

CHAPTER ONE

INTRODUCTION

This study is on **Motivation Techniques Used by English Language Teachers**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teaching is the systematic process which facilitates students' learning. It is not only the transfer of knowledge, it is also provides them exposure in terms of their interests, needs as well as level for promoting their learning. The teachers need to consider different aspects including the motivation in the classroom for meaningful teaching learning activities. Moreover, motivation is an important and essential component for learning which plays crucial role in the classroom.

Regarding motivation, Gardner (1985, p.11) says, “Motivation is a combination of effort plus a desire to achieve the goal of language learning plus favorable attitudes towards learning the language”. Motivation is the most important factor that helps to improve learning. So, motivation directs learners in right way to achieve the learning goal. It makes learners active for learning and also provides incentives for better learning. Therefore, student motivation is an essential element that is necessary for quality education. Similarly, Palmer (2007) views that motivation is optimized when students are exposed to a large number of the motivating experiences and variables on a regular basis. That is, students ideally should have any sources of motivation in their learning experience in each class.

Motivation plays vital role in language learning due to its support for learners. It is such a force that energizes behavior and directs towards a goal. Kelly (1946) opines that motivation is the central factor in the effective management of the process of learning. It refers that motivation is an important and essential factor in learning language. Motivation is not always directly observable. It is inferred and used to

explain behavior. It creates curiosity for learning. That's why, it has a great role in teaching learning activities. So, learners need to be well motivated to make learning effective and successful.

Similarly, motivation is closely related to psychology of the learners. Williams and Burden (1997, p.120) say, "Motivation as a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and for physical effort so that the person can achieve some previously set goal." It refers that motivation is a psychological factor which affects learning. According to Lock (1996, p. 117), "Motivation provides the primary force to initiate learning English language and later the driving force to sustain the long and often tedious learning process". So, it keeps learners interested for learning new things. Similarly, Harmer (1991, p. 91) states, "Motivation is some kind of internal drive which pushes someone to do something in order to achieve something". Therefore, motivation is the internal force that arouses the interests of the students for learning.

In the same way, Gardner and Lambert (1972) argue that motivation in education can have several affects on how students learn and they behave effectively towards different subjects. It leads to increased effort and energy, enhances cognitive process, increases persistence in learning activities, and leads to improve. In the same way, Ryan and Deci (2000, p. 68) say, "To be motivated means to progress or to be in motion to do something". It keeps the learners in motion to do work and also helps to be active. It is the most important factor for successful teaching and learning. Simply, motivation deals with the behaviors. If the learners are motivated they can achieve the goals of learning easily.

English language is learnt as foreign language in our context. It is not easy task to motivate the learners for learning English. The learners face various difficulties in EFL context. The English is considered as compulsory subject up to Bachelor level. In this regard, motivation techniques facilitate the teachers to accomplish the teaching learning objectives. So, the teachers must be conscious about the interests, attitude, and the capacity of the students to create motivation inside the classroom. The learning cannot take place properly without knowing the need and interests of the

learners. I selected this issue to explore the motivation techniques used by teachers' teaching in Bachelor level English language teachers.

1.2 Statement of the Problem

Teaching English as Foreign Language (EFL) and English as Second Language (ESL) context can be challenging job because of the lack of authentic materials, enough exposure, qualified human resources, low use of information technology, and other management related factors. In this context, teaching learning activities cannot take place in meaningful way in the absence of the appropriate exposure and motivation.

The teachers need to have the adequate knowledge of the motivational techniques to overcome the challenges that occur in the classroom related to the students' motivation for learning. The learners learning influenced by the internal and external factors and teachers need to address the learners' needs and interests for real and contextual learning.

Furthermore, it is a bit difficult to arouse the interest and motivation in the learners in EFL and ESL context for learning. There are different motivational techniques adopted by the teachers to motivate the learners for achieving the learning goals. The main issue for teachers is to arouse the interests in the part of students for learning English language. Generally, the learners learning English in Nepalese context may not be highly motivated intrinsically because they may be less interested to learn English from their school level due to only one English subject is taught as compulsory subject to get exposure. The teachers need to play the crucial role for motivating the English language learners in EFL context.

There are many studies conducted about motivation techniques used by English language teachers to motivate the students up to secondary level. Not any researches have looked into the techniques that teachers use to motivate students in Bachelor level. This study aims to fill the gap by looking into the techniques that are used to motivate students and challenges faced by the teachers. So, this research provided the motivational techniques used to motivate the students particularly in Bachelor level. Similarly, it is necessary to investigate the motivational techniques to create the

motivation in students because there is inevitable importance of motivational techniques to make the learners ready for learning foreign language.

In Bachelor level, Tribhuvan University offers English as compulsory subject. So, it is obligation for students to learn English. In this context, the teachers are more responsible to create the learning environment for learners. As a researcher, I want to investigate the motivation techniques used by the teachers teaching English in Bachelor level and their challenges to motivate those learners.

1.3 Objectives of the Study

The following were the objectives this study:

- (i) To explore the motivation techniques used by teachers teaching English in . Bachelor level,
- (ii) To investigate the challenges faced by the English teachers to motivate the Students' in the classroom,
- (iii) To suggest some pedagogical implications.

1.4 Research Questions

This study was guided by the following research questions:

- (i) What are the motivation techniques used by English language Teachers in Bachelor level?
- (ii) Which motivational techniques are frequently used?
- (iii) What are the challenges faced by the teachers to create motivation in the classroom?

1.5 Significance of the Study

This study is significant to the teachers since they can be familiar with the motivation techniques used to teach Bachelor level learners. Motivation is one of the important factors for learning. The research equally contributes the learners for their active involvement in the teaching learning activities. The findings of this study can help teachers to motivate their students in the classroom. The parents can be informed about the motivation techniques used to teach their children which helps them to know the ways to motivate them.

Similarly, this study provides base for curriculum designers to design the curriculum by considering those motivation techniques. Likewise, it is significant for those who want to conduct further research on motivation techniques. The study also provides insights for all the stakeholders who are involved in teaching learning activities in Bachelor level. Along with this, the research is helpful for the novice teachers and teacher trainers to know more about the motivational techniques.

Moreover, motivation plays inevitable role for meaningful learning. So, this study is more significant for teachers by providing insights about the ways to arouse the interests of the students.

1.6 Delimitations of the Study

This research study was limited to Bachelor level colleges of Kathmandu valley. Similarly, this research study was limited to non-random purposive sampling procedure to select samples, and questionnaire and classroom observation checklist for data collection. This research was limited to explore the motivation techniques in Bachelor level and challenges that occur in the classroom.

1.7 Operational Definition of the Key Terms

The key terms of this study were defined given below:

Motivation – It refers to the internal drive that encourages somebody to perform certain actions in particular situation

Motivation Techniques – The activities adopted to draw the attention of students for learning in the classroom such as make content relevant, establish good rapport with the students, and make learning real etc.

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

Extrinsic Motivation – Extrinsic motivation refers to the motivation that comes from outside of an individual because of some factors such as rewards and grade.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

The review of literature provides the clear ideas about the real concepts to be included in the study. It helps to explore new ideas from existing theories and findings. The researcher gets core ideas to carry out the research in systematic way. The theoretical literature that I reviewed is given below.

2.1.1 Motivation

Motivation is closely related to learning achievement. It helps to promote interests of the learners. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2001). It refers that motivation is internal power within an individual that support to achieve the learning goals.

Regarding the motivation, Dorney (2010) says;

It is intended to explain nothing less than the reasons for human behavior.

Because of this ambitious aim, there is no general consensus on the definition of the notion, although most motivation researchers would agree that it concerns the direction and magnitude of human behavior, i.e. the choice of a particular action, the persistence with it and the effort expended on it.

In classroom, motivation is very essential to make learners active and more interested to be participated in learning activities. Teachers apply various strategies for students' motivation. It helps to make learning easier, faster and long lasting. In the similar way, Williams and Burden (1997) say that motivation is a state of cognitive arousal which

there is 'sustained intellectual and physical effort' so that the person can achieve some previously set goals.

