

**MOTIVATIONAL TECHNIQUES USED BY ENGLISH TEACHERS AT
BASIC LEVEL**

**A Thesis Submitted to the Department of English
In Partial Fulfillment for the Master's Degree in Education**

**Submitted By
BhawanaSubedi**

**Faculty of Education
Sukuna Multiple Campus
Tribhuvan University
Nepal
2018**

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DECLARATION

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

Date:.....

BhawanaSubedi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. BhawanaSubedi** has prepared this thesis entitled "**Motivational Techniques Used by English Teacher at Basic Level**" under my guidance and supervision.

I recommend this thesis for acceptance.

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Bhawana Subedi

ABSTRACT

This thesis entitled "**Motivational Techniques Used by English Teachers at Basic Level**" was set to find out motivational techniques used by English teachers at basic level and attitude of English teachers toward motivation. The data were collected from thirty basic level teachers of Morang district who were selected using purposive sampling procedure. The main research tools were questionnaire and class observation check list which were used to collect the required data from the sampled population. The research finding shows that all the teachers were familiar with the concept of motivation and their attitude toward motivation also positive.

This thesis consists of five chapters. The first chapter deals with the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and definitions of the terms used. The second chapter consists of review of theoretical literature, review of empirical literature/previous study, implication of review and theoretical conceptual framework of the study. The third chapter was about the design of the study, source of data, population of the study, sampling procedure and data collection tools and procedures. The fourth chapter consists of result and discussion, the analysis and interpretation of collected data. The fifth chapter presents the conclusion and implication of the study on the basis of analysis and interpretation of data.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language can be defined as a voluntary vocal system of human communication. Language is human specific innate possession which distinguishes human beings from other animals. It is the divine gift of mankind. It appears to be the most important means of communication in social context. It functions as the powerful medium of expressing idea, feelings, emotions, desires, and experiences (Young voices in ELT journal, 7th volume 2013). Various linguists have defined the term 'language' in several ways. Such as Language is a system of arbitrary vocal symbols by means of which a social group cooperates (Block & Trager, 1954, p. 14). Language is a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements (Chomsky, 1957, p.13). Language may be defined as the expression of the thought by means of speech sounds. According to Richards, et al. (1999, p.196), "Language is the system of human communication which consists of the structured arrangements of sounds (or their written representation) into large units, e.g. Morphemes, words, sentences, utterances." "Language is a social phenomenon which is acquired by the child consciously or unconsciously and has direct connection with the social culture of that particular society" (Yule, 1985 p.246). Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (Spain 1921, as cited in Yadav, 2001, p.8).

The demand of the English language in Nepal has been increasing day by day despite various constraints like resources, diverse need, expiations' and heterogeneity of learners and limited opportunities for exposures to and use of

English in Nepalese context. The reason a person wants to learn English language and how much wants to learn it how will and in what manner, may determine the amount of effort he is willing to put into it. Psychologists have claimed that practice without willingness gives poor results (Mackey, 1965, p.122).

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: "one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers" (Ur, 1991, p.274).

Motivation is a cause of an organism's behavior, or the reason that an organism carries out some activity. In a human being, motivation involves both conscious and unconscious drives. The word 'motivation' is derived from the Latin word 'mover' which means 'to move'. 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 good they will approach or avoid, and the degree of effort they will exert in that respect.

Gardener & Lambert (1972) define 'motivation' in terms of the L₂ learner's "overall goal or orientation, and 'attitude' as the persistence shown by the learners in striving for a goal" (as cited in Ellis, 1985, p.117). The reason a person wants to learn a second language and how much he wants to learn it, how well and in what manner, may determine the amount of effort he is willing to put into it. Psychologists have claimed that practice without willingness gives poor result (Mackey, 1965, p.122).

There are different views on motivation. According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning." Petri (1986), discuss that motivation is the "concept we use when we

describe the forces acting on or within an organism to initiate and direct behavior.

As stated by Lumsden (1994), there are two types of motivation, viz. intrinsic motivation, and extrinsic motivation. Intrinsic motivation is motivation from within the student". It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important or key feel that what they are learning is significant .On the other hand, an extrinsic motivation comes into play when a student is compelled to do something or act in a certain way because of factors external to him or her (like monkey or good grades). An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like failing grade (Lile, 2007, p. 10)

According to Gardner and Lambert (1972, as cited in Ur. 1991, p. 267), 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 the study or career promotion". The other types of motivation are the 'intrinsic' and 'extrinsic' as stated by Lamsden (1994, Ur, *ibid*). And the third distinction, according to Brown (1987, Ur,*ibid*), is that between 'global', 'situational', and 'task motivation': the first is the "overall 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". As regards situation; for our purposes, we assume it is the classroom, but the other two may vary and be influenced by teacher action. Global motivation may seem mainly determined by previous education and multitude of social factors, but it is also affected by teacher's own attitudes conveyed either unconsciously or through explicit information and persuasion. And the third is probably where most of our effort is invested in practice: in making the task in hand as attractive as possible, and in encouraging our students to engage in it, invest effort and success.

“Tangible benefits” (Latham, 1998, p. 82) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic motivation or called extrinsic rewards. Wage increase or insufficient salary increases are in the salary category. Tenure and company stability are handled in job security. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards. The other type of motivation, intrinsic motivation, is self-respect of accomplishment and personal growth. In other word, the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (ibid, p.83) emphasizes that intrinsic rewards take an important role in teacher’s lives. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students.

Motivation is defined as “some kind of internal derive which pushes someone to do things in order to achieve something” (Harmer, 1991, p.51). As stated by Dornyei (2001, p. 8), motivation is thought to be responsible for “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it”. As stated by Brown (1994, p.152), motivation is a term that is used to define the “success or the failure of any complex task”. These definitions are related to each other. Motivation, by these definitions, plays a very important role in success or failure of any task.

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have several effects on how students learn and they behave towards subject matter. It can

-) Direct behavior toward particular goals,
-) Lead to increase effort and energy,

-) Increase initiation of and persistence in, activities,
-) Enhance cognitive processing,
-) Determine what consequences are reinforcing,
-) Lead to improved performance.

Steers and Porter (1991, p.6), deal with three factors while discussing motivation:

-) What energizes human behavior,
-) What directs or channels such behavior, and
-) How this behavior is maintained or sustained.

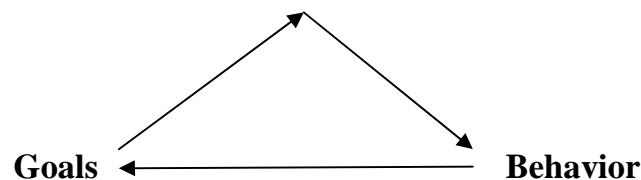
(Kelly 1955), in which motivation is seen as an element essentially outside our control, and usually subject to basic biological needs drive reduction theories and Freud's concept of unconscious motivation. Atkinson's (1964) achievement motivation was also unconscious, being based on the fundamental principle of homeostasis. However, in 1950 Berlyne curiosity-related behaviors purely for the enjoyment of these behaviors themselves, and this finding led to work on constructs such as locus of control and causality orientations (important aspect in studies of intrinsic motivation).

Lin(1977,as cited in Krashan 2003,p.27-28)studied educated Chinese. The above studies clearly suggest that the two types of motivation, viz. integrative and instrumental are not necessarily mutually exclusive. In some contexts learners are interactively motivated and speaking ESL students and found instrumental reasons as primary for studying English. In some context they are instrumentally.

