TECHNIQUES USED BY ENGLISH TEACHERS OF PRIMARY LEVEL TO MOTIVATE STUDENTS

A Thesis Submitted to the Department of English Education

In the Partial Fulfilment for Master of Education in English

Submitted by

Rupa B.K.

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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DECLARATION

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

Date: ………….

………………………..

Rupa B.K.

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Rupa B.K.** has prepared this thesis entitled **Techniques Used by English Teachers of Primary Level to Motivate Students** under my guidance and supervision.

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ABSTRACT

This thesis entitled "Techniques Used by the English Teachers of Primary Level to Motivate Students" presents a clear picture of techniques used by the English teachers at primary level to motivate students in teaching 5th grade English in the private schools. The main aim of this study is to find out the main techniques used by the English Teachers of primary Level to Motivate the Students. The data were taken from the teachers and students by distributing questionnaire and classroom observation form. For the data collection 10 private schools of Kathmandu Valley were selected .Ten English teachers who were teaching at those Schools and randomly selected five students specially studying at the fifth grade from each School were sampling units. Therefore, altogether the sampling population was sixty. Ten teachers and fifty students for my study. Each class teacher's class was observed four times. Therefore, altogether 40 classes were observed. Most of the teachers have been found teaching English language with warm up activities and materials therefore the students were interested in English language learning. The teacher teaching English in the fifth grade have been found to participate the students in teaching learning. Therefore the students were found motivated most of the time.

This study consists of four chapters. Each chapter has been divided into various sub-chapters. The first chapter consists of general background, literature review, objectives of the study and significance of the study. The second chapter deals with methodology which contains sources of data, research tools, process of data collection, sampling population, sampling procedure and limitations of the study. Also, it contains the method applied in analyzing and interpreting the collected data. Likewise, third chapter includes presentation, analysis and interpretation of the collected data which is the main part of the thesis. Finally, the fourth chapter consists of findings, recommendations and pedagogical implications that are very crucial in teaching learning process in the classroom.

TABLE OF CONTENT

LIST OF TABLES

Page No.

CHAPTER I

INTRODUCTION

1.1 General Background

Language is the most important medium of human communication. It is a means of self-expression and of communicating or expressing ideas or feelings. Finocchiaro (1964) opines "Language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact" (as cited in Brown 1994: 8). Language is a social phenomenon, which we use in the society to express our ideas and feelings, by means of which we establish the relation in the society.

In the present context, English as a well recognized international medium of communication has its dominance over almost all other languages. Besides, it is a treasure of knowledge. It is through English that non-English speech communities have imported foreign inventions, ideas, culture, literature etc. For example, we imported Russian, Greek, French and Indo-Aryan literature and philosophy through English.

1.1.1 English in the World

None of the languages in the world is either superior or inferior to other. Each language has its own importance; however the English language has distinctly the most dominant power in the world. It has an international marketability as well as capability to fulfill all sorts of linguistic desires to its users. It is ever growing for world communication and works as a link language throughout the world.

English now is an international language. It serves as a lingua franca for world communication. The importance, popularity, and attraction of the English

language is ever widening. Almost all the countries have adopted and given priority to it in their education, trade, technology, entertainment and other aspects of social life. It is undoubtly only the language for international trade, business, and correspondences. The alternative has not been seen yet for international treaties and diplomatic relations. It is also one of the five official languages of United Nations Organizations (UNO). Furthermore, it has the largest vocabulary too.

Showing the importance of the English language different scholars have expressed varieties of thought towards it.

French (1963, as cited in Lamichhane, 2008) states, "Anyone who can read English can keep in touch with the whole world without leaving his own home." Furthermore, he adds "A young person starting a carrier with knowledge of English holds a key which will open many jobs. So, English can also be viewed as a way to get a better job or to improve social standing to solve economic problem."

Kohli (1978, p.135) emphasizes English in his words as

> "English is the mother –tongue of 250 million people in the world. The countries where English is native language are United Kingdom (UK), United State of America (USA), Canada and Australia. Nearly 100 millions of people speak English as a second or foreign language."

Crystal (1997, p.130) writes, "Over two thirds of the word's scientists write in English. Three quarters of mail is written in English."

Similar view can be found on Sthapit et al. (1994, p. 85) as they write, "One in every seven human beings can speak English. More than half of the world's books and three quarters of international mails are in English."

In this way English has overall impact up to individual's life. The better opportunity for the job can be ensured through English while it also holds the key for knowledge as most of the printed materials are found in the language.

English is the window we can view the whole world through. The rapid development in the field of science and technology has mutual co operation with English language. French (1963, as cited in Lamichhane, 2008), mentions, "The importance of English language in the present day world of science, technology, commerce business and trade need not to be over emphasized." The language is considered to be very rich in literature, humanistic scientific and technical field. It is the pipeline for the stream of knowledge in all branch of learning.

The English language is also the language of source and reference. Most of the world's official documents (either domestic or international) are drafted first in English and translated into respective languages. Almost all the publication in the field of science and technology, trade and commerce etc. are published in the English language. About one third of the world publications, books as well as newspapers, magazines, periodicals, prospectus, brochures, manuals etc. are published in English. Similarly, the vast literature, both in quality and quantity can be found in English. This is why; English sometimes is also called library language.

