

**MOTIVATION TECHNIQUES USED BY ENGLISH TEACHERS
AT SECONDARY LEVEL**

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

**Submitted by
Ram Bahadur B.K.**

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

2012

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**T.U. Regd No: 6-1-49-204-2003
Second Year Examination
Roll No: 280721/2067**

**Date of Approval of the
Thesis Proposal: 2068/11/21
Date of Submission: 24/07/2012**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ram Bahadur B.K. has prepared this thesis entitled 'Motivation Techniques used by English Teachers at Secondary Level' under my guidance and supervision.

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DECLARATION

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

Date: July 2012

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Ram Bahadur B.K.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and heartiest regards to Mrs. **Saraswati Dawadi**, Lecturer, Department of English Education , T.U., my respected lecturer and research guide, who provided me with insights into basic ideas and techniques of researching essentials for carrying out this research work. She supervised my work from the very beginning to the end, advised from the very beginning to the end, advised me on how to proceed, and enabled me to present the thesis in this form.

Similarly, I am very much grateful to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, T.U., Kirtipur, and Chairperson, English and other foreign languages Education subject committee, T.U., Kirtipur for his invaluable suggestions and encouragement to carry out this research.

Similarly, I would like to extend my sincere gratitude to **Dr. Govinda Raj Bhattra**, **Jai Raj Awasthi**, **Tirth Raj Khania** Professors, Department of English Education, T.U., for their valuable suggestions, informations inspirations and constant support during my academic career. In the same way I am grateful to **V.S. Rai**, **L.B. Maharjan**, **Raj Narayan Yadav**, **Anjana Bhattarai**, **Mrs. Madhu Neupane**, **Mrs. Hima Rawal**, **Mr Prem Phyak** and **Mr. Bhesh Raj Pokhrel** and all the faculty members of the Department of English Education, T.U., Kirtipur for their direct or indirect contribution to this research work.

Likewise, I am much obliged to all the head teachers and the English subject teachers and the students of the concerned public schools for permitting me to observe their teaching-learning activities and for their kind co- operation; who helped me filling in the questionnaires provided to them. I am indebted to **Mrs.**

Mina Khati who has been a wheel of my life-chariot and has helped directly and indirectly to complete this research- work.

I am very much thankful to **Mr. Teju Kala**, Panga Dobato Kirtipur for computer typing the manuscript of the proposal and Sumit Shah for computer typing the manuscript of this thesis and helped me to bring the thesis in this form.

Ram Bahadur B.K.

July 2012

ABSTRACT

This thesis entitled 'Motivation Techniques Used by English Teachers at Secondary Level' presents a clear picture of motivation techniques used by English teachers at secondary level in public schools. The data were taken both from the teachers and the students of secondary level. Both the teachers and the students were provided questionnaire two classes of every teacher were observed by the researcher with the help of pre-prepared observation checklist. From each school, two English teachers teaching at secondary level were selected. The main findings of the study are: all forty teachers greeted to the class, out of forty teachers, only ten teachers warmed- up the class, ten teachers scolded their students to motivate them, most of the teachers (36 out of 40) made their voice commanding to motivate the students, motivation techniques differed according to the situation of the class. Mostly used motivation techniques were: making the voice commanding, using body language, showing interest in his/her students, using gesture, asking students if they got the point or not, paying attention to the whole class, review of the previous lesson, telling jokes and short stories and solving students' problems. All the teachers were agreed that students must be motivated before starting the class. All the teachers replied that motivation techniques differ according to the nature and situation of the class.

The study consists of four chapters. Each chapter in turn has been divided into various sub chapters. The first chapter consists of general background, review of the related literature, objectives of the study and significance of the study. The second chapter deals with methodology which contains sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. Third chapter includes analysis, interpretation and presentation of collected data which is the main part of the thesis. Finally, the fourth chapter consists of findings and recommendation of this study.

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CHAPTER ONE

INTRODUCTION

1.1 General Background

There is an English proverb "You can lead a horse to water, but you cannot make it drink". This proverb resembles absolutely in the case of any kind of teaching - learning activities and in case of language teaching and learning too. From this proverb, we can say that people must be ready or curious to get something, otherwise it will be worthless. In this sense we can say that 'motivation' plays great and inevitable role in learning. Motivation is a kind of 'thrust' which leads to 'water'. In other words, people are not ready to do something if they are not motivated.

Harmer (1991, p. 59) argues: "Many theorists and researchers have wondered whether a student's ability to learn new thing depends on whether or not they are ready to learn it."

“ Pieneman suggests that teaching can promote acquisition if what we are teaching is close to the next form that would be acquired naturally in the learner's inter language. His 'teachability' hypothesis suggests that if you try to teach students language before they are ready for it, i. e. if you go directly from stage 2 to stage 4, without passing through stage 3, the student may always revert back to stage 2, because they were not ready for stage 4.” (cited in Harmer, 1991, p.59)

Above quotation suggests us the importance of readiness for learning or the importance of motivation in learning.

Teacher's duty is to teach the prescribed subject-matter effectively and successfully. They cannot teach students if they are not ready for learning. That is why the teacher must be a good motivator to be a good teacher. The teacher must know the techniques to create motivation and enthusiasm among learners to teach the intended content and the subject-matter.