Moreover, motivation is an inevitable aspect for learning. Due to motivation students do any task and achieve the goal. It increases speed of work and a person is doing everything to achieve goals. Motivation increases the performance of learning. It provides energy and learner achieves the task because she/he has a direction and performance of learner is increased. In educational sector, the level of motivation affects on students' success. So, Brown (2001) views that motivation is a factor of high or low of the goal. It refers that, highly motivated learners learn better and get success easily in comparison to less motivated learners.

Teachers motivate the students and achieve learning goals with the help of motivation. It is helpful for reaching the objective for teachers. The underlying concept of motivation is some driving force within individuals by which they attempt to achieve specific goals in order to fulfill some needs or expectations.

2.1.2 Types of Motivation

Motivation is very essential in language learning. It facilitates learning by engaging learners actively in learning activities. It makes learning long lasting and meaningful. Both intrinsic and extrinsic motivations are needed for language learning. There are different types of motivation discussed by scholars. They are discussed as follows:

2.1.2.1 Integrative and Instrumental Motivation

There are different types of motivations propounded by scholars. Among them, Gardner and Lambert (1972) divided motivation into two types. They are: integrative and instrumental motivation, whereby the former is defined as learning the language out of interest in or desire to identify with the culture of the target language, while the latter is defined as learning the language in order to achieve practical goals. Gardner places more emphasis on integrative motivation as the stronger driving force and an essential component of long-term success for learners in a formal setting to pursue a second language. Brown (2001), however, says that there is no clear distinction

between integrative and instrumental motivation and that they are not mutually exclusive but rather a combination of both. Cook (1995) believes that the integrative and instrumental motivation suggested are useful and effective factors for second language learning. Similarly, Ellis (1994, p. 23) puts, "The best and the perfect motivation is the integrative motivation". He states that integrative motivation is more competent and well organized.

2.1.2.2 Intrinsic and Extrinsic Motivation

Intrinsic motivation is one for which there is no apparent reward except the activity itself (Coon and Mitterer, 2011). Intrinsic motivation is where learners engage in an activity for their own sake and not reap any particular rewards, but rather for feeling of joy, pleasure, satisfaction or self-competence. Both intrinsic and extrinsic motivation have equal role in language learning. According to Harmer (1991, p. 85), "Intrinsic motivation comes from within the individual". The learners might be ready to learn themselves internally through learning process. Similarly, Coon and Mitterer (2010) view that intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials. Similarly, extrinsic motivation refers to behavior that is driven external rewards such as money, fame, grades and praises. In this way, it can be said that both intrinsic and extrinsic motivations play equal role in language learning because they help to make the learners ready to do any task in the classroom. While thinking about motivation we often try to locate its source whether it is internal to the person or external to him or her. Undertaking a given task may be motivated by promise of a prize or some other kind of gain which is external to the task. Thus, the task is instrumental in receiving or gaining access to the external reward. In all such situations the locus of control is external to the person who is asked to undertake the activity. Such situations characterize the kind of motivation which is extrinsic. On the other hand, we have situations in which the source of motivation lies inside the task. In such cases we work because the task itself is interesting and does not require any external source of motivation. Here, the task is not instrumental in obtaining any external reward. The locus of control is inside the person. Person's involvement in the

task is spontaneous and the task itself acts as its own reward. This situation represents intrinsic motivation such as a child's play, reading an interesting novel, writing a poem or a story.

It has been found that intrinsic motivation leads to high quality of work, meeting challenges, and pursuit of excellence. In fact attachment with outcome often distracts the process or activity. 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. In the modern life extrinsic rewards are being emphasized more and more and everything is becoming contractual. The exchange relationships are becoming central. This situation is creating many problems in personal and social lives of the people. It is therefore important to plan activities and organize relationships in such a manner that the task remains in the center of interest.

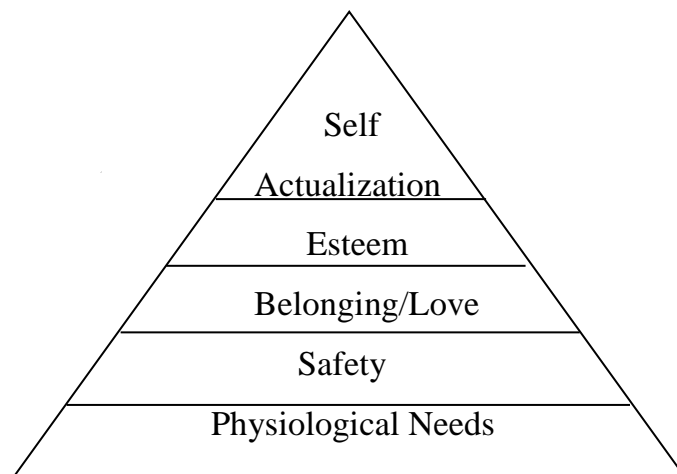
Furthermore, intrinsic motivation is related to psychological rewards such as the opportunity to use one's ability. A sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Psychological rewards are those that can usually be determined by the actions and behavior of the individual managers. Intrinsic motivators are concerned with the quality of work life, are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside. Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. These are what need to be done to or for people to motivate them. They are often determined at the organizational level and may be largely outside the control of the individual managers. Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long

2.1.3 Theories of Motivation

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

2.1.3.1 Maslow's Hierarchy of Need

Motivational theories help to study human behavior. The psychologists have given different bases to study human behavior. In this regard, Maslow (1943, p.62) propounded a hierarchy of needs that progresses from the lowest, subsistence level needs to the highest level of self-awareness and actualization. Once each level has been met, the theory is that an individual will be motivated by and strive to progress to satisfy the next higher level of need. The five levels in Maslow's hierarchy are physical needs, safety needs, belonging needs, esteem needs and self-actualization needs. In this theory, one has to be satisfied with his psychological needs such as food, basic wage, sex before he motivated to safety need. This theory suggests that student's requirements need to be recognized by the teachers and fulfilled step by step. According to this theory, the teachers need to be aware about basic needs of the students and then go for other higher level of needs. So, the learning also happens bit by bit and simple to complex. Abraham Maslow's hierarchy of need theory can be presented as below.



Source: (Maslow, 1943, p. 62)

Abraham Maslow, who was a humanistic psychologist, argued that needs are arranged in a ladder-like steps. He proposed a rising order of needs from the level of physiological to self-transcendence. The order of needs starts from basic survival or lower order needs to higher order needs. As one level of need is satisfied another

higher order need will emerge and assume importance in life. Different needs presented in above mentioned table are described as below.

Physiological needs

The most potent and lowest level of all the needs are physiological needs. Thus the needs of hunger, thirst, sex, temperature regulation and rest occupy the lowest step in the ladder. According to Maslow, when these physiological needs are deprived for a long period, all other needs fail to appear. We must eat to live. The bio-chemical processes which sustain life get their energy and chemical substances from food. Food deprivation results in contractions in the stomach which are felt by the individual as hunger pangs. When this happens, the individual spends energy in trying to get food. Factors like habits and social customs also influence eating behavior. We can go without food for weeks but we cannot live without water for more than a few days. The brain directs the organism to obtain water. Sex need differs in many respects from hunger and thirst. Sex is not vital to the survival of the organism but is essential to the survival of the species

Safety needs

When the physiological needs are satisfied safety needs become the dominant force in life. Safety needs are mainly concerned with maintaining order and security, to feel secure, safe and out of danger.

Love and Belongingness needs

These are the needs of making intimate relationship with other members of the society. People want to become an accepted member of an organized group, need a familiar environment such as family. These needs are dependent on the fulfilment and satisfaction of physiological and safety needs.

The Esteem needs

Esteem needs are divided into two categories. They are:

1. Needs related to respect from others like reputation, social success and fame.

The need of self-evaluation occurs in those persons who are comfortably situated and satisfied with the fulfillment of lower order needs. For example, a competent professional who has established a high reputation and does not have to worry about getting a job, may become quite choosy about what type of work he/she would accept.

2. Self-esteem, self-respect and self-regard.

The other type of esteem needs include need to achieve, to be competent, to gain approval and to get recognition. The need to feel superior to others also falls under this category. For fulfilling this, a person may buy good quality and costly clothes.

