×
E	√	×	×	√	√	×
Yes	5	0	1	5	5	0
No	0	5	4	0	0	5

The figure in the above table shows that all the five teachers have the same perception that verbal encouragement is the responding technique of them to the motivated as well as unmotivated learners. All the teachers (100%) do not agree with the perception of verbal discouragement because verbal discouragement to the motivated can demotivate the students. According to the teachers perception that if the students make noise, do not pay attention to the teaching and learning they are given simple punishment like 'stand up' and 'sit down'. But other four of them do not perceive about punishing the students.

Helping and praising are the techniques as response to the motivated and unmotivated learners according to the perceptions of all the 5 teachers which the table shows. According to the perception of the five teachers, they do not agree to the technique of neglecting the demotivated learners as a response.

The presentation of the data shows that verbal encouragement is the best way widely used and preferred technique as the responses to the motivated as well as unmotivated students in the class. As all the respondents' perception on verbal discouragement is same, they avoid this verbal discouragement, and follow the encouragement technique as a

response to the learners. Almost all the teachers, besides one don't perceive that punishing can't motivate the unmotivated learners nor help increase the motivated learners. According to the perceptions of all the teachers helping and praising are the best ones because these techniques are widely used as the response to the motivated and unmotivated students in the class. As all the teachers do not agree with the perception 'neglecting', it does not help the teachers to motivate the learners who are unmotivated, instead helping praising and verbal encouragement are the best techniques which help the teachers to motivate the motivated more and unmotivated as well.

Thus, responding techniques of the teachers are also the cause of student's motivation which help to motivate both motivated and unmotivated. If the response is positive for them.

3.1.3.1 Interpretation of text from context

The individual teacher have their own technique of responding to the motivated students in the class, all five teachers have very slight difference to respond them. Some how, they respond the motivated learners less or more in similar ways i.e. they respond being friendly to them, helping them and praising them to their successful performance.

Therefore, while responding to the motivated learners, praising, helping and behaving friendly are the techniques to be used by the teachers according to the response made by the teachers.

3.1.3.2 Interpretation of Researcher's Consciousness

The researcher as a teacher also responds to the motivated learners by praising them their performance. When they are responded positively they are found even more motivated towards teaching learning activities.

The researcher as a teacher asks the students after the presentation of the teaching item, asks them questions when they readily perform the activity, he praises them immediately and he finds his class more motivated and do the work even faster. When the teacher behaves them friendly, he finds the class curious to learn more.

3.1.4 Characteristics and Behaviours of Learners

Behaviours

Table – 4 'A'

Teachers	Ready to response	Hesitating behaviars	Frank	Noisy	Forward	Laborious
A	M	UM	M	UM	M	M
B	M	UM	M	M	M	M
C	M	UM	UM	UM	M	M
D	M	UM	M	UM	M	M
E	M	UM	M	UM	M	M
Total	M – 5	5	4	1	5	5
	UM –	–	1	4	–	–

Table – 4 'B'

Teachers	Characteristics					
	Curious	Extrovert	Introvert	Clever	Active	Passive
A	M.	Motivated M.	Unmotivated Un M.	Motivated M.	Motivated M.	Unmotivated Un M.
B	M	M	Un M.	M	M	Un M.
C	M	M	Un M.	M	M	Un M.
D	M	M	Un M.	M	M	Un M.
E	M	M	Un M.	M	M	Un M.
Motivated	5	5	–	5	5	–
Unmotivated	0	0	5	–	–	5

**Note:- M = Motivated
UnM = Unmotivated**

The table's figure shows that all the five teachers perceive the same characteristics of motivated and unmotivated learners. According to all the respondent teachers, motivated students are found with curious,

extrovert, and clever. At the same ratio of perceptions of the teachers, unmotivated ones are mostly seen having characteristics like introvert and passive.

The next table – 4 'B' presents the data with figure that mostly the behaviours of the unmotivated learners are found with hesitating and noisy type according to the perceptions of all the four teachers. According to teacher 'B', the motivated students also have been found noisy in her class who makes noise in the class, but when she teaches such noisy students, she has found them motivated as those students stay quiet paying attention to the teachers during teaching learning activities in the class. All the (5) five respondents are at one point that motivated students show the behaviour like ready to response for the answer, forward and laborious. All the five respondents perceive that mostly the hesitating type of learners are unmotivated who do not like to participate in the activities only one respondent teacher ('C') finds the learners with frank nature are unmotivated type according to his perception, but four of the teachers are found with the perceptions that the learners who behaves frankly with others are mostly found with motivated quality.

The presentation of the data shows that the characteristics and behaviours of the learners are of different types which show the quality of the motivated and unmotivated learners in the class. According to the quality of the students, either they are found motivated or unmotivated. Therefore, the motivated and unmotivated students' characteristics and behaviours are of different types according to the table given above.

With the knowledge of quality of students behaviours and characteristics the teachers use their motivational techniques. The knowledge of the characteristics and behaviours of the learners helps to use the appropriate techniques to motivate the students. Therefore, the

respondents on the two different tables have the perceptions on the characteristics and behaviours of the learners.

3.1.4.1 Interpretation from the Context

The motivation depends upon the behaviour and characteristics of the individual students as shown in the table above. Mostly the students who are active, ready, frank, curious, helpful and laborious are found quickly motivated type. According to the data above, mostly the students who show hesitating, and noisy behaviour are found unmotivated type. Similarly, the students who are extrovert, clever and active have been found motivated type. But, the students who are passive and introvert have been found unmotivated type.

The context of the text (students) also affect the motivation in the learners which ultimately makes the class interesting or less interesting. Therefore, the context of the learners is one of the important aspect of motivation.

3.1.4.2 Interpretation from the Researcher's Consciousness

The students who were active, forward and curious actively took part in the activities, but the others who were hesitating, dull, shy and introvert type did not like to participate in the activities.

Therefore, it is concluded that the motivation is affected by the learners' behaviours and characteristics.

3.1.5 Instructional Techniques

Table – 5

Teachers	Explanation illustration	Pair work	Group work	Demonstration
A	×	√	√	√
B	√	√	√	×
C	√	√	√	√
D	√	√	√	√
E	×	√	√	√
Yes	3	5	5	4
No	2	–	–	1

As the figure on the table shows that three of the respondents (B,C,D) use explanation and illustration techniques, besides the two teachers. For them, explanation and illustration are used according to the nature of the lesson. Among the five respondent teachers, 4 respondents are found to have used pair work, but only one respondent found with the perception that pair work is not widely used. While looking at the table, all the five respondents have perceived that group work is the preferred and widely used instructional technique which is applied all the time in the classroom. They perceive that this instructional technique is helpful to the teachers to make the class interesting, evaluate the whole class and activate the students. Demonstration technique is perceived better by the four respondents, but the only one respondent have not preferred the demonstration because she mostly follows explanation and illustration techniques as the effective ones.

The presentation of the data shows that pair and group work techniques are the best techniques which are mostly preferred and used by the teachers except 'B' respondent because she does not perceive pair work as the effective technique. As all (100%) respondents have concluded that the group work is the one of the most preferred technique among all. The pair work is also effectively applicable technique

according to the conclusion from the presented data. The two of the respondents find the explanation and illustration not so applicable in their classes, this technique is the least preferred one among all the techniques.