A balloon flies up in the sky if it is filled with air. In the same way, rivers flow towards the ocean due to the force of gravity. We can say that motivation is a kind of drive which leads to the path of success and the goal. It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort.

Atkinson (1964, p.2) writes - "The primary interest in the study of motivation is to identify and to understand the effects of the entire important contemporaneous influences which determine the direction of action, its vigor and its persistence." In fact, the word "motivate" means "to provide with a motive; to impel, incite." (ibid, p.5)

He summarizes the statement as: "The study of motivation has to do with the contemporary (immediate) influences on the direction, vigor and persistence of action. In fact, the word "motivates" means "to provide with a motive; to impel; incite".(Atkinson ,1964, p. 5)

1.1.1 Motivation

The word 'motivation' is derived from the Latin term 'mover' which means 'to move'. It means it makes a person do something.

Harmer (1991, p.983) defines motivation as: "At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

In his discussion of motivation, Brown includes the need for ego enhancement as a prime motivator. This is the need 'for the self to be known and to be approved of by others' (Brown, 2007, p. 169). This presumably, is what causes people to spend hours in the gym! Such a view of motivation also accounts for our need for exploration ('the other side of the mountain". (Cited in Harmer, 1991, p. 98)

Williams and Burden (1997, p.120) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and or physical effort' so that the person can achieve some 'previously set goal'.

Gardner and Lambert (1972) define motivation in terms of overall goal and orientation of the L2 learners to acquire the L2. Again, Gardner (1985) (cited in Gass and Selinker, 2008, p.426) agrees that motivation involves four major aspects: a goal, a desire to attain the goal, effortless behavior, and favorable attitudes to L2 acquisition.

Young (1961, p. 24) sees motivation as "...the process of arousing action, sustaining the activity in progress and regulating the pattern of activity" (p.24). (Cited in Cofer and Appley, 1961, p.8)

Murphy (1947, p.991) considers motivation as the "General name for the fact that an organism's acts are partly determined by its own nature of internal structure".

On the other hand, Maier (1949, p.93) used the term motivation to "characterize the process by which the expression of behavior is determined or its future expression is influenced by consequences to which behavior leads".

Atkinson (1964, p.5) summarizes the motivation as: "The study of motivation has to do with the contemporary (immediate) influences on the direction, vigor, and persistence of action."

Petri (1986, p.3) writes "Motivation is the concept we use when we describe the forces acting on or within an organism to *initiate* and *direct* behavior."

In conclusion, we can say that motivation is a kind of internal drive which inspires or motivates a person to do things in order to achieve something.

1.1.2 Role of Motivation in Language Learning

Language is a means of communication. Human beings express and share their feelings-happiness, pleasure, sorrow, grief, experiences and thoughts through the means of language. People used to communicate using gesture and signs before the human language were discovered. It was very difficult to express the feelings and ideas at that time. Human beings have been developed because of the language. It was impossible today's progress and development without language. Language has played inevitable role in human development and civilization.

Motivation is a psychological factor. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal.

Alan Rodgers wrote many years ago, "... we forgot that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels" (Rogers 1996, p. 61).

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

Atkinson (1964, p.1-2) writes "In the history of experimental psychology, the problem of motivation and the problem of learning - that is, how behavior changes as a result of training and practice - have been intimately linked."

Frandsen (1961, p. 211) writes:- "Efficient learning and performance are dependent upon effective motivation."

Motivation has played great role in any kind of learning and teaching. Students are not ready to learn and the teachers can not teach if the students are not motivated to learn. Motivation creates a kind of enthusiasm and curiosity to learn. Learning can not take place without the motivation. It creates a kind of thrust and hunger to learn something. That's why it has great role to play in any kind of teaching and learning.

So, we should not ignore and avoid the role of motivation in any kind of learning. It plays great and important role in language learning too.

1.1.3 Types of Motivation

Frandsen (1961, p.91, 215-217) writes: - Human behavior is aroused intensified, sustained, directed, and reinforced by four basic kinds of motive:

A. Basic Motives

- Innate physiological drives, including hunger, appetite, thirst, elimination, sex, rest, release from anxiety and other disturbing emotional states, escape from pain, and equilibrium of various other homeostatic needs.
- Innate needs for perceptual, manipulatory, and intellectual activity, which finds their highest satisfaction in culture guided exploration and creative self realization of potentialities.

- Learned social motives universal to the individual's culture including need for recognition by and the presence of other people, love and affection, approval and blame avoidance security, mastery, self-enhancement ascendancy in competition and other satisfactions.
- Learned individual interests, ideals, and identifications

B. School motives and incentives

- Curiosity and desire to understand one's world and oneself through science, social studies etc.
- Intrinsic satisfaction in creative, constructive activity stimulated by rich, varied learning environments.
- Individual or group pursuit of interest - satisfying knowledge, understanding, and skills - as in self-selected reading, uniquely suitable roles in projects or creative self-expression in art.
- Using what is learned
- Mastery
- Knowledge of progress
- A sense of self-enhancement
- Love and affection of the teacher
- Praise or approval by teachers, classmates or parents for meritorious learning effort or achievement.
- Blame and criticism

- Rivalry for ascendancy in individual and group competition
- Co-operation and social facilitation in achieving group goals
- Opportunity to win special privileges - such as going
- Sympathy from teachers and classmates for shortcomings
- Feelings of security about one's status with respect to achievement, grade promotion, and social and affection relationships.
- Threat of insecurity such as the possibility of failing a test.
- Punishment - including personal criticism, sarcastic comments scolding isolation from the classroom.