Self-actualization

Self-actualization refers to the desire to utilize one's personal capacities, to develop one's potentialities to the fullest and to engage in activities for which one is well suited. One should realize and be satisfied that he or she has achieved what one is capable of. Self-actualization is possible only when the needs of a person are met to the degree that they neither distract nor consume all available energy. When the person succeeds in satisfying his/her lower order needs, only then he can act upon his/her higher order needs. This is the highest level of need where a person becomes conscious of broader reality. He transcends the boundaries of self and attends to the needs of collectivity and society. At this level one becomes aware of the entire humanity. At this level spiritual concerns become very important.

In this hierarchy it is assumed that the lower order needs dominate people's lives until that level is fairly satisfied; then comes the next one and so on. However, Maslow explains that every individual does not follow this hierarchy step by step; exceptions do arise. An individual sometimes risks his life to save someone or to save a valued object by defying his own safety needs. There are certain examples in Indian history when women sacrificed their lives to save their honor. There have been freedom fighters who starved themselves to death fighting for the cause of the freedom of the country. Here the higher order needs superseded the hunger and thirst needs. Sometimes individual rejects love, family, friends, etc. by committing suicide, thus defying the needs of love and sense of belongingness.

It may be noted that the hierarchy, however, does not imply that lower order needs become dormant once they are satisfied and the higher order needs become active.

2.1.3.2 McClelland's Acquired Needs Theory

This theory was developed by David McClelland in 1985 (as cited in Auduji and Ankeli, 2013, p.3). According to this theory, needs are acquired throughout life. That is needs are not innate, but are learned or developed as a result of one's life experience. This theory focuses on three types of needs they are need for achievement, need for affiliation and need for power. Here, need for achievement emphasizes the desires for success, for mastering tasks and maintaining goals. Similarly, need for affiliation focuses on the desire for relationships and associations with others. Need for power relates to the desire for responsibility for, control of and authority over others.

This theory focused on the relationship between hunger needs and the extent to which imagery of food dominated thought processes and identified four main arousal-based, and socially developed, motives. They are: the Achievement motive, the Power motive, the Affiliate motive and the Avoidance motive. The relative intensity of these is dependent on the individual and it also varies between different occupations. With the perception that managers are higher in achievement than affiliation, McClelland saw the achievement need as the most significant for the success and growth of any nation. The extent of achievement motivation varies between individual. Two categories of achievers were identified. They are:

1. People with high achievement motivation

This category of people are normally challenged by opportunities and work hard towards a goal. Money is not an incentive to high achievement motivated people but rather as a feedback on their performance. With this motive they tend not to stay for longer period in organizations that do not pay them well for good performance. Money in this context may seem to be important to them but value it as a symbol of successful task performance and goal achievement.

2. People with low achievement motivation

This category of people do not care much and have little urge for achievement. These people value money more as an incentive for performance. McClelland (1988) further suggested that effective managers need to be successful leaders and to influence other people. They should possess a high need for power and score high on inhibition. The power in this context is directed to the organization and concern for group goals and is being exercised on behalf of other people.

2.1.3.3 Equity Theory

This theory was propounded by J. Stacy Adam, in 1963 (as cited in Hussein, Hatfield and Miles 1987, p.222). Adams Equity theory is also known as the equity theory of motivation. Equity theory is based on the idea that individuals are motivated by fairness. Equity theory states that if individuals are motivated by fairness equity between them and peer, they will adjust the work they do not make the situation fear their eyes. The higher an individual's perception of equity the more motivated they will be. If someone perceives an unfair environment they will be demotivated. Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. It proposes that individuals who perceive themselves either under rewarded or over rewarded will experience distress and that distress leads to effort to restore equity within the relationship. People believe that the ratio of input to outcomes should be equal to all individuals working in the same environment. Thus, if one feels he is underpaid, he would be demotivated and would reduce his work effort. Equity theory.

2.1.3.4 Theory X and Theory Y

Theory X and Theory Y are theories of human motivation and management. They were developed by Douglas McGregor during 1960s. These two theories describe contrasting model of workforce motivation. According to the models the two opposing sets of general assumptions of how workers are motivated from the basis for two

different management styles. Here, theory X stresses the importance of strict supervision, external rewards and penalties while theory Y highlights the motivating role of job satisfaction and encourages workers to do task without direct supervision. Moreover, Theory X style believes that the employees work for a sustainable income. In this theory, there are two opposing views: theory X the hard approach and the theory Y soft approach. The hard approach depends on close supervision and punishment. The soft approach is the literal opposite it is less strictly regulated rules.

On the other hand, Theory Y believes that people in the workforce are internally motivated enjoy their labor in the company and work to better themselves without a direct reward in return. Theory Y adds more of a democratic and feels free in the workforce allowing the employee to design, construct their works. Here, Theory X emphasized on direct supervision in activities while Theory Y says there is not necessity of direct supervision in the activities because the people do their work in democratic environment.

This theory constructed a philosophy based on differing managerial practice and presented a sharp contrast between two different sets of managerial assumptions about people and identified them as theory X and theory Y which satisfaction is derived from the accomplishment of the task and not from recognition from others.

Individuals have a clear and unambiguous feedback on how they perform. Feedback should be within reasonable time to enable individual to assess them to determine success or failure in their accomplishment of goals from which they derive satisfaction from. They always seek moderately challenging tasks and tend to be moving on always to more challenging things. There is a constant search for variety and for information to find new ways of doing things. These make them restless and avoid routine, and also tend to travel more.

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2.1.4 Challenges Faced by Teachers in English as Foreign Language Classroom

Teaching English in English as Foreign Language (EFL) classroom can be great challenge for the English teachers due to different factors including motivation related factor. The students in EFL classrooms lack motivation to learn English. EFL classrooms are not easy to handle and sometimes it becomes to cope with the challenges. The learners' negative attitude toward English poses a great barrier for effective teaching and learning. Regarding the EFL classroom Subramanian (1985) says that the mistake is in educational system itself as the teachers target is to prepare his students' for the examination and not to make them skilled in the use of the language they are learning. Therefore, students try to get the required grade and they have no internal motivation to learn English for other purposes and they move to higher grades with different levels of knowledge and even inadequate knowledge.

Furthermore, various challenges may occur in EFL classroom; such as limited classroom language opportunity for learners to practice the language, lack of resources, limited class time, difference in pedagogy and lack of guidance and support. Similarly, students become overly dependent on the teacher and they use mother tongue in the classroom. The teachers face challenge related to materials, techniques, evaluation and so on. Edge (1996, p.18) points out that it seems necessary that rather than relying on expertise, methodology, and materials and dispensed by Western ESL countries, EFL countries should strive to develop language teaching methods that take into account the political, economic, social and cultural factors and most important of all, the EFL situations in their countries. It refers that the teachers in EFL classroom face various challenges. The students may not be intrinsically motivated. The teacher need to motivate the students. The teachers adopt different techniques to arouse interests of the students and to create conducive learning environment in the classroom.

2.1.5 Motivation and Language Learning

Motivation and learning are closely related terms in the field of education. Motivation plays vital role for successful learning. It helps to arouse the interests of the students in the classroom. It is taken as a key ingredient in learning process. The learners who are motivated can learn better in comparison to those who are not motivated or less motivated learners.

The teachers teaching second language adopt several strategies in the language classroom for effective and successful teaching learning activities. It also helps to achieve predetermined learning goals. Motivation makes the learners ready for learning language. Therefore, teachers use different motivational techniques to motivate the learners. In this respect, Gardner (1985) says;

Motivation to learn a second language is not a simple construct. It cannot be measured by one scale; perhaps the whole range of motivation cannot be assessed by even three or four scales. It definitely cannot be assessed by merely

asking individuals to give reasons for why they think learning a language is important to them.

The learners participate actively in classroom activities if they are motivated by different internal and external factors. Teachers' personality, teaching techniques and motivational strategies directly affect in learning. It helps to increase the rate of learning. Likewise, successful learning depends on students' motivation. The term motivation is not only important for learners but also equally important for teachers for teaching learning activities. The teachers need to be well motivated towards classroom activities.

