

**MOTIVATIONAL TECHNIQUES USED IN TEACHING
ENGLISH AT BASIC LEVEL**

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

**Submitted by
SunitaChalaune**

**Faculty of Education,
Tribhuvan University Kirtipur
Kathmandu, Nepal
2021**

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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 ofresearch degree to any university.

Date: 17-01-2021

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RECOMMENDATION FOR ACCEPTANCE

This is certify that Miss. **SunitaChalaun**has prepared this thesis entitled **Motivational Techniques Used in Teaching English at Basic Level** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents, Brother and My Respected Teachers

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ABSTRACT

The present research work entitled **Motivational Techniques Used in Teaching English at Basic Level** aimed to find out the different motivational techniques used in basic level and to explore the teachers' perception on the role of motivation to basic level language learners. For this study, three English language teachers were selected from Kathmandu district and five classes of each teacher (i.e. 15 classes) were observed. The sample of this study was selected through purposive non-random sampling procedure. Interview and classroom observation were used as the main tools for data collection. The collected data from field were analyzed qualitatively. The major finding of this study included that basic level teachers used different motivational strategies like group work/ pair work, praising, use of teaching materials, rewarding to motivate their students in learning, involving them collaborative, communicative skills as well in creative and productive task. In the same way, basic level teachers faced some challenges like over crowded classroom with different ability students, lack of sufficient time, ignorance of guardians to their children learning activities, lack of teaching resources while teaching English subject in community school. All the teachers are in the favor of effective, appropriate, applicable and practical motivational techniques were use in the classroom to improve the students' academic performance and achievement.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, research questions, delimitation of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature; review of empirical literature; implication of the review of the study and conceptual framework. Likewise, the third chapter includes with design and method of the study, population, sample and sampling strategies, research tools, source of data, data collection procedures, data analysis and interpretation procedures and ethical consideration.

Similarly, fourth chapter presents the analysis of data and interpretation of the results and ultimately, the fifth chapter includes findings, conclusion and recommendation at three different areas (policy related, practice related, and further research related) followed by references and appendices.

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LIST OF SYMBOLS, ABBREVIATIONS AND ACRONYMS

EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
M.ED	:	Master of Education
No	:	Number
P	:	Page
Prof	:	Professor
T	:	Teacher
T.U	:	Tribhuvan University
TA	:	Teacher 'A'
TB	:	Teacher 'B'
TC	:	Teacher 'C'

CHAPTER- ONE

INTRODUCTON

This is a study on **Motivational Techniques Used in Teaching English at Basic Level**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

In academic field, motivation plays a key role to create interest in learning. It is one of the important elements for learner. It motivates students to participate actively in learning. It also helps teacher as well as students to improve their academic condition and professional skills. The teacher can increase their students' interest and provide extra energy to do better in their studies and to make their teaching learning effective by using several motivational strategies e.g. creating context, giving opportunity to share. The motivation is also an internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or to make an effort to achieve their goal. According to William and Burden (1997, p.120) address motivation as a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal." On the basic of this statement, it can be said that motivation creates conducive environment for cognitive arousal that inspires the learners intellectually and physically, so that they could achieve their predetermined goal. To be more specific, mental and physical preparedness is prerequisite condition for learning English. For this, motivation plays crucial role. "Motivation is the process of arousing an action, sustaining the activity in process and regulating the pattern of activity (Young, 1988, p.65).

The main purpose and target of every academic activity is to enhance students learning. Motivation is describe as a state that energizes, directs and sustains

behavior. The sources of motivation can be influenced by external factors as well as internal on the bases of motivation; it may be intrinsic or extrinsic. However, the intrinsic motivation is more responsible for motivating students for learning. Educators may prefer need to the arousing intrinsic motivation on the language learning and they may consider it in designing their instruction by incorporating motivation techniques in their instruction.

Regarding the value of motivation in learning, Mayer (2011) says, "Motivation is generally considered to be an internal state that initiates and maintains goal directed behavior." It means motivation is the internal readiness that guided our goal towards behavior. It is an internal preparation for learning. Motivation is a kind of feeling that positive motivation we can revive the positivism energy and apply it in performing tasks. Apart from that individual with self-motivation always can find a motive and intensity without expecting encouragements to complete a task even though the task is challenging.

Similarly, Gardner(1985,as cited in Brown,2000) defines motivation as "A combination of effort plus desire to achieve the goal of language learning plus favorable attitudes towards learning the language." When the students are motivated to perform competently in academic task, they will learn in accordance with their academic abilities. For this reason, working to enhance students' motivation is worthwhile. Thus, the motivation is one of the key factors that determine success in second language learning.

Motivation is defines as the process that initiates, guides, and maintains goal oriented behaviors. Motivation is what causes us act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Richards(2006) argues that Motivation is a driving force by which humans achieve their goals.It guides the people to attain their goal. Moreover, motivation is an inevitable aspect for learning. Due to motivation, students will be interested in learning and do any task to achieve their goal. It increases the speed of work and a person is doing everything to achieve their goal. It

increases the performance of learning. It provides energy to the learner to fulfill their task. In academic field, the level of motivation affects on students success. In this regards Iliya and Ifeoma (2015, p.10) say, "Motivation is an internal process that makes a person move towards a goal." Therefore, it is generally assumed that motivation influences people's attitudes and performances at work. Similarly, Harmer (1991, p.51) says, "At its most basic level, motivation is some kind of internal drive which pushes to do thing in order to achieve some things."He means to say that.Motivation is a very first and basic thing that helps to arouse the interestof the learner and pushes them to complete their task properlyand perfectly. It also increases the speed of work and person is doing everything to achieve their goal. For an example,when working on a large project we had a short deadline but they offered such as large bonus, to finish early we found the motivation to get it done.

From the above definitions, I came to know that motivation is a factor that affects learners learning process as well as their performance of learned behavior. There is a strong motivation to learn L₁ because of the importance ofcommunication for satisfying basic needs but learners' motivation seems poor in learning a second language. Therefore, it is necessary to arouse the motivation in learners while learning second language. In conclusion, we can say that motivation is a kind of internal drive, which inspire or motivates a person to do things in order to achieve something.

1.2 Statement of the Problem

Motivation is an inherent component for a classroom teaching. The absence of academic motivation is also likely to be reflecting in students' negligence in learning. Therefore, the teacher needs to motivate their students to makes the teaching learning effective. If students are well motivated their learning may be effective, and for a long-term achievement. This research tries to find out some motivational strategies, which were used by basic level teachers in their English language classroom.

The main purpose of carrying out this study was to find out how do basic level English teacher motivate their students, what different strategies do basic level English teacher used in their teaching profession. The reason behind to conduct this research is my observation on motivation as important aspect and a few research literature in this respect. Most of the studies are somehow related and only focus on the perception and role of motivation but t not closely and directly related to the real classroom practices at basic level. Therefore, to find out the actual information and to fulfill the gap in literature, I am interested to work on this issue. Here, I will take interview with related subject teacher, real classroom observation and find out some motivational strategies. Therefore, my study will be different from them. In my experience from the review of related literature, I came to note that in our previous study there was not enough priority given to the study of students' motivation even teachers in classroom in the form of ethnographic design. They did not use different motivational strategies to motivate us. They just use chalk and talk method. They focused a little on student interest, motivation and feedback. However, nowadays the teachers change their traditional teaching trend. To cope with the problems to motivate students towards the English language teaching and learning in the basic level, teacher need to employ various motivational techniques in accordance with the context and interest of the students.

1.3 Objective of the Study

The following were the objectives of this study:

-) To find out the motivational techniques used in teaching English at basic level.
-) To explore teachers' views on the role of motivation to basic level language learners.
-) To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used to carrying out this study:

-) How do basic level language teachers motivate their students?
-) What is their view on the role of motivation strategies to basic level teachers?

1.5 Significance of the Study

This study aims to explore the techniques used in basic level English language teachers to motivate the students inside the classroom. So, this study provides an insight to the teachers, parents, students, subsequent thesis students and all the interested and related personalities on the issue and practice of motivation. The teachers will be benefited in the sense that they are the core of the study and they will be conscious of their own weaknesses and will bring some necessary changes in their teaching profession. Similarly, the students will experience the best easiest strategies through the instructed techniques.

This research will help the teachers to have better understanding regarding the existence of appropriate motivational techniques for basic level students. Finding of the study will be helpful to the teachers because it will increase their familiarity to observe students behavior and implementation of various motivational techniques at basic level education. Teachers are the backbone to motivate, develop and improve student's learning process especially at the basic level. A basic level student mainly depends on their teachers in learning process. It arouses interest to the teacher for the planning of creative learning environment. This study will be significantly important for further researchers to conduct a research in English language learning and find out the solution of the problems faced by English teachers.

1.6 Delimitation of the Study

This study had following limitations:

-) This study was confined to explore the motivational techniques used by basic level English language teachers in their classes.
-) It was an ethnographic in design.
-) The population of this study was taken from Kathmandu valley.
-) The study was limited to basic level students.
-) The study was limited to three-government school.
-) The data was collected through interview and classroom observation.

1.7 Operational Definition of the Key Terms

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

Motivation: The way of basic level English teachers help students in learning. For example, developing students' self-confidence, providing feedback, encouragement.

Intrinsic motivation: The motivation, which is concerned with the factor such as students own thinking on the importance of learning, curiosity, pride and enjoyment.

Extrinsic motivation: It is a form of motivation to act that comes from the external environment outside of the person. When we are motivated extrinsically, we act with the anticipation of rewards grades, praise, money or some other incentives.

Basic level: From grade one to eight, here in this study it represents 4, 6, 8 grades.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is the process where researcher goes through the different available sources, which were related to the study. This chapter consists of the review of related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Motivation is the key to student success and the driving force behind successful learning. Student motivation is desire to participate in learning process. To be motivated, students need to have positive attitude towards learning. "Motivation can be defined as the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile" (Johnson, and Johnson, 2003). It means motivation come from individuals interest, their effort that sets, to achieve their desired goals. Likewise, Gaardner and Lambart (1972) explain motivation in terms of overall goal and orientation of L₂ learners to acquire the L₂. The ultimate goal of L₂ acquisition linked to the learners' social and personal proficiency and achievement.

2.1.1 Motivation

Motivation provides the motive for the human beings to react and fulfill their needs. Motivation also defined as one's route leads to behavior to the construct that trigger someone desire to imitate behavior and vice-versa. Motivation is define as the process to make a start, guides and maintains goal oriented behavior. It leads individuals to take an action to achieve a goal or to fulfill a need or expectation.

Motivation is a persuasive feeling that always provides positivism to students to accomplish a task or activity to the end and succeed, no matter how hard and

tough it is. Regarding motivation, Gass and Selinker(2007) say, "A social-psychological factor frequently used to account for differential success in learning a second language is motivation." This has an intuitive appeal in the sense that individuals, who are motivated, can learn another language faster and to a greater degree. It means motivation is a criterion that makes learners different from each other.

Dealing with the notion of motivation Harmer (1991, p.98) defines, "Motivation is some kind of internal drive which pushes someone to do something in order to achieve something."It is the most important factor for successful teaching and learning. Motivations always focus the learners to do better or to get better result with a very high excitement and very enthusiastically.It also helps them to energize internally and became a more progressive.

2.1.2 Motivation and Learning

In academic field, motivation plays the vital role in learning process. Learning is possible through students' motivation for their learning. Motivation helps them to be more progressive, creative and achieve their goal very enthusiastically and energetically. Learning is possible through motivation. To make teaching learning effective at first the learners should be well motivated towards learning that triggers them to involve in learning activities. The will power associates students with academic activities. Besides that, student's level of motivation reflects on their engagement and contribution in learning environment.

"Motivation is generally viewed as a process through which an individual's needs and desires are set in motion"(Rakes, and Dunn, 2010).It means motivation processed our task to attain our goals. It keeps our action in motion. Motivation always encourage a low motivated students, external reward are need to convince students to participate in activities. When students being challenged and fell as a competitor, they are motivate very internally try to best

and to win. Another is curiosity, cooperation and recognition helps to arouse the motivation. Currently the standpoint of learning not only draws attention to the cognition, but also the students' motivation and preference are among the fundamental factors for effective and useful learning and achievement (Ross, Perkins & Bodey, 2016).

Harmer (1991, p. 3-9) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic motivation. Similarly, Hudson (2000) asserts that motivation often performs two important characters in second language learning process; it firstly arouses peoples' interest and secondly helps people keep their enthusiasm. Therefore, motivation is an element that heightened the people interest to achieve their goal.

Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that pre-rents success (Jeamu, Kim & Lee, 2008). Due to the lack of motivation, the felling of frustration and annoyance can hinder productivity and well-being. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic task (Legault, Green-Demers & Pelletier, 2006).

2.1.3 Types of Motivation

Motivation provides an aim and direction to follow. It has a key role in language learning. In this regard Brown (1944, p.153) views that motivation is something that can like self- esteem, be global, situational or task oriented. Learning a second language clearly requires some of three levels of motivations. Motivation of learning activities helps the peoples to concentrate on what they are doing and thereby to gain satisfaction.