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

Yule (2006, p.167) says "There are several factors that combine in a profile of a successful L2 learner. Obviously, the motivation to learn is important".

"It is also worth noting that those who experience some success in L2 communication are among the most motivated to learn. So, motivation may be as much a result of success as a cause". (ibid. p.168)

1.1.4 Motivational Techniques

Pintrich (1996, pp. 364-365) writes: - "Teachers can affect student motivation in many ways. An important means is through planning and decision making.

Teacher student interaction is critical influences on motivation. Much recent work has examined the role of classroom structure and organization in motivation."

Further, he discusses about motivational processes as:

1. Goals, self-efficacy, outcome expectations
2. Model of motivated learning
 - a) Student characteristics
 - b) Self-efficacy for learning
 - c) Task engagement variables
 - d) Self-efficacy cues
3. Self regulation and volition

The following techniques will assist in developing motivational strategies to use when instructing:

i) Plan motivational strategies to keep the lesson interesting: - A dull presentation causes students to become bored, restless, and uninvolved. A lack of response from the students will affect the quality of instruction. As a result, it will have a negative effect on student motivation.

ii) Establish goals: - The goals of instruction come directly from the learning objectives. Ensure that you present the objectives for each block of instruction so

that students will understand exactly what they are expected to be able to do as a result of training.

iii) Provide informative feedback: - Students need feedback when they are trying to meet goals. We can give either oral or written feedback, but be sure we give recognition for proper student behavior and achievements. Recognizing good performance and pointing out areas that need improvement contribute to effective learning.

iv) Show interest in your students:- Give students detailed feedback when they respond to a question or perform same comment favorably on successful performance.

v) Encourage participation: -

We should be open to student contributions and points of view. Students bring many different experiences to the learning environment. Use these experiences to stimulate interest and add variety to learning.

(<http://www.tpub.com/content/administration/134/css/134t-27> htm).

Ur (1991) has talked about motivational techniques from teacher's prospective.

Stage 1: Recall

We should think back to our own classroom learning. As either child or adult not necessarily of foreign language.

Stage 2: Writing

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

Stage 3: Reflection

Reading through what we have written, consider:

- i) How much effort this teacher put in to motivating we to learn, whether deliberately or not, and:
- ii) How far our positive assessment of this teacher is based on the way he/she managed to motivate students. (Ur, 1991, p. 277)

She also has talked about arousing learner interest:

Stage 1: Brainstorm

Stage 2: Extending

Stage 3: Assessing (ibid, p.280)

According to Bhandari, (2063) following are the ways used to create motivation in language classrooms:

1. Using pictures
2. Using language games
3. Using songs and rhymes
4. Using visual aids
5. Using students centered approach and techniques:
 - a) Field visit
 - b) Strip story
 - c) Dramatization

- d) Project Work
- e) Memory game
- f) Recall game
- g) Telling Jokes (p. 64-83).

According to Gardner and Lambert (1972, as cited in Ur, 1991, p. 267), there are two kinds of motivational techniques 'integrative' and 'instrumental'. "The desire to identify with an integrate into the target language culture is contrasted with the wish to learn the language for purpose of the study or career promotion." Another useful motivation for teachers are the 'intrinsic motivation' and 'extrinsic motivation' as stated by Lamsden (Ur, 1994,. *ibid.*)

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

There are many ways of creating motivation in language classroom. The ways these are used to create motivation differ from teachers to teachers. It also depends on the academic qualification and experience of the teachers. Motivation techniques also depend on the level of the students and mood of the students.

1.1.5 Factors in Motivation

Woodruff (1951, pp. 80-98) discusses the following factors in motivation:

i) Needs as a factor in motivation

Anything that is requisite to the maintenance of a state of affairs is a need. He discusses the following needs.

- a) Physiological needs
- b) Social needs and
- c) Personal needs

ii) The pattern of meaning as a factor in motivation

Every evaluative experience through which the individual goes adds something to his knowledge.

- a) Types of concepts:

From the operational point of view there are three types of concepts within the pattern of meaning. Some objects and conditions are conceived as goals to be attained. Some are conceived as means for obtaining goals. These two types are not objectively separable, for whether any particular object is seen as a goal or a means depends entirely on the point of view of the individual at the time. The third type is the concept of self as the acting party, the party that is unadjusted and seeking adjustment.

- b) Relativity of means and ends
- c) The hierarchy of ends
- d) The nature of preferences
- e) The concept of self

iii) The situation as a factor in motivation

According to Ebata (2008) there are three motivational factors in language learning:

- i) Self confidence

- ii) Experience of success and satisfaction
- iii) Good relationship among learners and between teachers and students.