Definitions of motivation show us the wide areas 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. Thus, motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teacher, counselors, school administrators, and parents. Behavioral problems in the classroom often, or

always, seem to be the lack of motivation. Morgan (1978) says "several hundred words in our vocabulary refer to motivation 'wants', 'striving', 'desire', 'need', motive', 'aspiration', 'drive', 'wish', 'aim', 'ambition', 'hunger', 'thirst', 'revenge', to name few" (p.196) Morgan (1978) further says: "Motivation is all inclusive term covering just about anything that psychologist wants to say about the subject. It has three distinct aspects: i. some motivating state that impels the person towards some goal, ii. Behavior displayed in striving for the goal and iii. Achievement of the goal. According to Morgan (1978) these three accepts normally occur in a cycle. The motivating state leads to behavior, and behavior leads to achieving the desired goals. The following diagram presented by Morgan (1978,p. 197) makes it far clearer.

Motive



'Motive' is a Latin term meaning to move. Although motives are regarded as internal states that are something within the organism causing to strive towards goal, motives are often aroused by external stimuli. A painful shock for example, arouses a motive to get away from the shock. Through learning all sorts of problems in the environment may come to be motivating, they arouse a motive to solve them. Thus, motives arise not only from within the person but from stimuli in the environment. This is the first phase of motivational cycle. The second phase of motivational cycle is one kind of behavior evoked by the drive or need. The behavior called operant behavior (skinner) is usually instrumental in arriving at the goal and thus satisfying the underlying motive, a thirsty person, for example, moves about looking for water. The third phase is said to be a achievement of goal. However, simple and easy the word 'motivation' might appear: it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. According to the Webster's, "to motivate means to provide with a motive, a

need or desire that causes a person to act" (as cited in Abisamra 2002). According to Gardner (1985,as cited in Abisamra 2002), motivation is concerned with the question, "Why does an organism behave as it does?"

Motivation involves four aspects:

1. A goal
2. An effort
3. A desire to attain the goal
4. Favorable attitude toward the activity in question.

Motivation is also defined as the impetus to create and sustain intentions and goal seeking acts (Ames and Ames, 1989, as cited in Abisamra 2002). It is important because it determines the extent of the learner's active involvement and attitude toward learning. Motivation is a desire of achieve goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determines success in developing a second or foreign language; it determines the extent of achieve, personal involvement in second language learning (Oxford and Shearin, 1994, as cited in Abisamra 2002). Sometimes a distinction is made between positive and negative motivation. Positive motivation is a response which includes enjoyment involves undertaking tasks are that you are involving in. Negative motivation involves undertaking tasks for fear that there should be undesirable outcomes, e.g. failing a subject, if tasks are not completed. From the above mentioned definitions the chief components of motivation, as cited by Abisamra (ibid), are given below:

MOTIVATION

Goal	Energy
Effort	Active involvement
Desire	Persistence

Most researchers and educators would agree that motivation "is very important, if not the most important factor in language learning "(Van Lier 19990, p.100.as cited in Abisamra 2002), without which even 'gifted' individuals

cannot accomplish long term goals, whatever the curricula and whoever the teacher. Thus, the concept of language learning motivation has become central to a number of theories of second language acquisition (e.g. Clement 1980; Krashen 1981; Gardner 1985; Spolsky 1985, as cited in Abisamra 2002), and motivation has been widely accepted by teachers and researchers as one of the key factors influencing the rate and success of second /foreign language learning often compensating for deficiencies in language aptitude and learning (Tremblay and Gardner 1995, p.505, as cited in Abisamra 2002). It could be said that all other factors involved in second language acquisition presuppose motivation to some extent. Heckhausen (cited in Tremblay and Gardner 1995, pp.505-6) offers a broad definition of motivation: The observed goal directedness of the behavior, the inception and completion of a coherent behavioural sequence, the conflict between various goals and its resolution, all of these represent issues in motivation (Heckhausen 1991, p.9, as cited in Abisamra 2002). Van Lier (1996, 100, as cited in Abisamra 2002), however, points out that the meaning of motivation depends on the perception of human nature that is used, in which context distinguish between mechanistic and organismic theories, the former seeing the human organism as passive and the latter seeing it as active (being volitional and initiating behaviours). Recent education theory has tended toward the second interpretation, with Gardner (1985, as cited in Abisamra 2002) defining motivation to learn an second language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p,10.). This definition includes effort expended to achieve a goal, a desire to learn the language and satisfaction with the task of learning the language. Gardner and Smythe's (1975, p.109) original model of motivation contains four main components (as figure shows below); . Group specific attitude; ii. Learners' motives for learning the target language ; iii. affective factors; iv. Extrinsic and intrinsic motivation.

Although motivation is one of the prime tasks of instructing, it is both the student's and the instructor's responsibility. The lesson, subject, the classroom

atmosphere, the competence of the instructor, and the personality of the instructor and the student all affect a student's motivation. The following techniques will assist in developing motivational strategies to use when instructing.

- a) **Plan motivational strategies to keep the lesson interesting-** A dull presentation causes students to become bored, restless, and uninvolved. A lack of response from the students will affect the quality of instruction. As a result, it will have negative effect on student motivation.
- b) **Establish goals-**The goals of instruction come directly from the learning objectives. Ensure that you present the objectives for each block of instruction so that students will understand exactly what they are expected to be able to do as resulting of training.
- c) **Provide informative feedback-**Students need feedback when they are trying to meet goals. We can give either oral or written feedback, but be sure we give recognition for proper student behavior and achievements. Recognizing good performance and pointing out areas that need improvement contribute to effective learning.
- d) **Show interest in students -** Give students detailed feedback when they respond to a question or perform some comment favorably on successful performance.
- e) **Encourage participation-** We students should be open to student's contributions and points of view. Students bring many different experiences to the learning environment and use these experiences to stimulate interest and add variety to learning. Ur (1991) has talked about motivational techniques from the teacher's prospective.

Stage 1: Recall

We should think back to our own classrooms teaching, as either child or adult, not necessarily of foreign language.

Stage 2: Writing

We should write down, possibly in note form, as complete a description as we can of how this teacher functioned, within the classroom and outside it.

Stage 3: Reflection

Reading through what we have written, consider:

1. How much effort this teacher put into motivating us to learn. Whether deliberately or not, and:
2. How far our positive assessment of this teacher is based on the way he/she managed to motivate students. (Ur, 1991, p.277)

There are many ways of creating motivation in language classroom. The ways that are used to create motivation differ from teachers to teachers. It also depends on the academic qualification and experience of the teachers.

Techniques used for creating motivation also depend on the level of the students and mood of the students. According to Bhandari, (2063) following are the ways used to create motivation in language classrooms.

- a) Using pictures
- b) Using language games
- c) Using songs and rhymes
- d) Using visual aids
- e) Using student centered approach and techniques
 - i. Field visit
 - ii. Strip story
 - iii. Dramatization
 - iv. Project work
 - v. Memory game
 - vi. Recall game
 - vii. Telling jokes (p. 64-83).

1.2 Statement of Problem

English language teaching in classroom is not easy task in term of our context. Teaching English at basic level is also a hard work. To make teaching English successful, the teacher should apply different motivational techniques in the classroom. To achieve the goal of teaching English teacher should be seniors.