English, in this way, shows its dynamicity and adjusts with the changing world. It helps the world community to think globally and develop the sense of brotherhood. It also helps to break the prejudice and barrier of a single speech and single cultural community. English now is such a common language that the varieties of English have been developed widely throughout the world. Its varieties like American English, British English, Australian English, and Canadian English etc. have world recognition whereas the others like, Indian English, and Nepalese English etc. are in the process of emerging. Thus, the

varieties of English on the basis of the regional or social dialect have shown the significance of the title 'English's in the world.'

In a nutshell, as a language, English has its autonomy to rule the whole world at present. The significance of the present sub – topic 'English's in the World,' can be viewed with the following points, as English

- an international language,
- a window through which the world can be viewed,
- a language of globalization and brotherhood
- a link language,
- a library language,
- the language of trade and commerce, science and technology, education and so on,
- the language of source of knowledge,
- the language for better opportunity,
- the language of having largest vocabulary and literature.

1.1.2 The English Language in Nepal

The history and development of English language in Nepal is not so long. The first attempt in favor of the language was made by Junga Bahadur Rana, the first Rana prime minister of Nepal. He formally established English medium school named 'Durbar school' in 1910 B.S. (Pandey, 2008, p. 20). He was much influenced by the British education system and even more with English language. He realized the need and importance of English language for the rulers to have diplomatic correspondence and felt the necessity of establishment of English medium school.

At first the school was established in a room of Thapathali Durbar and allowed only the children of Ranas to get education. Later it was made open to the public. Since then the real influence of the English language came into effect to the public too.

Awasthi (1979, p.2) states, "The main reason for opening this school was to make his children well educated and enabled them to handle relation with the British power in India in an efficient manner." The establishment of Tri-Chandra College in 1975 B.S. (Awasthi, 2009, p.199), can be taken as the next important effort for the betterment of the English language in Nepal, where the medium of instruction was English. According to ibid, the introduction of ELT in Nepalese education started only in 2028 B.S.with the implementation of National Education System Plan (NESP).

The rapid development of the English language in the field of education can be seen after 2037 B.S. when the existing law was changed and English was taught as a compulsory subject in all schools (Lamichhane, 2008, p.2). The changing law made the private schools opens formally. With their establishment, such schools, prioritized the English language and used it as the medium of instruction. Since then almost all the private schools are focusing English as their institutions. Furthermore, the government aided schools are also trying step towards it.

Not only in schools, but also in university level there is English as a compulsory subject. English is being one of the medium of instruction in the university for non-English subjects too. Besides these, Nepal English language teachers' association (NELTA) and some other institutions are being actively involved for the development of the English language in Nepal.

 The English language has widely been used in educational sectors in Nepal, however the use of spoken English in real setting is very poor. Basically in private schools and some other institutions people are found using English in an artificial setting. The persons like teachers, professor, tourist- guide, business person etc are found using English as a second /foreign language.

1.1.3 Motivation

The term 'motivation' comes from the Latin term 'Mover' which meant 'to move' that is why motivation makes a person do something. Petri (1986) discusses as motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use the concept of behaviour. More intense behaviours are considered to be the result of higher levels of motivation. Additionally, we often use the concept of motivation to indicate the direction of behavior. As mentioned by Nurt (1994, p.436), "motivation is derived from the Latin term 'motives' (a moving cause), which suggests the activating properties of the process involved in psychological motivation".

Motivation, or more specifically human motivation, can be defined as "an inner state of need or desire that activates an individual to do something that will satisfy that need or desire" (Kost, 2003). Motivation refers to a desire or need internal to the individual, thus it is not possible for others to actually motivate an individual but others "must manipulate environmental variables that may result in an increase or decrease of motivation" (ibid). Basically every individual is motivated to do at least something, but this motivation is not necessarily directed to learn, at least not to learn for school. When it comes to learning processes one has to differentiate between various kinds of motivation that lead to a positive learning effect. As mentioned above, motivation has to come from the learner or student themselves in the first place. If he is not able to motivate himself, the teacher has to "manipulate" the student in that way, that he is motivated to learn. The difference and importance of these and other types of motivation for learning and second language acquisition will be explained in the following in detail.

According to Kelly (1946, p.120) 'motivation is the central factor in the effective management process of learning. Some types of motivation must be present in all learning'. To motivate the learners towards learning, different

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

Motivation has been classified into two different types as integrative versus instrumental. While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Ellis, 1997). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being more important in a formal learning environment than instrumental motivation (ibid). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. Kachru (1977, cited in Brown 2000) also points out that in India, where English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

In this way, motivation is regarded as something which initiates, energizes, compels and prompts an individual to act or behave in a particular way or manner for attaining some particular goal, target or purpose. Moreover, it is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

1.1.4 Motivation and Language Learning

The term motivation is one of the psychological terms often used in ELT methodology. Language is one of the fundamental parts of human behaviour and a person's behaviour is governed by certain needs and interests which influence how he actually performs. The assumption that motivation and learning are directly connected to each other is supported by teachers, researchers and psychologists for a long period of time. They have pointed out that motivation can be regarded as the key issue in language learning processes, thus student motivation must be preserved, elaborated or even heightened. In order to achieve this lofty mission, teachers and instructors have to make use of specific strategies for motivation. These strategies must be closely connected to the students' lives and it has to be in the nature of these strategies to support the students in their learning process. Learning usually takes place in a classroom atmosphere, thus motivation has to be involved in this environment to guarantee learning.