(<http://iteslj.org/>)

Carlisle (1986) suggests the following practical motivation skills:

- i) Organization skill
- ii) Presentation skill
- iii) Question and discussion skill
- iv) Idea generation skill
- v) Priority setting skill
- vi) Practice skill
- vii) Action planning skill
- viii) Commitment setting skill
- ix) Follow-up skill

1.2 Review of the Related Literature

Petri (1986; p.5) writes "The Greek philosopher Aristotle proposed two important ideas that even today continue to have an influence within the study of motivation. Aristotle argued that "the soul is free and that the mind at birth is a blank slate." Further he writes: "Modern conceptions of the role of brain mechanisms in motivation are largely outgrowths of discoveries about how the nervous system gains information and controls behavior". (ibid . p.8)

Pintrich (1996, p. 27) writes: At the beginning of the twentieth century motivation was not a separate topic of study as it is today but rather was ill-defined and fell under the purview of the newly emerging discipline of psychology. Views of motivation and psychology in general were rooted heavily in philosophy. Two prominent conceptualizations of motivation were in terms of (a) volition/will, and (b) instincts.

Further on page nine he writes: Pintrich and De Groot (1990) conducted a correlation study that explored the relations among motivational, cognitive and academic performance variables. Seventh grade students completed the Motivated Strategies for Learning Questionnaire (MSLQ). This self-report instrument measured students' motivational beliefs and learning strategies. The motivational beliefs component assessed three factors: self-efficacy (perceptions of capabilities), intrinsic value (importance), and test anxiety. The learning strategies component comprised two factors: cognitive strategy use and self-regulation.

Schunk (1982) conducted an experimental study that investigated how forms of effort attribution feedback influenced student's achievement outcomes during reading. (ibid page 10)

In the context of Nepal, no sufficient researches have been done on the techniques used by the teachers to motivate their students. In the history of faculty of education T.U., Kirtipur, Bashyal (2000) did research entitled "A study on the strategies prevalent in creating motivation in teaching English in higher secondary schools in Nepal." His main objective was "to analyze the theoretical bases on creating motivation in teaching English in higher secondary (10+2) classes. In his study, he has found some factors influencing motivation. He has concluded that the physical atmosphere of the school, learners themselves and their own initiation to learn English language as the factors influencing motivation. And, at the end he has found out the text books also as an influencing factor in motivation. But he has

not talked about the techniques that are used to motivate students. His study is limited to higher secondary level.

Gyenwali (2007) did research entitled "English teacher's motivational techniques in Grade 5: a study of selected public schools, in Kathmandu". His main objective of the research was "to explore the existing techniques of teachers to create motivation in the English language classroom in the 5th grade." He found out that most of the teachers taught English language without warm-up activities and materials. Teachers did not make students participate in teaching learning activities. Teachers of English are found untrained. He has found out that the teachers do not use motivational technique while teaching. However, his investigation tools are not closely related to the motivational techniques.

Both of the researchers (Bashyal and Gyenwali) have used observation and questionnaire as tools. Both of them have mentioned motivational techniques or strategies in their objectives but there are no findings of techniques used by the teachers to motivate their students.

Bhattarai (2009) carried out research entitled "Teachers' Practices of Motivation in Teaching English." Her main objective of the research was "to find out the techniques of creating motivation in the English language classroom." She found out the most of the teachers untrained in English language teaching. Though they were untrained they used their own methods to motivate their students. She also found out that most of the teachers used questioning method to motivate their students. But she has not given emphasis on motivation techniques used by the English teachers. Instead, she has observed the English subject teachers' practices of motivation in grade 10 only. She also has not studied about the techniques used by English teachers to motivate their students.

All of the above mentioned studies are some how related to motivational techniques. But, not closely and directly related to motivation techniques used in English language teaching classes. So, my study is different from them and related to motivation techniques used by English teachers at secondary level.

1.3 Objectives

The objectives of this study were as follows:

- (i) To find out the motivation techniques used by English teachers to motivate their students at the secondary level.
- (ii) To suggest some pedagogical implications in teaching English language.

1.4 Significance of the Study

English subject teachers can utilize the findings of this research to make their teaching - learning activities effective. Curriculum planners and materials producers may get the better ideas on how students are better motivated to learn English. Material producers can guide English subject teachers to motivate their students using better motivation techniques. English subject teachers can get knowledge about motivation techniques and utilize in their class room to make their teaching fruitful. Thus, it might help to bring changes in the curricula and ELT materials.

CHAPTER TWO

METHODOLOGY

To fulfill the above mentioned objectives, I adopted the following methodological strategies.

2.1 Sources of Data

I used both primary and secondary sources of data. Thus, the study was based on the following sources of information.

2.1.1 Primary Source of Data

The primary source of data of this study was the teachers who were teaching compulsory English at secondary level and the students who were studying in the same level in public schools.

2.1.2 Secondary Sources of Data

For the completion of the study, I consulted the books, theses, proposals, articles, journals and the dictionaries related to the research areas. Some of the books and theses were : Arden (1961), Atkinson (1964), Haber (1969), Petri (1986), Carlisle (1986), Harmer (1991), Pintrich (1996), Bashyal (2000), Gyenwali (2007) and Bhattarai (2008).

2.1.3 Population of Study

All the teachers who were teaching compulsory English at the secondary level and the students who were studying in the same level in public schools were the population of the study.

2.1.4 Sample Population

This study was confined to the twenty teachers of ten secondary public schools who were teaching compulsory English and the forty students selected randomly from the same public schools in Palpa.

2.2 Sapling Procedure

Ten secondary schools were selected purposively from different parts of Palpa district. And, two teachers from each school were selected. Two classes of every teacher were observed. So, altogether forty classes of twenty teachers were observed. Four students from each school were selected randomly. Questionnaire was given to both the teachers and the students to complete this research work.