The presentation and analysis of the data shows that pair work, group work and demonstration are the techniques mostly followed by the teachers in the fifth grade to motivate and effectively teach the students in the class, besides explanation and illustration technique.

3.1.5.1 Interpretation from the Context

All the teachers have found the same characteristics and behaviours of the students according to their perception, experience and observation. As all the students do not come from the same family background. Some are from poor family background, and uneducated family background. Some students have poor mental capacity and some have negative attitude towards education. Therefore, according to the condition of students, their characteristics and behaviours can be seen in them. Therefore, they do not have same type of behaviour, attitude, and background, some are quickly motivated and some students are motivated later.

3.1.5.2 Interpretation of Researcher's Consciousness

When the researcher enters the class and starts teaching, some of the students are found making noise. When they are asked some questions from the lesson being taught, they can't answer. He tries to find the cause behind that. The main cause behind that is because of less interest to the lesson. The reason behind such less interest in them was that they are from uneducated family background having negative attitude towards learning.

Most of the girls, especially from "Tharu" community are found less active, and hesitate to participate in the classroom activity. When a

girl is asked to participate in the activities, they hesitate to participate, but when a boy is asked to participate, he readily participates in the activity. Thus, it is proved from the researchers' consciousness and experience that the characteristics and behaviours of the students are the causes behind motivation.

3.1.6 Motivational Techniques in the Classrooms

Table – 6

Teachers	Using materials	Doing activities	Through games	Asking new things to tell	Speaking in English
A	√	√	√	×	×
B	√	√	√	×	√
C	×	√	√	√	√
D	×	√	√	√	√
E	×	×	×	√	√
Yes	2	4	4	3	4
No	3	1	1	2	1

Five teachers were asked as to what motivational techniques do they perceive and follow to help their students learn English language inside the classroom. Two of the teachers perceive that the use of teaching materials is the one which help the learners understand and learn English. Among them three of the respondents do not perceive that teaching materials are not used as widely as other techniques. These techniques are rarely used to help the learners learn the language. In the case of helping or motivating the learners to learn the English language inside the class room, four of the teachers perceive that doing different activities in the class they are helped to learn the language. Among the four respondents, one respondent (E) is different in her perception that she uses explanation technique rather than other techniques according to her perception and practice. Except the teacher 'E', four of the teachers have the same perception on teaching English language through games in the class. Asking the students to describe, explain or say some thing what

they can see in the class are the another way of helping the students to develop the English language in the students according to the perceptions of the three teachers among the five. Because of the different perception of the two teacher 'A' and 'E' they do not fully support this idea as the effective one. Speaking in English all the time in the class while teaching lesson or doing the activities and telling something them are the preferred techniques among the four. The teacher 'A', does not support the perception of others as he perceives the other three techniques effective enough in his class.

The presentation of the data in the table show that doing activities in the class, playing interesting games in English language and speaking in English are the most common techniques perceived by the respondents. The least preferred techniques are the use of materials asking new things to tell (jokes, stories), for helping the students to learn English language in the classroom.

3.1.6.1 Interpretation of Text from Context

The teacher "A" is trained and experienced one, therefore, he prefers to use teaching materials. The teacher "E" is less trained and can't create other techniques, but uses song, rhymes, Stores, jokes as motivating techniques in the classes to encourage them to speak in English.

The teacher "B" is less experienced and trained, but she perceives that while encouraging the students to learn English language, pair or group work activities are done. Sometimes, they are participated in student teacher talking. It is her perception, as it could not be found while observing her class.

The teacher "C" uses his own techniques of motivation while encouraging the students to learn English as he is trained and experienced one.

Among the teachers, "D" is experienced and trained he uses these techniques such as explaining, reporting to encourage them to speak in English. In spite of having the qualification of SLC, he uses the technique of motivation to encourage the students. This is because of long time experience in teaching and enthusiasm to make students able to speak in English as being an English teacher.

According to the perception, experience and training of individual teachers, there are many techniques to encourage the students.

3.1.6.2 Interpretation of Researcher's Consciousness

As other teachers, the researcher as being a teacher mostly uses the techniques that he asks the students to explain, report, describe and talk in English either in pair or group, and sometimes, between teacher and students.

The researcher found the students motivated towards using English language when they were asked to describe the things, imitate what others say, and explain what they understand.

The teaching materials like, relia are also helpful to make them able to learn English and stories, jokes, poems were found as motivating techniques.

Inside the classroom, a teacher can use any techniques that are helpful in motivating the students such as talking reporting, explaining and imitating. to teach English language effectively.

3.1.7 Motivational Techniques Outside the Class Room

Table – 7

Teachers	Encouraging speaking	Asking to describe	Talking with them	Doing different activities
A	√	×	√	√
B	√	√	×	√
S	√	√	√	×
D	√	√	√	√
E	√	√	√	√
Yes	5	4	4	4
No	0	1	1	1

The table above shows that all the five teachers perceive that to motivate the learners to learn English language outside the classroom, encouraging them to speak on any thing is an effective technique. Four of the teachers B,C, D and E are at one point that asking the students to describe about any thing they see outside the class room is the other technique to help the students learn the language easily. But the teacher 'A' does not go along with the other four teachers because of his different perception that helping the students to learn English outside the classroom by asking them to describe is not so useful and effective. In the case of developing the English language in the learners outside the classroom, four of the teachers (A, C, D, E,) are at one point. According to them, talking in English with them in simple English is to some extent helpful and effective. The teacher 'C' prefers other techniques such as encouraging them to speak, ask and describe any thing they see outside are effective ones.

The presentation of the data in the table show that among the techniques given in the table above, mostly encouraging the learners to speak on any thing is the preferred technique of all the teachers.

The concluding figure of the table shows that besides the encouraging technique asking to describe something and talking with them doing different activities were the other preferred techniques.

3.1.7.1 Interpretation of Text from Context

Dramatizing, telling stories, jokes, talking about the events among the friends or with teachers are the common techniques generally followed by these teachers. Besides these, there are other techniques to help develop English language in them with the help of these techniques.

As the teacher "A" has been teaching English in the fifth grade for some years, and has got training, he uses these ideas. Especially, the students of fifth grade are interested to new things and places, they are taken to different places and are asked about the things to describe. They are interested to stories, jokes, therefore they can tell the stories or jokes in English what they know when they are outside the classroom.

When they are met on the road or in the market, teachers can ask about their study and boards of different purposes written in English. Simple drama like activity are done by the students outside school with the help of teachers. Similarly, the teachers can encourage them to speak in English whenever they meet the students. Besides the teacher "B", others are trained and experienced more or less, therefore, they have techniques to enable the students to develop English language. They perceive that English is a language which can be learnt outside the class in the real field. If language is learnt in real field and context, then the language can be developed quickly and easily. One day the teacher "D" took his students to shops when she teaches shopping. When she takes her students to the shop and asked them to ask about the things and prices of the things, they were excited and interested to do the activities.

Thus, language learning can be effective outside the class rather than inside because they can see and do different things outside the classroom. It depends upon the ability, activities and creativity of the teachers.

3.1.7.2 Interpretation of Researcher's Consciousness

The researcher as a teacher also supports the perceptions of the teachers about language practice outside the classroom because the students can learn English language outside the classroom in the real field.