Thus, motivation plays very pivotal role for second language learning. The teachers need to motivate the learners to arouse interest for meaningful, effective and successful learning in the classroom. Similarly, students' achievement is affected by the role of motivation. Motivation is one of the important aspects. So, teachers need to consider the level, needs and interests of the students, well management of the classroom, and several motivational strategies to make learners ready for doing classroom activities arouse the interests of the students.

2.1.6 Importance of Motivation

The learning cannot take place properly without students' motivation. In this way, motivation is a source to move the person to the task. Harmer (1991) says that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something. So, motivation motivates the person to reach the goal.

Similarly, motivation is a term which is often used with respect to second language learning as a simple explanation of achievement, as in the statement, 'if the students are motivated to learn the language, they will' (Maslow, 1943, p.11). It is helpful for reaching the objectives for teachers which influences the teaching learning process and the teachers adopt it for successful and meaningful teaching. Motivation of the teacher develops the interests of the students in learning. Before teaching any topic teacher motivates the students. Motivation is equally important for teachers as well as students in the classroom.

In the field of second and foreign language learning, motivation is one of the most influential factors of all individual differences in language learning (compared to learning style, aptitude and age) when learning outcomes are considered (Dornyei, 2001). In relation to second language learning, Gardner (1985) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive. Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal.

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

2.1.7 Motivation Strategies/Techniques

Motivational teaching strategies have significant contribution to academic performance and achievement in learning a second language. Dornyei (2001) states, "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (p. 28). The activities that keep the students active and draw their attention are adopted to achieve the learning goals.

In addition, Guilloteaux and Dornyei (2008, p.56) define motivational strategies as "Instructional interventions applied by the teacher to elicit and stimulate students' motivation". So, motivational strategies help to the teachers to motivate the students. Dornyei (2001) further says that they are techniques that promote the individual's goal-related behavior. Motivational teaching strategies are thus steps or techniques employed by teachers in their teaching practices to facilitate students' motivation to learn a second language and to achieve the learning goals.

The motivational strategies in teaching a second/foreign language are usually "grounded in sound theoretical considerations" (Guilloteaux and Dornyei, 2008, p.56). Implementation of motivation strategies is very personal and depends on the teacher's personality and style. It involves a wide variety of learning experiences for the

students. Since motivation seems to play an important role in teaching, it is important for teachers to become familiar with various aspects of motivation. Teaching strategies are steps or techniques employed by teachers in their teaching practices to facilitate students' motivation in learning a second language.

There are several motivational strategies have been proposed by the most renowned scholars in the field of teaching and learning. The most notable framework in the area of second/foreign language that can accommodate diverse teaching strategies was established by Dornyei (2001). Furthermore, he has given following motivational teaching strategies in his framework of motivation.

1. Creating basic motivational conditions

At first, teacher needs to lay the foundations of the motivation through establishing good rapport with the students. The successful learning depends upon the relationship between the teacher and students. Then he should create a pleasant and supportive classroom atmosphere so that students will feel easy in the learning process. The classroom atmosphere also plays pivotal role in students learning. So, the teachers need to create child friendly atmosphere in the classroom. Similarly, in this stage, teacher needs to generate a cohesive learner group with appropriate group norms.

2. Generating initial motivation

In this step, the teacher should generate students' initial motivation to know the need and interest of the students. The students need, interests, level are considerable things to make the learning real, planned, result oriented and successful. The teachers need to prepare teaching materials on the basis of the age, level, need of the students and nature of the course. Then, teacher needs to know the students' language related values and attitudes which help to increase the learners' goal orientedness. Similarly, teachers make the teaching materials relevant for the learners that help to create the learners realistic learners beliefs.

3. Maintaining and protecting motivation

At this stage, the teacher maintains and protects learners' motivation through making learning stimulating and presenting tasks in a motivating way. The teachers make the learning task stimulating and present task in motivational way to arouse the interests towards learning. Similarly, learning goals are also very important in the classroom. The teachers set specific learning goals. Protecting the learners' self-esteem and increasing their self-confidence are also considerable things in the classroom to make the students active in the classroom. Likewise, allowing learners to maintain a positive social image, promoting cooperation among the learners, crating learner autonomy and promoting self-motivating learner strategies are motivational techniques to be considered for students' equal participation in teaching learning activities.

4. Encouraging positive retrospective self-evaluation

The teachers encourage positive retrospective self-evaluation through promoting motivational attributions, providing motivational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner. Providing motivation is also very essential aspect for teaching learning activities because if feedback is provided in motivational way the students' interests will be increased for further improvement. It helps for the improvement of the students. It is clear that motivational techniques are equally important in post teaching phase as well. Thus feedback needs to be provided in motivational way.

Similarly, Dornyei (2001) has given further ten motivational teaching strategies which are used to make the students active and classroom interesting to achieve learning goals in the classroom. They are: (1) Make the language classes interesting by selecting varied and engaging topics, material, and activities; (2) Have humour, fun, and games in class; (3) Create a pleasant and friendly atmosphere; (4) Promote learner autonomy by allowing freedom in the classroom and sharing as much responsibility with the learners as you can; (5) Make the course relevant by doing a need analysis and adjusting the syllabus accordingly; (6) Set a personal example in being motivated and committed yourself; (7) Develop the learner's confidence by encouraging them,

giving them positive feedback, and making sure that they regularly have a feeling of success; (8) Make the foreign language “real” by introducing its culture, using authentic materials, inviting native speakers, and arranging native-speaking pen friends for your students; (9) Develop a good and trustful relationship with the learners and (10) emphasize the usefulness of the knowledge of the foreign language.

Likewise, Fryer (2012) has given following strategies to motivate the students. He has given eight strategies to arouse interests of the students in the classroom. They are; Establish relationships and connections with students, Show passion for your subject, Require students to read, research and report, Make learning real, Use hands-on experience to engage students, Integrate other subjects to show connections between discipline and create opportunities to collaborate with other teachers, and Push students to realize their own potential and to learn ‘What’s out there’ for them, Recognize students’ efforts.

In addition to this, Malouff (2008) has proposed following methods to motivate the students for learning. They are: Make content relevant to student values and goals, Help students achieve their goals through learning, Provide potent models of learning, Prompt and persuade students to learn, Establish a positive relationship with students, Reward student achievement and learning efforts, Avoid de-motivating treatment of students, Enhance students learning self- efficacy, Use English teaching methods, Use an appealing teaching style, Give motivational feedback, Motivating student motivation levels and adjust motivation methods as needed.

2.2 Review of the Related Empirical Literature

There are many research works conducted in the field of motivation techniques under the department of English education, T.U. Here, I have reviewed some researches which provided some fundamental guidelines to conduct this research. They are as follows:

Basyal (2000) carried out a research entitled “English Teachers' Motivational Techniques in Higher Secondary Level Classes in Palpa District.” The main objective of the study was to analyze the theoretical bases on creating motivation in teaching

English in higher secondary classes. He has applied the survey design in his study. He found that the physical atmosphere of school, learners themselves and their own initiation to learn English language as the factors influencing motivation. He has also found that the textbooks also an influencing factor in motivation.

Similarly, Gnawali (2007) conducted a research entitled “English Teachers' Motivational Techniques; A case for selected school in Dang Deukhuri”. The main objective of the research was to explore the existing techniques of teachers to create motivation in the English language classroom in the fifth grade. The research was based on survey design. He has found some factors influencing motivation. The finding was that the most of the teachers taught English language without warm of activities and materials and the teachers do not use motivational techniques to teach the students in the classroom.

Bhattarai (2008) conducted a research on “Teachers’ Practices of Motivation in Teaching English.” The main objective of this research is to find out the techniques of creating motivation in the English language classroom. She applied the survey design in the study. She used questionnaire and observation checklist as the research tools and found that most of the teachers used questioning method to motivate their students. She did not given emphasis on other motivation techniques used by the teachers to motivate the students in the classroom.