2.3 Tools for Data Collection

Observation checklist and questionnaire were the tools for data collection.

Observation checklist was for observing and noting the actual practices done by English teachers while teaching in the classroom. And, questionnaire was for getting the actual concepts and opinions of the teachers and students related with motivation. Two classes of every teacher were observed and the motivation techniques were noted on the basis of observation checklist.

2.4 Process of Data Collection

After preparing the tools - observation checklist and questionnaire, I selected ten secondary schools that were nearby my location. Personally, it is impossible to take data from all the schools of Nepal. So, to take sample motivation techniques used by English teachers at secondary level ten schools were selected. I went to the field and built rapport with the concerned people. I requested the English subject teachers to let me observe their classes for my research purpose.

After observing the two classes of every teacher, I filled in the observation checklist and distributed the questionnaire to both of the teachers and students of secondary level. I requested them to return the questionnaire in time and as soon as possible.

After collecting the data, finding on motivation techniques used by the English subject teachers to motivate their students at secondary level in public schools was observed and analyzed. The findings based on the questionnaire were also analyzed.

2.5 Limitations of the Study

The study was limited to:

-) Ten purposively selected secondary public schools in Palpa district.
-) Twenty English subject teachers who were teaching compulsory English at secondary level in public schools.
-) Only forty students were randomly selected from the secondary level.
-) Only forty classes were observed.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

The analysis and interpretation of data collected from the questionnaire and classroom observation are presented in this chapter.

The views and opinions of the English teachers on motivation and motivation techniques and the analysis of the collected data is presented under sub-headings.

3.1 Analysis of the Data Collected through Questionnaire

I asked twelve questions to each of the twenty English teachers of different ten public secondary schools of Palpa district. The opinions of the English teachers is summarized and presented here.

3.1.1 Analysis of Teachers' Response through Questionnaire

I prepared twelve questions to take information from teachers. My intention was to find out different motivation techniques used by different teachers, while teaching English. My focus was on how do they start their class, how do they motivate bored students, whether they apply the same or different methods to motivate their students, how do they keep students motivated from beginning to end, and how do they respond and behave with both the motivated and un-motivated learners. The responses obtained from different teachers are presented and analyzed below under different sub-headings.

3.1.1.1 Ice-breaking or initiation of the class

My objective was to find out motivation techniques used by the English teachers while starting the class. It is very important to motivate students before starting the class. So, one question on how do the English teachers start their class was included in the questionnaire. The responses given by the teachers is presented below.

Table : 1

Motivation techniques used while starting the class

Motivation Techniques	No. of Respondents	Percentage (%)
1. Asking questions from previous lessons	16	80
2. Greeting to the class	14	70
3. Warming up students	12	60
4. Asking topic related questions	10	50
5. Cracking jokes	9	45
6. Use of teaching materials	8	40
7. Chatting with them informally	6	30

The above table shows that most of the teachers ask questions from previous lesson while starting the class. In the same way, many teachers greet to the class, warm up students and ask topic related questions. And, few of them crack, jokes, use teaching material to motivate students and chat with them informally while starting the class.

3.1.1.2.1 Techniques Used by the English Teachers to Motivate Bored and Unmotivated Students

It is very important to inspire or motivate bored and unmotivated students. Otherwise, teaching learning becomes worthless. So, I wanted to know how the teachers motivate bored and unmotivated students. Data obtained from the survey and its analysis is presented below.

Table : 2
Techniques Used To Motivate Bored and Unmotivated Students

Motivation Techniques	No. of Respondents	Percentage (%)
1. Cracking jokes	18	90
2. Telling stories	16	80
3. Giving related tasks	15	75
4. Finding out the reason of boredom	14	70
5 Sharing each-other's experiences	13	65
6. Using pictures	10	50
7. Play games, puzzles etc.	9	45
8. Singing songs	8	40

From the above table, we see that most of the teachers crack jokes and tell stories to motivate bored and unmotivated students. Many teachers give related task and they try to find out the reason of boredom. And, a few number of teachers share experiences with students and ask students to share their experiences, they show pictures, play games and sing songs to motivate bored and unmotivated students.

3.1.1.3 Motivating the Learners from Beginning to the end

It is very difficult to keep students motivated from beginning to the end. So, I wanted to know how the English teachers keep their students motivated from

beginning to the end. The techniques used to keep students motivated from beginning to the end are presented in the following table.

Table : 3
Motivating the Learners from Beginning to the End

Techniques used to motivate while teaching contents	No. of Respondents	Percentage (%)
1.Using teaching materials	19	95
2. Involving students in doing something	17	85
3. Asking the related questions	17	85
4. Asking them to work in group, praising on their positive responses	16	80
5. Telling jokes	16	80
6.Asking students to guess	15	75
7. Trying to draw the attention of the learners	14	70
8. Telling new things in the middle of the class	12	60
9. Giving them feed back	10	50

The above table shows that most of the teachers use teaching materials, involve students in doing something and ask the students related questions to the topic to motivate the learners from beginning to the end. Many teachers ask students to work in group; they tell jokes, ask students to guess and try to draw the attention of the learners. And, few of them, tell new things in the middle of the class and give feedback to the students to keep them motivated from beginning to the end of the class.