Teacher need to create a low-anxiety atmosphere in the classroom and provide learner with a sense of making progress within the learning program. The problem of low exposure can be avoided by teacher through motivation techniques without threatening the learners. In the lack of motivation behavioural problem in the classroom is often or always seen. All this are theoretical things which teachers should apply in teaching learning process but in reality, do they used in their classroom or not? Is the classroom environment is still theoretical? Or they teach practically? What motivational techniques they prefer in their teaching learning process? Their attitudes towards motivation. In which situation what types of feedback should be provided in the name of motivation. What types of motivation should be used while teaching different types of skills. There are many ways of creating motivation in classroom. The ways that are used t create motivation are different from teacher to teacher. It also depends on the academic qualification and experience of the teacher. So, this research carried out this study to find out all answers of above mention questions and the motivational techniques used by English teacher in ELT classroom to achieve goal, and also how they react towards the motivation techniques. Really teachers teach students English by motivating techniques or not.

Various studies have found that motivation is very strongly related to achievement in language learning (Gardner & Lambert, 1972; Gardner, 1980, as cited in Ur, 1991, p.274). The question then needs to be asked: which is the cause and which is the result? In other words, does success in language learning breed its own motivation (Burstall et al., 1974; Khan, 1991, Ur, *ibid*) or does previous motivation lend to success? Or both? Another question for which there is no conclusive research – based evidence is whether motivation is more, or less, important than a natural attitude for learning (language), though at least one well – known study (Naimen, 1978, Ur, *ibid*) tends towards the claim that motivation is ultimately more important . The significant message of research in this area for teachers is the sheer important of the factor of learner motivation in successful language learning.

1.3 Objectives of the Study

The objectives of the present study were as below:

- a. To find out motivational techniques used by basic level English teachers.
- b. To study and analyze the attitude of the teachers towards motivational techniques.
- c. To suggest some pedagogical implications.

1.4 Research Questions

Following research questions were carried out:

- i. What are motivational techniques?
- ii. What are the common motivational techniques used by English teachers?
- iii. What are teachers attitude towards the motivational techniques?

1.5 Significance of the Study

The present study aimed to explore the existing trends of teaching English at basic level. The findings and suggestion derived from this study can be useful for teachers, students, school administration, course designers, textbook writers and policy makers to get the clear picture of the trends in teaching English at the basic level and to think of improvement in the field of language teaching. To be specific it will be beneficial for all those who are directly and indirectly involved in English language teaching and learning. The ideas of motivational techniques generated in this research will help other researcher as to how a better motivation can be created in English classroom. It will be useful to all people who are engaged in teaching profession. It is expected that the study will certainly arouse interest in both theoretical and practical significance of this aspect of ELT in our context. Teachers can utilize the finding of this research to make their practice effective. Material procedure can guide teacher in motivating their students. Students can also achieve their goal in child centered environment. It can provide grate contribution to the area of ELT.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

-) The study was limited to the motivation techniques only.
-) The populations of the study are thirsty teachers.
-) Data were collected from fifteen schools of Morang district (Belbari resource center).
-) Tools and data collection techniques were questionnaire and observations only.

CHAPTER: TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK OF THE STUDY

2.1 Review of Theoretical literature

Psychological theories must account for a “primary” level of motivation to satisfy basic needs, such as those for food, oxygen, and water, and for a “secondary” level of motivation to fulfill social needs such as companionship and achievement. The primary needs must be satisfied before an organism can attend to secondary drives (Encyclopedia Article). As the definition shows that motivation is the drive which changes behavior. Maslow (1943) devised a six-level hierarchy of motives that, according to his theory, determine human behavior. Maslow ranks human needs as follows: (1) Psychological; (2) security and safety; (3) love and feelings of belonging; (4) competence, prestige and esteem; (5) self-fulfillment; and (6) curiosity and the need to understand (as cited in Regmi, Shrestha, Aryal, Khanal, 2004, p.99). No single theory of motivation has been universally accepted, but a direction is evident. Formerly, many psychologists stressed the reduction of stimulation to its lowest possible level. An organism was thought to pursue that behavior most likely to bring about this desired state of no stimulation. Many human psychological systems do in fact operate in this manner. Recent cognitive theories of motivation, however, portray humans seeking to optimize rather than minimize stimulation and are thus better able to account for exploratory behavior, the need for variety, aesthetic reaction, and curiosity.

In the case of second language learning, Gardner and Lambert (1959) pioneered work on motivation, proposing an integrative-instrumental duality (Gardner et al. 1976), which became widely accepted and confirmed by a number of studies. Their ten years long study research program in which they found that success in language attainment depended on the learners' affective reactions toward the target linguistic-cultural group (in addition to aptitude) gave validity to the study of motivation in SLA, through some investigations

did not support the model, either by not producing a strong integrative factor, or by coming up with insignificant or contradictory results.

Dornyei (1990) also points out that Gardner and others worked in ESL situation and that in EFL, “affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment “ (as cited in Abisamra 2002,p.49).Motivation has been widely accepted by both teacher and researchers as one of the key factor that influences the rate and success of L2/foreign language learning. Moinvaziri (2008,p.26) says that “ the original impetus in second/foreign language motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learner’s social disposition towards the speech community in question”.

Lambert (1963 ,p.158), he says that Lambert has purposed a “social psychological model” in which he has emphasized cognitive factors such as language aptitudes and intelligence as well as affective factors such as attitudes and motivation. In his model, he processed that the extent to which an individual successfully acquires a second language will depend upon ethnocentric tendencies, attitudes toward the other community, oriented toward language learning motivation.

A key framework that has driven much of research on L2 motivation is Gardner’s(1985, 1988,and Gardner &Macintyre 1993) socio –educational model if SLA, in which motivation is conceptualized as a complex variable , especially, “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gaedner 1985,p.10). Motivation ishypothesized to have a direct effort on L2 achievement and is itself purportedly influenced by a number of other socio-psychological variables.

2.1.1 Theories of Motivation by Morgan

Motivational theories of Morgan are as below:

2.1.1.1 Desire theories: Desire theories say that behavior is pushed towards goal by internal states within the person or animal.

2.1.1.2 Incentive theories: Incentive theories stress the ability of goals to pull behavior towards.

2.1.1.3 The opponent process theories: The opponent process theory is a hedonistic theory, as such, it says that we are motivated to seek goals which give us good emotional feelings and avoid goals resulting in displeasure. Furthermore, this theory says that emotional motivating states are followed by opposing, or opposite states.

2.1.1.4 The Optimal Level theories: The Optimal level theories are hedonistic theories which say that behavior is directed towards seeking an optimal level of arousal or a balanced, homeostatic state in internal physiological process.

2.1.2 Theories of Motivation by Baron

Motivational theories of Baron are as below:

2.1.2.1. Drive theory: Drive theory suggests that motivation is a process in which various biological need push us to actions designed to satisfy them.

2.1.1.2. Arousal theory: According to arousal theory, human beings seek an optimal level of arousal, not minimal levels of arousal.

2.1.1.3. Expectancy theory: Expectancy theory suggests that people exert on task because they believe doing so will yield result they want to attain.

2.1.1.4. Goal, setting theory: Goal setting theory suggest that the act of goal setting will increase motivation and performance when the goals are specific and challenging yet attainable and individual that committed to them receive feedback on their progress .

2.1.3. Theory of Motivation by Johnson

Johnson (1986,p. 55) states that there are three theories of motivation and productivity that teacher motivation is based on;

2.1.3.1. Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such as a bonus or a promotion that is worth working.

2.1.3.2. Equity theory:unfair treatment for their efforts and achievement makes individuals displeased.

2.1.3.3. Job enrichment theory: The more varied and challenging their work is the more productive employees become.

2.1.4. Skehan's for Hypothesis theory

To characterize a non theoretical view of motivation, Skehan's (1989, p.509) puts forward four hypotheses:

2.1.4.1.The Intrinsic Hypothesis: Motivation derives from an inherent interest in the learning tasks the learner is asked to perform

2.1.4.2. The Regulative Hypothesis: Learner who does well will persevere and those who do not do well will be discouraged and try less hard.