Likewise, Singh (2008) carried out a research entitled “Role of Motivation in English Language Proficiency”. The objectives of the study were to identify interactively and instrumentally motivated students, to explore their English language proficiency. The researcher used survey design to collect required information. The study was limited to explore the reading and writing proficiency on the B.Ed. level students of faculty of education and found that the number of instrumentally motivated students was larger than that of the interactively motivated students. This study was limited to explore only the reading and writing proficiency of the students. He found that the number of instrumentally motivated students was larger than interactively motivated students and the motivation has positive role in language proficiency.

In the same way, Neupane (2013) carried out a research on “Motivation of Secondary Level Teachers Towards Teaching English.” The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, and to find out the causes of motivation or demotivation for teaching English. He applied survey design for this research study and participants were forty English teachers from community and private secondary schools of Kathmandu district. The findings of the study was most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language and teaching learning environment.

Khanal (2016) conducted a research on “Motivational Techniques Used by Basic Level English Language Teachers.” The main objective of the study was to find out the motivational techniques used by basic level English language teachers. He has applied survey design in his study. He used questionnaire and observation checklist as the major data collection tools. The major finding of the study was majority of the teacher were found trained in English language teaching and all of them were found using various motivation techniques in the classroom. Similarly, the teachers faced different challenges to motivate the students.

Likewise, Shah (2016) carried out a research on “Motivation Techniques Used to Teach English for Differently Able Learners”. The main objective of the study was to explore the motivation techniques used to teach English for differently able learners. The research was conducted in the Kathmandu valley. The participants of the study were secondary, lower secondary, and primary level of teachers. He followed the survey as research design and used daily notes and questionnaire as data collection tools. The major finding of the study was the teachers teaching English to differently able learners used different motivational techniques such as greeting, telling jokes, and use of audio visual aids. But they are facing different challenges to motivate the differently able learners.

Similarly, 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 participants

in this study were sixty one students of a Fennis upper secondary school. The researcher followed the mixed method research design. The data collection tool was questionnaire. The main findings of the study were some motivation techniques are more useful and some are least favorite motivational techniques. On the one hand, pleasant and supportive atmosphere in the classroom was important for the motivation of the students, providing learners with regular experiences of success, promoting the students awareness of the instrumental values associated with the knowledge of second language, creating a pleasant and supportive atmosphere are taken as most useful motivation techniques. On the other hand, the group work and pair work were taken as the least favorite motivational techniques.

This study is different from above mentioned studies. Those researches only focused on the motivation techniques used to teach in secondary, lower secondary level and teachers' motivation towards English language. No any research has been conducted to explore the motivation techniques used by higher level of English language teachers. This study aims to investigate the motivational techniques used by B.Ed. level English language teachers.

2.3 Implications of the Study

Literature review has invaluable implications from selection of the topic to methodology and to derive findings. I reviewed the some researches which were already conducted in the field of motivation which helped me to clarify about the motivation techniques and made clear about the concept of my study. It provided the base and guides in right way.

Empirical literature is also beneficial to determine objectives, research questions, to select design, data collection tools and helped for data analyses, interpretation and deriving findings. The reviewed literature has valuable implications in this study because it provided me basic guidelines to move ahead. Among the above studies, the study of Neupane (2013) helped me to know about the teachers' motivation towards teaching English. Likewise, Bhattarai (2008) made me know teachers practice of motivation teaching English. Similarly, Singh (2002) mainly made me know about the

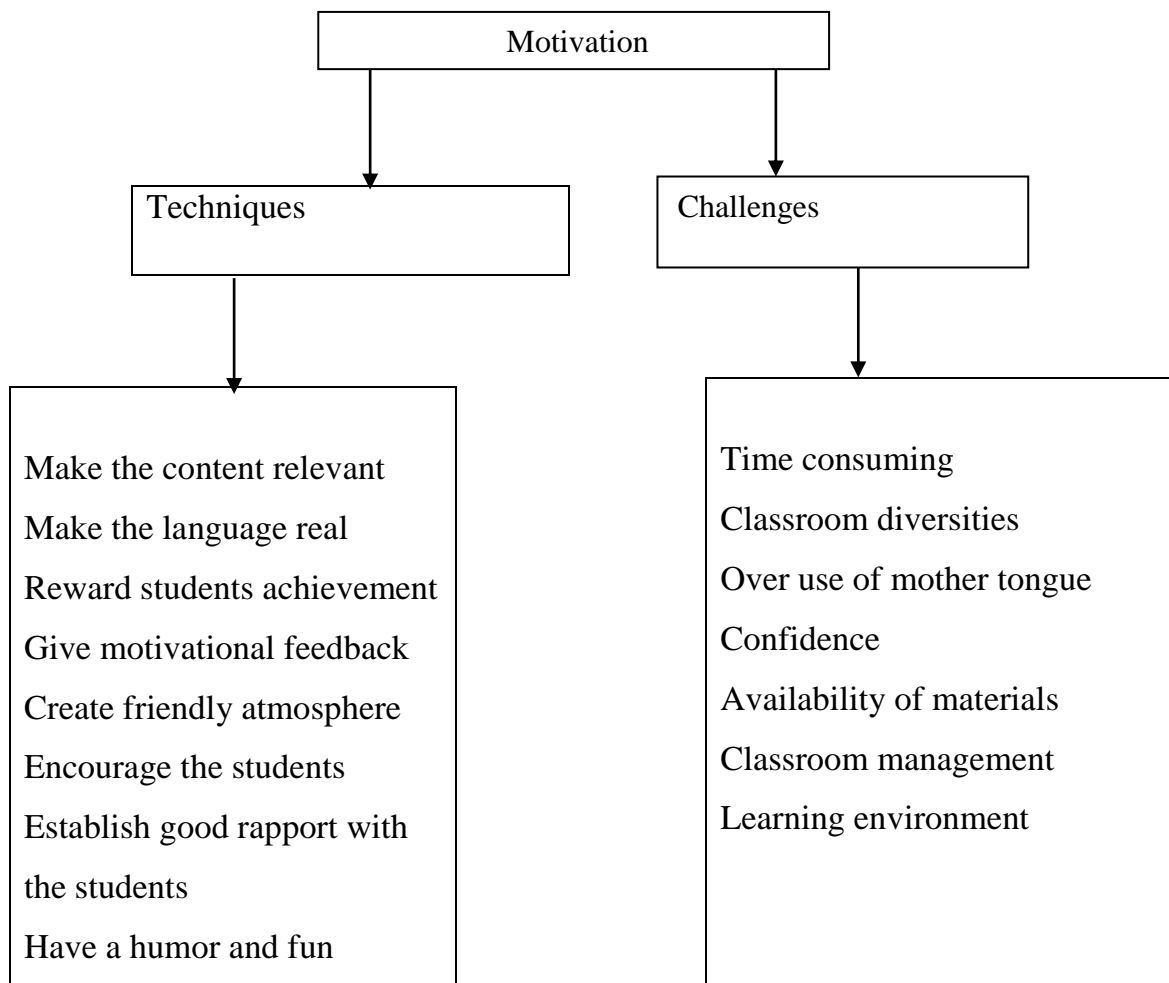
role of motivation in English language proficiency. Gnawali (2007) helped me to know more about English teachers' motivational techniques in public school. Khanal (2016) helped me to construct research questions, data collection tools and helped for the analysis of data. Shah (2016), Kalmari (2017) and Basyal (2000) gave insights me to write methodology part of the study and provided more ideas about motivation.

The literature review mainly helped me to select topic, appropriate research design and data collection procedures and gave some ideas to analyze data appropriately.

Empirical literature review is equally important for all operational steps.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. This framework made easier to conduct this research providing basic guidelines. The following is the conceptual framework of this study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes design of the study, population, sample and sampling procedure research tools, sources of data, data collection procedure, data analyses procedure and ethical consideration.