3.1.1.4 Most Effective and Fruitful Motivation Techniques (Any Six)

All the techniques used to motivate students are not equally effective and fruitful. So, I wanted to know the teachers' views on most effective and fruitful motivation techniques. One question "List any six motivation techniques that you find most effective and fruitful" was included in the questionnaire. Their responses are presented below in the following table.

Table :4
Most Effective and Fruitful Motivation Techniques

Teacher's Response	No. of Respondents	Percentage (%)
1. Telling jokes	19	95
2. Group work and pair work	18	90
3. Using related teaching materials	17	85
4. Telling short stories	16	80
5. Revising the previous lesson	16	80
6. Using pictures and talking about different matters	15	75

The above table shows that most of the teachers tell jokes, give group work and pair work, and use teaching materials to motivate their students and they find these motivation techniques most effective and fruitful. In the same way, many teachers

found telling short stories, revising the previous lesson, using pictures and talking about different matters as most effective and fruitful motivation techniques.

3.1.1.5 Techniques Used to Motivate Learners to Learn English

Why some learners are not motivated to learn English? What can be the ways to motivate such kinds of students to learn English? The answers to these questions provided by the teachers are presented in the following table.

Table : 5
Techniques Used to Motivate Learners to Learn English

Motivation Techniques	No. of Respondents.	Percentage (%)
1.Pointing out the importance of the English language	17	85
2.Making language simple	15	75
3.Keeping them on front benches	14	70
4.Meeting them personally	13	65
5.Requesting the school to support them	12	60

From the above table we can see that most of the teachers point out the importance of English language to motivate them to learn English. In the same way, many of them make their language simple and keep unmotivated students on front benches. And, some of them meet unmotivated students personally and request the school to support such kind of students.

3.1.1.6 Responding to Learners

Teachers' responses to the students and their behaviors with the students also play vital role in motivating students. I wanted to know how the English teachers response and behave with both the motivated and unmotivated learners. The detailed data obtained from the questionnaire is presented in the following table.

Table : 6
Responding to Learners

Responding Techniques	No. of Respondents	Percentage (%)
1. Motivated- one teaching effectively, unmotivated motivating effectively	16	80
2. Motivating unmotivated learners.	15	75
3 Keeping them (unmotivated students) on front benches	14	70
4. Evaluating students learning	13	65
5. Making students involve in group activities in which both motivated and unmotivated students are mixed in different groups	12	60
6. Try to understand the cause why some students are unmotivated and try to overcome this problem and start my own class	11	55
7. Starting class warming up. Responding to both of the motivated and unmotivated students. And motivating them towards learning	10	50

The above table shows that most of the teachers motivate unmotivated learners and teach motivated ones effectively. Many of them keep unmotivated learners on

front benches, evaluate students' learning and make students involve in group activities in which both motivated and unmotivated students are mixed in different groups. And, some of them try to understand the cause why some students are unmotivated and they try to overcome the problem and they start their own class, they respond to both motivated and unmotivated students equally and motivate unmotivated learners towards learning.

3.1.2 Analysis of Student's Responses

I also prepared fifteen questions to collect data from students. Four students were selected randomly from each school and were distributed the questionnaire. My intention was to find out the differences between teachers' sayings and doings on the basis of students' responses.

The detailed data obtained from the survey and its analysis is presented below.

3.1.2.1 Students' Interest in English Class

I wanted to know whether the students find their English class interesting or not. The data obtained from the students' responses are presented and analyzed below

Table : 7
Students' Interest in English Class

Options	No. of Respondents	Percentage (%)
Very much interesting	16	40
Interesting	19	47.5
A little bit	5	12.5
Not at all	0	0
Total	40	100%

Among forty students; nineteen (47.5%) students found their English class interesting, sixteen (40%) among forty found their English class very much interesting and five (12.5%) of them responded that they found their English class ‘a little bit interesting’. Nobody was to respond to the option "not at all". This means most of the classes were interesting to the students.

3.1.2.2 Ways of Motivating the Class

I asked a question to the students to find out how their teachers would motivate them. The responses of the students are presented and analyzed below.

Table : 8
Ways of Motivating the Class

Options	No. of Respondents	Percentage (%)
Warm up the class frequently	15	37.5
Crack jokes	14	35
Praise their responses	3	7.5
Tell stories	8	20
Total	40	100%

Among forty students; fifteen (37.5%) students responded that their teachers warm up the class, fourteen (35%) students wrote that their teachers crack the jokes, eight (20%) of them responded that their teachers’ tell stories and three (7.5%) of them wrote that their teachers praise their responses. It shows that most of the teachers warn up the class frequently to motivate their students.

3.1.2.3 Ways of Warming up the Class

I was also interested to find out how the English teachers warm up the class. So, I asked a question to the students who were selected for the research work. The data and analysis is presented below.

Table : 9
Techniques to Warm-up Class

Students' Response	No. of Respondents	Percentage (%)
Crack jokes	16	40
Revise the previous lesson	12	30
Show teaching materials and pictures	5	12.5
Tells stories	2	5
No answer	5	12.5
Total	40	100%

Among forty students; fifteen (37.5%) wrote that their teachers tell to open the book and the page no. of the book, nine (22.5%) of them mentioned that their teachers tell jokes, nine (22.5%) of them replied that their teachers revise the previous lesson, four (10%) of them wrote that their teachers show the pictures and describe them and show the teaching materials, two (5%) of them wrote that their tell teaching the stories and out of forty students one student didn't reply to the question.