) **Integrative and Instrumental Motivation**

Motivation can be integrative as well as instrumental. Integrative motivation means a desire to identify on self with the second language community. According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. Integrative motivation based on interest in learning L₂ because of a desire to learn about or associate with the people who use it example for romantic reason or because of an intention to participate or integrate in the L₂ using speech community; in any case emotional or effective factors are dominant.

Similarly, instrumental motivation involves perception of purely practical value in learning the L₂ such as increasing occupational or business opportunities enhancing the prestige and power accessing scientific and technical information or just passing a course in school or campus. It helps to acquire a language as means for attaining instrumental goals: furthering a career, reading technical materials, translation and so on. Krashen (2000) defines Instrumental motivation as the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to achieve certain ends. These two types can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factors for second language learning. Comparing these two types of motivation with each other, Ellis (1994), believes that integrative motivation is more competent and well organized.

According to Gardner (1985), learners with strong instrumental motivation are eager to acquire a new language as an approach to realizing to practical or functional goals. It concerns with the practical value and advantages of learning a new language.

) **Intrinsic and Extrinsic Motivation**

High level of motivation and powerful reasons for learning has very important role in language learning. Successful learning takes place when students have strong desire to learn. Motivation is a single factor that affects learners' success. Highly motivated students often perform better than those who are not motivated at all. There are two major types of motivation.

Intrinsic Motivation

It is a type of motivation where the motives originated from inside the human body. It refers to the internal driving state that stimulates an individual to behave in a specific way. It includes biological drive such as hunger, thirst, sleep, relief from pain, temperature regulation, need for oxygen and so on. For example, the hunger is driving force coming from inside to compel an individual to eat food. Similarly, after doing all day activities, the individual feels tired and requires a good amount of sleep to relax for the next day. Our curiosity, internal force, psychological needs and desires also serves as intrinsic motives.

Deci (1975) has defined intrinsic motivation in this way:

Intrinsically motivated activities are those, for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not, because they lead to an extrinsic reward. Intrinsically motivated behaviors were aimed at bringing about certain internally rewarding consequences, namely feeling of competence and self-determination. (P, 23)

Intrinsic motivation is one for which there is no apparent reward except the activity itself. (Coona & Mittev, 2011). Intrinsic motivation is very powerful and is likely to lead towards deep learning because intrinsically motivated learners

may take every opportunity to satisfy the internal desire. It is influenced heavily by an internal desire to teach, a dialogic connection between teachers and students.

It has been found that intrinsic motivation leads to high quality of work, meeting challenges and pursuit of excellence. It is the action, which is important, and on which we have control and therefore we need to focus more and more on the action without bothering much about the outcome of action. Our deep-rooted desires have the highest motivational power such as acceptance, power and social status.

Extrinsic Motivation

In extrinsic motivation, the motives were originated from outside the human body. The driving force exists outside the human body that stimulates the individual action. Though, these motives are external to the human body but they have a rewarding pushing impact for the individual. It is also defined as the doing an activity for its inherent satisfaction rather than for some separable consequence, when intrinsically motivated person moved to act for the fun or challenge. This reason can be the anticipation of reward or punishment, like being in the exam or getting good marks (Vansteenkiste, Lens, & Deci, 2006).

Learners who are intrinsically motivated, desire to perform a task that is controlled by outside sources. Stimuli are coming from outside, the result of performing the task will still be rewarding for individual performing the task. It is external in nature. The most well known and the most debated motivation is money and others are benefit package, bonuses etc. In the modern life, extrinsic rewards are being emphasized more and everything becoming contractual. In fact, the individual who are intrinsically motivated do practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation on the other hand, is motivation to do work or an activity as a means or way to achieve a target. Those who are intrinsically motivated perform and do affairs as they think that their contribution will causes desirable

result like a reward, teacher admiration or prevention punishment (Pintrich and Schunk 1996).

Thus, it can be said that intrinsic motivation is mental satisfaction, which is, achieved by others praise. While extrinsic motivation is an incentive activated by external factors such as good marks and getting reward. In this way it can be said that extrinsic and intrinsic motivation play equal role in language learning because they help to make learners ready to do any task in the classroom. Moreover, the personal, psychological, and social factors have effect on increasing or decreasing any type of motivation.

2.1.4 Components of Motivation

A variety of relevant motivation types and its components described in accordance with the earlier claim that L₂ motivation is an eclectic multifaceted construct. In order to target, language has the various components, it is necessary to introduce different level of motivation. Some motivational components are:

i) Course Specific Motivational Components

These components are concerning the syllabus, the teaching material, teaching method and learning task. These components were mainly based on Kellers'(1983) motivational system, which is particularly relevant to classroom learning. Likewise, Crookes (1991) postulates four major motivational factors to describe L₂ classroom motivation.

) **Interest:** The first category, interest is related to intrinsic motivation and centered on the individuals' inherent curiosity and desire to know more about themand their environment.

) **Relevance:** It refers to the extent to which the students feel that,the instruction was connected to important personal needs, values or goals. At macro level, this component coincides with instrumentality: at level

of the learning situation. It refers to the extent to which the classroom instruction and course content are seen helpful to achieving the goal that is mastering the L₂.

-) **Expectancy:** It refers to the perceived chances of success and is related to the learners' self-confidence and self-efficacy at a general level.
-) **Satisfaction:** It concerns the outcomes of an activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride.

ii)Teacher Specific Motivation

Concerning the teachers personality, teaching style, feedback, and relationship with the students perhaps the most important teacher related motive has been identified in educational psychology as affiliative drive which refers to students need to do well in school in order to please the teacher (or other super ordinate figure like parents) whom they like and appreciate.

The motivational aspect of the teacher is their role in direct and systematic socialization of student motivation that is whether they are actively develops and stimulates learners' motivation.

According to Kher (1986), there are three main channels for the socialization process

-) **Modeling:**The position of teacher was regarded as group leaders, represent the "group conscience" and consequently student attitudes and orientations towards learning will be modeled after their teachers in terms of both effort expenditure and orientation of interest in the subject.
-) **Task Presentation:** Proficient teachers call students attention to the purpose of the activity they are going to do, its potential interest and practical values, and even the strategies that may be useful in

achieving the task, thus raising students' interest and met cognitive awareness.

) **Feedback:** This process carries a clear message about the teachers' priorities and reflected in the students' motivation. There are two types of feedback informal and formal .Informal feedback occur in classroom to build a rapport with students and formal feedback is planned and systemically scheduled in to the process.

iii) Group Specific Motivational Components

Classroom learning takes place within groups as organizational; these units are powerful social entities with a "life of their own", so that group dynamics influences student affects and cognitions. In addition, group goals and the groups' commitment do not necessarily match with those of the individual but may reinforce or reduce them with respect to L₂motivation. Morvin (1981) defines, four aspects of group dynamics, whichare particularly relevant;

) **Goal Oriented:** Groups are generally formed for a purpose, but the "official goal" may not be the only group at all. For example, the goal of group of students may be to have fun rather than to learn. To extent to which the group is attuned to pursuing, its goal (in our case l2 learning) is referred to as a goal-orientation.

) **Norm and Reward System:** It is one of themost silentclassroom factors that can affect students' motivation. It concerns extrinsic motives that specify appropriate behaviors required for efficient learning.

) **Group Cohesion:** It is the strength relationship linking the members to one another and to the group itself. In a cohesive group, members want to contribute to group success and the group's goal oriented norms have strong influence over the individual.

) **Classroom Goal Structures:** In competitive structure, students work against each other's and only the best ones rewarded. In a competitive situation, students work in small groups where each member shares responsibility for the outcome and equally rewarded. In individualistic structures, students work alone, and ones probability of achieving a goal or reward neither diminished nor enhance by a capable others.

2.1.5 Importance of Motivation

Motivation has significant contribution to academic performance and achievement in learning a second language. It is an internal impulse that brings us to complete an action. Without motivation, there is no action. To take action at first the person may motivate from internally. Learning cannot take place properly without motivation. Motivation is a source to move the person to the task. It is also a willingness to do something and continued by the actions ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action, which they expect to achieve those goals.

Motivation is very important because it encourage us to look actively for resources and to guarantee our success. Motives keeps us motivated to do activities learn. It is the impulse that brings us to carry out, achieves what we purpose, and plays a large role in learning. It helps to improves persistence and effort of student. Motivation helps to improves initiatives, the cognitive processing skills and improves the overall performance of the learners.

According to Dornyei (2001), roles of teacher in teaching English motivational classroom can be explained in following ways:

) Creating Students interest in L₂ learning

Show the students that you value L₂ learning as a meaningful experience that produce satisfaction and enriches your life. Sharing your personal interest in L₂

and L₂ learning with the students and taking the students learning process and achievement very seriously.

) **Use motivating feedback**

By making the feedback informational rather than controlling; giving positive competence, feedback, pointing out the value of the accomplishment; and not overreaching to errors.

) **Increase the groups- goal oriented**

By initiating discussion with students about the group goals and asking them from time to time to evaluate the extent to which they are approaching their goals.

) **Value the students effort**

It is important to value their effort than the final product. Teacher should concentrate on students learning process, encourage, and reward them for working hard.

) **Keep the children involved**

If the children feel useful and involved themselves for learning, they will feel responsible and more motivated.

) **Changing up**

Students get bored, if they are not adequately stimulated in classroom, so teacher should use different technology and stimulation games.

) **Do not talk down**

Teacher always tries to avoid some negative things and instead talk to about their strength.

) **Help to manage anxiety**

Many children have a hard time staying motivated because they are anxious and worried that they will fail or perform poorly. Be calm and make sure them to know that failure is not necessarily a bad thing. Making mistakes helps you to learn better and think of new ways to solve a problem.

Similarly, motivation is one of the determinants for a meaningful and successful learning. It helps to arouse the interest of the students. The students who were highly motivated may learn better and faster. Thus, the importance is inevitable for teaching learning activities.

2.1.6 Motivational Technique/Strategies

Motivation teaching strategies have significant contribution to academic performance and achievement in learning a second language. Motivation has a several effect on students learning and behavior. It directs the behavior towards particular goals. Dornyei(2001) states, "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects." The motivational strategies, that helps to keep the students active and draw their attention to achieve the learning goals. It employed by teachers in their teaching practice to facilitate students' motivation to learn second language and achieve their goals.

The motivation strategies in teaching a second language are usually "grounded in sound theoretical consideration" (Guilloteaux and Dornyei,2008,p.56). Implementation of motivation strategies is very personal and depends on the teacher personality and style. It involves a wide variety of learning experience for the students. Since motivation seems to play an important role in teaching. It is important for teachers to become familiar with various aspect of motivation. Teaching strategies are steps or techniques employed by teachers in their teaching practice to facilitate students' motivation in learning a second language.

Brown(1994, p, 79) has offered 11 different techniques in relation to extrinsic motivation. He writes that school curriculum, parental expectation, society's expectation- conformity, tests and exams, immediate gratification, make money, material reward, competition, and fear of failure. They are:

) **Co-operative learning activities**

Learner should be provide co-operative learning environment, if they co-operate each other, there may chance to share their ideas frequently and it helps for mutual understanding.

) **Group work**

Two heads are better than a single heads in learning process. If we divide the students in different groups, they get a chance to interact with each other. By creating a group and engage, them in discussion can develop their communicative skills and helps to achieve their goals.

) **Letting students set long-term goals**

Such activitiesand attitudes on your part appeal to the deeper causes of motivation. They get needs and drive at self-control at a balanced realistic perception of self and even at the simple joy of learning for its own sake.

) **Allowing sufficient time for learning**

In learning process, the learner should get sufficient time. if the students themselves engage for their task for long time the learning became effective and sustain.

) **Viewing the class as team**

The teacher always thinks that the class is as a team where different learners are there for learning. The teacher was regarded as a team guider to guide them properly.

) **Content-centered teaching**

The teacher should try to provide content knowledge at first. If s/he goes beyond the text, the learner may confuse and they are unable to gain even the knowledge of content.

) **English for a specific (vocational/professional) purpose**

English is not only for single purpose but it has multiple purposes, like business, academic, professional, purpose etc. The area of English is so specific. It becomes most necessary language in the world.

) **Allowing risk-taking behavior**

It is important to getting learner to take calculated risk in attempting to use language, both productively and receptively. If learners recognize their own ego fragility and develop the firm belief that they can indeed do it, then they are ready to take that necessary risk. They are ready to try out their newly acquired language, to use it for meaningful purpose, to ask question and to assert them.

) **Rewarding innovation and creating**

In learning process, reward plays a vital role. Rewarding the learners' means, to motivate them to do better in their related field very energetically. It encourages and motivates them. Rewarding means giving respect to their hardworking, their creation and encouraging them to be more energetic and best.

Similarly, Dornyei (1997, p.280) presents the framework of motivational teaching practice in the L₂ classroom. The framework has included following notions:

) **Socio –cultural component in L₂ syllabus**

This component shares positive L₂-related experiences in class, showing films or TV recording, playing relevant music, and inviting interesting native speaking guest.