2.1.4.3. The Internal cause Hypothesis: The learner brings to the learning situation a certain quantity of motivation as given.

2.1.4.4. The Carrot and Stick Hypothesis: External influences and incentives will affect the strength of the learner's motivation (as cited in Ellis 1994, p.509)

According to behaviorists, motivation refers to the anticipation of reinforcement. They do stress the role of rewards (and perhaps punishment) in motivating behavior which in turn serves to reinforce behavior, to cause it to persist. The reinforcement theory, propounded by the behaviorist psychologists like Skinner, Watson to name a few, is a very powerful concept for the classroom. Cognitivist, however, naively dismiss the role of rewards and role of drive theory, hierarchy of needs and self control theory. They contend that

our innate predispositions compel us to execute action to attain the desired goal.

Green (1993, p.2) mentions that three levels of motivation are readily identifiable, and they are in constant parallel interaction. These levels are briefly mentioned below:

1) Holistic

Definition: the individual as organism seeking to realize its fullest potentialities: physical, mental, and spiritual.

Drive: egocentric

2) Cultural Linguistic

Definition: the individual as user of non-native languages in relation to others within and across cultural.

Drive: instrumental and integrative

3) Cognitive Linguistic

Definition: the individual in formal language learning situation

Drives: security and progress involvement in learning programme cognitive to sustain impetus, perception of language unity.

The first level is said to be the holistic student approach which helps the teachers to perceive the students as "becoming whole" and constantly striving individuals for archiving needs ranging from the purely physiological to the highly creative, from survival to self-actualization as stipulated by Maslow(1954,p.225).

The first level is said to be the holistic student approach which helps the teachers to perceive the students as "becoming whole" and constantly striving individuals for achieving needs ranging from the purely physiological to the highly creative, from survival to self-actualization as stimulated by Maslow (1954)

The second is the cultural linguistic dimension. At the level of the individual within and across cultures, the motivation to learn a foreign or second language has tended to be stated in dichotomous, either or terms, that is, a learner is driven by either instrumental or integrative motivation (Gardner 1968 and

1979). The local of my study is this level of motivation. Instrumental motivation is engendered and sustained by extrinsic forces such as getting job, promoting, enhancement, or passing examination, which the integrative type is generated intrinsically by positive perception of the target language culture and its people. Gardner (1968 and 1979) himself has stated on equivocally that integrative motivation provides the strongest, deepest, and most lasting drive to learn the target language. The most important feature to note about learners motivated by instrumental ends is that they take dangerously short-term view of learning resulting in fossilization of key aspects of the target language system and their communicative use.

The final level is cognitive-academic dimension. Here the term cognitive academic refers to the level of the individual in formal learning situations. This is naturally the level at which teachers are most directly concerned with questions of student motivation. Cognitive engagement in the learning process must be seen inextricable linked to motivation. Ausubel (1968) expressed this concisely: "The most appropriate way of arousing motivation to learn is to focus on the cognitive rather than the motivational aspects of learning and to rely on the motivation that is developed from successful educational achievement to energize further learning" (as cited in Green 1975,p58).

Gardner (1975,p.58) has summarized most of the components of motivational characteristics with reference to French or a second language , its categories are not restricted to a particular language, they apply generally to learners of a second language in a school setting. Gardner (ibid,as cited in Stern 1983,p.383) Gaedner, Smythe, Clement, and Gliksman(1976) conformed the importance of integrative motivation in grades 7 to 11 French classes in Montreal. They found that the measures of integrative motivation tended to correlate more highly with their 'speech' measure than grades. Also integrative motivation was a better predictor of French proficiency than was instrumental motivation.Strong (1984) studied Spanish American classroom and found that the students' intensity of integrative motivation increased relative to their English language

proficiency. He further argues that motivation results form, rather than promotes, acquisition.

2.2 Review of Empirical literature/Previous studies

Some of the scholar or students have been reviewed considering motivation techniques related literature and also as evidence to the study. Some work in the field of 'motivation techniques' which are mentioned below;

Gardner and Lambert (1972), as cited in Krashan 2003, p.9) contends instrumental motivation is a better predictor of proficiency in English as a second language. They reach similar conclusion for English as a second language in the Philippines. In the Philippines English is the language of education and business, but is really spoken in the home. Gardner and Lambert (ibid.) found that instrumental motivation was a better predictor of overall proficiency, but also found a clear relationship between the integrative motivation and "aural-oral" skills.

Gaedner, Smythe, Clement, and Glikzman(1976) conformed the importance of integrative motivation in grades 7 to 11 French classes in Montreal. They found that the measures of integrative motivation tended to correlate more highly with their 'speech' measure than grades. Also integrative motivation was a better predictor of French proficiency than was instrumental motivation. Strong (1984) studied Spanish American classroom and found that the students' intensity of integrative motivation increased relative to their English language proficiency. He further argues that motivation results form, rather than promotes, acquisition.

Cooper and Fishman (1997) conducted a study among a group of predominantly Hebrew speaking Israeli high school students. In Israel English is required subject for all students from the fifth grade onwards. Knowledge of English is also indispensable for a university course or a prestigious occupation. In this learning context, a basically instrumental view of English proved to be correlated to English proficiency.

Bashyal (2000) had done a research entitled 'A study on the Strategies Prevalent Increasing Motivation in Teaching English in Higher Secondary School in Nepal.' His main objects are to find out prevalent situation of motivation in teaching at the higher secondary level. In this study he concluded that some learners did better because they were better motivated. Motivation was used in both directions. High motivation was one of the factors that causes successful learning, however, might causes high motivation. Every teacher most goes along with student's motivation so that only problem should be smooth over.

Liu (2005) conducted a research on "Chinese students' motivation to learn English at the Tertiary level "and found the strongly instrumentally motivated students better then integrative motivated students in English as a foreign language. Gardner's argument found out while second language instrumental motivation has a greater effect on English as an or foreign language , integrative motivation influences more on other second or foreign language acquisition, Nonetheless , much of literature suggests that integrative motivation is more important in any circumstances, and more in the long term (Meynard&Rheault 1997, as cited in Han 2003)

Gyawali (2007) had carried out a result on 'English Teachers' Motivational Techniques: A Case for Selected School in Dang Deukhuri. Objectives of this study were to explore the existing techniques used by teachers to create motivation in the English language classroom in the 5th grade. Finding of this research was the most of the teachers taught English language without warming up activities and materials; therefore students were found less motivated most of the time.

Wasti (2008) carried out a research on "Teaching Strategies at Lower Secondary Level" The main objective of her study was to find out the teaching strategies employed by the teachers at lower secondary level classroom. Her lower secondary level sources of data were five lower secondary level teachers. She followed purposive non-random sampling procedures for selecting sample and interview and observation as tolls for data collection. She found that

translation, discussion, lecture, drill, use of regalia, warming up, group work, pair work were the strategies used while teaching at lower secondary level.

Lamsal (2010) carried out research on “Techniques Used by the Teacher in Teaching listening Skill”. The objective of her study was to find out the techniques listening adopted by secondary level teacher. Ten English teachers of secondary level teaching in the schools Kathmandu valley were the primary source of data and different books; these were the secondary source of data. She followed judgmental non-random sampling procedure and used checklist

Bhattarai (2011) conducted a research on “Techniques used in Teaching English in Rural Areas”. The objective of this study was to explore the techniques used to teach English in rural areas. He used both primary and secondary data: ten teachers teaching at secondary level were observed for the primary data and consulted different books, theses, articles, and websites, for the secondary data. He used purposive non-random sampling procedure and used observation form as a research tool. His finding was the teachers of rural areas used explanations, illustration, role play, text reading, dictation, dialogue, guessing, translation and pattern practice techniques while teaching English.