The street children or person in Kathmandu or Pokhara where number of tourists stay, they come to contact with the tourists while selling their things. They greet them and offer things, bargain about prices during the course of selling the things and they try to talk to them in broken English, but later on, they speak fluently. Although, they can't be expected to read and write well, they can speak very well. The students who are learning language inside the classroom can't speak to other people outside except reading and writing.

Once the researcher took the fifth class students to the garden where there were many kinds of flowers and asked them to tell the names of flowers and plants that they already know, they tried to name the flower in English. They asked about the flowers and plants that they didn't know. He asked them to describe about what they see. They tried their best. The other day, when the researcher took them to the market and asked them to find out the prices of the things and, they tried to ask in English. Whenever they needed help, the researcher helped them. They were excited. After returning from the market, the researcher asked them to tell the names of items and their use, they explained in English as much as they could.

3.1.8 Quality of Students

Table – 8

Teachers	With self motivation	With pressure	To be loved	Fear
A	√	√	×	√
B	√	×	√	√
C	×	√	×	√
D	√	×	√	×
E	×	√	×	√
Yes	2	3	2	4
No	3	2	3	1

The table above shows that according to the three teachers, their students do not do activities with their own motivation. Among the five teachers, two teachers find their students doing the activities with their self motivation. Two of the teachers perceive that mostly the students do the activities only after the teachers put pressure on them, otherwise they do not do the works. Two teachers find their teachers doing the works with out the pressure of the teacher. Three of the teachers perceive that their students do the works not for seeking love from the teachers. According to the teachers, the students do the works to be loved by the teachers, other wise they do not do their works because when they are loved they are eager to do the works. According to the perception of the four teachers, the students do the works because of the fear of the teachers punishment. The teacher 'D' does not perceive that the students do the works on their own but because of teachers' pressure.

The presentation of the table shows that the students do the works mostly because of fear and pressure of the teacher, but not because of their self-motivation and love-seeking attitude. Some times, the students do their works with self motivation and to be loved by the teachers. Therefore it is concluded that according to the perception of the teachers,

the students did the works when the teachers put pressure on them or the fear of the teacher's punishment.

3.1.8.1 Interpretation from Context

According to the teacher "A", "B" and "D", they find the students doing work on their own (self motivation) because they are eager to learn more from works and after correction they can learn correct things and can improve their mistakes. The students are found doing their works with pressure and fear of getting punishment in the class according to the perception of teacher 'C' and 'E'.

The teacher "A" is trained though he has just the qualification of SLC. He knows the principle of motivating the students. Therefore, his class students are found to have done their works eagerly without the pressure of teacher.

Although the teacher "B" agrees with "A" and "D" as she finds her class doing the works on their own, but sometimes they do the works to seek love and some of them do the work to be obedient to the teachers. It is her perception only because while observing her class, she puts pressure on them to do the works. She has the qualification of B.Ed., but she isn't trained and experienced more.

The teacher "D" is experienced and also trained one, therefore expressed his perception that the students do their work on their own, and they are not given pressure as they are the small children. Further, he says that they are encouraged to do works on their own.

The teachers "E" and "C" do not find their class doing on their own. Doing works to them mean compelling them with pressure or punishment. They find the class doing their works only after pressure.

The teacher "C" is also trained and has the qualification of I.A. in unrelated subject. Therefore, he finds the class doing works because of pressure. According to him, the students need the fear or pressure to do the works. It is because of lack of encouragement to the students.

Thus, according to the teacher "A", "B", "C", "D" and "E" they find the class doing works either it is because of pressure or fear, or it is because of self motivation.

3.1.8.2 Interpretation from Researcher's Consciousness

The students do their works on their own when they are motivated and encouraged with some suggestions and incentives which make them eager to learn. But the encouragement should be regular so that they may not feel motivated. If they are not encouraged or motivated, they need pressure or punishment to do the works. Some times, they do the works because of love and, obedience, but it rarely happens and expected.

While the researcher as a teacher was teaching students of class 5th, he gave them some works to do, but the researcher encouraged them with some suggestions that if they do the work regularly, they could learn more things. Next day, they all did. But the researcher did not say any thing and gave them same works the next day, some of them did, but some did not. And the researcher again encouraged them, and they all did.

It means encouragement is necessary for them to make them do the work. While the researcher was teaching English in the 5th grade at another school, he gave them works to do, but they did not, and he compelled them do the works, but some of them copied from other but they were encouraged to do the works, and the next day they had their works on their hands to show to the teacher.

The above consciousness of the researcher shows that the students do their works if they are encouraged, therefore only pressure can't help them learn the language.

3.1.9 Application of Training

Table – 9

Teachers	Training	Long time	Short time	Effective	Application of training
A	√	√	√	√	√
B	×	×	×	×	×
C	√	√	√	√	√
D	√	×	√	√	√
E	√	×	√	√	√
Yes	4	2	4	4	4
No	1	3	1	1	1

From the presented data on table it is studied that among the five teachers, four teachers have got the training of teaching English as well as other subject teaching. The teacher 'B' does not have the training besides her experience in teaching practice for one and half month. In the case of long time training, two of the teachers have got the chance of long time training and the two teachers have not got the chance to get long time training for teaching English. According to the four teachers, they all had got the chance to get short time training in teaching English and other subjects. The teacher 'B' had not got the chance to get training. After getting the training the four teachers have found their teaching activities more improved because of the effectiveness of the training. While asking about the application of training in their real classroom teaching all the four teacher reply that they apply the skills learnt in training more or less because all the skills learnt in the training are not possible to apply almost always, but some of the techniques are applied.

According to the presented data, it is learnt that the teachers who got the training have found their class effective more or less. According to their response, training is necessary for them.

3.1.9.1 Interpretation of text from context

As the teachers "A", "C", "D" and "F" are trained, they have been able to improve their teaching techniques and have felt some how easy in understanding the lessons and teaching them interestingly. After training for teaching English in primary level, "Teacher A" has improved his teaching quite a lot as the students are found quite motivated in his class while teaching English in the fifth grade. The teachers "C", "D" and "E" have been, successful in teaching English because of the short or long time training for teaching primary level English especially in the fifth grade.

The teacher "B" is different, as she is not found so successful in teaching English in primary level because of lack of training. In spite of having the theoretical knowledge and practice teaching experience for a month, she feels difficult, less confident and can't tackle the difficult lesson, therefore she is not able to find the objectives of the lesson.

After training teachers are not found applying the techniques and skills learnt in training. It is mostly, so because of lack of time due to burden of working periods at school and at home. Besides these reasons, the teachers are found careless and lazy to apply the techniques. This happens because of low salary not enough to maintain their needs according to the perceptions of two teachers.

3.1.9.2 Interpretation from Researcher's Consciousness

While observing the teachers practices in the class and analyzing their perceptions on training and its application in real classroom, the researcher mixes up his consciousness.

As the researcher himself is a teacher, he has got some years of teaching experience, therefore interprets experience and practices. The researcher has got one-month training in teaching secondary level English from secondary Education Development unit. After the training, the researcher has been able to teach secondary level English to his satisfaction because he uses the techniques and methods learnt in training. Before the training, the researcher was helpless and less confident about teaching different types of teaching items. When he was teaching poems "Madam and Her Madam" from Grade-9 English text book, he was quite puzzled as to how to teach it and what to teach. He could not teach well. Therefore students were found quite noisy and unsatisfied. Not only this happened in teaching the poem, but also teaching other lessons as well.