) **Learners' cross- cultural awareness systematically**

By focusing on cross-cultural, a similarities and differences, using analogies to make the strange familiar and using "culture teaching" ideas and activities.

) **Student contact with L₂ speaker**

Here, to promote learners L₂ speaking, providing or arranging the learners meeting with L₂ speakers. If possible organizing school trips or exchange programs to L₂ community or finding friend on social media. Develop learners' instrumental motivation

) **Learners instrumental motivation:**

By discussing the role, L₂ plays in the world and its potential usefulness both for themselves and their community.

) **Students self confidence**

By trusting them and projecting the belief that students will achieve their goal regularly by providing praise, encouragement, and reinforcement making sure that students regularly experience success and saves achievement to help remove the uncertainties about their competence and self efficacy by giving relevant positive examples.

) **Students self- efficacy with regard to achieving learning goals**

Teaching learning students and communication strategies, as well as strategies form information processing , problem-solving helps them to develop realistic expectations of what can be achieved in a given period, and telling them about your own difficulties in L₂ learning.

) **Favorable self-perception of competence in L₂**

Highlighting what students can do in the L₂ rather than what cannot do, encouraging the view that mistakes are a part of learning, pointing out that

there is move to communication that not making mistakes or always finding the right word, and talking openly about your own weakness in L₂.

) **Student anxiety**

Supportive and accepting learning environment in the L₂ classroom, that avoids hypercritical or punitive treatment and playing special anxiety reducing activities and techniques.

) **Motivation-enhancing attribution**

Help students to recognize links between effort and outcomes that attribute past failure to controllable factors such as insufficient effort, confusion about what to do, or the use of inappropriate strategies, rather than to lack of ability, as this may lead to learned helplessness

) **Syllabus of the course**

Make the syllabus of the course relevant by basing on its needs, analysis and involving the students in the actual planning of the course programme.

) **Attractiveness of the course content**

Using authentic materials that are within students grasp, unusual and exotic supplementary materials, recording and visual aids.

) **Students' choice for teaching material**

The course both textbooks and supplementary materials pointing out their strong and weak points in terms of utility, attractiveness and interest.

) **Curiosity and attention**

Introducing unexpected, novel, unfamiliar and even paradoxical events; not allowing lessons to settle into regular a routine, periodically breaking the static

character of the classes by changing the interaction pattern and the seating in formation and by making students get up and move from time to time.

) **Student interest and involvement in task**

Designing or selecting varied and challenging activities; adapting tasks with student's interests; making sure that something about each activity is new or different; including game features, such as puzzles, problem solving, avoiding traps, overcoming obstacles, elements of suspense, hidden information etc.

) **Difficulty of task with students' abilities**

Task should be match with the students' ability and level so that the students can expect to succeed if they put reasonable effort.

) **Students expectancy of task fulfillment**

Familiarizing students with the task, sufficiently preparing them for coping with the task content, giving them detailed guidance about the procedures and strategies that the task requires, making the criteria for success clear and "transparent" and offering students ongoing assistance.

) **Students' satisfaction**

By allowing students to create product that they can perform or display, encouraging them to be proud of themselves after accomplishing a task, taking collection from time to time of their general progress, making a wall chart of what the group has learned and celebrating success..

) **Learner autonomy**

By allowing real choices about alternative ways to goal attainment; minimizing external pressure and control threats and punishments; sharing responsibility with students for organizing their time, effort and the learning process; inviting them to design and prepare activities themselves and promoting peer- teaching , project work.

) **Students interest in L₂ learning**

Show the students that you value L₂ learning as a meaningful experience that produce satisfaction and enriches your life. Sharing your personal interest in L₂ and L₂ learning with the students and taking the students learning process and achievement very seriously.

) **Internalization of classroom norms**

Internalizing classroom norms help student to be well motivated. A teacher can internalize by establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students, agreement and even involving students in formulating norms.

2.2 Review of Related Empirical Literature

The research needs to observe the fundamental background of the related subject and past studies since they provided us the foundation to prepare further new research. It is important to review of the related research articles, book and studies. This allows us later to go further more easily regarding various aspects of research study. There has so many research works have been carried out on the role of motivation in English language learning and motivational techniques used in English language teaching in the world as well as department of English education T.U. Therefore, an attempt is made here to review some of the studies that are related to the research topic.

Singh (2008) carried out a research on "Role of motivation in English language Proficiency." In this research, the objectives were to identify interactively and instrumentally motivated students, to explore their English language proficiency, and to analyze the role of motivation in English language proficiency. He purposively selected to TU constituent campuses and two private campuses through fish bowl from Kathmandu valley. He used questionnaire and test items to collect required information. The study was based on the bachelor first year students of faculty of education and found that the number of instrumental motivated students as larger than that of the

interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. This study was limited to explore only the reading and writing proficiency of students, not listening and speaking skills.

Similarly, Subedi (2010) studied "Motivational behavior of trained teacher in ELT classroom" His objective was to find out the motivational behavior of trained teacher in ELT classroom. He selected 30-trained secondary level English teachers of Kaski district by using purposive sampling method. He used the tools like classroom observation form and questionnaire for teachers for collection the data of the study. He found that the trained English teachers motivated students in a better manner than the untrained English teachers.

In the same way, Bishwakarma (2012) carried out a research on "Motivation techniques used by English language teachers at secondary level." The main objective of the study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level in which 20 teachers of 10 secondary school and 40 students were taken as the sample population. He applies survey research designed to conduct his research. Observation checklist and questionnaire were the tools for data collection. The major finding of the study was the most of the teachers made their Voice commanding to motivate their students and most of the teachers used some kinds of motivation techniques before starting the class. However this research is limited and addressed only secondary level.

In addition, Neupane (2013) carried out a research on "Motivation of secondary level teachers towards teaching English". The main objective of the study were to find out whether they are motivated towards teaching English or not, and to find out causes of motivation or demonization for teaching English. He used survey research design to conduct his research. Population of the study was selected through purposive non-random sampling. Forty teachers were select from community and private higher secondary schools of Kathmandu valley. A

set of questionnaire was used as tool for a data collection. Closed-ended and open-ended questions were included to gather the information. The finding showed that almost all teachers of both community and private school took motivational techniques positively and they agreed to follow this technique to achieve the specified goals.

Khanal (2016) carried out a research entitled "Motivational techniques used by basic level English language teacher". Main objective of this research was to find out the motivational techniques used by basic level English teacher. He used survey research design to conduct this research. The data were collected through questionnaire and checklist. The population of the study was selected through purposive non- random sampling, School of Kathmandu valley. As the tool for data collection, he used closed- ended and open-ended questions. The major finding of the study was the teachers followed the student centered techniques and involve them in different activities to encourage the students and to make their learning more effective.

Kalmari(2017) carried out a research on "Motivational strategies used by English teachers". The main objective of the study was to explore the most useful and least motivational strategies to motivate the students in the classroom. The sample population of this study was sixty-one students of secondary level. Researcher followed the mix -method research design. The data collection tool was questionnaire. The finding of the study was most of the teachers made their voice commanding to motivate their students and most of the teachers used some motivational techniques before starting the class.

All of the above-mentioned studies were somehow related to motivational techniques. However, not closely and directly related to motivation techniques used in English language teaching classes of basic level. Therefore, my study will be different from them and related to motivation techniques used in teaching English in basic level.

2.3 Implications of the Review for the Study

Reviewing the related literature plays a vital role for researcher. In my research, review of related literature helped me to bring the clarity, focus on research problem, reform methodology, and contextualize the findings. It also helped me to improve methodology of the study. After reviewing the literature there are some implications of them in this research study. It has become the theoretical background to this study and it has facilitated me to select appropriate research appropriate sample size for this study. Similarly, for the selection and design of the research tools and sampling procedure, literature review helped me. Literature review made me able to show the significance of my research to exiting body of knowledge in language teaching.

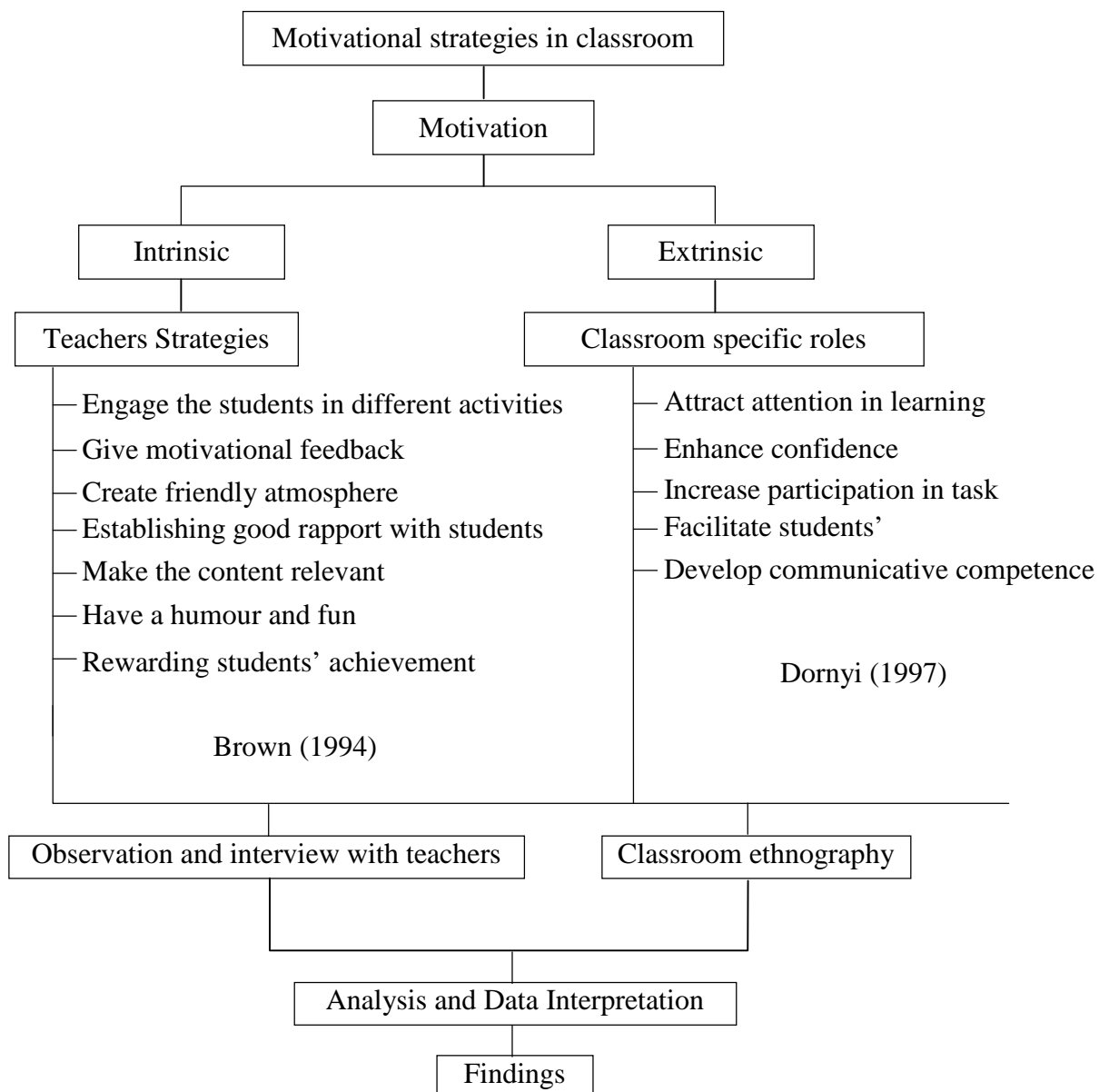
The reviewed literature is to some extent similar to the purposed study. In the same way from the review of Singh (2008), I got the ideas and variables on studying the role of motivation, which helped me to expand my knowledge on related issues. Similarly, the study of Subedi (2010) supported me to find out the different kind of motivational strategies that were used by trained teacher in classroom. Likewise, from the review of Bishwakarma (2012) was benefited to understand some motivational techniques, which are used in secondary level by English teachers. In the same way, the study of Neupane (2013) it also helped me to explore the theoretical concepts and various guideline for my further study. Then the study of Khanal (2016) this review also provided me to get some ideas about motivation and its importance in classroom learning. Furthermore, from the research of Kalmari (2017), I have ideas on how to use different strategies in Teaching English language classroom. I also got the ideas on using mix-method research design and helped me how to analyze and interpret the data and draw out the findings.

Even though, all of these reviewed study wererelated to the motivation on English classroom of basic level. Most of these studies only focus on the perception and role of motivation but not the real classroom practices. The

review of the related literature made the researcher feel the need to carry out this study to fulfill the gap of relevant research.

2.4 Conceptual Framework

The study on "motivational techniques used by basic level English language teachers" was based on following conceptual framework.



CHAPTER- THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter deals with the methodological procedure of the study. This chapter consists of design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedure, and data analysis and interpretation procedure. In short, the following methodology was adopted to accomplish the objective of my research.