Rana (2011) carried out a research on “Techniques Used by Basic level English Teachers in Teaching Vocabulary”. The objectives of his study were to find out the teaching techniques spelling. He used both source of data: basic Level English teachers as a primary source of data and different books, thesis, articles as secondary sources of data. He used purposive non random sampling procedures and used observation form as a tool. His finding was 80 percent of teachers used ‘modeling’ as a technique for teaching pronunciation and ‘reading aloud’ technique to teach word spelling.

Subedi (2012) carried out a research entitled “Trained Teachers’ Belief toward the Teaching Techniques”. The main objective of her study was to find out the teacher’s beliefs towards the teaching techniques in ELT classrooms. The sampling population of her study was 10 English teachers teaching from 10+2 to bachelor in education or at master level in education. She selected five colleges from Kathmandu valley and from each college two teachers as sample

using purposive non-random sampling procedure. Interview was used as a tool of data collection for this study. The finding of her study showed that all the teachers hold beliefs that more the amount of exposure the learner gets for language skill and aspects, more they developed it .Similarly, many teachers (7 out of 10) teacher hold belief that to teach English pronunciation in Nepalese context, teachers have to be the model speaker.

Yadav(2012) carried out a research entitled “Methods and Techniques Used in Teaching English “. The objectives of his study were to find out the existing methods and techniques used in teaching English. He used both sources of data. He used purposive non-random sampling procedure and observation as a tool. His finding was the teachers used more teacher centered methods and techniques. Though, many of the researchers have been carried out in techniques of teaching English language , none of them have focused on motivational techniques used in teaching English at basic level. In this way, my research work is different from those reviewed above.

2.3 Implication of the Review

The literature review is an integrate pair of the entire research process which makes a valuable contribution to go through almost every operational step. It helps to bring the clarity and focus on research problem, improve methodology and broaden the knowledge base in the research area. According to Kumar (2009, p.30), a literature review has a number of implications:

-) It provides a theoretical background to the study.
-) It helps you to refine your research methodology.
-) Through the literature review, you are able to show how your findings have contributed to the existing body of knowledge in your finding.
-) It enables you to contextualize your finding

As a researcher, therefore, I went through different existing literature, book, articles and empirical researches. Those reviewed literature provided me the guidelines and shaped the methodology to carry out this research.

Lamsal(2010) has used both sources of data: primary and secondary to collect

the data and purposive non-random sampling procedure for sample. I have also used both sources of data and purposive non-random sampling procedure for sample. Rana (2011) and Yadav (2012) have used observation as a tool to get rich information for the research. Those reviewed empirical researches also helped me to refine the methodology to some extent, in a sense that they were survey study which focuses on finding out the techniques being used in teaching English. This study is an attempt not only to find out the techniques used in teaching English but also to explore how they are used through an in-depth study. In this regard, the present study is different from that of the rest.

2.4 Conceptual Framework

The conceptual framework stems from the theoretical framework which becomes the basis of the study. This study "Motivational Techniques Used by English Teachers at Basic Level."; A survey research is based on the following conceptual framework:

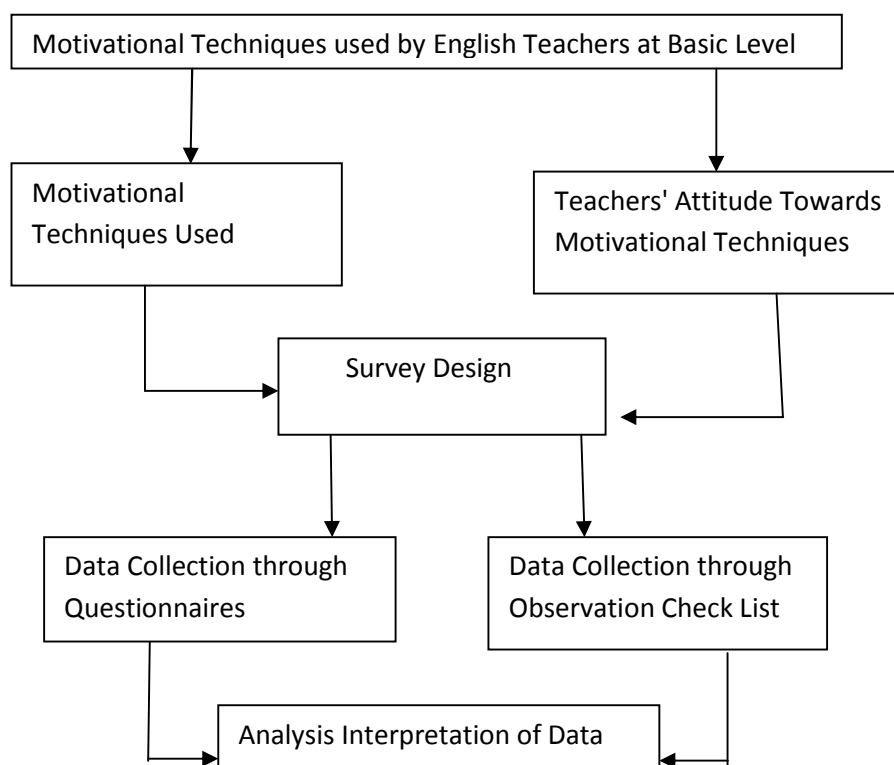


Figure:1 Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the set of activities to be used while carrying out certain action. This unit consists of research design, source of data, sampling procedure, research tools, and process of data collection and delimitation of the study.

3.1 Design and Method of the Study

A research design is a procedural plan that is adopted by the researcher to answer question validity, objectively, accurately and economically. I would adopt a survey research design to carry out the research. The survey research is defined as “the collection of information from a sample of individuals through their response to questions.”(check &Schutt, 2012,p.160).

In research of human subjects, a survey is a list of questions aimed at extracting specific data from a particular group of people. Survey may be conducted by phone, mail, via the in ternate, and sometime face-to-face on busy street corners or malls.(Wikipedia). Survey research is a specific type of field study that involves the collection of the data from a sample of elements (eg.all adult women) draw from a well-defined population (e.g.all adult women who living in the United States) through the use of questionnaire (for more lengthy discussion, see Babbie, 1990; Fowler, 1988; p, 224.

Survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables...survey can be used to assess needs, evaluate demand, and examine impact (Salant&Dillman, 1994,p.2). similiary,Nisbet and Watt (1984, p,72) define survey research as “a method of collecting data in a consistent way”. Survey research is also defined as a method of descriptive research used for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents form the target population.(T Mathiyazhanga.2010).

There are two types of survey research, qualitative and quantitative research. Qualitative research is primarily exploratory research. It is used to gain an

understanding of underlying reasons, opinions, and motivations. It provides insights into problem or helps to develop ideas or hypotheses for potential quantitative research. Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables- and generalize result from large sample population.

This research is based on quantitative research. This research collects the opinion about motivational techniques and also presents those finding statically and descriptively. And also used to quantify attitudes, opinions, behaviors, and other defined variables- and generalize result from large sample population.

3.2 Population, Sample and Sampling strategy

3.2.1 Population

All the teachers teaching at basic level in Morang (Belbari resource centre) were the total population of my research work.