Hudson (2000) asserts that motivation often performs two important characters in second language learning process; it firstly arouses people's interest and secondly helps people keep their enthusiasm. Actually, other elements assumed of second language learning are all affected by motivation in different levels. The theories of motivation simply explain the basic question of why humans behave in a way, and why people do things. From different psychological perspectives, whatever people do, there are reasons, and these reasons represent the motivation theories. So it is lots of motivation theories which cause confusion, rather than psychology. Moreover, motivation to learn a second language is complex and may differ for some reasons but be mostly the same due to the diversified nature and characteristics of the language itself. Motivation in second language learning has a sophisticated construction.

In general, motivation is the 'neglected heart' of our understanding of how to design instruction (Keller, 1983, quoted in Dornyei, 2001, p.116). Many

teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them. What is more, they will not be able to form a cohesive and coherent group; unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals accepted by the group members, that is, students). Learning a foreign language is different to learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to promote, or even militate against, success. Language is part of one's identity and is used to convey this identity to others. As a result, foreign language learning has a significant impact on the social being of the learner, since it involves the adoption of new social and cultural behaviours and ways of thinking.

1.1.5 Motivational Techniques

Motivational techniques means is through playing 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.) Pintrich (1996,p.364) writes:-"Teachers can affect student motivation in many ways.

Further, he discusses about motivational processes as:

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

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

i) **Plan motivational techniques to keep the lesson interesting-** Adult presentation causes students to become bored, restless and uninvolved. A lack of response from the students will affect the quality of instruction.

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

iv) **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

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

Stage1: Recall

We should think back to our own classroom learning.

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 the teacher put motivating we learn, whether deliberately or not

ii) How far our positive assessment of this teacher is based on the way he/she managed to motivate students.(UR,1991)

She also has talked about arousing learner interest:

Stage 1: Brainstorm

Stage 2: Extending

Stage 3: Assessing (ibid)

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

According to Rai, (1999) following are the ways 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) Dramatization
c) Strip story
d) Project work
e) Memory game
f) Recall game
g) Telling jokes.

According to Gardner and Lambert (1972), 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'extrinsic'and' intrinsic' as stated by Landsmen (1994).

) 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 teachers approval :(cited in Gynwali,2006,unpublished M.Ed thesis).

1.2 Review of the Related Literature

The researcher should gather knowledge from the previous studies since they provide him with the foundation to prepare further new research. Therefore, an attempt is made here to review the books, journals and researches that are related to the research topic.

Mackey (1961, p.125) carried out a research on motivation and its effects in learning. He came up with the conclusion that 'the more and the better the motivation, the better the learning that an incentive of reward is to be preferred to one of punishment; that a hope of success is a better motivation than fear of failure'. According to him, the learners with high motivation will seek:

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

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

Benson (1991) noted that educators in Japan are often surprised by university student's lack of ability using spoken English, compared with that of their grammatical understanding of the language. He reported that university student's motivation to study English was often mixed. Some students appeared to be generally enthusiastic, but lacked application. Benson also found that some of the reasons suggested by students for English study could not be grouped as either integrative or instrumental forms of motivation. For this reason he constructed a third group labeled as "personal". This category included motivational reasons such as, "pleasure at being able to read English, and enjoyment of entertainment in English" (ibid). The results from his study showed a preference for integrative and personal forms of motivation, even though this was restricted. Benson suggests that the student's rejection of instrumental motivation illustrates the view that students do not perceive English as having a vital role to play in their lives. He also makes the point that the rejection of instrumental reasons for the study of English may indicate that the Japanese language is considered adequate for normal daily verbal exchange.

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

Dörnyei (2001, p.21) argues that motivation changes over time in three phases: choice, execution, and retrospection. The initial choice to actually learn the language or start the task rather than just think about it requires different springs to the maintenance of effort, perseverance or tolerance of frustration in the second phase. Finally the learner needs to come to terms with the whole experience and evaluate the outcomes. Dörnyei (ibid., p.136) offers a checklist of 35 motivational strategies covering the three phases for teachers to try out- warning that the aim is to become a 'good enough' motivator, not a perfect one.

Bashyal (2000) carried out a research on the strategies prevalent in creating motivation in teaching English in higher secondary schools with a view to finding out the problems, and techniques of motivation generally used by the teachers in higher secondary levels in Palpa district. He finally sorted out the problems specially based on the four different areas. These areas were physical atmosphere, learner, teacher and textbooks.