3.1 Design and Method of the Study

In this study, I used ethnographic research design to achieve detailed and in depth information. Generally, ethnography research means to understand behavior and culture by going out, talking to, and observing people where ever they are, while they are doing, whatever they do. It means entering someone world for a while. It may be couple of hour, days, month or year. Fatterman (1988) says that ethnography is the art and science used to describes a group of culture.

A major difference between ethnography and other types of research is the depth and intimacy of our work. We get up close and personal with our research participants. By spending time with people as they go about their daily lives, we develop a better understanding. Ethnography as a method that has certain distinctive characteristics (Angerisino, 2007). First, it is conducted in a naturalistic setting in which real people live. Second, it is personalized since you as the researcher both observer and participant in the lives of those people. Ethnography also collects data in a multiple way for triangulation over an extended period. The process is inductive, holistic and requires a long-term commitment.

There are number of methodologies that can be chosen for a research project. It is important for us to know the advantages of choosing ethnography over other types of methodologies or approaches. Ethnography can be conducted entirely

by one individual (Wolcott 1999). It can be carried out almost at any time. It provides us with a detailed and rich database for further investigation and writing. We can make the research not only interesting but adventures. It may present us with an opportunity to learn and use another language. Similarly, it draws upon our personal skills and strength. It also can provide deep insightful to us.

According to Singleton and Straits (2005), following are the steps to conduct an ethnography research:

) Identify the research problem

At first, the researcher has to determine what problem they are seeking to better understand. Develop problem statement that raises question they seek to know more about it. The problem may be about the nearly any topic that addresses people in a designed environment. The researcher may have better understand like a culture, relationship, interaction, process, or anything else that effect how people think and behave.

) Determine the location

Likewise, she or he has to identify the best place to conduct the participatory research. They may choose more than one location of the research problem warrants it. Then they Select a location that will provide the best opportunity to observe, participate, take field notes, and understand how the people in that environment act, communicate, and think.

) Formulate presentation method

Similarly, the researcher may consider the most effective way to obtain objective information. Will we be adopting roles of a person in the community or originations we are observing? The researcher may aware that if others know you are a researcher they may out and respond differently, if they do not, they may respond naturally that helps to get real data. On the other hand, researcher may consider the most ethical way to observe and collect data.

) Acquire permission and access

Before conducting the researcher, it necessary to informed and obtain the permission for access in to the location we conduct there search. The researcher should know what their observation method would be, how they plan to participate, how the information they will collect and so forth. In this process, being ethical and considerate is critically important.

) Observation and participate

Ethnographic requires more in depth observations. Therefore, the researcher has to determine what things they are looking for in regards to heir question and problem, and then determine the most effective ways to collect notes. The researcher has to be objective as possible when observing and participating. They have to write running descriptions, thing we remember, impression and feelings, idea that come to mind and so forth.

) Take Interview

To increase our understanding of behavior and action, interviews may be necessary. Therefore, the researcher has to take interview at the end of the designated observation period, at the end of the day, or even at the end of the entire research period. Researcher also has to determine who is best to interview and what question are critical to helping you understand our research question.

) Collect archival data

Many organization, communities and cultural have other artifacts and information that researcher can to assist in their data collection. They also have to review thing like papers, emails, physical artifacts, website and other rich source of information to enhance their understanding of the environment.

) Code and analyze data

The foremost requirements of ethnographer researcher are to understand the materials, which she/ he have collected by data analysis. The researcher may consider the following methods for analyzing and summarizing data. Code and label thing they saw and heard, sort of patterns, identify outliers, compare with theories, take note of reflective remark.

3.2 Population, Sample and Sampling Strategy

Basic level English teachers' who have been teaching in different schools of Kathmandu valley were the population of this study. However, the sample of this study includes three basic level English teachers. Fifteen classes of those teachers (three of each teacher) were observed to accumulate the data. It means the data were collected through classroom observation, interview, and other sources available in classroom.

3.3 Research Tools

Classroom observation, interview, researchers' diary and recording devices were used as the tools for data collection. In addition, interview was taken to get the actual concepts and opinions of the teachers on motivational strategies and classrooms were observed to explore the motivational techniques.

3.4 Source of Data

As sources of data, I used both primary and secondary sources. As primary sources, I collected the data from basic level English language teacher, who have been teaching at basic level in Kathmandu valley. Secondary sources were different research works, articles, books, national and international journals etc.

3.5 Data Collection Procedures

In order to collect authentic data, I visited three different schools and established good rapport with the head teachers. I informed the process, procedure and objectives of the study to the teacher of English.

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

3.6 Data Analysis and Interpretation Procedures

The systematically collected data were presented, analyzed, and interpreted in the form of description and thematic interpretation. The themes were developed on the basis of objectives and research question and the supporting data have been discussed in detail with reference to classroom vignettes.

3.7 Ethical Considerations

In course of conducting a research, the researcher should be careful on ethical issues. This is the most important aspect to be considered while doing our research work. To be ethical, the research study should be more reliable and valid. Therefore, the researcher should be conscious about ethical issues and take the responsibility of my whole research. To maintain the ethicality I conducted my research by taking permission of sample population that is basic level English teacher by informing them about my research objective and purpose. I build a rapport with the concerned people and conscious and respectful regarding my respondents privacy in terms of their personalities, weakness and professional ethics, as a researcher I accused with the participants of my study that all the identifiable personal information was strictly kept confidential and that no names will be mentioned in this thesis. Likewise, to avoid the risk of plagiarism I given the proper credit to the authors of book, journals, articles, and research work.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data. The data were collected through qualitative research tools, and then analyzed and interpreted by using descriptive and analytical procedures to reach at results and conclusion.

4.1 Analysis of the Data and Interpretation of the Result

Data analysis and interpretation is the most important section of this study. It is entirely based on data that represent answer of research questions. In ethnographic research design, the researcher should provide considerable description of context, analyze the data from the themes and provide an interpretation of meaning from the information we got from data, which done in this section. Thus, being based on theory of this design, I also developed the themes from the data and interpreted what I learned from the context. I observed fifteen classes of three different teachers regularly for five days and took interviews necessarily. To analyze data, I have given the name of the teachers as T1, T2, and T3 respectively. The data were analyzed thematically and descriptively in following themes.

4.1.1 Generating Basic Motivational Condition in Classroom

This study revealed that all the teachers have the equal concentration for generating the basic motivational situations in ELT but their techniques or strategies were different. Obviously, creating the motivational condition in the classroom plays a dominant role in learning particular language. In teaching learning teacher should very familiar with their students. Teacher should create very formal environment in the classroom. Teacher tries checking their students' mood and try to generating their interest towards learning through very formal conversation.

It was July 15, 2019 at 11:00 am the first day of my classroom observation in class four. We together (T1 and myself) entered in to the classroom. The students greeted us by saying *Good morning mam, welcome in our class*. The teacher introduces me with the students. Then I sat on the last bench and started to observe the class. The classroom was well managed and students were quite busy in their own way, so to attract the students' attention at very first, the teacher started their class from very formal conversations like:

She greeted the students with clear voice as soon as she entered the classroom and she asked the students:

Teacher: How are you?

Students: I am fine ma'am, what about you?

Teacher: I am also good. Have done your homework?

Students: Yes, mam.

Teacher: Well, let me check.

Instead of starting the class or entered very directly in the subject matter, it seems effective to start the class with formal conversation. It helps students little easy to express their feelings in the classroom. From these strategies, the teacher wants to introduce their teaching topic "Reading a dialogue". It also provides basic knowledge of dialogue and helps students for formal conversation while reading the text.

As a part of data collection through observation for this study, in 21 July 2019, I observed the class of T2 at grade six. She greeted her students with very smiling face while entered the class. She tries to remind them the previous lesson. A sample of interaction between teachers and students was given here:

Teacher: Can you tell me, what was our previous lesson about?

Students: Yes, mam. It was about "Going Home."

Teacher: Well, Then tell me, where was the author from?

Students: He was from Shankhuwaashabha mam.

Teacher: Very good, you are right.

In this way, the teacher T2 started their topic by reminding their previous lesson and linked it with their exercise.

The smiling and refresh face or mood of teacher is most important part to keep the students motivated. If teacher seems mood off and passive, students may also be passive in their learning. First teacher needs to seem very energetic, active and always be in refreshed mood in front of the students. To keep students aware the teacher reminds their previous lesson and asks some questions to the students. It helps the students to memorize the answers, the students who know, they tell the answer and who don't they try to understand. It develops the students' awareness towards learning and help to develop their habit of study.

Similarly, I observed the class of T3 in 17 July 2019 3rd period in class eight. We together (T3 and myself) entered in to the class and greeted by saying *Good morning mam* and we greeted them back. Then, the teacher shows noodles, biscuit, cheese ball, which was brought by students for their Tiffin, and questioned them *What is this?* Then students replied to her like; this is noodles mam. This is biscuit miss etc. Then she wrote their topic "junk food" on the board and briefly defines it. She tries to define their teaching topic through examples.

To motivate the students towards learning the teacher follows different strategies. Here, the teacher used inductive method to warm up, to attract the students' attention towards learning. Students getting more excited and they show their keen interest in learning if strategies is different. Inductive method is very important in teaching learning activities. It is appropriate for basic level students. This method helps to become familiar with their topic. It helps to sustaining the students learning.

Above excerpts shows that, generating the basic motivation condition is very early steps in learning. Before starting teaching learning the activities, we should check whether students are ready or not for learning. To prepare them for learning teacher try to generate their interest, to generating them teacher have to follow different motivational strategies. It helps to make the teaching as well as learning effective.

From the observation, I came to know that, students were motivated by the situation created by the teacher like taking time to them individually, inquiring and supporting about their interest, goal in life and difficulties in their studies.

4.1.2 Motivational Techniques Used in Classroom

Techniques are what the teacher actually does to teach her/his students in the classroom. Motivational techniques refer to the skills, tasks or abilities, which were adopted by teachers for stimulating the learners in learning. Teachers' students' interaction is critical influences on motivation. Dornyei (2001) argues that motivation strategies are techniques that promote the individuals goal related behavior. Motivational strategies refer to those motivational influences that were consciously exerted to achieve some systematic and enduring positive effort. The teacher has to select the techniques according to the nature of the subject matter, students' age, knowledge level, available materials etc.

During my observation period, I found the following strategies the teachers used in their classroom teaching:

) Involving the Students in Group and pair work

Group work is defined as more than one person working together to complete a task or assignment. In the classroom, group work can take many forms; however, the goals remain the same, get students to interact with each other and collaborate to complete a unified task.

When students engaged in-group work or co-operate learning, it increased individual achievement in comparison of students working in alone. Johnson et al. (2014) determined that students learning in collaborative situation had greater knowledge acquisition, retention, of material and higher- order problem solving and resigning abilities than students working in alone.

It was 2nd day of my classroom observation in 16 July 2019, at 11:00 am we together (T1 and myself) entered in to the classroom. The students greeted us by saying *Good morning mam*. Then we also greeted and thanked them. At very first, she wrote the date and topic "*Family and Relation* "on the board. Then the teacher started their topic by asking following questions:

Teacher: How many members do you have in your family?

Students: I have 4/5/6/7.... Member in my family ma'am.

Teacher: Ok, then who are they?

Students: They are my mother, father, sister, brother, uncle, aunt grandfather grandmother etc.

The teacher made very short conversation relating to their topic. Then the teacher started her lesson. She taught about family and its different relation. She also told them to underline the difficult words and if they got any other difficulties. She told the meaning and correct pronunciation of such words cousin, member, belongs, civilization, Harmony etc. Then she divided whole class in to four groups then told them to discuss with their groups and asked these questions with options:

Teacher: (Asked with group-A) my grandmother is my grandfathers ...?

i) Aunt ii) Wife iii) Cousin iv)

Mother

Students: (From group-A) Wife ma'am.

Teacher: Yes, you are right. Then my father's sister is my (with group-B) ...?

i) Mother ii) sister iii) Daughter iv) Aunt

Students: (From group-B) Aunt ma'am.

Teacher: Yes. You are right.

In this way, the teacher asked such questions to every group and they replied their answer by discussing with their groups.

There is a saying that "Two heads are better than one." It means the potential group has to be more productive, creative, and motivated than individual on their own. When students are working in-group or together they got chance to communicate each other, which helps to make good relationship among them, they easily share their problems and ideas. It develops their communicative skills also. Competition among the students or group is a power full source of motivation. Therefore, competitive attitude is advantageous both inside and outside the classroom. It makes the students not only reach his destination but also provide chance to show better performance.

It was 19 July 2019 when I observed the class of T2. We (Class teacher and me) entered the class at 12:45 pm in class eight. Students greeted us by saying good morning miss, and then we replied and thanked them for their warm welcome. Then the teacher asked their previous lesson;

Teacher: Can you tell me our yesterday's topic?

Students: Yes, ma'am. Habits and behavior.

Teacher: Good, you are right. Now, Sima can you tell me any two good habits?

Student(Sima): Yes ma'am, Listen to others and work in-group.