After training, the researcher taught some lesson in the same class after some months, he found the class quite motivated and satisfied. What happens actually like the teachers above is, he is not using all these techniques as he ought to have. It is because of some reasons, lack of time at home and burden of periods at school.

3.1.10 Textbook

Table – 10
Text book

Teachers perceptions				
Respondents	Interesting	Suitable	Useful language	English
A	×	×	√	√
B	√	√	√	×
C	√	√	√	×
D	×	×	√	√
E	×	×	√	×
Yes	2	2	5	2
No	3	3	0	3

The table shows that two of the teachers perceive the textbook interesting, but three of them do not find the textbook of compulsory English of fifth grade in public schools so interesting according to their perception. Among the five teachers, three of them do not find the course suitable, but the teachers 'B' and 'C' find the textbook suitable for the 5th grade students. According to all the teachers, English subject is useful for the students because of its wide use in the world. The two schools have extra English textbook 'Laligurans' as optional English, therefore they do not find the compulsory English of 5th grade so much interesting as Laligurans. But the three schools, 'B', 'C' and 'E' do not have other optional English. They have just the only one textbook, compulsory English in the fifth grade.

From the presentation of the study it is learnt that the present text book of compulsory English in the fifth grade is not as much interesting as compared to the optional English, 'Laligurans'. The optional English is full of interesting stories, poems and activities which lack the compulsory English. Besides these reasons, the pictures and the letter size are also not attractive as compared to Laligurans, therefore the teacher perceives that

the present text book of compulsory English in the fifth grade is not suitable because of its contents which are not clear, and also because of difficult activities to teach and learn.

3.1.10.1 Interpretation of the Text from Context

The teacher "A", "E" and "D" do not support the present text book, as it has many drawbacks, according to them. They did not find any useful activities useful for teaching and learning English language. They wanted to teach language, but couldn't find such special activity or lesson so that they could learn language. The teacher "A" is experienced and clever one therefore, he could analyze, the book, therefore his against the perception of other teacher. At the same time, he did not find such useful activities and teaching items practicable since the students feel difficult and can't remember for long time. To him, level wise language structure connection is necessary.

The teacher "D" is experienced and he prefers teaching grammatical structure with grammar Translation method, therefore he does not support this book. But, to the teacher "E", English subject is meant for language learning for which it needs practicable language learning activity. The teacher "E" is not in favour of the present textbook, as she could not find clear objectives of the lesson helpful to fulfill the objectives of the lesson. As far as practicable, the language items should be repeated where by the student can practice repeatedly to learn the language easily without forgetting the language items.

The teachers "B" and "C" find the text book interesting to the students. Because their teachers find the class motivated while teaching chants, poems, stories and games just for the sake of teaching disregarding the fact that teaching English is meant for language. It is so because, they find their students interested while telling stories, reciting

poems and doing activities. As the teachers "B" and "C" found the text interesting and "A" "D" and "E" found the text in appropriate and less useful.

3.1.10.2 Interpretation of the Text from the Researcher's Consciousness

As the teachers "A", "D" and "E", the researcher does not find the English text book of grade-5 so useful as it doesn't have repeated language activities. The activity jumps from one lesson to another without any connection or link from which students aren't able to learn any thing. In every upper class, they find the text quite new and difficult. The researcher found the 6th class quite puzzled as they were asked opposite of 'tall' and 'high' which they learnt in 5th class. When they were asked about the activity of 5th class they learns, they could not recall. It is because of lack of practice and repetition of the language activity. As the teachers "B" and "C", the researcher found the text book interesting to the student because when he was teaching English in 5th grade, he taught the story "Rapunjel" and Ducky Luckly' in which the students were very excited and motivated.

3.2 Presentation, Analysis and Interpretation of Student's Data

For the responses on English teaching and learning of students they were interviewed individually in the class and the responses were noted down during the interview. Data were collected on the basis of interview which have been presented in the table according to the data. Analysis and interpretation of the data have been done from the different viewpoints of student's motivation.

3.2.1 Teaching Learning Activities

Table – 11

Students	English class interesting		Other materials		Warm up activity		Language		Encouragement		Evaluation		Total	Response
	√	×	√	×	√	×	√	×	√	×	√	×		
R	√	×	√	×	√	×	√	×	√	×	√	×	√	×
Boys	8	12	6	14	8	12	5	15	14	6	10	10	51	59
													√	×
Girls	7	13	5	15	7	13	4	16	13	7	12	8	48	72
Total	15	25	11	29	15	25	9	31	27	13	22	18	99	131

The table above shows that the teaching learning activities are not satisfactory according to the response made by the students. The positive response to every variable counted (99) in the case of effectiveness of activities in comparison to negative response (131) shows that the teaching learning activities in the English class is poor. According to the figure of number of respondents (11) both boys and girls find the teachers hardly use teaching materials besides textbooks and chalk board. As the figure of respondents shows that 29 respondents have concluded that no such interesting extra materials are used by the teachers in the class.

In the case of warning up activities, 15 students have found the warming up activities doing in the class except 25 who do not find there their teacher doing warm up activities in the class. The language mostly used by the teacher in the class is mostly Nepali according to the thirty-one respondents, but nine of the respondents find the teachers using English according to their perceptions.

The students find the teachers encouraging them to learn English is the good aspect according to the 27 students as shown in the table above.

Thirteen students do not find the teacher encouraging them. The presentation of the data shows that the teaching learning activities of the teacher in the class plays a vital role to motivate the students. As most of the students both girls and boys find the teaching learning items less

interesting and helpful because of lack of teaching materials, warm up activities and use of Nepali. Almost all the respondents have found their teachers encouraging them to learn English and evaluate them as much as possible.

3.2.2 Textbooks

Table – 12
Textbook

S.N.	Students	Students Perception	
		√	×
1.	Boys	8	12
2.	Girls	7	13
Total		15	25

Twenty-five students have found that the present textbook is not so interesting for them because of lack of interesting activities. Among them some students have optional English (Laligurans), which is more interesting than the compulsory English. Forty students, 8 boys and 7 girls have found the English textbook interesting as it contains the stories, chants, and some interesting games according to them.

The presentation of the data about the responses to the text books of compulsory English of fifth grade shows that the present textbook of English in the fifths grade is not so interesting to the students. Therefore, according to the teachers response mentioned earlier and the response of the students mentioned in the table show that there is a need of interesting textbook.

The textbook is also one of the most important part of motivation therefore if the textbook is interesting the students are also motivated to some extent to learn English language.

3.2.3 Attitudes Towards Teachers and School

Table – 13
Attitudes Towards Teachers and School

S.N	Students	School Good?		Teacher good	
		√	×	√	×
1.	Boys	13	7	7	13
2.	Girls	14	6	6	14
Total		27	13	13	27

Twenty-seven students have found their school good because their school is near from their home and the teachers and students are friendly and helpful to them. But thirteen students perceive that they don't find their schools good because their homes are far from their schools and they have to walk a long way to reach school. In the case of attitude towards the teacher of the students, twenty four students, 13 boys and 11 girls find their English teacher good because of their helpful nature according to the students. But sixteen students do not find their teachers good because their teachers do not encourage them except other students in the class. According to them, the biasness of the teacher to the individual student they feel demotivated.

Thus, the presentation of the data shows that the school environment, near and farness of school and teachers behaviours to the students play the vital role to motivate and demotivate the students.