Gyenwali (2007) carried out a research on 'English Teachers' Motivational Techniques: A Case for Selected Public Schools in Dang (Deukhuri). The major objectives of the study were to explore the existing techniques of teachers to create motivation in the English language class room in the 5th grade and to identify the problems in creating better motivation in teaching English. In the study, most of the teachers were found teaching English without using the teaching materials and warm up activities in the class. Most of the teachers in the public schools were found trained and they did not apply their skills even if they were trained.

All of the above mentioned studies are somehow related to motivational technique. But, they have not talked about strategies used by the English language teaching classes to motivate the students. So my study is different from them and related to strategies used by English teachers of primary level to motivate the students.

1.3 Objectives of the Study

The objectives of this study will be as follows:

a. To explore the existing techniques used by teachers to create motivation in the English language classroom at primary level.
b. To suggest some pedagogical implications for enhancing teaching learning processes.

1.4 Significance of the Study

Motivation is one of the most important factors of teaching and learning activities. It provides the learners an appropriate environment which helps them improve their learning. Being an integral part, different researchers have carried out researches on various aspects of this particular area but no any research has been carried out on the topic 'Techniques Used by The English Teaches Of Primary level to Motivate Students' in the department of English education yet. This study will be significant for all those who are directly or indirectly involved in teaching especially at primary level. Moreover, this study will be helpful to the syllabus designers, textbook writers, language and literature teachers, researchers and other people who have deep interests in English language teaching. It will equally be helpful for the preservation, consolidation, modification and development of suitable techniques for motivating the students. Most important of all, it will provide a basic framework for further research in this particular area.

CHAPTER II

METHODOLOGY

2.1 Sources of Data

Both primary and secondary sources of data were utilized to collect information for the study.

2.1.1 Primary Sources of Data

The primary sources of data were English language teachers of primary level and the students who were studying in the same level of Kathmandu Valley.

2.1.2 Secondary Sources of Data

Secondary sources of data were the related books, textbooks, journals articles, curriculum, theses submitted in the department, and other reference materials. Some of the books and theses are: Harmer (1991),Petri (1986),Basyal (2000),Gyenwali(2007), Arden (1961), Pintrich (1996),and Bhattarai (2008).

2.2 Population of the Study

I used judgmental/purposive sampling procedure to select ten private primary schools of the Kathmandu valley. Ten English teachers who were teaching English at those schools and randomly selected five students especially studying at the fifth grade from each school were sampling units for my study.

2.3 Process of Data Collection

I followed following procedures for the data collection:

⟩ I selected ten primary(private)schools of Kathmandu valley and requested concerned authority for the permission to carry out the resea

⟩ I established the rapport with the teachers and students.

⟩ I took permission from the principal.

⟩ I distributed questionnaire to the ten subject teachers and fifty students

⟩ To collect the whole required data I visited the selected schools for three times.

⟩ I observed four classes of each teacher. Therefore, altogether forty classes were observed.

⟩ Finally , the obtained responses were extracted for presentation , analysis and interpretation

2.3.1 Tools for Data Collection

In order to collect the data for this study, I used questionnaire to the English language teachers and their students and class observation form. Each class teacher's class was observed four times. Altogether ten teachers' 40 classes were observed.

2.4 Limitations of the Study

To include a large area in this kind of research would be impossible due to limited resources and time. Under certain limitations, it can measure the actual problems. Having considered all those things, the study had the following limitations:

i. This study was limited to only ten purposively selected private schools in Kathmandu district.

ii. This study was focused on the fifth graders.

iii.   This study subjects were only fifty students and ten English teachers teaching in the fifth grade.

iv.   This study was limited to only the techniques used by the English teachers of primary level.

CHAPTER III

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The presentation, analysis and interpretation of information collected from the questionnaires and class observation forms are presented in this chapter. The analysis of information collected from the responses duly provided by the subject teacher has been presented in descriptive way. The data gathered from students and teachers have been tabulated and described for the presentation and analysis and interpretation.

3.1 Presentation, Analysis and Interpretation of Teachers' Data

The success of learning a foreign language especially English in the existing situation greatly depends upon efficient teachers. To fulfill the research purpose I had administered/distributed questionnaire to the teachers. Ten teachers from ten schools were selected. In a questionnaire there were two types of questions asked subjective and objectives. Among them five were objectives and 12 were subjective.Therefore, altogether 17 questions were asked. All questionnaires were completed and returned back safely Therefore, the views and opinions of the English teachers in how they arouse learners interest on the lesson, how they motivate learners in different stages of classroom activities. What sorts of motivational strategies and techniques they applied, problems and suggestions for better motivation were answered.

3.1.1 Analysis of Questionnaire Given to the Teachers

I had used numerical symbols (1-10) to identify the teachers not for the grading system on the basis of their quality. Data were collected on the basis of questionnaire which have been tabulated and described according to the responses of respondents/teachers. Teachers' opinions on motivational strategies/techniques which they applied in the classroom to create motivation are presented below:

3.1.1.1 Telling the Jokes/Stories to Students

This was the first objective question asked to the ten teachers of ten schools. The question was "How often do you tell the jokes /stories to your students when you enter the class?" There were three options. The responses obtained from the respondents/teachers are presented in table No. 1.