It shows that most of the teachers crack jokes and revise the previous lesson to warm up the class.

3.1.2.3.1 Students' Interest to Learn English

I wanted to know whether the students find their English class interesting from beginning to the end. The data obtained from the survey is analyzed and presented below.

Table : 10
Students' Interest to Learn English

Students' Response	No. of Respondents	Percentage (%)
Yes	28	70
No	12	30
Total	40	100%

Among forty students, twenty eight (70%) replied, ' yes' and twelve (30%) students replied 'no' to the above question.

It means most of the students were interested to learn English and some of them seemed not interested to learn English.

3.1.2.4 Teachers' Feedback on Students' Correct Response

Praising student's correct responses is an important motivation technique. I wanted to know whether the English teachers teaching in public secondary school praise on students' correct responses or not. The detailed data and analysis is given below.

Table : 11

Teachers' feedback on Students' Correct Response

Options	No. of Respondents	Percentage (%)
Always	19	47.5
Often	10	25
Sometimes	11	27.5
Never	0	0
Total	40	100%

Out of forty students; nineteen (47.5%) students replied that their English teacher praise 'always', eleven (27.5%) of them responded that their teachers 'sometimes' praise to their correct responses. And, ten (25%) of them mentioned that their teachers 'often' praise their responses. Nobody ticked the option 'never'.

It means most of the teachers give feedback to the students 'always'. Many of them give feedback sometimes.

3.1.2.6 Ways of Encouraging Students to Learn English

It is necessary to encourage and motivate students who are not motivated to learn English. I wanted to know how the English teachers encourage their students to learn English. The detailed data and analysis is presented below.

Table :12

Ways of Encouraging Student to Learn English

Students' Response	No. of Respondents	Percentage (%)
Tells the importance of English	27	67.5
Shows the opportunities of jobs	13	32.5
Total	40	100%

Among forty students twenty seven (67.5%) students wrote that their teachers tell the importance of English and thirteen (32.5%), out of forty replied that their teachers show the opportunities of jobs to encourage them to learn English. It means most of the teachers tell the importance of English and some of them show the opportunities of jobs to encourage students to learn English.

3.1.2.7 Students' Feelings on Reaction of Teachers

Students must be satisfied with the teaching of the teachers. Otherwise it is worthless to teach students without their interests. So, here I have tried to know the student's feelings about their teachers teaching. The detailed data is presented below.

Table 13
Students' Feelings on Reaction of Teachers

Student's Response	No. of Respondents	Percentage (%)
Happy and satisfied	36	90
No answer	4	10
Total	40	100%

It shows that most of the students were happy and satisfied with their teacher teaching. But, very few of them did not reply the question.

3.2 Analysis of Observation

In the observation of classroom activities I tried to perceive and identify the actual motivation techniques used and practiced by the English teachers to motivate their

students at secondary level. An observation checklist containing different items was prepared for the observation of English Teachers' classes.

Motivation techniques were divided into three parts: i) initiation or ice- breaking of the class ii) motivation techniques used while teaching and iii) motivation techniques used at the end of the class. The detailed data obtained from the observation is presented in the following table.

Table:14
Analysis of Observation

S. No.	Observation Items	No. of Teachers (out of 40)	Percentage (%)
1.	Initiation or Ice breaking of the class		
	a) Greeting to the class	40	100
	b) Reviewing the previous lesson	26	65
	c) Telling jokes	10	25
	d) Telling stories	0	0
	e) Other activities	2	5
2.	Motivation techniques used while teaching		
	a) Asking students to pay attention	25	62.5
	b) Scolding the students	10	25
	c) Presenting very nicely	28	70
	d) Providing informative feedback	16	40
	e) Showing interest in his students	30	75
	f) Encouraging participation	24	60
	g) Motivating students relating the topic to the life context	14	35
	h) Giving examples from daily life situation	10	25
	i) Making the voice commanding	36	90
	j) Paying attention to the whole class	28	70
	k) Use body language	32	80
	l) Use of gesture	28	70
	m) Giving group work/pair work	20	50
3.	Motivation techniques used at the end		
	a) Summarizing the lesson	28	70
	b) Asking students if they get the point or not	28	70
	c) Solving students' problems	32	80

I observed altogether forty classes of twenty teachers. I found that all the teachers in every class greeted to the class. Among forty teachers, ten (25%) teachers did warm up activities, twenty six (65%) teachers reviewed/ revised the previous lesson, ten (25%) teachers cracked the jokes and two (5%) of them asked students to guess from the picture.

I observed motivation techniques used while teaching. Among forty classes observation, twenty five (62.5%) teachers asked students to pay attention, ten (25%) of them scolded the students, twenty eight (70%) of them, presented very nicely, sixteen (40%) of them provided informative feedback, thirty (75%) of them showed interest in his / her students, twenty four (60%) of them encouraged participation, fourteen (35%) of them motivated students relating the topic to the life- context, ten (25%) of them gave examples from daily life situation. Out of forty, thirty six (90%) teachers made the voice commanding, twenty eight (70%) paid attention to the whole class, thirty two (80%) used the body language and twenty eight (70%) used the gesture. Twenty (50%) teachers gave group-pair work. Among them, sixteen (40%) teachers used student centered approach to motivate their students.