3.2.4 Extra Activities

Table - 14

Variables	Extra activities	
Total	√	×
Boys	4	16
Girls	3	17
Total	7	33

Most of the students both boys and girls (33) don't find the extra curricular activities in the class or at school organized by the school teachers and students but four boys and three girls find the extra activities. They find the extra activities because of their wrong perception that they mistake picnic for the extra curricular activities.

The presentation of the given data in the table shows that there is no any other extra activities at schools, therefore the students have been found less active and unaware of extra activities.

Extra activities are also one of the extrinsic motivations which help the learners to broaden their mind and learn English easily from the outside environment.

3.2.5 Teaching Materials

Table - 15

Variables	Other Teaching Materials	
Total	√	×
Boys	6	14
Girls	5	15
Total	11	29

Most of the students of the different schools (5 Schools; 29 students have found the teachers with lack of materials in the class while teaching English language. But, only eleven students have found the teachers using teaching materials. These students perceive so, because, they find the teachers with some materials wall clock and pictures using in the teaching learning activities.

Most of the students find the teachers without teaching materials according to the data of respondents in the table. This is the cause of less interesting class of the English teachers. As teaching materials play the

crucial role in motivating the learners, these are the essential things to be used by the English teachers because the teaching materials help the learners to understand the language more.

3.3 Analysis of the Classroom Observation

According to the presentation of the data of classroom observation on the basis of listed items, different factors affect the motivation in the learners. Class situation, teacher's personality, students behaviors in the class and instructional materials are the factors which motivate or demotivate the learners according to their nature. Teaching activities subject matter and presentation, achievement of the lesson on behalf of the teacher play the vital role in motivating the student. Therefore, if the items in the observation table are positive then the students are easily motivated

Table No. 16

S. No.	Observed items	Performance of the teacher				Remarks
		Excellent	Good	Mediocre	Poor	
1	Classroom situation					
	Attendance Discipline	3	2	-	-	
	Classroom size	-	2	2	1	
	Furniture	-	1	1	3	
	Lighting	-1	2	-	2	
	Decoration	-	-	-	5	
	Arrangement	-	-	2	3	
2	Teacher					
	Personality	1	4	-	-	
	Attitude to the students	1	3	1	-	
	Self-confidence	2	1	1	1	
	Pleasing	-	-	5	-	
	Language	-	1	2	2	
3	Students					
	Interest	-	2	3	-	
	Listen attentively	-	1	3	1	
	Ask questions relevantly	1	3	1	-	
	Answer teacher's question	1	1	2	1	
	Participate in activities	2	2	1	-	
	Follow directions	1	1	2	1	
	Any other activities	-	-	-	5	
4	Instructional materials					

	Size and clarity	1	-	-	-	3 teachers did not use any teaching materials
	Appropriateness to the teaching	2	-	-	-	
	Proper use	1	5	-	-	
	Use of chalkboard	-	-	-	-	
5	Breaking the ice	Yes	No	Remarks		
	Any warm up activities	4	1	Others less ready or very less		
	Objectives specification	4	1			
	Relation to previous lesson	3	2			
	Learners' readiness	3	-			
	Interesting	4	1			
6	Subject matter and presentation					
	Relevant to the curriculum	5	-			
	Relevant to the textbook	5	-			
	Relevant to the students' level and interest	5	-			
	Was the presentation logical?	1	-			
	Was the presentation haphazard?	-	-			
	Were illustrations appropriate?	5	-			
7	Teaching activities	Frequently	Sometimes	Seldom	Remarks	
	Lecture	-	-	5		
	Question	1	4	-		
	Answer to the students	2	3	-		
	Encourage students	3	-	2		
	Discourage students	-	3	2		
	Demonstration	1	2	2		
	Non-verbal communication	-	-	1		
	Responding students	4	1	-		
	Practical	4	1	-		
	Inquiry/discovery	1	1	-		
	Role play/simulation	-	-	-		
	Games	1	1	2		
	Group work/pair work	3	1	-		
8	Achievement of the lesson:	2	2	1		
9	Striking points of the lesson:					
10	<p>Suggestions to improve the teaching of the lesson:</p> <p>Attention should be frequently paid to each and every students in the class.</p> <p>Teaching materials should be used most of the time as far as possible.</p> <p>Different sorts of activities should be used.</p> <p>Interest should be aroused in the learners throughout the class using any interesting techniques.</p>					

The first focus was on the observation of classroom situation. The researcher found the attendance and discipline, classroom size, furniture,

lighting, Decoration and arrangement excellent, good, mediocre and poor. But, mostly furniture decoration and arrangement were in poor condition.

The second item observed was teacher. Four of the teachers appeared in good personality except one being excellent. Attitude to the students was mostly the good one except one excellent and the other mediocre. Self-confidence, pleasing and language aspects were not in a satisfactory situation. For example, teachers were found confused and lack of confidence in 3 classes among five, as two of them found to have been confident. No teacher taught fully in English. Both languages were used frequently. The teacher used English only while reading the textbook alone and dictating examples most of the time they used Nepali language. Most of the teachers complained about poor background of students, some of the teachers were found unable to teach English in English language.

The third focus was on the students. Most of them had mediocre and good interest in the ratio of 3:2. Students of three schools were found listening to the teachers attentively, but one school was good and the others were poor. Asking and answering teachers' questions were in a satisfactory situation in average. But other activities were in a poor condition. The classes were not successful to go for from "Gurukul Education system: The teachers were everything and students were only passive listeners with a few question- answers. But sometimes, if they are asked to participate in the activities, they participate. They never have their own initiation on the teaching learning processes though they can follow the teachers' directions if they are directed well at the moment.

The fourth factor observed was the use of instructional materials. Almost all the teachers were found without any instructional materials

other than textbooks and chalkboard and even the use of blackboard was not satisfactory.

Almost all the classes observed were started with some kind of short warm up activities with the specification of the objectives of the lesson to some extent. While teaching, the relation between the previous and present lesson were also satisfactory to some extent.

The subject matters of almost all the classes were found relevant to the curriculum and textbook. Because of structure of language and illustration with pictures, stories and counts it was found relevant to the students' level and interest. Only one presentation was found logical. Others were unsatisfactorily logical escaping from haphazard presentation. The illustration of the subject matters was satisfactory to some extent.

The focus of observation shifted to see how much helpful the practices were to create motivation in teaching English. The classes of 5th grade who are immature therefore, as far as possible they were not found dominated by lectures. But it happens seldom and questions were asked occasionally by the teachers in between and in the end as evaluation. Few students were eager to answer the questions in overall but most of others were ready to answer in a written form. Demonstration was done very little in the appropriate context only. While responding to the students' activities, use of "No" was found mostly by the teachers giving the other alternatives. Non-verbal communication was used by none. As far as possible, the teachers tried to respond the students with 'yes'/ no' and 'Thank you' etc. Practicality of the teaching was mentioned to some extent by using group work and pair work. But inquiry discovery, Role play/ simulation games etc. were in an unaccountable state in the course of teaching and learning.

Two of the classes were able to achieve the target goal of the lesson to some satisfactory extent, as the teachers were oriented to activate them to participate more in activities other were not able to achieve the objectives of the lesson to the desired extent. The students were eager to learn from the examples what the researchers found in the overall observation of each class was that the teachers were found with lack of teaching materials, student control activities and other techniques of arousing the interest in them.