3.1 Design of the Study

Survey research design is the most commonly used method in educational research and may vary large scale government investigation to small studies carried out by a single researcher (Cohen, Manion, and Morrison, 2010). It includes huge population and focuses on generalizations of the findings. Survey research is done in the natural setting. The main tools for data collection are the questionnaire, interviews, test scores, attendance rates, and attitude scale. According to Kerlinger (1986) survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

The survey research is conducted to explore the characteristics, attitudes and behaviors of a group of individuals. So this method is superficial in nature. It depends upon the willingness and the cooperativeness of the sample selected for the study. Survey is an exploratory, descriptive and analytical. Survey research is more economical in comparison of other research designs in which data are collected from large group although it is not easy to conduct. It requires well-structured plan and its effective implementation.

Nunan (1992, p. 4) has given the following steps to conduct a survey research:

1. Define objectives
2. Identify target population
3. Literature review
4. Determine sample
5. Identify survey instruments

6. Design survey procedures
7. Identify analytical procedures
8. Determine reporting procedures

Survey research starts with the selection of problem and formulation of objects. The researcher need to consider the selection of research problem, formulation of objectives, designing of the questions, operational definitions of the variables and review of the related literature in the planning phase. Similarly, defining the population is also important phase in which the target population is defined clearly. After defining the population the selection of sampling is also very important step in which the appropriate sample is selected from the whole population.

The next important phase of survey research is construction of the data collection tools such as interview, questionnaire which are pretested to make the research valid and reliable. The next step of survey research is conducting the survey. The necessary data are collected through interview and questionnaire. Lastly, the collected data are analyzed using appropriate statistical and descriptive tools and then the report of research is prepared on the basis of the data analyses.

This present study is based on survey research design. It explored the motivation techniques used by English language teachers teaching in Bachelor level. The population was in large number and the findings are generalized to the whole population. In fact, the research study followed the systematic procedures to be completed.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the English teachers who were teaching English language in Bachelor level in Kathmandu valley. The sample was forty English teachers and ten classes of ten teachers were observed to collect data. The colleges, teachers and their classes were selected by using non- random purposive sampling procedure.

3.3 Research Tools

I used questionnaire and an observation check list for data collection. The questionnaire was used to explore the opinions of the teachers about the motivation techniques and observation check list was used to observe the real practice of motivation techniques in the classroom and to find out challenges faced by the teachers.

3.4 Sources of Data

Data are unit of information that can be numbers, opinions, images, figures, facts and other relevant materials from which further analyses can be drawn up. It helps the researchers to justify, analyze and draw appropriate findings. Generally, there are two types of sources of data they are primary and secondary sources.

As a primary source, I collected the data from English language teachers who were teaching in Bachelor level by using the observation check list and questionnaire. Similarly, motivation techniques related books, journals, articles and dissertations such as Maslow (1943), Harmer (1991), Brown (2001), and Dorney (2001) were the secondary sources of data.

3.5 Data Collection Procedures

To collect the authentic and reliable data, at first, I visited the Bachelor level colleges of Kathmandu valley and built rapport with the administrative person. I informed about the objectives and process of this study to the stakeholders. After that, I met English teachers. I provided the questionnaire to them. I observed classes and filled up observation check list and noted challenges faced by the teachers. Finally, I collected questionnaire from the participants and thanked them.

3.6 Data Analysis Procedures

The process of data analyses started after the collection of raw data from questionnaire and classroom observation. The collected data were analyzed and interpreted by using appropriate tools such as tables, charts and illustrations.

3.7 Ethical Considerations

Ethical consideration is one of the important things in the research. Every people have their right to privacy and safety. The participants cannot provide appropriate data if they do not like. The participants must have believed that there is not any kind of harm, negative effect in their career. That's why ethical consideration is highly requires in the research.

I built rapport with the concerned people and provided teachers participant information statement and consent form approved from the Department of English Education, TU. Similarly, I explained my purpose and made them know that their participation in my study was voluntary. I ensured them that the participant's name will not mentioned in this study and not harm their profession in any cost.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data obtained from the participants. The data has been analyzed and interpreted descriptively. The researcher used observation checklist and questionnaire as data collection tools. The participants of this study were forty English language teachers teaching in Bachelor level of Kathmandu valley. The researcher observed the classes of the ten teachers to explore the real practice of the teachers in the classroom using motivation techniques and questionnaire to investigate the concept of the teachers regarding the motivation techniques. The motivation techniques are mentioned after the analysis of the data used by the teachers to motivate the students in the classroom.

The analysis and interpretation of the data have been presented below:

4.1.1 Results and Discussion of Classroom Observation

This section is concerned with the observation of the classroom of the teachers teaching English in Bachelor level. In fact, the classes of ten teachers were observed to explore the classroom practice of the teachers to motivate the students. The classroom observation checklist was used to keep the record of the motivation techniques. The detail is presented below.

Table 2: Results Found From Classroom Observation

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

The table two shows that the teachers used various techniques to motivate the students in the classroom to make teaching learning activities student centered and purposeful. The item wise analysis and interpretation of data obtained from classroom observation are below.

In the observation to technique one, the researcher found that 10% teachers created pleasant and supportive atmosphere excellently while 70% teachers created in good way and rest 20% teachers created satisfactorily. It shows that this technique help to create students centered and pleasant atmosphere in the classroom in which the students learn in terms of their interests.

Similarly, technique two included the observation regarding how they established rapport with the students. In response to it, it was found that 50% teachers established rapport excellently. In the same way, rest 50% teachers were good to establish rapport with the students. It displays that establishing good rapport with the students is fundamental thing. The result oriented learning depends on the relationship among students and teachers.

In the same way, in the observation to technique three, it was found that 20% teachers used the motivation technique 'Have a humor and fun' excellently. Similarly, 60% teachers used in good way and rest 20% teachers used satisfactorily. But no one was poor in using this technique. It clearly shows that the sense of humor is fundamental thing for teachers to make the learners more engaging internally. This technique worked effectively in the classroom.

In the observation to technique four, the researcher found that 40% teachers revised the previous lesson excellently. The 60% teachers revised in good way but no one was poor in revising the previous lessons. It displays that revision of previous lesson is also inevitable aspect in the classroom. So, most of the teachers considered it as an important aspect.

Likewise, technique five included the observation regarding how they used teaching materials in the classroom. In response to it, the researcher found that 60% teachers used teaching materials excellently. Twenty percent teachers used in good way and rest 20% teachers used satisfactorily but no one had used poorly. It shows that teaching materials play pivotal role in making pleasant and result oriented because appropriate use of materials promote the learners participation.

Technique seven included the observation regarding how often they had presented task in motivating way. In the response to it, it was found that 20% teachers presented task excellently in motivating way. The 80% teachers presented in good way. It displays that way of presenting task is also affects on learner motivation. The task which is student centered make more participation of the students.

In the observation to technique seven, the researcher found that 10% teachers increased learners self confidence in excellent way. The 80% teachers increased learners self confidence in good way and rest 10% increased satisfactorily. It shows that learners' self-confidence needs to keep in center of teaching learning activities to increase their motivation.

Likewise, technique eight included the observation regarding how they promoted cooperation among learners. In response to it, the researcher found that 40% teachers promoted cooperation among students excellently while 50% teachers were good to promote cooperation among students and rest 10% teachers promoted cooperation satisfactorily. It shows that cooperation among students and teachers motivate them to work actively. So this is considerable aspect to enhance the sense of cooperation.

In the observation to technique nine, the researcher found that 30% teachers recognized students' effort excellently while 50% teachers were good to recognize students' effort and rest 10% teachers recognized students' effort satisfactorily. It shows that recognizing the students' effort makes the students active in teaching learning activities.

In the observation to technique ten, the researcher found that 40% teachers offered rewards excellently and rest sixty percent teachers offered in good way. It clearly mentions that rewards also help to motivate the students and promote rate of learning. So, the teachers need to offer rewards in appropriate situation.

Technique eleven included the observation regarding how they summarized the lesson. In response to it, the researcher found that, 30% teachers summarized the lesson excellently and rest 70% teachers summarized in good way. It displays that

summarization also increase learners motivation towards learning. So, this technique was used by majority of the teachers in the classroom.

In the observation to technique twelve, the researcher found that 40% teachers provided feedback in excellent way. Forty percent teachers provided in good way and rest 20% teachers provided satisfactorily. It clearly shows that the teachers need to provide feedback in motivating way which helps to improve learning.