3.2.2 Sample

As a sample I selected thirty basic level English teachers from fifteen schools of Morang district (Belbarirecoursecentre) to meet the objectives of the research work.

3.2.3 Sampling Strategy

The research area of the study was Morang district and the population consists of basic level English teacher for feasibility of the study. I selected thirty teachers of fifteen schools of Morang district based on purposive sampling.

3.3 Study Area/Field

The study area/field of this study was thirty teachers from fifteen schools of Morang district.

3.4 Data Collection Tools and Techniques

I had used questionnaire and observation (check list) as the tools of data collection. I observed classes and collected information from their classes with

the help of checklist and also used a set of questionnaires and distributed to the teachers who teach English at basic level of different schools.

3.5 Data Collection Procedure

Following procedure were used to collect the required information:

- a. The researcher went to the field with recommendation letter and built rapport with the concerned people.
- b. The researcher selected thirty English teachers of basic level from schools of Morang district, which will be nearby my location.
- c. The researcher explained the teachers about the purpose and terms of the questionnaires.
- d. Teachers were given pre-prepared questionnaire and I requested them to return the questionnaire before their last class observation.
- e. The researcher requested teachers to allow me to observe their classes
- f. The researcher observed the language classes by using a prepared checklist.
- g. The researcher noted the techniques of motivation used in ELT classes.
- h. The researcher analyzed and evaluated the output of classroom observation.

3.5 Data Analysis and Interpretation Procedure

The collected data were presented numerically and descriptively. The collected questionnaire was presented descriptively and the data from observation checklist were presented numerically.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected through the quantitative tools have been analyzed and interpreted descriptively and numerically.

4.1 Motivational Techniques Used by English Teachers

The researcher asked eighteen questions to each thirty English teacher of different fifteen school of Morang district in order to find out the attitude about motivational techniques and also types of motivation they prefer in their teaching learning class. From the observation it was found that asking question, singing song, jokes, story, demonstration, drill, group and pair work, lecture techniques are most commonly used. Motivational techniques like demonstration, drama, answer to the students, encourage students, illustration, and scriptstory and above commonly used techniques were frequently used by the teachers in their classroom. Motivational techniques like discourage students, non-verbal communication, practical, inquiry discovery, games, and discovery are least frequently used by the teachers to motivate their learners.

4.2 Teachers' Attitudes towards Motivational Techniques

In order to find out the attitudes of the teachers towards motivational techniques I asked eighteen questions to each thirty basic level English teachers of fifteen schools. Finding on teachers' attitudes towards motivational techniques are presented briefly under following sub-headings;

4.2.1 Teachers' Attitude Toward motivation

In order to find teachers attitude toward motivation. The researcher asked them to give definition about motivation. All the teachers responded the question by giving concept and definition about motivation. All the teachers were found clear about motivation. They gave the meaning of motivation in their word.

4.2.2 Teachers' Preferred Motivational techniques

In order to find out motivational techniques they preferred. The researcher asked them to write types of motivational techniques do you prefer in the classroom. Ten out of thirty teachers wrote they use students center motivational techniques according to the situation such as jokes, songs but didn't explain typical techniques twenty out of thirty teachers clearly wrote techniques like asking questions, role play, pairwork, drill, jokes, language game, singing, explanation ,lecture, illustration, demonstration, drama, discovery , strip story related to the contents in their classroom to attract their students' attention toward their teaching learning activities. Ten teachers use teacher center motivational techniques according to the situation or demand of context.

4.2.3 Creating of Motivation in the Classroom

In order to find out their view about creating motivation in the classroom. The researcher asked them, "Is the creating motivation is essential in the language classroom?" if yes, why? And if no, why? All the respondents agreed that creating motivation was essential in the language classroom. The reason they gave was slightly different from each other. Seven teachers out of thirty teachers said that creating motivation was essential to make the learner concentrate toward the lesson , twenty three teachers said that it was useful for effective learning ,useful to create interest in learning, and also useful to make students active and responsive, creative. It also encourages the students in their study, for making practice lively and to clear the language and so on. As a whole it can be said that creating motivational environment is useful for effective learning because it make the learner active, creative.

4.2.4 Teachers Responds on Sleepy or Bored Students in the Classroom

Twenty out of thirty teachers replied that they pay attention to those students who feel sleepy and bored in the classroom by asking them some related questions, involving them in role, dramatization, doing seat rotation and so

on. Ten out of them tried to make students concentrate toward their lesson by telling them jokes and stories according to the situation and condition.

4.2.5 When to Motivate

All the teachers agreed that they should motivate their learner. Twenty three teachers used to motivate their students from beginning to end. Six teachers motivated their students only at the beginning and one of them said that she motivate her students when the situation demanded.

4.2.6 Encouraging Back Benchers in participating in learning activities

Nineteen out of thirty teachers used to ask related questions to the back benchers to make participate in the learning process. They said that they praised such students (saying thank you, well done, well, and good) when they got right answer from them and also practices seat rotation so no one would be back benchers. Nine of them said that paid attention to the back benchers and make them active in class. Two of them said that they encouraged those students by making them caption of the class and involving them in group or pair work.

4.2.7 Instrumental Techniques to Motivate

Ten out of thirty teachers number option no. 'c' as number one. It means that they emphasized pair work and group work more frequently. Nine of them emphasized explanation and illustration techniques more frequently than others. Five of them emphasized demonstration techniques more frequently than others. Six out of them emphasized ground rule techniques more frequently.

4.2.8 Whole Classes Motivation

It is difficult to motivate the whole class when there are large numbers of students. Twenty one out of thirty teachers said that they found whole class motivated when they were teaching story and a poem. Five out of thirty teachers concluded that they found when they used to tell jokes, singing songs.

Four teachers said that they could find whole class motivated only at the beginning of their classes.

4.2.9 Impact of Motivation as Effective Learning

All the teachers agreed that without motivation the learner cannot learn effectively. They also said that motivation play the vital role in teaching learning process.

4.2.10 Treating Demotivated Learners

Twenty eight teachers out of thirty teachers replied that they didn't ignore demotivated learner in their period,they tried to motive them by asking some questions,changing their seatplan, standing beside them and asking them to do related exercises. They conclude that ignoring students is not the solution of the teaching learning process. If they ignore them then their teaching objectives couldnot fulfill. Two out of thirty teachers said that teacher was not everything; teacher alone could not do all the things. They thought if the students didn't pay attention toward the learning process actively, the teacher could not do anything, they themselves should be curious about learning then only motivational techniques work.

4.2.11 Characteristic Behavior of Motivated and Demotivated Learners

Twenty eight out of thirty teachers gave the responses but two out of them didn't respond to the question. According to the twenty eight teachers they said that motivated learner are willing to tackle tasks and challenges and have confidence in their success, for the achievement of their goals they invest a high level of effort in learning and are not discourage by setbacks. They are ambitious; go for demanding challenges, high proficiency,to grades. On the other hands demotivated learners are found feeling shy, they missed classes,pay less attention, disturb others students, can't catch the questions, perform odd behavior.

4.2.12 Causes of Demotivation

Twenty eight teachers out of thirty teachers said that the causes of demotivation in those learners were teachers' behavior, subject matter, family environment, carelessness, negligence towards learning, lack of discipline and hooliganism. Out of them two teachers responded that they never tried to find out the cause of demotivation in those learners. It was impossible to find the cause of demotivation because of lack of time.