Motivation techniques used at the end was also observed. Out of forty teachers twenty eight (70%) summarized and ended the lesson, twenty eight (70%) asked students if they got the point or not, thirty two (80%) were successful in their teaching, thirty six (90%) of them solved student's problems, thirty four (85%) of them achieved the intended objectives and out of forty teachers only twenty (50%) teachers thanked to the students for their kind co- operation.

3.3 Difference between Teachers' Responses and Their Actual Behaviors

The first attempt of this research was to find out the motivation techniques used by English teachers at secondary level in public schools. The main motivation techniques used by the English subject teachers were: making the voice commanding, using body language, showing interest in their students, using gesture, asking students if they got the point or not, paying attention to the whole class, review of the previous lesson, solving student's problems, telling jokes and short stories, praising their students' correct responses and asking questions.

There was slight difference between the teachers' responses and their actual behavior and performance. Only eight teachers responded that they greet the class before starting the class but all the teachers greeted to the class. Nobody mentioned 'scolding' as motivation technique while writing the answer but out of twenty teachers, five teachers scolded the students to motivate them. Only two teachers told 'making voice commanding' as motivation technique but eighteen out of twenty teachers made the voice commanding to motivate their students. Only two teachers wrote that 'motivation differs day by day' but all the twenty teachers applied different motivation techniques to motivate students. All the teachers wrote that teaching materials play important role in motivating students but nobody used extra teaching materials except book, chalk and duster. Nobody mentioned 'asking students to pay attention' as motivation technique but out of twenty teachers; twelve teachers asked students to pay attention. Ten teachers wrote that they crack jokes to motivate students but only five teachers cracked the jokes in the class. In this way; there was slight difference between teacher's responses and in their actual classroom behaviors.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study attempts to survey the actual motivation techniques used by the English subject teachers at secondary level in public schools. The findings and recommendations are shown below:

4.1 Findings

This research targeted to find out the motivation techniques used by English subject teachers at secondary level in public schools, has come up with the following findings:

4.1.1 Findings Based on Observation

- i) All the forty teachers greeted to the class. Out of forty teachers, only ten teachers warmed up the class. Nobody told short stories to warm up the class.
- ii) Most of the teachers (36 out of forty) made their voice commanding to motivate the students .Out of forty, ten teachers scolded students to motivate them. Only ten, out of forty teachers gave examples from daily life situation to motivate the students. Motivation techniques differed according to the situation of the class. Teachers used different motivation techniques to motivate their students.
- iii) Making the voice commanding, using body language, showing interest in his/ her students, using gesture, asking students if they got the point or not, paying attention to the whole class, review of the previous lesson and solving students' problems were the major motivation techniques mostly used by the

English subject teachers to motivate their students at secondary level in public schools.

- iv) Thirty four ; out of forty teachers achieved the intended objectives and only twenty teachers thanked students for their kind co- operation.

4.1.2 Findings Based on Questionnaire

4.1.2.1 Questionnaire to Teachers

- i) All the teachers used some kinds of motivation techniques before starting the class.
- ii) Motivation techniques differed according to the nature and situation of the class.
- iii) All the teachers replied that they do not use the same method always to motivate their students.
- iv) All the teachers agreed that the students must be motivated before starting the class.
- v) All the teachers thought that teaching materials also play important role to motivate students.
- vi) Asking questions from previous lesson, short stories, group- work, pair- work, role play and jokes were the major motivation techniques used by the English subject teachers to motivate their students at secondary level in public schools.

4.1.2.2 Questionnaire to Students

- i) Among forty students; sixteen students found their class very much interesting, nineteen students found their English class interesting and five students found their class ‘a little bit interesting’.
- ii) Twenty three students, out of forty students replied that their teachers revise the previous lesson before starting the class and ten students wrote that their teachers crack jokes before starting the class.

- iii) Thirty seven out of forty students told that they take their English class regularly.
- iv) All the forty students replied that they feel satisfied when their teachers summarize and end the class.
- v) Ninety percent students were found happy and satisfied with their teachers' teaching.
- vi) Large no. of students felt well motivated when they were taught interesting stories.

4.2 Recommendations

On the basis of the findings of this study the following recommendations have been made for pedagogical implications:

- i) All the teachers should know the importance of motivation and motivation techniques to motivate their students.
- ii) Telling jokes, group work and pair work, using related teaching materials, telling short stories, revising previous lessons, using pictures and talking about different matters were found most effective and fruitful motivation techniques to motivate students.
- iii) Classroom management, teacher's personality and teaching learning aids are also important in creating motivation among students.
- iv) Teachers should utilize their theoretical knowledge of motivation into actual field and should motivate the students before starting the class.
- v) Encouraging participation, giving examples from daily life situation, praising students' responses and asking students if they understood or not are some ways of creating motivation among students.
- vi) To be a good teacher, s/he should be a good motivator.
- vii) To be a successful teacher s/he should have good relationship with their students, school and the guardian of the students.

viii) Teachers should use different kinds of motivation techniques to motivate students, otherwise students might feel monotonous and irritated.

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