According to the presentation of the data of classroom observation on the basis of listed items, different factors affect the motivation in the learners. Class situation, teacher's personality, students behaviors in the class and instructional materials are the factors which motivate or demotivate the learners according to their nature. Teaching activities, subject matter and presentation, achievement of the lesson on behalf of the teacher play the vital role in motivating the student. Therefore, if the items in the observation table are positive then the students are easily motivated

3.4 Summary of the Students Opinion

Table No. 17

S. No.	Opinion	Very much agree	Agree	Undecided	Disagree	Totally disagree	No Response
1	It is important for a teacher to dress nicely and look good.	30	5	5	-	-	-
2	It is important for a teacher to care a lot about his/her teaching.	27	13	-	-	-	-

3	A good teacher controls the class firmly.	35	5	-	-	-	-
4	A good teacher treats his/her students with fairness and respect.	37	3	-	-	-	-
5	A good teacher is warm and friendly towards students.	32	8	-	-	-	-
6	A good teacher knows and uses students' names.	25	7	8	-	-	-
7	A good teacher is interested in each student as a person.	20	20	-	-	-	-
8	A good teacher will change the lesson plan and do something else if that is what the students want.	20	8	12	-	-	-
9	A good teacher lets students mark their own tests.	22	8	7	3	-	-
10	I like it when the students take over and run the lesson.	25	8	7	-	-	-
11	A good teacher makes sure that students	33	7	-	-	-	-

	have fun in lesson.						
12	A good teacher gets students work hard.	27	7	6	-	-	-
13	I prefer working in groups.	23	12	-	5	-	-
14	I prefer working individually to having a teacher dominated lesson.	16	20	4	-	-	-
14	I like it when the teacher asks my opinion in the class.	27	2	12	-	-	-
15	A good teacher always gives interesting lesson.	37	3	-	-	-	-
16	A good teacher uses corporal punishment occasionally.	17	17	6	-	-	-
17	If we need help, the good teacher finds time to talk outside the classroom.	15	20	5	-	-	-
18	I like the teacher who helps me in solving the difficult problems	36	2	2	-	-	-
19	A good student should always be curious and laborious to	36	4	-	-	-	-

	learn.						
20	A good student is one who helps the teacher to create good teaching and learning environment in the class.	30	5	5	-	-	-
21	I like the class best when I am motivated towards learning.	37	2	1	-	-	-
22	I feel like studying when a teacher encourages me regularly.	36	2	2	-	-	-
23	I understand the lesson when a teacher uses motivational techniques.	39	1	-	-	-	-
24	I feel encouraged to study the English language when a teacher gives the opportunity to participate in the activities.	38	2	-	-	-	-
25	I feel un motivated if a teacher begins the lesson straight forwardly.	37	3	-	-	-	-

The summary of students' opinion was made to infer the ideas to assess necessary qualities of teachers and students to help in providing intrinsic motivation. It is concerned with the personality and behaviour of the teachers' students attitude and feeling of teachers, rapport with the students, the learning environment and the art of instruction.

The discussion above shows that students want teacher to be careful about his/her personality and teaching techniques according to students' interest or understanding of students. Similarly, they want to have a good relationship between students and teachers, have strong belief upon the teacher who treats every student with fairness and respect, and interested in each students as a person. They think a good teacher is always warm and friendly towards students and he knows and uses student's names.

A good teacher is not stubborn in the sense that he/ her changes the plan and does according to the students' interest or demand, and also lets the students mark their own test papers.

A good teachers is considered to be able to transfer a sense of working hard, encourages students, allow asking their opinions in the classroom and allow the students to talk outside the classroom, too if they want to.

Most of the students favour the teacher who gives interesting lessons and makes sure that students' prefer working in groups or individually to having a teacher dominated lesson. At the same time, they prefer the teacher who helps the students in solving the difficult problems.

Not only does the teachers' quality help the students to induce motivation, but also the students' quality. Therefore all the students

support that the students themselves should be curious and laborious to learn and should help the teachers to create good teaching and learning environment.

Students can be motivated when they are encouraged by the teachers frequently and can understand the lesson if a teacher uses motivational techniques in teaching.

If students get the opportunity to participate in the activities, they feel encouraged to study English language. When the teachers begin the lesson straight forwardly without any warm up activities in the class, they feel unmotivated and do not take interest towards teaching learning activities.

The table shows that in spite of the varied responses of the students, they maintained a majority number in most of the cases. The teacher, if follows the instructions of these responses, will find his students better motivated.

Analysis of Examination Results

An analysis of students' results in grade five of the five public schools in Dang has been done to see the relationship of the motivation with their achievements.

Table No. 18

Examination Result of Class 5

Class	S.N.	Details	No. of Students				
			2058	2059	2060	2061	2062
5	1.	Total number of candidates	80	86	95	85	119
	2.	Total number for successful	65	80	81	77	95

	3	Total number of successful candidates in English	50	56	59	52	65
	4.	Total no. of failure candidates	20	12	18	14	20

The table shows that the total number of candidates in 2058 were 80, and from among them 65 candidates were successful in the exam. But only 50 students could be successful in English subject except 20. The result of 2059 shows that out of 86 total candidates in the fifth class, 80 students could pass the exam. But 56 students could succeed in English except 12.

Out of 95 candidates in 2060, only 81 were the successful examinee, 59 candidates were successful in English, except the failure (18). To sum up the result of 2061, out of 85 candidates only 77 could be successful in total, but 52 were the successful candidates in English except 18 candidates. From among the 119 candidates in 2062, 95 candidates were successful out of them 65 were successful in English and 20 were unsuccessful. The table shows that the total candidates appeared in the exam could not succeed in English because of lack of motivation on the part of the teachers. Because of the existing techniques of motivation, the failure in English subject is unsatisfactory.

Table No. 19

Examination Result of Class 5

Class	S.N.	Details	No. of Students				
			2058	2059	2060	2061	2062
5	1.	Total number of candidates	46	62	46	57	67
	2.	Total number for successful	32	49	29	46	64
	3	Total number of successful candidates in English	34	54	32	53	67
	4.	Total no. of failure candidates	12	8	14	4	-

The table shows that the total number of candidates in 2058 were 46 at Baljanta Primary school. Among 46 candidates, only 32 students could succeed in total in the result, but only 24 students were successful in English subject. Among the 32, 9 candidates could not succeed in English.

Likewise, in 2059 the candidates were 62 while they appeared in the annual exam from among them, only 49 were on successful in total. But, 54 could pass the English language subject and eight were successful ones.

The total number of successful candidates in English were 31 among 46 except five, and total subject passed were only 29 in the academic year 2060. The result of 2061 shows that out of 57, only 59 were the successful candidates in English except 4, but 46 students were passed in the final exam. The result of academic year 2062 has the amazing and excellent result in English as all the students -67 were passed in hundred percent breaking the record of all other previous exams.

It can be interpreted that the students could succeed hundred percent in English in 2062, it is because of efficient teaching and active participation of students in learning. The students in other academic year could not do so because of lack of motivation in the students and teachers.