Table No. 1

Telling the Jokes/Stories to Students

Options	No. of teachers	Percentage	Remarks
Always	-	-	-
Sometimes	10	100	-
Never	-	-	-
Total	10	100	

The above table shows that all the ten teachers sometimes told the jokes/stories to the students when they enter to the classroom. None of them always told the jokes/stories when entering in the classroom.

3.1.1.2 Singing Song to Motivate Students

The second research question was asked to the ten respondents, "Do you sing song to motivate your students?" there were three options. The responses obtained from the respondents/teachers are presented below.

Table No. 2

Singing Song to Motivate Students

Options	No. of teachers	Percentage	Remarks
Always	-	-	-
Sometimes	10	100	-
Never	-	-	-
Total	10	100	

The above table shows that all the ten teachers sometimes sang song to motivate students. None of them always sang song to motivate the students.

3.1.1.3 Giving Rewards

Similarly, the third research question was asked to the ten respondents "Do you distribute chocolates or any rewards to motivate your students?" from this question the researcher wanted to find out how many teachers distribute chocolates or any rewards for students' good work. The responses obtained from the respondents are shown the below:

Table No. 3

Giving Rewards

Options	No. of teachers	Percentage	Remarks
Always	-	-	
Sometimes	8	80	
Never	2	20	
Total	10	100	

The given table shows that most of the respondents 8 out of 10 or 80% teachers sometimes gave chocolates or any other rewards for their good works. None of the teachers always gave rewards for student's good work. Two out of ten never gave chocolates or any rewards for students' good work.

3.1.1.4 Asking Questions from the Previous Lessons

The fourth question was asked to the ten respondents, "Do you ask questions from the previous lessons when you start your class?" The responses obtained from the respondents/teachers are presented in the table.

Table No. 4

Asking Questions from the Previous Lessons

Options	No. of teachers	Percentage	Remarks
Always	10	100	-
Sometimes	-	-	-
Never	-	-	-
Total	10	100	

The table above shows that all the ten teachers 10 (100%) teachers always asked questions from previous lesson when they start the class. This study shows that all the teachers connected the previous lesson with taught lesson.

3.1.1.5 Changing the Seat of the Students

The fifth or last objectives question asked to the ten respondents "Do you change the seat of students to make their participation surer?" The responses obtained from the respondents/teachers are presented here:

Table No. 5

Changing the Seat of the Students

Options	No. of teachers	Percentage	Remarks
Always	-	-	-
Sometimes	10	100	-
Never	-	-	-
Total	10	100	

Table 5 shows that all the teachers 10 (100%) teachers sometimes changed seats of students to make their participation more sure. None of them always changed the seats of students to make participation surer.

3.1.2 Motivating and Arousing Interest in the Learning Process

Another interest of the research question was to find the techniques/strategies the teachers follow in motivating and arousing interest in the learners. All the ten teachers had mentioned they generally applied different strategies to warm up their students they used different motivational strategies/ techniques such as, telling short stories, jokes, telling most recent news, using language games, stating importance of the lesson, revising previous lesson, singing songs etc. These techniques were practiced mostly they directly entered in the classroom. In the case of encouraging the back benchers most of the teachers encouraged them to participate in the learning activities by asking those questions

individually and making group work activities. None of the them ignored the unmotivated one throughout the periods. According to the respondents if they neglected the unmotivated one they would never come front. So all the respondents said that they warmed up activities to motivate the students from the beginning to the end of class. Therefore, it is concluded that all the teachers had been able to motivate and arouse the interest in learners. Above mentioned strategies used by the English teachers know that the techniques of arousing interest in the learners frequently and regularly were the best techniques to make the students quite motivated according to their response.

All the teachers had given very valuable justifications for the importance of motivation. Motivation makes the students pay attention to the teacher.

3.1.2.1 Problems in Creating Motivation

Another interesting question was asked 'what problems do you have in creating motivation in the learner'?

The teachers mentioned that they have various problems. All the teachers claimed that they do not have enough time to apply the different ways of creating motivation they could not recognize each individual's psychology and could not apply various motivational strategies with in a limited time. Another cause of creating motivation was lack of teaching materials. According to four out of ten teachers' perception; because of hard lessons in the textbook also main problem behind lack of motivation to the learner. The entire teacher said that the problems creating motivation in the classroom was lack of teaching materials and lack of teaching strategies skills. Some of them have claimed that the problems are created by the environmental factor in and around the class. According to the various responses of the respondents/teachers time was not enough to practice the different ways of creating motivation. Lack of sound environment, difficulties of the lessons, student's individual differences, students learning different levels, different backgrounds are the main problems in creating motivation in the classroom.

3.1.2.2 Responding Techniques of Teachers

The responses obtained from the ten teachers show that the verbal encouragement was the responding techniques of them to motivated as well as unmotivated learners. Among them ten teachers/ respondents: 2 out of ten did not use the verbal encouragement technique. Because they wanted to give them physical punishment if the students make noise, do not pay attention to teaching and learning in the classroom. They were given simple punishment like 'standup' and 'sit down'. But other 8 teachers verbal encouragement like good, very good, well down, excellent, keep it up etc. 'Helping' and 'praising' were the strategies as response to the motivated and unmotivated learners according to obtained responses. According to all the ten teachers none of them neglected the unmotivated learners in the classroom. These all activities show that praising and helping as verbal encouragement are the best ways because these strategies are widely used as the response to the motivated and unmotivated students in the class.