Similarly, in observation to technique thirteen, the researcher found that 70% teachers used thanking excellently and rest 30% teachers used in good way. It shows that thanking students helps to arouse the interests of the students.

4.1.1.1 Challenges Found in Classroom Observation

The teachers adopted different techniques to motivate the students in the classroom to make them ready to learn. They faced various challenges to arouse the interests of the students. The class was full of diversities including the different needs and interests of the students. While motivating the students, different challenges occurred. The common challenges occurred in the classroom are presented in the form of following themes:

- Large and overcrowded classes
- Mixed ability students
- Fear and anxiety of the students
- Attitude of the students towards English language
- Over acting
- Confidence of teacher
- Classroom management
- Availability of the materials,
- Time consuming materials
- Classroom atmosphere
- Relation between teacher and students
- Teachers' knowledge
- Teasing

From above result, it is clear that various challenges occurred while motivating the students. The teachers practiced to minimize them to make the learners active participation in teaching learning activities.

4.1.2 Analysis and Interpretation of the Data Found From the Closed-Ended Questions

This section is concerned with the analysis and interpretation of data obtained through closed ended questions. Here, the motivation techniques as obtained from the closed ended questions are analyzed and interpreted below.

Most Appropriate Motivation Techniques

The motivation techniques which are relevant to the age, level, and interests of the students are appropriate to promote the students motivation towards learning. Here, the techniques which were considered most appropriate by the teachers are shown in the following table:

Table 3: Most Appropriate Motivation techniques

Motivation Techniques	No of Students	Percentage
Making teaching materials relevant	6	25%
Promote cooperation among learners	25	62%
Use positive competition	5	12.5%
Assign classroom jobs	0	0

The data presented in table three shows that 25% teachers viewed making teaching materials relevant as most appropriate technique to motivate students. Likewise, 62.5% teachers preferred promote cooperation among students' as most appropriate technique and rest 12.5% teachers viewed using positive competition is most appropriate technique to motivate the students. It reveals that making teaching materials relevant is the most appropriate technique to make the learning live and interesting.

Motivation Techniques Used in Beginning of the Class

In order to generate motivation in the beginning of the class different techniques are used and it helps for the optimum learning achievement of the students. The following table summarizes the motivation techniques used in the beginning of the class.

Table 4: Motivation Techniques Used in Beginning of the Class

Motivation Techniques	No of Students	Percentage
Exploring students interests	23	57.5%
Creating threat free environment	17	42.5%
Allow students to work together	0	0
Making things fun	0	0

The data presented in table four shows that around 60% teachers preferred exploring students' interests as relevant technique to generate the students' ideas in the beginning of the class. Similarly, 42.5% teachers viewed creating threat free environment appropriate to arouse the interest of the learners. It displays that creating students friendly environment is an important aspect for effective learning.

Motivation Techniques Used to Promote Learner Autonomy

Learner autonomy is an important aspect to make independent and self-directed learners. The teacher can use motivation techniques to promote learners autonomy. The motivation techniques used to promote learner autonomy are presented below.

Table 5: Motivation Techniques used to Promote Learner Autonomy

Motivation Techniques	No of Students	Percentage
Allow freedom in the classroom	30	75%
Encourage the students to do works	6	15%
Showing responsibility	4	10%
Develop their confidence	0	0

The above data presented in table five clearly displays that 75% teachers preferred to allow freedom in the classroom while 15% teachers viewed they encourage the students to do works and 10% teachers replied they give responsibilities to motivate the students. The researcher concludes that students' freedom is inevitable aspect to be considered while teaching in the classroom where the students' feel free to perform any activities.

Motivation Techniques Used in While Teaching Activities

Different motivation techniques are used in different phases of the teaching learning activities that make the students equal involvement in the classroom activities. The motivation techniques used in while teaching activities are presented below.

Table 6: Motivation Techniques Used in While Teaching Activities

Motivation Techniques	No of Students	Percentage
Establishing good rapport	33	82.5%
Using encouraging words	7	17.5%
Making opportunities for success	0	0
Knowing the students' progress	0	0

From table six, it can be explained that 82.5% teachers establish good rapport with the students' to make learners more interested in learning. Rest 17.5% teachers use encouraging words to make learners ready to do classroom activities in while teaching

phase. We can conclude that rapport building plays vital role for students motivation and it directly affects in learning achievement.

Frequently Used Motivation Techniques

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

Table 7: Frequently Used Motivation Techniques

Motivation Techniques	No of Students	Percentage
Make learning real and interesting	29	72.5%
Creating pleasant and friendly atmosphere	7	17.5%
Get them involved	4	10%
Giving students sense of control	0	0

The table seven shows that 72.5% teachers preferred the making learning real and interesting while 17.5% teachers viewed creating pleasant and friendly atmosphere frequently used and rest 10% teachers replied they frequently provide the task to involve the students. It was found that the students enjoy learning in real like environment to do any sorts of activities.

Motivation Techniques Used in Post Teaching Activities

The motivation techniques are equally important at the end of the class. The teachers use motivation techniques to conclude the lesson with motivation. The following table summarizes the motivation techniques used in post teaching activities on the next page .

Table 8: Motivation Techniques Used in Post teaching Activities

Motivation Techniques	No of Students	Percentage
Giving feedback	32	80%
Offer rewards	4	10%
Thanking	4	10%
Give praise in their success	0	0

The data presented in table eight shows that 80% teachers give feedback at the end of the class while 10% teachers' offer rewards and rest 10% teachers use thanking at the end of the class. The result clarifies that giving feedback promotes learning achievement and learners get chance to correct their weaknesses immediately.

4.1.3 Analysis and Interpretation of Result Obtained From Open Ended Questions

This section is concerned with the information obtained through the open ended questions. The researcher prepared open ended questions and distributed to the selected forty teachers to explore the motivation techniques. The information obtained through the open ended questions has been analyzed below.

Techniques Used to Promote the Interests of the Students

The teachers applied different techniques to make the learners ready to do classroom activities actively. The teachers were asked what motivational techniques they applied to arouse the interests of the students in the classroom. In response to it, they mentioned various techniques which are presented in the form of following themes.

- . -Asking questions
- Assigning group work
- Building good rapport
- Revising previous lessons

- Elicitation
- Telling short jokes
- Making ice breaking
- Creating short debate
- Providing rewards
- Using praising words
- Using funny expression
- Using authentic materials
- Keeping answer in suspense
- Using ICT based tools etc.

From above responses, it can be said that motivation techniques help to promote interests of the students. The teachers apply motivation techniques depending upon the nature of the content and level of the students.

Equal Participation of the Students

The students are different to each other having diverse interests, needs and abilities. They may not be equally participated in the classroom activities. The teachers use motivation techniques to make them active. The teachers were asked “Do students remain equally motivated through the whole class?”. Most of the teachers said that the students' participation is core aspect for learning achievement although they could not be motivated. They also mentioned that several motivation techniques are used in different phases of the classroom activities. The common motivation techniques that are used to make the active participation of the students are presented in the form of following themes.

- Make class fun
- Make English practical

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

From these responses, it can be argued that making equal participation of the students in the classroom is challenging job. The teachers practice to engage the students actively in classroom activities by applying different techniques.

Challenges Faced by the Teachers to Motivate the Students

The teachers faced various challenges in the classroom in order to motivate the students. They face challenges related to different aspects such as management of the classroom, teaching methodology, diversity management etc. Similarly, arousing the interests of the students is a great challenge. The teachers were asked what kind of challenges they faced in motivating the learners. In response to it they mentioned the common challenges that occur while motivating the students in the classroom. They are presented below.

- Engagement in the classroom activities
- Well developed self-image of competence
- Limit learning environment
- Over use of native language in the classroom
- Diversity management
- Equal involvement of the students

-Individual treatment of the students

-Lack of materials

-Classroom management

-Over crowded large classes

From above, we can say that different challenges occur in the classroom while motivating the students. These challenges can be minimized to create the real like environment for learning.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Findings

The major findings based on the interpretation and analysis of the obtained data is presented below.