Table No. 20

Examination Result of Class 5

Class	S.N.	Details	No. of Students				
			2058	2059	2060	2061	2062
5	1.	Total number of candidates	19	24	20	25	40
	2.	Total number for successful	19	24	20	18	34
	3	Total number of successful candidates in English	19	24	17	18	35
	4.	Total no. of failure candidates	0	0	3	7	5

The result of primary level public school in Khairi Dumduma in Chailahi VDC in 2058 was found amazingly satisfactory because of the hundred percent success both in total number of successful candidates and total number of succeeded candidates in English. The result of 2058 was also alike in the year 2059 but this year, five candidates were not successful because of English language subject.

Among the 20 candidates, all the 20 candidates succeeded the exam, except three in English in the academic year 2060. Eighteen students were the successful candidates in English from among the 25 candidates except seven, because of failure in English in the year 2061.

The successful number of candidates in table shows that from among the 40 candidates, only 35 succeeded English subject in the exam

and five candidates failed because of English in the academic year of 2062. It can be summarized that because of the active participation of candidates and positive and effective motivation of the teacher in the class, the result was quite satisfactory in the year 2058. The result of other academic year are found less satisfactory it is because of teachers less interesting activities and lack of motivation in the learners.

Table 21

Examination Result of Class 5

Class	S.N.	Details	No. of Students				
			2058	2059	2060	2061	2062
5	1.	Total number of candidates	24	18	20	41	23
	2.	Total number for successful	16	18	15	28	20
	3	Total number of successful candidates in English	12	16	11	28	14
	4.	Total no. of failure candidates	8	2	5	8	7

Only the 23 candidates appeared the exam in the academic year 2058, in which 16 candidates succeeded the result, but 12 were the successful candidates in English except seven. The number of candidates succeeded in the exam were 18. Out of 18, 16 candidates were the successful candidates in English except two. In the same way, only eleven candidates could succeed the English subject except nine, but among the 20, three quarters of candidates succeeded the result of 2060. B.S.

Twenty -eight candidates were successful in English among the fourty one with the same number of candidates succeeded in the result out of 41 candidates in 2061. Among the 23 candidates, 20 candidates

succeeded in the result among them 14 candidates were successful alone in English subject. But nine candidates failed English in 2062. It is interpreted that because of the lack of motivation, in effective teaching learning activities on the part of the teachers and students, and lack of teaching experience of teachers the result of successful candidates is not satisfactory. Not only these are the causes of problems in English, but also there are other reasons as well such as lack of academic and good economic back ground of the learners at home and in society as well.

Table No. 22

Examination Result of Class 5

Class	S.N.	Details	No. of Students				
			2058	2059	2060	2061	2062
5	1.	Total number of candidates	24	29	49	67	52
	2.	Total number for successful	22	22	33	56	44
	3	Total number of successful candidates in English	24	25	42	62	42
	4.	Total no. of failure candidates	-	4	7	5	7

Of the 24 candidates studying in the 5th grade at Shree Prathamik Vidhyalaya, Kolahi in the academic year, 2058, 22 succeeded in the result. All the 24 candidates were successful in English. The result of exam sometimes appears quite satisfactory, it is because of candidates' motivation towards teaching and learning and their active effort. Besides these, the teachers' attitudes towards students, his/her training, and skill of using techniques of motivation.

In the academic year 2059, only 25 candidates could succeed in English exam, except 4 among the 29. Only the 22 candidates passed the exam. Among the forty -nine candidates studying at school in the fifth grade in 2060 B.S. only 33 candidates could succeed in the annual exam. Out of forty-nine, forty-two succeeded in English alone, except seven candidates.

Thus, the result of this year shows that the teaching and learning activity did not took place so effectively on the part of teacher or the student themselves. It is interpreted that the teachers could not motivate the students well and the students also were not interested. That's why the result is not satisfactory. In the academic year 2061, out of 67 candidates, only 62 could succeed English language subject except five, but only the 56 candidates succeeded the final result of the academic year.

Likewise, the results of the academic year 2062, shows the present candidates as the 44 candidates could succeed the result among 52. Of the 52 candidates in total, only 42 succeeded in English language subject except 20. It shows that the result success in English language is decreasing gradually. It is interpreted that the result is not satisfactory because of the lack of interest in teaching and learning on the part of the teacher and the students.

Therefore, until and unless such weaknesses or defects are checked, effective study, or good result can't be hoped well. The children are the clay, who can be changed into desired design according to the skill and labour of the designer. Therefore, teachers should be active laborious and skillful so that they can change the model with their skills.

Chapter - Four

Findings Recommendations and Pedagogical Implications

The present study attempts to survey the actual situations of the attempts made by the teacher to create motivation while teaching English in grade 5th grade in the selected public schools, analyze factors causing lack of motivation and makes some recommendation for pedagogical implication.

4.1 Findings

This present study targeted to find out the existing motivational techniques created by the teachers in teaching 5th grade compulsory English in the public schools, has come up with following findings:

1. Most of the teachers have been found teaching English without using the teaching materials and warm up activities in the class, therefore the students are not found interested to the teaching learning activities.
2. The teachers in the public schools are found untrained in English language teaching, therefore they are not able to teach English language quite successfully. The teachers who are trained also are not applying the skills of teaching English language.
3. It has been found that most of the teachers do not activate the students towards learning English which is the cause of lack of motivation towards English class.
4. Although the teachers perception on using the different motivational techniques are found useful, they have not been found using the motivational techniques in the class while observing their classes.

5. Most of the teachers are found using the Nepali language while teaching English which is demotivating the learners to learn English language in the class.
6. Most of the teachers have been found that they do not participate all the students in the classroom activities therefore they lack the chance for participation and are found demotivated.
7. The primary level students don't have the exposure to English language outside the classroom which can be found from the observation of the school environment.
8. Most of the schools have been found with the poor management of the classroom which is the cause of lack of motivation in the class room while teaching and learning English.

4.2 Recommendation and Pedagogical Implications

On the basis of the findings of the present study the following recommendations have been made for pedagogical implications.

1. If the teachers use the teaching materials and warm up activities before beginning the lesson the students will be motivated towards teaching learning activities in the English language classroom.
2. As the teachers in public schools are found untrained and the trained ones neglecting the skills learnt in training, the untrained teachers should be given pre-service or in-service training and their classes should be observed by head teachers and concerned authority.
3. The students should be encouraged and activated by the teachers to help the student learn English language in the class.

4. The teachers should find out the new approaches of motivational techniques to motivate the learners.
5. While teaching English language, the teachers should not use Nepali language, and also should not translate English lesson into Nepali. They should teach through simple English which the learners can understand easily in English.
6. If the equal chance of participation in the class is given to the individual student, the students would be motivated to learn English language.
7. The students should be exposed to the English language by the teachers using different activities inside or outside the classroom.
8. If the class is managed well and good environment is established in the classroom and out the students would be easily motivated because of the comfortable environment.

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APPENDIX I
QUESTIONNAIRE TO THE TEACHERS

The questionnaire for the In-depth interview schedule to the teachers will look in the following forms:

1. When you enter the class, what possible ways of arousing the learners interest do you use? Do you practice any warm up activities? If yes, mention, if not why?
2. How do you encourage back benchers to participate in learning activities?
3. We find regular fluctuations in learners interest in a single class. How do you manage this problem and make learners interested regularly?
4. How can a teacher motivate learners? Among the given ideas which ones do you practice your classrooms? What difficulties do you have in exercising the other ideas in your classroom?
 - i. Rewarding their good activities.
 - ii. Praising their activities immediately;
 - iii. Competing them in some group tasks.
 - iv. Relating the usefulness of the lessons to the practical life.
 - v. Giving them the knowledge of progress.
5. Which instructional techniques do you follow mostly?
 - a. Student centered
 - b. Demonstration
 - c. Explanation and illustration
 - d. Pair work and group work
6. What problems do you have in creating motivation?