Thus individual teachers had their own techniques of responding to the motivated students in the class. All the ten teachers had very slighted differences to responding them. Some of them responded to them in a similar way being friendly to them helping and praising their successful performance. Therefore, while responding to the motivated and bright learner praising, helping and behaving friendly were the best techniques to be used by the teachers.

3.1.2.3 Characteristics and Behaviours of Learners

The responses obtained from the respondents, all respondents said that the same characteristics of motivated and unmotivated learners were found. Regarding to all the respondents/ teachers motivated students were found with curious, obedient, clever and extrovert. At the same time all the teachers/ respondents responded that unmotivated ones were mostly seen having characteristics like introvert and passive. But motivated students were those

who stayed quiet paying attention to the teachers during teaching learning activities in the class. Almost all ten respondents responded according to condition of students their characteristics and behaviours can be seen in them. So they do not have same behaviour, attitude and family background. So why some were quickly motivated and some were not. Almost respondents were at one point that motivated students show the behaviour like ready to response for the answer, forward, active and laborious.

The obtained varied, responses of data shows that the characteristics and behaviors of the learners were different types which show the quality of the motivated and unmotivated learners in the class.

3.1.2.4 Instructional Techniques

It is true that if a student loses confidence in learning, he or she will become demotivated .All the ten respondents/ teachers used explanation and illustration techniques/strategies. Among them, four out of ten respondents were found using pair work and group work..Four respondents said that group work and pair work were preferred and widely used instructional techniques which were applied all the time in the classroom. So instructional technique is helpful to the teachers to make class interesting, evaluate whole class and activate the students. None of them had preferred the demonstration techniques because they all followed explanation and illustration as the effective ones. Similarly none of them had preferred the project work technique because they said that it was impossible to apply for the 5th class students. Likewise a few respondents used to follow lecture method technique but it was not suitable to apply for grade 5th grade students.

From the conclusion of obtained responses, most of the respondents were used the explanation and illustration technique in the class. It was most preferred one among all the techniques. Similarly, lecture, group work and pair work techniques were least preferred techniques in the 5th class to motivate the learners.

3.1.2.5 Motivational Technique in while Teaching Content

This is the most interesting part of research. Ten respondents were asked 'what motivational techniques do you prefer and follow up in the English language classroom?'

Most of them 6 out of ten respondents said use of teaching materials was the one which helps the learners to learn English very effectively and meaningful way. Teaching other materials was not always available in the classroom. If they were available it would be very effective to teach in the class according to the text based on the context too. Visual aids were rarely used in the class. Lack of enough/sufficient teaching materials students feel boring, monotony, lack of interests and immediately become demotivated in the class. Most of them had been teaching English through language games, telling short stories/jokes, singing songs and rhymes, most recent news, showing pictures, participating students in group work as, revising previous lesson or telling the lesson or page number etc. were different motivational techniques which were preferred by all the respondents. Based on the above mentioned different motivational techniques, teaching through language games and speaking in English were the most common techniques used by the respondents. The techniques like telling short stories/jokes, using visual materials, group and pair work and telling new things etc. are techniques in the classroom.

3.1.2.6 Application of Training

From the obtained responses, 7 out of ten respondents were found well trained. Among them, three respondents were found not trained. The trained respondents have been long time teaching experienced. Trained teacher's classes were found very interactive, effective and meaningful more. Those who were untrained their classes were less interactive, effective and meaningful. So teacher training is the best one for English language teacher which helps the teachers to create motivation on them. It develops teaching skills too. That is why teaching English and learning environment will go more effective and

meaningful way. Indeed teacher's training supports vital role in English language in the classroom.

3.1.2.7 Attitude Towards Textbook

The respondents were asked another question "Is the content of the text you teach sufficient enough to motivate and arouse interests of the learners?" From the obtained responses respondents' responded in a point not sufficient. Only the teaching text could not fully motivate and arouse the learner's interest because not only the text book but also it depends upon teachers as well as students too. How the teacher warm ups the class, how the teacher presents the lesson etc. It all depends on teachers teaching strategies. Some teacher presents lesson very interesting way even the absence of textbook. Students behaviours and their mode also plays vital role in motivating and arousing interest in teaching learning English.

3.1.2.8 Quality of Students

Regarding the obtained responses all the respondents/ teachers said in a one point: bright learners, extrovert, curious, disciplined, obedient and self-regulated learners were found most and immediately motivated. They added that those learners who were introvert, passive or lazy nature and undisciplined learners did not want to easily motivate to the class.