4.2.13 Problem in Creating Motivation

Many of the teachers responded this questions 'yes' or 'no'. Twenty out of thirty teachers responded 'No'. Four teachers answered that crowded classes and lack of motivating teaching aids cause problems in creating motivation. Two of them said demotivated students used to laugh or teach those students who asked to sing, dance, telling story, and jokes and so on. Such active students also didn't take part in such activities from next day. At that time teacher fell sad. Four out of thirty teachers, said some time there was not students' involvement (lack of interest, some individual problem) in teaching learning activities create problem.

4.2.14 Practicing Warm up Activities

All of the teachers responded 'yes' to this questions. They said they warm up through questioning, displaying pictures, storytelling, jokes, and singing, revision of previous lesson or according to the contest or situation.

4.2.15 Teachers' Suggestions for Better Motivation

Suggestions for creating better motivation in our context are listed below:

- 1.Refreshment training should be provided.
- 2.Student and teacher's ratio should be managed.
- 3.Parents should also encourage their children for their studies.
- 4.Government should provided necessary teaching aids to all public schools.
- 5.Teacher should create the situation of competition within the group.

6. Students should not only be punished but also praised.
7. Games, picture reading, jumble words/sentences asking questions of learner's personal interest, and so on are to be used mostly.
8. Modern teaching equipment and different teaching techniques should be provided to the teacher.
9. Educational tour should be conducted.

4.3 Use of Teacher's Motivational Techniques in the Classroom through Observation

In the observation of classroom activities I tried to perceive and identify the actual activities practiced by the teachers, which supported in the creating motivation in the classroom. A check list containing different items was prepared for the observation of English teachers' classes. Checklist items are presented below in different sub-headings;

4.3.1 Classroom Situation / Management

The first item observed was classroom situation. Under classroom situation I observed attendance discipline, classroom size, furniture, lighting, decoration, arrangement. In observation out of thirty students nineteen teachers were excellent i.e. 63.33% of the teachers classroom situation was excellent, eleven teachers i.e. 36.66% of teachers classroom situation was good. It shows that the observed 63.36% teacher's classroom situation found excellent and 36.66% of teacher's classroom situation was good. No teacher's classroom situation observed mediocre and poor, i.e. they are careful about the management of the class.

4.3.2 Teachers' Personality

The second item observed was teachers' personality. Under this items personality, attitude to the students, self-confident, pleasing, language was observed. Nine out of thirty teachers personality was excellent, ten teachers personality good, six teachers observed mediocre and out of five teachers

observed poor. In percentage 30% teachers excellent, 33.33% good, 20% teachers mediocre and 10.67% teachers poor situation. Most of the teachers found they were confused about language the often used Nepali language in the place if English language.

4.3.3 Students' Interest

The third item of observation was student's interest. In this item the main focus was on interest of students. In this item there were students interest, listening, ask question relevantly, answer teachers' questions, participate in activities, follow directions, and only other activities conducted were to be observed. Among these points students' interest and their attentive listening were found good and excellent as well. Others activities such as, participation in activities, following their teachers' directions were also found very well. But the students were found very poor in asking questions and answering their teacher's questions. Few students especially sitting at back benches were found passive and not paying attention towards their teaching learning activities. Those students could not listen to their teacher's voice properly. Whole class was motivated when they were studying story. In my observation out of thirty only 50% of teachers found excellent to motive their students ,33.33% teachers found in good condition, 10.67% of teachers condition found mediocre, and 10.67% of teachers condition found poor. I concluded that neither the demotivated learners ask questions nor the teachers tried to make them participate in the activities.

4.3.4 Use of Instrumental Materials

The fourth attempt to be observed was on the use of instructional materials. I did not see any instructional aides used by the teachers. Almost all the teachers were found without instructional materials. They only use the text books and there was poor condition of using blackboard. Only daily using materials were used while teaching. Teachers come to the class room and asked their students to turn on the page number, some were found forget their topic which was to be

taught. Under this condition my observation out of 26.26% of teachers condition found good, 23.33% of teachers condition were found mediocre and 50% of teachers condition found poor.

4.3.5 Breaking the Ice

Another focus was on breaking the ice. Out of thirty teachers 76.67% teachers found they use ice breaking and 23.33% teachers found they didn't use ice breaking. They sometime cracked jokes, asked related questions from previous lesson, told short story, appeared with smiling face. 22.33% teachers found lazy in their classroom. They just come to the classroom and asked to open the book to their students and started to read out the lesson. This clear that their classroom was very monotonous and passive.

4.3.6 Subject Matter and Presentation

Another focus of observation was subject matter and presentation. The subject matter of almost all the classes was found relevant to the curriculum and text book. The language pictures, exercises were found good according to the students' level and interest. The presentation of the contents in the classes was found mediocre. Among the thirty teachers 50.67% teachers were found that they concerned about the subject matter and its presentation and rest of 43.34% of teachers found that the subject matter and its presentation were haphazard. It is conclude that students' psychological aspect was not taken care of. No teachers seemed interested in this aspect.

4.3.7 Teaching Activities

The last focus of this research was on teaching activities. How did the teachers teach in their classroom was observed very sincerely. There were lots of items to observe, the teachers teaching activities, for example, use of 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, drill,

strip story, explanation, drama. The focus of observation shifted to see how much helpful the practices were to create motivation in teaching English.

Almost, all the teachers found using lecture method. Out of thirty teachers 76.67% of teachers found they mostly use lecture method, 23.33% of teachers found they often used lecture method. 63.33% of teachers found they mostly used, 20% of teachers often used, 10.67% of teachers seldom used the question to motivate their students. Out of thirty teachers 66.67% of teachers mostly used.

Out of total teachers 10.67% of teachers often used, 10.67% of teachers found they seldom used to answer to the question.

In the case of encourage students out of thirty teachers 10.67% mostly, 50% often, 23.33% seldom, and 10% of teachers never used to encourage their learner. 10.67% of teachers seldom and 83.33% of teachers never discourage their learner while teaching. 36.67% of teachers mostly, 50% of teachers often, 10.33% of teachers seldom used demonstration techniques to the students. 10% of teachers mostly, 23.33% of teachers often, 50% of teachers seldom and 10.67% of teachers never used non-verbal communication techniques in their teaching. 40% of teachers mostly, 26.67% of teachers often, 30% of teachers seldom and 3.33% of teacher never used to responding to their students while teaching. 66.67% of teachers often, 10.67% of teachers seldom, 10.67% of teachers never used give practical to the students while teaching.

Out of total teachers 10.67% of teachers seldom and 83.33% of teachers never used inquiry /discovery techniques in teaching learning process. 10% of teachers mostly, 70% of teachers often, 10.67% of teachers seldom and 3.33% of teachers never used role play /simulation techniques to motivate their learner. 66.66% of teachers often, 26.66% of teachers seldom, and 6.66% of teachers never used games to motivate their learner. 43.33% of teachers mostly, 36.67% of teachers often, 10.67% of teachers seldom, 3.33% of teacher never used group work /pair work in order to motivate their learner. 83.33% of

teachers mostly, 10.33% of teachers often, 3.33% of teacher seldom used drill technique in order to motivate their learner.

Out of total teachers 10% of teachers mostly, 73.33% of teachers often, 10.33% of teachers seldom, 3.33% of teacher never used strip story technique to motivate learner. 40% of teachers mostly, 26.67% of teachers often, 23.33% of teachers seldom and 10% of teachers never used explanation technique to motivate their learner. 76.67% of teachers seldom and 23.33% of teachers never used drama to motivate their learner.