5.1.1 Finding Based on Classroom Observation

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

- The 60% English language teachers prepared their teaching materials relevant in relation to the level and subject matter.
- The 80% teachers presented task in motivating way to motivate the students.
- They created pleasant and supportive atmosphere and have a humor and fun to make learning real.

5.1.2 Finding Based on Closed- Ended Questions

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

- Majority of the teachers, i.e. 82.8% preferred the motivation technique establishing good rapport with the students' in while teaching activities.
- Most of the teachers, i.e. 75% allowed freedom in the classroom to promote learner autonomy.
- Majority of the teachers, i.e. 57.5% explored students' interests in beginning of the class.
- Most of the teachers viewed they make learning real and interesting frequently to motivate the students.

- Majority of the teachers i.e. 80% are in favor of the giving feedback to promote the students learning.

5.1.3 Findings Based on Open Ended Questions

Regarding the motivation techniques the teachers had different views. It was found that the students did not pay attention through whole period carefully. In the classroom the students belonged to different social, cultural, economic and language background therefore the learners may not be equally motivated. Mainly, the teachers build rapport with the students where students feel free to perform any activities without any fear. Similarly, teacher keep them busy in creative activities related to the content. The teachers apply techniques to make the students ready for learning. Different challenges occur in the classroom while motivating the students. The students do not engage in the learning activities and try to understand the rules of language in their mother tongue. The teachers practice to minimize those challenges to make learning result oriented along with the students motivation.

5.2 Conclusions

Motivation in the classroom plays an important role. It has great importance to students' success. The students work longer and harder when they are motivated than they are not. Moreover, motivation affects the achievement of the students. The students need to be motivated to achieve the learning goals. Motivation energizes and directs behavior towards particular goals. Motivated students are more likely to pay attention and try to understand subject matter. It helps to lead improved performance. This entails that for students to perform well in the studies they should be motivated because motivation makes students active in learning, eliminate fear of participation in learning process. From the finding of this study, it can be said that motivation is an important for the students' performance and that for students to be motivated to study. The teachers used various techniques to motivate the students. Most of the teachers had similar responses regarding the motivation techniques. The classroom practice showed that the teachers use different techniques to make the students active in different activities. Similarly, the students also seemed active while teachers

encouraged them and made good rapport with them. Based on the teachers' views on motivation techniques and classroom practice, the researcher came to know that motivation techniques are very important in higher level as well. From this classroom practice it can be concluded that motivation techniques are inevitable aspect to create students friendly atmosphere in the classroom. It is proved that the students remained passive if teachers do not apply any motivation technique.

Similarly, the teachers adopt motivation techniques to arouse the interests of the students and act for active participation in teaching learning activities although face many challenges to make the equal participation of the students. There are various challenges found from classroom observation faced by the teachers. They are diversity management, large size classes, availability of authentic and relevant materials, teachers' confidence etc.

Finally, the teachers focus on interests of the students and plays role of ice breaker. They also practice to connect the activities to real life. They also create threat free environment and student centered classroom to encourage students.

5.3 Recommendations

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

5.3.1 Policy Related Recommendations

The policy related recommendations are below:

- The curriculum designers need to include motivation techniques in the curriculum.
- The training on motivation techniques should provide to the novice teachers.
- Motivation training policy might be useful for every university or colleges.
- The refreshment programs on motivation need to be managed for in-service teachers.

5.3.2 Practice Related Recommendations

The practice related recommendations are as below:

- The teachers should be well trained and competent regarding the motivation arousing in the students. So the teachers should take motivation training.
- The classroom environment should be realistic where the students get as their own community to perform activities. The teachers need to create realistic atmosphere in the classroom.
- Rapport building is essential aspect to make more participation of the students. The teachers need to create good rapport with the students.
- Creating supportive and pleasant atmosphere is necessary to make the students active. The teachers should create supportive and pleasant atmosphere.

5.3.3 Further Research Related Recommendations

This study was limited to Kathmandu valley in Bachelor level. Regarding the motivation techniques further researchable issues are as follows:

- This study is survey but experimental and action research can be conducted on motivation techniques.
- The research can be conducted on motivation techniques used by novice and experienced teachers.
- The research can also be conducted on parental motivation towards the achievement of their children and motivation techniques used in pre-primary level.

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Participant Information Statement

Dear Participant,

I would like to invite to you to take part in this research entitled **Motivation Techniques Used by English Language Teachers**. The main objective of the research is to explore the motivation techniques used by English language teachers teaching in Bachelor level. Your participation will be helpful in making an informed decision about the motivation techniques. This study will be carried out by Prem Bahadur Shyada in the partial fulfilment of master's degree at T.U. under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant, Central Department of English Education, T.U., Kirtipur.

This study consists the questionnaire and classroom observation checklist as data collection tools. Your participation is volunteer. The findings of this study might be helpful you for improving the teaching learning activities by adopting the appropriate techniques to motivate the students in the classroom for learning. If you have any queries you can talk me anytime or my supervisor.

Thank you for your kind cooperation

Researcher

Prem Bahadur Shyada
Tribhuvan University

Informed consent Form

Purpose of the study

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

Participant's Understanding

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

Name of participant:

Signature.....

Researcher:

Supervisor.....

Date.....

Appendix- I

Questionnaire

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

1. Which motivational techniques do you think most appropriate to motivate the students?
 - a) Making teaching materials relevant
 - b) Promote co-operation among learners
 - c) Use positive competition
 - d) Assign classroom jobs
2. How do you make the language class more interesting?
 - a) By selecting varied and engaging topics
 - b) Applying different materials
 - c) Creating humor, fun and games in the classroom
 - d) Creating pleasant and friendly atmosphere
3. What do you do to promote learner autonomy in the students?
 - a) Allow freedom in the classroom
 - b) Showing responsibilities
 - c) Encourage the students to do the works
 - d) Develop their confidence
4. Which of the following techniques is frequently used to motivate the students for learning?
 - a) Make learning real and interesting
 - b) Giving students a sense of control
 - c) Get them involved
 - d) Using ICT based tools
5. How do you generate motivation in the beginning of the class?
 - a) Exploring students interests
 - b) Creating threat free environment
 - c) Allow students to work together
 - d) Making things fun
6. How do you motivate the students in while teaching activities?
 - a) Establishing good rapport with the students
 - b) Using encouraging words
 - c) Making opportunities for success
 - d) Knowing the students progress
7. How do you arouse the interests of the students in the classroom?
 - a) Revising the previous lesson
 - b) Telling jokes
 - c) Asking questions
 - d) Greeting the students
8. What types of encouraging words do you use to motivate the students?
 - a) Wonderful
 - b) Great
 - c) Nice
 - d) Good

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

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

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

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

Appendix-II

Classroom Observation Checklist

Name of the teacher:-.....

Name of the College:-.....

S.N.	Observation	Performance of the teacher				
		Excellent	Good	Satisfactory	Poor	Remarks
1	Beginning of the class					
	Create pleasant and supportive atmosphere					
	Establish good rapport with the students					
	Have a humor and fun					
2	While teaching activities					
	Revision of previous lessons					
	Make teaching materials relevant					
	Presenting task in motivating way					
	Increase learners self-confidence					
	Promote cooperation among the learners					
	Make the foreign language real					
	Recognize students effort					

	Create learner autonomy					
3	End of the class					
	Offering rewards					
	Summarizing the lesson					
	Giving feedback in motivational way					
	Thanking					

Note:.....
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.....
.....

Appendix-III
Questionnaire

Dear informants,

This questionnaire for teachers has been prepared to collect data for the research work entitled **Motivation Techniques Used by English Language Teachers** under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant, Central Department of English Education, Faculty of Education, T. U., Kirtipur, Kathmandu. Your co-operation will have great value to me to accomplish this research. Therefore, you are heartily requested to provide required information.

Name:

College:

Experience:

Qualification.....

Questionnaire for teachers

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

.....

.....

.....

.....

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

.....

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.....

.....

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

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

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

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

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

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

Thank you for your participation.