3.2 Data Collected Through Questionnaire from the Students

The learners are most significant factor in a language teaching learning. The textbooks, teaching methods and all policies are meant for enlightening the learners. For the responses respondents/ students were asked 6 objective and 12 subjective questions. Altogether 18 questions were asked. The questionnaire was distributed to 50 randomly selected students, to elicit how much and how teaching English is carried out and how they feel about the activities practiced in the English classes. Data were collected on the basis of questionnaire which has been presented in the table:

3.2.1 Students' Response on Teaching Learning Activities

This was the first objective question asked to 50 students/respondents "How do you find your English Class?" There were four options. The responses obtained from the respondents/students are presented in the below:

Table No. 6

Students' Response on Teaching Learning Activities

Options	Students	Percentage	Remarks
Very interesting	34	68	-
Interesting	14	28	-
Satisfactory	2	4	-
Boring	-	-	-
Total	50	100	

The above table shows that the teaching learning activities were satisfactory whereas 34 out of 50 (68%) students found their English classes very interesting. Likewise 14 or 28% studnets found their classes interesting and a very few students found their English classes satisfactory. None of them found their English classes boring.

3.2.2 Understanding/Grasping contents

The second question asked to the respondents was "How often do you understand/grabs your English content taught by your teacher?" There were five options. The responses obtained from the respondents are tabulated below:

Table No. 7

Understanding / grasping contents

Options	Students	Percentage	Remarks
Very much	25	50	-
Average	20	40	-
Little	5	10	-
Not at all	-	-	-
Total	50	100	

Above table shows that most of them i.e. 25 or (50%) out of 50 respondents responded that they have grasped English contents very much. Among them 20 students grasped moderate ability and five students grasped a little.

3.2.3 Techniques Used by the Teachers to Start a New Class

The third question asked to the respondents was "How does your teacher start the class mostly?" The responses obtained from the respondents/students are presented below:

Table No. 8

Teacher Start the Class Mostly

Options	Students	Percentage	Remarks
Revising the Previous lesson	18	36	-
Telling the lesson or page number	29	58	-
Telling jokes/stories	3	6	-
Showing the pictures	-	-	-
Total	50	100	

The above table shows that 18 out of 50 students responded that their teacher started class by revising the previous lesson. Most of them 29 out of 50 said that their teacher started class by telling the lesson or the page number. Likewise 3 out of 50 students responded their teacher started the class by showing the pictures. The presented data shows that the teaching learning activities of teachers in the class plays very crucial role to motivate the students.

3.2.4 Using Nepali Language while Teaching English

The fourth research question asked by to the 50 respondents was "How much does your teacher use Nepali language while teaching English?" The responses obtained from the respondents/students are presented here:.

Table No. 9

Using Nepali language while teaching English?

Options	Students	Percentage	Remarks
Very much	4	8	-
As much as English	6	12	-
Little	27	58	-
Very little	7	14	-
Never	6	12	-
Total	50	100	

Above table shows that 4 out of 50 respondents responded their teacher used Nepali language very much while teaching English in the class. The majority of the respondents 27 out of 50 or 54% students responded that their teacher used Nepali language a little teaching in English class.

Similarly 7 out of 50 respondents said that their teachers used Nepali language very little while teaching English in the class. Again 6 out of fifty or a few respondents/ students responded their teacher never used Nepali language in English class.

3.2.5 Giving Homework

The fifth research question asked by the researcher to the fifty respondents was "How often does your teacher give you homework?" The responses obtained from the respondents/students are presented in the table No. 10.

Table No. 10

Giving homework

Options	Students	Percentage	Remarks
Regularly (daily)	43	86	-
Sometimes	7	14	-
Not at all	-	-	-
Total	50	100	

The table shows that the most of respondents 43 out of 50 or 86 percent had responded that their teacher gave them homework daily regularly less respondents 7 out of 50 responded that their teacher gave homework sometimes. The presented data shows that giving homework regularly encourages students to motivate learners towards the English class.

3.2.6 Giving Rewards

The last or sixth question was asked to the fifty respondents was "Does your teacher provide you rewards such chocolates pen and copy for good work?" The responses obtained from the respondents/students are presented below.

Table No. 11

Giving Rewards

Options	Students	Percentage	Remarks
Always	2	4	-
Sometimes	43	86	-
Never	5	10	-
Total	50	100	

The above table shows that most of the 43 out of 50 respondents said that they gave rewards (such as chocolates, pen, and copy) for their good work. Similarly less students 2 out of 50 respondents responded that their teacher gave rewards always for their good work. Likewise 5 out of 50 respondents replied that their teacher never gave rewards for their good work.

According to above presented data in conclusion, most of the students have found the warming up activities during in the class. Likewise 34 out of 50 respondents responded were found their English class very interesting. Among 50 respondents 25 out of 50 claimed that they grasped their English contents very much. Among them 27 out of 50 said their English teacher uses Nepali language little while. Most of them responded their teacher starts the class by telling the lessons or page number.

The students found the teachers encouraged them to learn English according to the 40 respondents. Therefore in the teaching learning activities teachers' role is

crucial to motivate the learners. Most of students were found teaching learning items were very interesting and helpful because use of teaching materials, warm up activities and use of English language. Almost all respondents have found their teachers encouraged them to learn English and evaluate them as much as possible.

3.2.2 Teaching Materials to Motivate Students

All the respondents were asked the same questions "Does your teacher use other materials than textbooks and blackboard?"