Teacher: Well done, Sima. Thank you! Sit-down. Then today, I give you a text, and you have to read this text and guess or give the appropriate topic for the text ok?

Students: Ok, mam.

The discussion of their previous lesson makes them aware, they try to remember and share what they know and get chance to learn new thing from others. Then the teacher engaged their students in reading activities and told them to read quickly and guess the topic. Then she divided the students in to four groups and told them to discuss in groups what may be the suitable topic for the text. Then she asked every group to give suitable topic like:

Teacher: Group-A Can you tell me your topic?

Students (group-A): Yes, mam. Our topic is Game and sports.

Teacher: Oh, it's very good topic. Then from group-B can you share your topic?

Students: Yes, mam. It is about game.

Teacher: Yes, it's also good topic for this text.

In this way, the teacher asked every group and wrote their topic on the white board. Then they discussed with each other and the teacher helped them to give appropriate topic for the text.

The above excerpt shows that when students are engaging in-group work, it enhances their communication as well as their professional development skills. Here, when students involved in-group discussion every student try to make the sentences or words of their own and share their suggestion ideas with the group's members. Working in-group helps them to learn, when they help each other its benefits both of the students who involved in-group. This work can

also help students to develop their skills and to collaborative efforts. Sometime allowing them to tackle more problems that are complex then they could on their own.

There are different strategies to engaging the students in discussion; among them pair, work is one of them. Two students working together on a particular topic is called pair work. Working in pair makes learning easier and communication real. This technique is suitable for dialogue, practicing grammar, describing picture etc. In this regards, in 21 July 2019, the strategy of T2 in her another class four: I found the use of his techniques. The topic was about requesting. For this topic, the teacher involved students in classroom practice by asking such questions like; can you open your bag? Could you give me your English book? Could you touch your teeth? Etc. Then to practice this topic in pair, the teacher called two students in front of the class and told them to make conversation for requesting:

Ramila: Sijan could you open the door please?

Sijan: Yes, sure. (He opened the door)

Ramila: Could you close the window please?

Sijan: Yes, I can. (He closed the window)

The teacher also told their students

Teacher : Kabita could you bring the chair please?

Kabita: Yes, I can ma'am.

Teacher: Thank you.

Students: Welcome ma'am.

She called the students in pair to read the dialogue in front of the class. He also helps their students for correct pronunciation and the meaning. Likewise, he

told other students to make their own pair, read the dialogue, and help each other in their difficulties.

Similarly, T3 also taught same topic in the same way. As like, T2 did. It was on 21 July 2019. I observed the class of grade six; the teacher started their class in very formal conversation like:

Students: Good morning ma'am.

Teacher: Good morning every one, How are my lovely students?

Students: I am fine, and what about you ma'am?

Teacher: I am also good.

T3 already practiced their students for general conversation, and she started to teach the lesson from English book, Conversation practice. She had initiated the lesson in this way; she called the students in pair in front of the classroom and told them to make a short conversation about the member of their family.

Asmita: How many siblings do you have Nirajan?

Nirajan: I have three siblings.

Asmita: What does your father do?

Nirajan: He is a teacher.

In this way, the teacher told their students to make their own pair and practice the same conversation turn wise. Teacher also helped them in their difficulties like profession of their family members. Students are familiar with different people and their profession from the conversation.

Above excerpts, shows that the pair works technique were used especially to teach the conversation in detail. The teacher makes the students have similar conversation as the example in the pair. He supports them for making conversation. It shows teaching learning activities must be goal oriented of the

lesson. It helps the teachers to create the initial motivation by conducting students centered activities or making learners active and participate themselves in real learning activities and helps to make responsible for their learning. It also provides learners more speaking time and helps them to build a good relationship with their friends. It gives them a sense of achievement when reading in pair.

From the observation, I came to know that the group work/ pair work techniques were used in especially in Conversation and discussion in order to motivate students in class work and interaction. This technique helps the learner to develop the habit of using such activities in their real life communication. It can be also seen that teacher in their class to make their class interactive and communicative uses different activities like group work, pair work.

) Praising the Students

Praising the students in the classroom is a tool that motivates students towards performing better in school. Acknowledging a student for a good job they have done in school is a path towards their educational achievement. Dash and Dash (2000, p.148) opine that praise is a commonly used motivational strategy in classroom teaching. Praising is better than insult or blame. All types and all grades of students motivates from it. In the case of small children, criticism and insults also work better. During the observation, I found that teacher praised students' response and gave positive feedback. The vignette of classroom also shows how teachers praise to motivate the students:

It was In 21 July 2019, T1 entered in to the class four at 11:00 am. She wrote date and their teaching topic on the board at first. Then students greeted her by saying good morning mam and she greeted to their students with clear voice and reminded their students about their previous homework. The students show their homework and she started to check. While she was checking their copy, she used some motivating words or phrases like Very good, excellent, and

well done to praise those who had good handwriting and she also wrote such words in their copy to keep them motivating in learning. She also told them to write one page on next day who had needed to improve their writing. Then the teacher started to teach their topic and asked randomly to read the text. When students were reading the text the teacher helped them in their difficulties and students who were excellent in reading, to motivate or praise their Excellency the teacher told them good boy/ girl, genius student, very good, well done, thank you etc.

It indicates, teachers motivate the students to learn by appreciating his right moves and achievement. Blame or insult is generally negative in nature. It has negative impact in learning. It believed that praise is required more average students than for a genius. When a teacher sees a student's making progress the language of encouragement as praise can be effective. It brings positive thinking on students and they are automatically ready to learn internally and energetically.

In the observation of next class in 17th July, 2019 in grade six in which teacher used praising as a strategy to motivate the students. She entered in to the classroom and greeted by their students by saying Good morning mam. She responds them back. Then she was going to teach the lesson "*Brave lady*" from unit-2. The content was reading item. Thus, she told the students to read the lesson very quickly and underlined their difficulties. Then she wrote some like brave, heavily, grassy, airport on the board that was told by their students and helps them for correct meaning and pronunciation as well. Then the teacher taught the text again and told them to find out the similar meaning of these words flutter, landing, drone, stretch etc from the text. The teacher asked students randomly:

Teacher: Kamal can you tell me the meaning of flutter?

Kamal: Yes, mam. It means to move lightly or quickly.

Teacher: Very good, you are right. Then Laxmi can you tell me the similar meaning of brave?

Laxmi: Yes, ma'am. It means courageous.

Teacher: well done, you are so genius girl Laxmi. Thank you, sit-down.

In this way the teacher ask some words and students try to find their correct meaning. If students are unable to say, the teacher helped them, wrote their meaning on the board, and told them to copy from board.

Similarly, it was another day of the same T2 in 21 July 2019. I observed her class; she entered the class at 12:45 pm in to the classroom. She tried to remind their previous homework by asking, *what was our previous homework?* Then the students replied *reading answer question mam*, Then the teacher told *Are you ready?Yes, mam*students replied. Then she started to asked answer of such questions, to the students:

Teacher: (Asked to Pushpa) why do people cut down forest?

Student (Puspa): People cut down forest to build roads, dams, farms and towns ma'am.

Teacher: Well done Pushpa, you give very good answer. Thank you, sit-down.

In this way, the teacher appreciated them by such motivating words and told students to give a big clap who had told all the answer of the questions. The teacher also provides some motivational feedback regarding to their common errors and mistakes in whole.

Here the teacher appreciates the students'success with big clap who answered the all questions given in exercise (c) of unit six. Similarly, knowing one's progress can be an important source of motivation. When students know their

success and progress, she/he motivates to learn more better because her/his interest is heightened. It also helps other students in correcting their mistakes.

It was 21 July 2019; I observed the class of T3 in grade eight. The teacher entered in to the classroom and students greeted her by saying *good morning mam*. The teacher also greeted them. The teacher told their students Aba first term exam niaaunathalyo so bessarimehenatgarearpadnaparcha. Then students replied *Huncha mam*. The teacher revised their lesson, because their terminal exam is coming near so she wrote five questions on the board and told their students to write the answer of those questions without looking anywhere. Then students started to show their class work to their teacher, she started to check their copy one by one. In the process checking the teacher used such motivating words like excellent, very good, keep it up, good girl/ boy and so on in their copy to show their positive reaction on students' right action.

While students started to reading the story, told correct answer, doing good task and behind the every success of students and their good attempt the teacher used some motivational phrases like excellent, awesome, very good, well-done, etc. praise the students to continuing their task very energetically. Such motivational component, sentences praise the students towards their learning. They seem encouraged and motivated in their study. Praise is the key techniques that motivates learner very internally in their activities.

The above extracts shows that, the most common way of praising students in the classroom is by giving positive remarks for the students. This is the best way but one of the most recognized methods of honoring students. Some of the little motivating phrases can make students days, and sometimes even their academic careers. Phrases like above mentioned are praising students in classroom. Such encouraging words for students always motivate them to perform better.

Throughout the observation, it was concluded that by using this techniques, teacher can grab the students' attention towards learning, students feel better

and encouraged towards learning. It is the most useful and appropriate strategy used by the English teacher while teaching the basic level students.

) Use of Teaching Materials

The things, which the teacher uses in teaching learning activities to impart the subject matter effectively, interestingly, successfully and purposefully are language teaching aids and materials. It is better to use locally available low cost and no cost materials while teaching because they make the classroom live and learning becomes long lasting. It also provides opportunity to the students for learning become long lasting. It also provides opportunity to the students for learning by doing. It was 17 July 2019; I observed the class of T1. We entered (Class teacher and me) in to the class six. Students greeted us by saying *good morning mam* then we also replied *good morning every one*, and thanked them for their warm welcome. At very first the teacher wrote date and their teaching topic (shape and size) on top of the board. Then the teacher introduced their topic by saying *today we are going to read the different shape and size of the picture or thing*. The teacher sketched some figure on the board and named those figure to clarify their content (different shape). Then she defined their topic and make clear concept about their topic to their students then encouraged them to identify the shape of object like white board, book, geometry box, Tiffin box etc then started to ask these questions:

Teacher: Can you tell me the shape of this white board?

Students: Yes, mam. It is rectangle.

Teacher: What is the shape of this Tiffin box?

Students: Circle ma'am.

Teacher: What is the shape of the window?

Students: Square shape ma'am.

Teacher: Yes, you all are right.

In this way, the teacher taught their lesson and assigned homework to write the shape of different thing that you found in your home.

Here the major importance of teaching learning materials is to increase the students' internal motivation and help to sustain it. Here the teacher tries to teach through low cost and no cost materials, which are easily available, recognizable, by the in classroom. It saves the teachers' time. Students feel very interesting and they may enjoy learning from these. The learners then have a prolonged interest and engage more with activity or information. This is the fundamental because learning should not be forced.

It was on 15 July 2019. I observed the class of T1 in grade eight. The teacher entered in to the class and students greeted and the teacher greeted back to them as usual. The teacher wrote their lesson (*unit-6Technology*) and date on the board. Their teaching topic was *Computer and its parts* and before started the lesson, teacher asked such questions to the students to warm up and to be familiar with their topic.

Teacher: Have you ever seen computer?

Students: Yes, ma'am.

Teacher: Can you tell me the general definition of computer?

Students: Yes, ma'am. Computer is an electronic device that process information.

Teacher: Very good, you all are right. It is an electronic device and it process data.

Then the teacher shows different parts of the computer, which was given in book. Then she divided the students in three groups and takes them in computer lab. She told their students to write down the name of different parts of

computer by observing the real computer. Then the teacher called them in classroom and told them to say what they see?

Teacher: Can you tell me the different parts of computer that seen in lab?

Students: Yes, mam. I see mouse, keyboard, CPU, Monitor etc.

Teacher: Very good. You know very well.

Then she continued their lesson and assigned homework to draw the picture of computer, which was given in their textbook.

Teaching materials are very important to help the teachers to teach effectively and to help the students learn better. We know that if we engage the learner themselves in their learning activities, it helps them to make their learning effective and long lasting. Here the teacher tries to clarify their topic from real picture. She also involved some students in this task and asks some questions, and then students replied it. It makes classroom so interesting and students and teachers are enjoying their lesson. It helps to avoid the students monotonous and anxiety and makes learning beautiful. There is saying that; "I hear, I forgot, I see I remember then I feel, I know. It clarifies that if learners are involved in real learning that makes learning more sustainable.

Similarly, I observed the class of T3 in grade six. I also found use of this technique. The lesson was "fairy tale". Then the teacher displayed the picture chart and told them what can you see in picture? The students started to say a handsome man, chair, and poor man; some are explaining it in Nepali also ramromanchekursi ma baseko cha anieutagaribanirogimanchevuimabasecha etc. Then the teacher shows word cards and told them to pronounce the words "Beggars dream "Thenthe teacher asked their students do you know beggar means? Students replied yes mam. It means magerakhanemanche. Teacher replied yes, you are right it means the person who lives their live by begging.