4.4 Summary of the Findings

The major findings of this study are summarized below:

- a. Teachers attitude toward motivational techniques was clear and positive.
- b. Teachers used student center motivational techniques.
- c. All the teachers agreed creating motivational techniques is essential while teaching.
- d. Teachers respond sleepy and bored students in classroom.
- e. Teachers used motivational techniques not only in the beginning but kept them motivate beginning to end but some of them used in beginning and also when needed.
- f. Under instructional techniques pair and group work are frequently used by teachers. They often used Nepali language in learning process.
- g. While teaching story, poem and telling jokes, singing song, it was found whole class motivated.
- h. Many teachers responded they didn't ignore demotivated learner, few said students themselves should be curious about learning.
- i. Motivated learner were willing to tackle tasks and challenges and have confidence in their success, for the achievement of their goals they invest high level of effort in learning but demotivated learner always disturbed classes, can't catch the questions, also perform odd behavior.
- j. Cause of demotivation in learner were teacher's behavior, subject matter, family environment, carelessness, negligence towards learning and also

some responds were impossible to find out causes of demotivation because of lack of teachers time.

- i. They warm up through questioning, display pictures, story, jokes, singing song, revision of previous lesson or according to the context and situation.
- j. Through observation finding differ from questionnaire. Most of the used demonstration, lecture methods, drill some of them don't use any motivational techniques only daily using materials, text book. Nepali language is often used by all English teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter consists of the summary of the study. This also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

5.1. Conclusions

This thesis entitled “Motivational Techniques used by English Teachers at BasicLevel” was an attempt to bring out the ways of motivational techniques created by the teachers in teaching English at basic level. This thesis consisted of five chapters and others many sub chapters.

The first chapter deals with the general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance and delimitations of the study, and operational definition of the key terms. As we know that,basic level is basic foundation of education, it is important to see how the teaching learning activities have been going on. The purpose of this study was to find out the techniques used in teaching English in basic level.

The second chapter consisted of review of theoretical literature, review of Empirical literature/previous study, implication of the review for the study, theoretical/ conceptual Framework.

Similarly, the third chapter was about the methodology used in the process of this study. It deals with the design of the study, sources of data, population of the study, sampling procedure and data collection tools and procedures. This study was the survey research in which thirty teachers of fifteen schools were selected for sampling procedure. The data was collected through the questionnaire and the observation check list.

Likewise, the forth chapter consist of result and analysis, interpretation of collected data. The data has been analyzed through questions wise analysis and observation check list data has been presented mathematically.

In the same way, the fifth chapter presents the summary, conclusions and implications (policy level, practice level, further research) of the study on the basis of the analysis and interpretation of data.

After analyzing and interpreting the data, Performance of the teacher under classroom situation, learners' personality, students interest, use and appropriateness of instructional materials, use of ice braking, subject matters and presentation was good. It was found that teachers were serious about the factors affecting in learning process. It was found under motivational techniques Drill, lecture method were frequently used and techniques like practical , games, drama, inquiry discovery were less frequently used and techniques like encourage student, non verbal communication, role play, strip story were often used. It was found that all teachers were familiar to the concept of motivation motivational techniques and way of motivating their learner.

After analyzing and interpretation the data, it was found that attitude of teachers about motivational techniques was positive. It was found, although there is gradual progression towards using motivational techniques.

5.2 Recommendations

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data, following implications can be pinpointed:

5.2.1. Policy Related Recommendations

1. The text book writer should interpret attractive picture, layout, deigns and students centered activities which will motive the students.
2. Syllabus and curriculum designs should consider way of motivation.
3. The policy makers and other concerned motivation should make bottom-up and inclusive multilingual language policy which can motive the students.
4. Learner friendly and anxiety free language learning environment should conduct.

5. Workshop, seminars, teacher induction program, refreshment training should be conducted to update the teachers in their profession.
6. Parents should also encourage their children for their studies.

5.2.2. Practice Related Recommendations

It is always important to implement the policy or put the theory into practice. Unless the policy or theory is exercised in the practice, it becomes meaningless.

So following implications of the study can be drawn:

1. Every teacher must know the significance of motivation and his role in its creation.
2. Teachers can use illustrations from local teaching materials (such as marble, umbrella to teach earth and relationship respectively) and keep good rapport with the students.
3. The frequent lecture is quite demotivating and makes the learner feel bored. That is why role play, dramatization, language games, non-verbal communication and so on should be used to make the class lively, practical and interesting.
4. An equal chance of participation in the class to the individual student is useful.
5. The management of classroom (furniture, environment, lighting, decoration) plays a vital role in learning. That is why; we should pay attention to it in motivating students.
6. Games, picture reading, jumble words/ sentences asking questions of learners personal interest, and so on are to be used mostly.
7. Modern teaching equipment and different teaching techniques should be used.
8. The teachers should create the situation of competition within the groups.
9. Teacher should be well prepared before entering the classroom.
10. Teachers should be positive towards teaching.

5.2.3. Further Research Related Recommendations

No research can be final and complete in itself. Any research is carried out with certain delimitations. As the time goes on changing, the learning phenomenon also goes on changing. So, the door of research, to search again, is always open. As this is a survey research, the finding of this study may not be applicable all the time in every case as the case may vary from one situation to another, one place to another. Further researches can be carried out to explore more techniques used in teaching English and to identify the effectiveness of motivation in ELT. This work can serve as a reference tool, for those who want to carry out further researches on this area.

Appendixvi
NANE LIST OF TEACHERS AND SCHOOL

S.N	Teachers' Name	Name of the School
1	SunitaRajbanshi	Gyanudaya Basic School, Belbari -8
2	BhojKumariRai	Gyanudaya Basic School, Belbari -8
3	DipaRai	DhirNathShyamphul Secondary School,Belbari -7
4	ShyamLalRajbanshi	DhirNathShyamphul Secondary School,Belbari -7
5	BirBahadurShrestha	Sukuna Basic School,Belbari
6	Bishnu Kumar Limbu	Sukuna Basic School,Belbari
7	BashuDahal	JanataMa.Vi., Belbari
8	DoleshworNiraula	JanataMa.Vi. Belbari
9	InduDahal	Ekata Basic School, Belbari
10	Roma Dhakal	Ekata Basic School, Belbari
11	Maya Darji	Mahendra Ma .Vi. Belbari
12	Ijan Kumar Wonem	MahendraMa.Vi. Belbari
13	Bam BahadurBasnet	Devkota Basic School,Belbari
14	KiranBasnet	Devkota Basic School,Belbari
15	LokNathKhatiwoda	Shree Ranapal Basic School, Belbari-8
16	NamrataRajbanshi	Shree Ranapal Basic School, Belbari-8
17	HangmaLimbu	GodawariVidhyaMandir, Belbari
18	SheelaKhadka	GodawariVidhyaMandir, Belbari
19	Manu Bhattarai	SaraswatiVidhyaMandir, Belbari
20	ShantaRai	SaraswatiVidhyaMandir, Belbari
21	ShakuntalaRai	Shree BhagawatiMa.Vi., Belbari
22	Chakra Rai	Shree BhagawatiMa.Vi., Belbari
23	ChattraDahal	Kishan Basic School, Belbari
24	LaxmiDahal	Kishan Basic School, Belbari
25	Shankar Adhakari	Janata Ma. Vi., Belbari
26	PrabinKumariChaudhary	Janata Ma. Vi., Belbari
27	IndraShrestha	Ram Janaki Basic School, Belbari
28	Chakra PrashadKafle	Ram Janaki Basic School, Belbari
29	Lila PrashadAcharya	Shree Basic School, Belbari
30	UrmilaDarji	Shree Basic School, Belbari