7. What characteristics and behaviors do you find in the motivated and unmotivated learners?
8. How do you respond to the motivated learners?
9. Do you try to motivate the unmotivated learners? If yes, how? If not, Why?
10. Do you ignore unmotivated one throughout the period? If yes, Why? If not, Why?
11. Do you ever try to find the cause of lack of motivation in those learners?
12. Learners are often motivated by teachers' pressure, i.e. learners do things because they are obeying the teacher. Do you find this kind of quality in your students? If not, what else?
13. Is the subject and content of the compulsory English course of grade 5 interesting to motivate and arouse the interest of the learners?
14. Do you motivate the learners only in the beginning or keep them motivated from beginning to end?
15. What sort of learners do you find most and immediately motivated than others?
16. Did you ever find your whole class most motivated? If yes, when?
17. Did you ever find your class quite unmotivated? If yes, what do you think of the reason behind this case?
18. Have you ever had the Language Teaching Training for the primary level teaching? If yes, how often do you apply the strategies you learned in the training?
19. What type of motivational technique do you prefer in the classroom?
20. Do you think that without motivation the children can't and don't learn effectively? If yes, why? If not, why?

21. Can you suggest some motivational techniques that will be helpful to the English language teachers especially in the 5th grader classroom?
- a) List 5 activities that you think will motivate the students inside the class to study the English language.
 - b) List 5 activities that you think will motivate the students outside the class to study the English language.
 - i.
 - ii.
 - iii.
 - iv.
 - v.

APPENDIX II

Questionnaire to the Students

To the 5th graders, the following questionnaire will be asked:

1. How do you find your English class?
 - a. Interesting
 - b. very interesting
 - c. boring
 - d. very boring
2. How much do you grasp your English period?
 - a. Very much
 - b. Moderately
 - c. Little
 - d. Very little
 - e. Not at all
3. Does your teacher use other materials other than text books and black board?
4. How does your teacher start the class?
 - a. Revising the previous lessons
 - b. Telling the lessons or page numbers
 - c. Telling the jokes or stories
 - d. Showing the pictures
5. Do you ever participate in English practices?
6. Is the English teacher your favourite teacher? If yes, why? If not, why?
7. When you have a problem in any item of the lesson, how do you deal with it?
8. How much does your teacher use Nepali language while teaching English?
 - a. Very much
 - b. As much as English
 - c. Little
 - d. Very little
 - e. No Nepali
9. How do you find your English text book?

- a. Interesting
- b. Not so interesting
- c. Boring

10. Why do you find them so?

11. Does your English teacher love you or not?

12. Does your English teacher give you home works or not? If yes, how often does he check the homeworks?

- a. Regularly (daily)

- b. Sometimes

- c. Not at all

13. How do you feel after your teacher checks your homework?

14. Do you feel the English class easy or difficult? If easy, why?, If difficult, why?

15. Does your English teacher encourage you to learn English or not? If yes, how?

16. Do you like your school or not? why?

17. Do you have any difficult lesson that you could not understand well in the class? If yes, why could not you understand that lesson?

18. When do you feel most motivated to learn English language in the classroom?

19. Do you enjoy the class throughout the period?

20. What do you think the teacher should have done to make lessons more interesting?

APPENDIX III

SURVEY OF STUDENTS OPINION

Put a tick () in the appropriate column

S. No.	Opinion	Very much agree	Agree	Undecided	Disagree	Totally disagree	No Response
1	It is important for a teacher to dress nicely and look good.						
2	It is important for a teacher to care a lot about his/her teaching.						
3	A good teacher controls the class firmly.						
4	A good teacher treats his/her students with fairness and respect.						
5	A good teacher is warm and friendly towards students.						
6	A good teacher knows and uses students' names.						
7	A good teacher is interested in each student as a person.						
8	A good teacher will change the lesson plan and do something else if that is what the students want.						
9	A good teacher lets students mark their own tests.						
10	I like it when the students take over and run the lesson.						
11	A good teacher makes sure that students have fun in lesson.						
12	A good teacher gets students work hard.						
13	I prefer working in groups.						
14	I prefer working individually to having a teacher dominated lesson.						
14	I like it when the teacher asks my opinion in the class.						

15	A good teacher always gives interesting lesson.						
16	A good teacher uses corporal punishment occasionally.						
17	If we need help, the good teacher finds time to talk outside the classroom.						
18	I like the teacher who helps me in solving the difficult problems						
19	A good student should always be curious and laborious to learn.						
20	A good student is one who helps the teacher to create good teaching and learning environment in the class.						
21	I like the class best when I am motivated towards learning.						
22	I feel like studying when a teacher encourages me regularly.						
23	I understand the lesson when a teacher uses motivational techniques.						
24	I feel encouraged to study the English language when a teacher gives the opportunity to participate in the activities.						
25	I feel un motivated if a teacher begins the lesson straight forwardly.						

APPENDIX IV

List of the Schools Chosen for the Study

S.N.	Name of the school	Address
1	Adarsh Secondary School	Chailahi- 3 Deupur, Dang
2	Lower Secondary School	Chailahi- 2, Lamahi, Dang
3	Primary Level School	Chailahi- 2 Lamahi, Dang
4	Primary Level School	Chailahi- 2, Bangawn, Dang
5	Primary Level School	Chailahi- 3, Dumduma, Dang

APPENDIX V

Number of Students in Five Sample Schools

S.N	Name of School	Number of Students		
		Boys	Girls	Total
1.	Adarsh S. School	45	60	105
2.	Lower S. School	82	20	102
3.	Primary School Dumdum	18	22	40
4.	Primary School Kotahi, Chailahi	30	26	56

APPENDIX VI

CLASSROOM OBSERVATION FORM

(To be filled after every class observation)

Name of the teacher:

Position:

Name of the school:

Teaching class:

Period:

Teaching item:

No. of students:

Date:

S. No.	Observed items	Performance of the teacher				Remarks
		Excellent	Good	Mediocre	Poor	
1	Classroom situation					
	Attendance Discipline Classroom size Furniture Lighting Decoration Arrangement					
2	Teacher					
	Personality Attitude to the students Self-confidence Pleasing Language					
3	Students					
	Interest Listen attentively Ask questions relevantly Answer teacher's question Participate in activities Follow directions Any other activities					
4	Instructional materials					
	Size and clarity Appropriateness to the teaching Proper use Use of chalkboard					
5	Breaking the ice		Yes	No		Remarks
	Any warm up activities Objectives specification Relation to previous lesson Learners' readiness					

	Interesting				
6	Subject matter and presentation				
	Relevant to the curriculum Relevant to the textbook Relevant to the students' level and interest Was the presentation logical? Was the presentation haphazard? Were illustrations appropriate?				
7	Teaching activities	Frequently	Sometimes	Seldom	Remarks
	Lecture Question Answer to the students Encourage students Discourage students Demonstration Non-verbal communication Responding students Practical Inquiry/discovery Role play/simulation Games Group work/pair work				
8	Achievement of the lesson:				
9	Striking points of the lesson:				
10	Suggestions to improve the teaching of the lesson:				