Then the teacher started their lesson. She told their students to read the story and underline the difficult words. She wrote some words on the white board, which was underlined and told by their students. Then she shows some word cards and encouraged them to pronounce the words. Teacher also helps in their difficulty and corrects them. Then the teacher told the meaning both in Nepali as well as in English for those words like; purchase dream beggar, generous, jewels, rich, etc. The teacher told purchase means to buy something. (Kunai chijkinnuwakahridgarnu) then another meaning of generous means very kind towards others. (ekdamaidayalu). In this way, the teacher told and wrote on the black board the meaning of those words that was told by their students. Then the teacher assigned them to write the answer of these two questions a) who is DhanBahdur? b) What did he used to eat? As a homework.

Above excerpts shows that teachers also illustrate some picture while teaching vocabularies to convey the meaning of every words. It found that students were enjoying by looking the picture. Similarly, teachers told the answer Nepali as well. It shows that using materials makes students easier to get the meaning of the words and learning environment has become more interactive. Teaching aids are an essential component in teaching learning activities. The benefits of teaching materials helped learners to improve their reading comprehension skills. Here, the teacher used word cards, picture charts as a teaching material. It helps students in pronunciation and their meaning. Teaching materials should be clear and visible for every student in the classroom. It helps to improve the quality of education in school. Teaching materials can support students in learning and increase students' success. Teaching materials are in many shapes and sizes, but they all have in common ability to support students learning.

In my observation periods, the teacher used those materials, which was easily available in the classroom and school. To teach the shape and size the teacher used different materials like tiffin box, book, geometry box, black boards and window including with daily used materials. Another teacher used real

computer as a materials to teach on topic about computer and its parts. In same way, third teacher also used picture chart, words cards, to teach vocabulary. In this way teacher used such a materials, which are easily and locally available, low cost or no cost, students are familiar with them even teacher should not feel any monetary problem to prepare. In teaching learning activities teaching materials helps to make the classroom live and interesting and this techniques helps the teacher to brighten their class and make their learning fruitful. It also provides opportunities to the students for learning by doing.

Throughout the observation, it has conclude that by using this techniques, teacher can grab the attention of the learner towards learning and students got meaning of new words with few efforts in enjoyable environment and they can memorize the meaning of words for long time.

) Rewarding the Students

It is a kind of incentives for students to motivate them to be more productive. It creates feelings of pride and achievement. It also helps to being a successful and makes them happy. In this regards, it was July 18, 2019 I observed the English class of T1 in 3rd period. We together entered the class room and greeted by the students by saying *good morning mam*, Then we also replied back to them by saying *Good morning every one, and sit down please*. The teacher informed them that they were playing letter-ending game. She allowed only the name of animals in this game. She also informed that every group had got a star for their correct answer and divided the whole students in two groups and started their game. First, she provided the chance to tell a word from 'A' group. They started the game through the word "*Cow*" and the turn of another group 'B' they told "*Wolf*" in this way the teacher engaged their students in this activities. At the end of the game, the teacher announced the name of winner group, thanked them, and told all the students to give them a great hand.

Rewards are two types one is materialistic rewards, which we got and honored by something, and another is psychological rewards like praise and apparition, which we could not get or receive but feel it. Students show their interest and raise their participation in the everyday classroom task when they are intrinsically motivated. Here, the teacher involved their students' in-group competition; they are very excited in this game. They got star for their right answer. To make their group winner they discuss, communicate, interact and co-operate with each other. This game helps to develop their communicative and co-operative skills. When they became a winner and honored by big clap they feel really successful and proud. It makes them really happy and motivated to work in-group learning.

During my observation, I found that teacher used some verbal and non-verbal languages as rewards in their classroom. When students doing well the teacher used such words like excellent, very good, well done, keep it up, Good girl/boy even used their name in the class room makes students really happy and fell of success. Psychologically such words motivate them and help to achieve their goals as well. In the same way, use of non-verbal language is equally important in the classroom for motivating the students. The teacher also used some non-verbal languages as rewards like smiling, clapping, shrugging their eyes to show the positive responses in students right action or performance. Some time teachers also put their hands on students' shoulder, heads to say well done, give thumb, shaking their heads to show positive reaction on students' task or in their success. Here, I could not found the any teacher used the material based prize for the students in their classroom.

All together five classes, I found only TA used this techniques in their classroom except TB and TC.

) Providing Feedback to the Students

The feedback was provided to the learners when they do not receive enough information about their performance. It helps to identify what they are currently

doing well and what areas required to improve. It is the cheapest, most powerful and most under used management tool. It should be used to encourage students to work hard and indicate what they need to focus on when they are having difficulty.

Teachers, as I found in the observation of classes, provided feedback to the students in the form of both speech and writing. The representative vignettes of class were given here:

It was the fourth day (17 July 2019) of my visit to the school. I went to the school as usual. That day I observed the class T1 in class four. At 10:30am, the class teacher and I entered in to the classroom. The students greeted us and we greeted them back. Then the teacher wrote date on the top of the board and reminded them their previous homework. She told *what our homework was*. Students replied, *To write answer question ma'am*. Then the teacher told *yes, now let me check*. Then the teacher started to check their homework individually by circling and putting question marks on the erroneous words or sentences; and told them to correct themselves first. After that, she also wrote the right answer on the board and told them to correct. Then she switched in to that day's topic. He explained their topic and assigned them to do exercise- B page no. 34 fill in the blanks as homework at last.

Making error is human nature and it is very common in learning process. So sometime students commit mistakes for different reason. Therefore, we need to provide some chance to realized their mistakes and involve themselves for correction and it makes their learning long lasting. They developed their self-autonomy. This kind of activity fosters the ability of self- evaluation to the learners. It makes learners more responsible in their learning activity.

It was another feedback class of T2, which I observed, 19 July 2019 in grade six. That day the teacher, I entered in to the class and greeted by students. We also greeted them. The teacher wrote date on the board and told them to guess their today's topic likewise:

Teacher: Can you guess our today's topic?

Students: Yes, ma'am. Grammar reading.

Teacher: Yes, you are right. Today we are going to read about singular and plural noun. Can you tell me about the singular and plural noun?

Students: Yes, ma'am. Singular noun refers to single or only one and plural refers to more than one ma'am.

Teacher: Very good, you all are right. Now let me define it briefly.

Then the teacher provided some class work to the students.

- a) I have a (Nose, noses)
- b) We have two (Eyes, eye)
- c) There are so many (Book, books)
- d) An elephant have four..... (Leg, legs)
- d) I have ten (Fingers, finger) in my hand.

She started to check their class work while checking she underlined their mistake like: *I have a nose.There are so many books.* Then the teacher motivate the learners by providing the copy of their class work which had been already checked and supplying the feedback regarding to the weakness in whole and told them to correct their mistakes.

Feedback is very powerful as it helps people to get on track it serves as a guide to assist people to know how they and other perceive their performance. It is a very motivating way for continuing the learning. Here the teacher checked the students' copy and provide feedback regarding the students' weakness. The teacher provide great opportunity to point out what students do well and what areas they need to work on and or correct on. The teacher provides some suggestion of what they could do to improve. Different teacher have their own techniques to provide feedback, some give recent feedback and on the workplace or some provide it after completing the task. Sometimes it provides

individually, group wise or as a whole. It was 4th day (19 July 2019) of visit. That day I observed the class of T3 in grade eight. When we entered in to the class students greeted us and we greeted them back. Then the teacher told their students to turn the page no 73 exercise B. The teacher taught them how to put the words in correct alphabetical order. Then she provided some words and told them to put those words in alphabetical order such as:

Wealthy, sickle, triangle, epic, lyrical, published, manuscript

Elect, eye, echo, edge, edit, effect, email, enable, equal, escape, ethic, everyday, exchange

When students weredoing their assigned task, the teacher was rounding inside the classroom and observing their students task. In the process of working, she pointed out or notified their students' mistakes and motivated to correct themselves. If they could not then she helped them for correcting.

There are different stages of providing feedback to the learners. Some provided it after completing the task and some provide it in the process of learning. Here, the teacher provides their feedback to their students while doing their task. When they are engaging in learning, they just look and point out their mistakes then students try to correct. If students are unable then the teacher helps them in correction. It helps to reduce the students' confusion and their mistake on time. There are a few chances to repeat the same mistake time and again and Student alert in their weakness by their teacher in right time.

Above excerpts, shows that providing feedback techniques were used especially when students are unable to correct their errors or unknown with their mistakes. In this situation teacher helps them to identify their mistake and motivate them to correct their errors. It also helps to familiar with his or her own weakness. During the observation while teacher was providing such feedback related to their erroneous sentences or words. It helps to develop the students' awareness.

Through the overall class observation, I came to realized that feed back techniques could be used on the basic of the students' performance. It is the information that given to the learners to inform about their performance in learning task. While using this technique students' are active and seems most aware full during the class observation. Thus, this technique is useful in teaching ELT classroom.

Among the above-mentioned strategies, I also found that teacher used the strategies like, assigning /engage them in-group work, providing maximum time for discussion, focusing on content centered teaching, allowing sufficient time for learning, rewarding the students achievement, creating friendly atmosphere in the classroom and encouraging the students for learning. The teacher created friendly atmosphere in the classroom by starting the very general conversation like good morning, how are you? How is your study? Have you done your homework or not? That makes the students free to express their feelings and engaged the students in group/pair work that helps to build a good or co- operative relationship among them. The teacher also used some teaching materials to make their teaching content more relevant to the topic. The teachers encourage them for better learning; evaluate their performance and rewarding their achievement. The teacher also followed some singing, mimicry and joke strategy to create humor and make classroom funny. From the above mentioned activities that help to develop a good rapport and relationship between the students and teacher.

4.1.3 Role of Motivation in the Eyes of Teacher

Motivation is the most essential factor that helps the learner to focus in their subject matter also helps to enhance their learning. The teacher should motivate their students based on their interest and help them to understand the value and importance of having a goal in their life. The role of motivation is to energizes the students and sustains the positive behavior over a long period. The role of

teacher motivation also plays an important role in promoting a healthy teaching environment.

The interview was taken to explore the existing for generation and maintaining motivation in the classroom and to identify the role of teachers as well as the challenges faced by them in creating better motivation while teaching in the classroom. Besides, observation I had taken interview with the teacher so as to explore their views on the role of motivation. The data from interview supported me to fulfill second objectives of the study. From the data here, I developed the following themes and interpreted with references to interview excerpts.

) Motivation to Arouse Students interest in Learning

The teachers shared their strategies to motivate the learners' differently. While interviewing with the participant teachers about motivation *on what are the possible ways of arousing motivation that they used in the classroom*, all of the participant teachers from public school replied in different ways. One of the representative responses has been presented here:

There are many ways of arousing the learners' interest that I used in the classroom. Some of them are greeting the students with very smiling face and clear voice. Creating supportive and friendly environment, addressing the students with their names, cracking jokes, providing different task, in-group, using relevant teaching materials in the classroom and so on. (T1)

Here, the view of T1 shows that the teachers can use different motivational techniques according to the context and needs of the students. The teachers as the role model, they should greet the students at first when enter the class. Moreover, the teacher should use respective terms to address the students. This kind of activities builds positive attitudes towards the teachers and in the

students. Similarly, it is better to use students' actual name to address them rather than different pronouns. Creating a funny and supportive atmosphere in the classroom is another good strategy to motivate the students in classroom activities. Relevant teaching tools make learning simulative and effective. On the other hand, the teacher argued as:

To arouse the interest of my students towards learning, I usually do role-play, some time I used to play vocabulary (puzzle) game, letter ending game, and said jokes and sometime sing a song as well. (T2)

In teaching learning activities, to make a learner any time active is really a difficult task. Sometime students get boring, so the teacher should be aware of this situation, to make learner more excited in learning the T2 followed different strategies, like role-play, it engages the learner in their task, vocabulary game, letter ending game, helps the learner to develop their vocabulary power and they are motivated to learn different meanings. It also helps the students to pronounce the word correctly. Singing a song makes the classroom interesting and some students get chance to show their internal talent as well. This strategy helps to reduce the monotonous environment and makes the students happy.

Similarly, T3 replied:

Generally, I manage the learners' interest by offering rewards and grades in a motivating manner, providing motivational feedback, increasing their self-confidence, activating themselves in learning, making stimulating and enjoyable and providing a chance to perform themselves.

From the above statement of the teacher, maintaining and protecting the motivation throughout the whole period is really a complex task for teachers. How to divert the students into learning for a long time is a concerning issue in

education. In order to maintain motivation during the whole period, the teacher should build self-confidence and students build their self-confidence through learning by doing themselves. In other words, students feel confident when they learn something with their own attempts. That means the role of students should create learner autonomy in the classroom. For that, the role of teacher should be minimized and the role of students should be maximized. Students should conduct many task and students talking time should be maximized to make classroom interactive and communicative.

According to their views, they followed different strategies to arouse the students' interest in learning. T1 said, she used to greet their students with smiling face, addressing the students with their name, and cracking jokes. Similarly, T2 viewed that she used some language games and some time sing a song in the classroom. Moreover, another teacher T3 told that she offered rewards and grades and provides feedback to arouse the interest in learning.

From the above-mentioned responses of different teacher, it can be concluded that they usually followed different strategies like a role-play, different language game, rewards and grades to develop their self-confidence and tried to arouse their students' interest in learning activities. They believed that, to make teaching learning activities effective and purposeful at first they have to attract the students' attention and interest towards learning. Then after, they are actively involved in learning activities. Thus, it can be interpreted that arousing the students' interest in learning has its own importance in ELT classroom.

) Motivation to Encourage Students for Further Learning

The motivation of the learners, teachers should offer rewards symbolically or in the form of object, which signifies their development in learning. The rewards should be based on their right performance for which, teachers used student center techniques in the classroom. Motivating learners in the classroom is a rigors phenomenon. In the classroom there was different behavior of students, not all students are honest some need little bit strict rule to improve their

behavior. Therefore, sometime teachers have to use some negative techniques to bring the positive changes in students' behavior. Considering this idea, I asked another question about *"Have you ever punished your students in the classroom?"* Here, the teacher T1 responded as:

Yes, sometime I punished my students because all the students are not same level and behaviors. Without punishment, some students did not complete their regular activities. Therefore, for this type of students I used punishment.

According to the view of teacher T1, in the classroom there were different level, interest and behaviors students. The regular strategies may not applicable for all time for all students. Therefore, teacher has to use some negative techniques to improve their behavior and to bring positive changes in their academic performance. In this regards, T2 said:

I rarely punished my students in classroom not all students are same. Sometime to make them progressive and energetic, situation makes me to compel to punish them. Otherwise, my intention is not to punish my students.

From the above responses, I came to know that, to bring the positive changes in students performance is the main role of teacher in teaching learning activities. In the case of punishment, the teacher T2 expressed their view that she rarely punished her students and her intention is not punish them. Sometimes situation creates to be strict to make their students progressive. Therefore, if the students go beyond their track, It is responsibility of teacher to bring them in right track. In this process, sometime teacher have to use negative way to keep them in positive way to save them from wrong way to sketch their bright future. Regarding the same concern T3 expressed as:

Yes, sometime I used to punish my students. In my opinion not always, the appreciation and praising techniques does work. So sometimes, some careless students were activated by punishment. To bring them in positive way I used punishment strategies.

From the abovementioned view, not all students were motivated by appreciation. It does not work properly for all students. Therefore, some ignorant students need punishment to make them careful and active towards their learning. The teacher should aware of students' personal and psychological problem. If students have such problems and other problems, in this case punishment is not applicable and no fair. Therefore, while punishing the students' teacher have to understand the students' background. The intention of using punishment means make students active and success in learning no to harassing them.

After getting the view of all three teachers, I came to know that all of them have positive attitudes towards this strategy although it sounds negative. They show their positive view and told that, some time some negativity strategies give positive result. It can change the students' behavior. They used this technique in their classroom for passive and stupid students to change their behavior. They should also aware of some students who have personal and psychological problems. From their view, it has been also found that the use of punishment techniques seems somehow essential in ELT classroom.

) Motivation to Enhance Confident and Increase Participation in Task

In teaching learning activities, motivation plays a crucial role to make learner active and energetic and helps to be progressive in their study. It is a psychological phenomenon. Highly motivated learners are high score in their performance and low motivated learners are low score in their performance.

Similarly, another question related role of *motivation in learning* was asked to T1. In response to the question, she said:

In my experience, Role of motivation is most important in learning. Without motivation, we cannot get our goal. It is an internal drive, which helps the students to achieve their goal. If we motivate the students, our teaching learning will be very effective.

Here, it means motivation is essential factor in teaching learning activities. It helps learner to achieve their goal. T1 also told that motivation helps students to achieve their goal. To make teaching learning process effective, they have to motivate their students. The teacher may use different techniques to motivate the students according to their level, interest and the classroom environment. Similarly, I asked the same question to another teacher and she responded:

In my experience, motivation plays a vital role in every field not only academic field. It helps to energize the people in their task. It brings positive changes in people's life and highly motivated people get high success. Same as it plays equal role in teaching learning as well. (T2)

Motivation is a internal drive which helps the people to achieve their goal. It encourages or forces the people to do their task very vigorously. It makes the learner creative and active. T2 also told that high success based on high motivation. In the same way, another teacher expressed their view to this question has been presented here:

In my opinion, motivation plays very pivotal role in learning. It inspires the learners in learning. It helps the teacher as well as students to make the teaching efficient and purposeful. In this sense, motivation plays an important role in learning. (T3)

In basic level students lecture method is not relevant and applicable. The teacher should sometime peruse, praise, and encourage the students. This strategy makes learning very effective. By the help of some motivational strategies, we improve the students' behavior as well as their academic performance. Here, the T3 shared their opinion that motivation helps to inspire learners as well as makes learning purposeful. Therefore, Motivation is very helpful for teacher as well as students to achieve their desired goal.

From the above responses of the teacher, it can be concluded that they have positive belief on role of motivation in learning activities. They believed that role of motivation in ELT classroom is very important and it helps the teacher as well as students to achieve their goal. Therefore, we can say that to make teaching learning activities effective, purposeful and to arouse the students interest in learning motivation play a very important role in ELT class.

) Motivation to Develop Students' Competencies in Communication

Taking the idea of motivating students in to the consideration, I asked another question in interview which was whether the teacher used motivational phrases on students positive or right action / responses or not. In responses to this question, T1 said:

Yes, I used different motivational phrases like Excellent, Good job, well done, etc to motivate my students in learning. Students feel happy and increased their interest in learning while they were respected from such phrases.

Similarly, T2 replied:

Yes, I also used such phrases like Good, Outstanding, Wonderful, Nice to motivate my students. I used those phrases in their right task and wrote such words in their copy.

Likewise, T3 said:

Yes, I used motivational phrases to motivate my students. Using such words like Excellent, Good boy/ girl, well done is showing the high respect or honored them psychologically. They feel very better and show their high interest in learning. It is a kind of praising, so I always followed this strategy to motivate my students.

From the above interview excerpts, I came to know that in teaching learning activities motivational phrases like Very good, Excellent, Well done, Nice etc play the important role to motivate the students psychologically or very internally. Similarly, T1 said, " Yes, I used such motivational phrases to increased my students interest towards learning. In the same way, it has been realized that another teacher T2 was also in favor of using motivational phrases helps the learner to keep motivating in learning. In the same way, T3 also is in favor of T1 and T2. She said it is a kind of praise while they respected by such phrases, they feel better and show their high interest in learning.

) The Challenges Faced by the Teachers while Motivation Students

Creating better motivation all the time in English language as a complex task. It has been complex as the teachers have been facing much more difficulties due to heterogynous students in class, lack of resources and ignorance of guardians. This kind of problems cause stress to the teachers. Thomas (2008, p.35) assumes that when teachers feel too much emotional discomfort, frustration, anxiety, dissatisfaction and defeat when they are not managed appropriately in time. There will be a non- desirous impact on teaching activities. So, it is the real case in Nepalese context. All the teachers' expressed their views about the challenges and difficulties while creating motivation in ELT differently. For example T1 said:

In the classroom, there were different types of students with different ability, educational background and interest that always bring obstacles for creating motivation in my classroom. So, addressing those different types of students with different ways is really challenging.

One of the main problems in Nepalese context is over crowded number of students with different learning ability. Therefore, teachers are not able to deal individually and guide properly. Similarly, students have individual differences in their educational, social, psychological, emotional, and cultural background. Obviously, these kinds of diversity create challenges for creating better motivation in the classroom. Similarly, T2 said:

The challenges I faced in my in my classroom teaching is there is a lack of sufficient time, we cannot engage our all students in group work, pair work activities and also unable to provide proper feed back with inspiration.

Obviously, applying students' center methods or activities itself is time consuming. The teacher should follow the theoretical and teacher centered techniques for teaching because of their dizzy timetable and boring feeling about students' centered methods. It is true that doing all the students' centered activities with 45 minutes is difficult. Likewise, T3 argued:

The great challenges that every community school teacher have to face the Ignorance of parents to their children regarding their learning activities is a main problem for creating better motivation in the classroom. Parents are the first teacher and home is the first school of a child. So, parents should teach them at home but they do not sufficiently.

This excerpt adds, family environment plays prominent role to motivate or demotivate the learners' in learning. If family members of a child are educated, obviously they inspire the child for learning. Actually, families' educational, economical, cultural and social backgrounds directly affect the child in his learning. In Nepalese context most of the parents in rural areas think that their responsibility to their child is just to send the school. They do not discuss with the teachers regarding the learning achievements of their children in the school. This kind of ignorance creates the challenges for motivating the learners in classroom.

From the above responses of teachers, it has been found that teachers are in the favor of using motivational phrases in learning the language. It helps to enhance students' interest in learning. So, they give more emphasis on it in ELT class. The students show their participation in learning only if they are praised, admired and encouraged. Therefore, we can say that the praising strategy has positive effect in teaching learning activities.

In this way, based on the classroom observation and interview from the teachers, motivating the learners in learning is key concern to all the teachers. For that, teachers should be able to manage the classroom scientifically and understand the family background of the students as well as have the sound knowledge of different motivational strategies.

4.1.4 My Reflection from the Observation and Interview

Learning is impossible without motivation. For better language, learning teacher should arouse students' interest in learning. Motives make learning to be started, continued and completed successfully. To get success in one learning experience that motivates him/her to take part in to another task. Learning is joint process among the students, teachers and parents. Teachers have the key role to motivate students for learning in the classroom.

From the observation and interview with teachers, I came to identify that teachers created a pleasant, supportive atmosphere in the classroom by using student-centered activities, techniques, and methods they try to know their students very well and keep rapport between them and take out the best from them. For this, teachers should avoid creating intense competition among the students because it tends to produce anxiety, which can interfere the learning. Teacher should reduce the students' tendency to compare himself with another and stop to public criticism of students this can be strong demotivating factor. Therefore, teacher should provide freedom to express their feelings in classroom and behave them equally. From the observation and interview, I came to realize that the use of appropriate, concrete and understandable examples help students to understand what is being taught in the class.

From my personal understanding, I would like to argue that Students should be rewarded for their right responses and performance. Teacher should not only limit their students inside the classroom but also provide the chance to go outside, to show their performance, to make them more creative, eager and to fulfill their quest for learning. A teacher should help students to achieve their realistic goals. The focus should be continued in progress not on grading received by students. To make a class interesting, active participation of students in learning process essential. So, the teacher should encourage students' and involve them in active discussion. Teacher should strengthen students' self- motivation and made to feel that getting grade is in their hand. If better they perform, better will be their goals.

CHAPTER-FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter mainly deals with conclusion, recommendations. On the basis of analysis and interpretation of collected data, I have drawn conclusion and provided policy, practice and further research level recommendations here in this chapter.

5.1 Findings

The research was carried out to explore the motivational techniques used in teaching English at basic level. Moreover, it aimed to find out the responsibility of teacher to arouse the interest in the learners and challenge faced by them for creating better motivation in the classroom. The findings derived from the analysis and interpretations through the collected data are as follow:

-) Teachers as role model, they greet the students at first. Most of the teachers used greeting as a strategy to motivate the students. The teacher greeted their students with clear voice as soon as they enter the class to create the basic and initial motivation in the classroom. The teacher used respective terms to address the students that help to build a positive attitude towards the teacher and students. It is better to use students actual name to address them rather different pronunciation.
-) It was found that the teacher started their class with conversation like, *How are you? What's' up? Have you done your homework?* that helps to participate students in dialogue practice in the classroom. It keeps students interactive and active in class.
-) Similarly, the third finding was, the teacher reminded their previous lesson to aware their students and linked with their recent exercise that helps the learner to understand their lesson easily.
-) Likewise, teachers promote the low cost and no cost materials like *white board, book, bag, Tiffin box, geometry book* in learning activities, which

were easily available in their classroom and helps to make their content more relevant, easy and effective. Teaching material helps to avoid the students monotonous and anxiety. It helps the teacher as well as students to make their learning enjoyable, live and long lasting. It also helps to make learning purposeful and improve the quality of education as well.

-) In the same way, the teacher used different motivational phrases like *Excellent, Well done, very good, good boy/ girl* to appreciate their performance and achievement that makes them happy and keep them motivated in learning activities. It helps to enhance the learner interest in learning. To blaming or insulting had negative impact in learning. So, through the praising strategies like admire and encourage the teacher can bring the positive thinking and increase the student participation in learning. This strategy has a positive effect in teaching learning activities. Therefore, the teachers give more emphasis on it in ELT class.
-) It was found that feedback helps to identify the students what they are doing well and what they are required to improve. During the classroom observation, the teacher used circling and underlying techniques that helps students to familiar with their weakness and correcting themselves. It helps to develop the students' awareness. It encourages students to work hard and what they need to focus on.
-) From the observation, I found that students working in-group or together provide more speaking and learning time that helps them to build a good relationship with their friends and develop their collaborative effort. These techniques also help the learners to develop the habit of using such activities in their real life communication as well.
-) During the classroom observation, rewarding the students' achievement is another strategy to motivate the students. In the class, the teacher involved their students in different language games like vocabulary. At the end of the game, the teacher announced the name of winner group, thanked them and told other students to give them a big clap as a

rewards. Here the teacher appreciates their students' achievement through big clap that makes the learner happy and provides feeling of success that keeps the learner internally motivated and heighten the learner interest in further learning activities.

) In the same way of classroom observation, the teachers expressed their view on motivation, maintaining and protecting the motivation throughout whole period is really a complex task for teachers and they also suggested that to maintaining the motivation in whole period the teacher should create the learner autonomy environment , the role of teacher should be minimized and the role of students should be maximized, Different Students centered task should conducted, give more focus on students talking time that helps to make classroom interactive and communicative.

) It was found that in teaching learning activities, to make a learner any time active is really a difficult task. Sometime students get boring, so the teacher should aware of this situation, to make learner more excited in learning teachers were followed these different strategies, like role-play, that engage the learner in their task, vocabulary game, letter ending game, that helps the learner to develop their vocabulary power. It also helps the students to pronounce the word correctly. Singing a song that makes the classroom interesting and some students get chance to show their internal talent as well. This strategy helps to reduce the monotonous environment and makes the students happy.

) Throughout the observation, it has found that while the teacher motivating their students they face some challenge like lack o sufficient time, lack of resources, ignorance of guardians, large class size in their teaching English language classroom.

5.2 Conclusion

Motivation is a buzzword in educational area to foster effective and meaningful learning. A good teacher must have the knowledge and practice of various motivational strategies to motivate learners in the classroom like Pair work, group work, use of materials, verbal and non-verbal supports to the student and teachers caring attitude work well in order to motivate the students.

After the interpretation and analysis of the data, I came to conclude that the basic level teachers could understand the great value of motivational strategy for better teaching and apply it in the real classroom activities. To motivate the students in the classroom, at first the teachers should be motivated themselves for their better teaching. This study shows that activities like pair work, group work, role-play, vocabulary games, apparition and rewards are some important techniques to engage the learners in learning process. Teacher also can arouse the interest of learners by using relevant teaching materials, making learning enjoyable and stimulating, creating learner autonomy, providing motivational feedback and offering rewards in the classroom. Student center activities are essential for activating the learners; teachers play the crucial roles such as facilitator, helper, and resource person and situation creator.

It has been concluded that almost all of the teachers are in the favor of motivational strategy in order to enhance the learning. There are so many challenges in its implementations. The challenges in creating better motivation can be removed from the joint effort of teachers, principles, parents, policy makers and over all stakeholders. This finding of the study motivates me to use such motivational techniques in English language classroom to make learning more effective and efficient in my self-teaching careers.

5.3 Recommendations

Based on the major findings and conclusion of the study, I would like to point out some recommendations.

5.3.1 Policy Level

This is the highest level of implementations. If there is good policy and provision from the concerned authority, the entire educational system can be improved. Some of the policy level recommendations are:

-) From the observation, I came to see that classes were low resourced in case of materials. In the absence of materials, teachers face difficulty to motivate the students so the materials should be provided to the schools to motivate the students.
-) The finding of this study shows that, blaming or insulting the students had negative impact in their learning so, the teacher should follow praising, appreciating, inspirational feedback strategies to motivate and support their students in learning. Moreover, the teachers also give value to their students' creation, performance and achievement.
-) The observation shows that, motivation strategies like group work/ pair work, engaged the students in discussion practice. It helps to develop the students' communicative skills and good rapport among them. So, the teacher should have the knowledge of such strategies and implement it in their real-classroom teaching.
-) Despite of the challenges to use motivational techniques, many teachers used these techniques but could not implement very effectively. So, English language teachers should be given training about the ways to overcome the problem while using motivational techniques.

5.3.2 Practice Level

This is the practical level of recommendations. It is the main process to concertize the idea in practical field of formal education. Motivate the students to study English education or to learn English language, there should be effective teaching and learning practices and implemented it inside the classroom that was given below:

-) The finding of this study shows that teacher focused more on content delivery rather than encouraging students in learning. So, orientation should be given to the teachers by means of professional development activities in order to help them, select the ways to encourage and motivate the students.
-) The teachers should be encouraged to implement many strategies as possible in their classroom that makes their teaching learning effective and sustainability.
-) Instead of insulting, teacher should focus on praising and appreciating the students that brings positive thinking in their learning.
-) The teacher should follow the students centered techniques and provide them a chance to involve in group/pair work discussion to enhance their communicative skills and to build good rapport among them.

5.3.3 Further Research

A single research could not explore all the issues found in this area. It may have some limitations as well. However, it has pointed out some relevant areas for the further study. Such recommendations presented here below:

-) This study will be very useful to other researchers who want to study on the different dimensions of motivation like extrinsic motivation, intrinsic motivation, motivational strategies and its use in learning.

-) This study explored the use of various techniques for motivating the basic level students in ELT class.
-) This research is based on basic level education teachers and students, so further research can be higher-level education because the psychological and motivation of the students are directly affected by their age and level of education.
-) This study can also be beneficial for all who want to study in the related field and subject.

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APPENDIX- I

CLASSROOM OBSERVATION FORM

S.N	Motivational Techniques	Purpose of Use	Topic	Activity	Other details
1	Group work/ pair work	To develop communicative skills	"Family and Relation"	The teacher divided the students in four group and involved them in discussion.	
2	Praising the students	To bring positive and supportive environment in learning	"Brave Lady"	The teachers used such praising phrase like well-done, excellent, very good, etc for their better performance.	
3	Use of Teaching Materials	To make content more realistic and relevant	"Junk food"	The teacher used locally available materials like white board, duster, tiffin box, scale etc.	
4	Rewarding the Students	To rewards the students' performance.	" Letter ending game"	The teacher used big clap as a rewards for winner group.	
5	Providing Feedback	To correct the students erroneousess and motivate	"Grammar reading"	The teacher told the students to put these words in correct alphabetical order; Wealthy, sickle epic, lyrical, escape	

APPENDIX- II
INTERVIEW GUIDELINES

-) Task to motivation
-) Role of motivation in learning
-) Ways of arousing the students motivation
-) Importance of motivation
-) Reasons to motivation and not to motivate
-) Activities given to students
-) Assigning work in group
-) Challenges faced by teacher to create better motivation in classroom

APPENDIX- III

INTERVIEW SCHEDULE FOR THE TEACHERS

i) What are the possible ways of arousing the students motivation that used in your classroom?

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ii) Have you ever punish your students in the classroom?

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iii) In your perception what is the role of motivation in learning?

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iv) Have you ever used motivational phrases in your classroom teaching?

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v) To motivate your students what kind of challenges do you face in your classroom?

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Appendix-II

Interview schedule for the teachers: 11

- i) What are the possible ways of arousing the students motivation that used in your classroom?

There are so many ways of arousing the students interest that I used in the classroom. Some of them are greeting the students with very smiling face & clear voice. Creating supportive & friendly environment, addressing the students with their name, cracking joke, providing different tasks in group, using relevant teaching materials in the classroom & so on.

- ii) Have you ever punish your students in the classroom?

Yes, some time I punished my students because all the students are not same in level or behaviour. With out punishment, some students did not complete their regular activities. Therefore, for this type of students I used punishment.

- iii) In your perception what is the role of motivation in learning?

In my experience, role of motivation is most important in learning. With out motivation, we cannot get our goal. It is an internal drive, which helps the students to achieve their goal. If we motivate the students, our teaching learning will be very effective.

- iv) Have you ever used motivational phrases in your classroom teaching?

Yes, I used different motivational phrases like Excellent, Good job, Well done, to motivate my students in learning. Students feel happy and increased their interest in learning while they were respected from such phrases.

- v) To motivate your students what kind of challenges do you face in your classroom?

In the classroom, there were different types of students with different ability, educational background and interest that always brings obstacle for creating motivation in my classroom. So, addressing these different types of students with different ways is really challenging.

Appendix-II

Interview schedule for the teachers

I2

- i) What are the possible ways of arousing the students motivation that used in your classroom?

To arouse the interest of my student towards learning, I usually do role play, some time I used to play vocabulary (puzzle) game, letter ending game and said jokes and sometimes sing a song as well.

- ii) Have you ever punish your students in the classroom?

I rarely punished my student in classroom not all student are same, someone to make them progressive and energetic, situation makes me to compel to punish them, otherwise, my intention is not to punish my student.

- iii) In your perception what is the role of motivation in learning?

In my experience motivation play a vital role in every field not only academic field. It help to energize the people in their task. It brings positive change in people's life & highly motivated people get high success. Same as it play equal role in teaching learning as well.

- iv) Have you ever used motivational phrases in your classroom teaching?

Yes, I also used such phrases like good, outstanding, wonderful, due to motivate my student. I used these phrases in their right task & write such words in their copy.

- v) To motivate your students what kind of challenges do you face in your classroom?

The challenges I faced in my classroom teaching is there is a lack of sufficient time, we cannot engage our all student in group work, pair work activities & also unable to provide proper feed back with inspiration.

Appendix-II

Interview schedule for the teachers T₃

- i) What are the possible ways of arousing the students motivation that used in your classroom?

Generally, I manage the learners interest by offering rewards and grades in a motivating manner, providing motivational feedback increasing their self confidence, activating themselves in learning, making stimulating and enjoyable and providing a chance to perform themselves.

- ii) Have you ever punish your students in the classroom?

Yes, sometime I used to punish my students. In my opinion not always the appreciation and praising techniques did work so sometimes some careless students were activated by punishment to bring them in positive way. I used punishment strategies.....

- iii) In your perception what is the role of motivation in learning?

In my opinion, motivation plays very pivotal role in learning. It inspires the learners in learning. It helps the teacher as well as students to make the teaching efficient and purposeful. In this sense, motivation plays an important role in learning.

- iv) Have you ever used motivational phrases in your classroom teaching?

Yes, I used motivational phrases to motivate my students using such words like Excellent Good boy/girl, well done, is showing the high respect or honored them psychologically they feel very better and show their high interest in learning. It is a kind of praising, so I always followed this strategy to motivate my students.

- v) To motivate your students what kind of challenges do you face in your classroom?

The great challenges that every community school teacher have to face the ignorance of parents to their children regarding their learning activities is a main problem for creating better motivation in the classroom. Parents are the first teacher and home is the first school of a child so parents should teach them at home but they do not sufficiently.

APPENDIX - IV

classmate

Date _____
Page _____

Field note:-

Name of Teacher: T1

Date: 18-04-2019

Name of school: Jansewa H.S. School

Period: 2nd

Teaching Item: Reading

Class: Four (4)

Subject: English

It was July 15, 2019 at 11:00 the first day of my classroom observation in class Four. We together (I and myself) entered in to the classroom. The students greeted us by saying 'Good morning mam, welcome in our classroom. The teacher introduces me with the students. Then I sat on the last bench and started to observe the class. At very first the teacher shows noodles, biscuits, cheese ball etc which was brought by the students for their tiffin, and questioned them what is this? Then students replied to her like; this is noodles mam, This is biscuits mam etc. Then after she wrote their teaching topic 'junk food' on the board and briefly defines it. She tries to define their teaching topic through examples. It is very effective and appropriate strategies for basic level students.

APPENDIX - IV

classmate

Date _____

Page _____

Field note:

Name of Teacher : T2

Date: 19-04-2019

Name of school : Janjwoti Secondary School

Period: 3rd

Teaching Item: Reading & Writing

Class: Six (6)

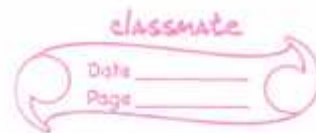
Subject: English

It was in 01 July 2019, T2 entered in to the class six at 12:05 pm. She wrote date and teaching topic on the board at first. Then the students greeted her by saying good morning mam and she greeted to their students with clear voice and reminded their students about their previous homework. The student show their homework & she started to check the their copy of handwriting. While the teacher checking their students copy, she used some motivating word or phrases like very good, excellent, well done to praise & appreciate those who had good handwriting. She wrote such words in students copy to keep them motivating in learning. She again told to write one page next day those students who had need to improve the handwriting. Then the teacher started to teach their topic

and asked randomly to read the text. When students were reading the text the teacher helped them in their difficulties and students who were excellent in reading, to motivate or praise their excellency the teacher told them good boy/girl, genius student, very good, well done thank you etc.

APPENDIX - IV

Field note :-



Name of teacher: 93

Date: 17-04-2019

Name of school: Mangal H.S school

Period: 4th

Teaching Item: listening & speaking

Class: Eight

Subject: English

It was 17th July 2019; I observed the class of 93. We entered (Class teacher & me) into the class eight. Students greeted us by saying 'good morning' mam' then we also replied 'good morning one' and thanked them for their warm welcome. At first the teacher wrote date and their teaching topic (shape and size) on top of the board. Then the teacher introduced their topic by saying 'today we are going to read the different shape & size of the different picture or thing. The teacher make some figure on the board and named their those figure to clarify their content. Then she define their topic and make clear concept about their topic, then encouraged them to identify the shape of object like white board, book, geometry box, tiffin box, etc