Regarding the collected responses almost 49 out of 50 respondents/students responded in a single point yes. Sometimes their teacher had used other materials than textbook and blackboard. They had found their English class well furnished and equipped with supplementary materials. If a teacher teaches without using other materials than it will be meaningless. According to the respondents found their English class very interesting from beginning to end. Use of teaching other materials play vital role in motivating the learners there are the essential things for both teachers and students. Because teaching other materials help the learners to grasp/understand the English language more. They found their English class very interesting throughout the period.

3.2.3 Analysis of Attitudes and Teachers and English Language

Another interesting research question was "How the learners deal their problems." All the respondents responded in a single point they used to solve it by asking with their teachers and with friends. Al students were found their English teacher good, cooperative. It indicates that if the teacher's attitude students is biasness it creates demotivation towards the English class. From the obtained responses respondents/students claimed that their English teacher encouraged them to learn English from the very beginning age.Because of showing value of English language in this information technology age. English is an international language. It is used all over the world. Teachers focus them speak English both inside and outside of the school environment. It develops speaking skill. We learn English to communicate with foreigners, to get good

jobs, to know western cultures, to share individual's thoughts and feelings. Thus students were loved, cared, concerned by their English teacher. Such sorts of teacher's behaviors support them to eager and motivate towards English class.

3.3 Analysis of Observation Form

According to the presentation the data of classroom observation on the basis of listed items, different factors affect the motivation in learners. Main aim of this study is to find out what sorts of motivational strategies are used by the English teachers of primary level. In the process of collecting data I observed ten teachers' forty classes. Each teacher's classes were observed four times. Altogether forty classes were observed during the teaching period of beginning to the end. Class situation teacher's personality, students behaviours in the classroom and instructional materials are the factors which motivate or demotivate the learners according to their nature. The motivational techniques used by the English teachers of primary level (fifth grade) are presented below:

Observation Form No. 1

In the process of observing the classroom, I observed forty classes of ten teachers. Each teacher's class was observed four times. Therefore, altogether forty classes were observed. The techniques used by the teachers at the beginning of the classroom are tabulated below:

Table No. 12

To Begin Class

Techniques used by the teachers to motivate the students	No. of observed classes	Percentage
1. To begin class		
Using songs	5	12.5
Telling page number	10	25
Revising previous class	15	37.5
Using visual aids	5	12.5
Telling jokes/stories	5	12.5
Total	40	100.0

The above table shows that out of 40 observed classes, In 5 out of 40 classes (12.5%) teachers used songs and rhymes. In 10 out of 40 (25%) teachers used telling page numbers to motivate their students whereas in 15 out of 40 (37.5%) classes teachers used revising previous class to motivating students. In 5 out of 40 (12.5%) classes teachers used visual aids and 5 out of 40 (12.5%) teachers used telling jokes/stories to motivate students. The given data, it is concluded that most of the teachers used revising previous classes and telling the page number or telling the lessons to motivate the students as motivational techniques.

Observation form No. 2

I observed 4 classes of each teacher's. Total observed classes were 40 and 10 teachers. While teaching in the class the techniques used by the teachers are presented in below:

Table No. 13

While Teaching Classes

Techniques used by the teachers to motivate the students	No. of observed classes	Percentage
2. While teaching		
Questioning and answering to the students	7	17.5
Verbal and non-verbal communication	5	12.5
Use of pair work and group work	10	25
Picture showing	15	37.5
Language game	3	7.5
Total	40	100.0

The above observation form no. 2 presents that 7 out of 40 (17.5%) classes' teachers used questioning and answering techniques to motivate the students. Likewise in 5 out of 40 classes teachers used verbal and non-verbal communication techniques for motivating their students. In 10 out of 40 classes

teachers used pair work and group work whereas 15 out of 40 classes teachers used picture showing techniques and 3 classes (7.5%) teachers used language game to motivate their students as motivational techniques. The above table shows that, it is concluded that most of the teachers used pair group work and picture showing techniques to motivate their students while teaching contents.

Observation Form No. 3

In the process of observing the teachers classes I observed 40 classes of ten teachers and motivational techniques used by them for students when they were bored are presented in the table:

Table No. 14

When Students are Bored

Techniques used by the teachers to motivate the students	No. of observed classes	Percentage
3. When students are bored		
Use of visual aids	5	12.5
Giving rewards	9	25
Using games and puzzle	5	12.5
Breaking the classes	15	37.5
Asking students problem	10	12.5
Total	100	100.0

The above table shows that 5 out of 40 (12.5%) class's teachers used visual materials when their students were bored. Likewise 12 out of 5% classes' teachers provided any rewards to motivate them when their study was bored. 5 out of 40 (12.5%) classes teachers used games and puzzles to motivate students when they were bored whereas 15 out of 40 (37.5%) used breaking the classes and 15 out of 40 (12.5%) used asking problems to motivate the students when they were bored.

The given data, it is concluded that most of the teachers used breaking the class and giving some rewards for motivate those students who were bored.

Observation Form No. 4

Table No. 15

At the end of the Teachers While Evaluating the Students

Techniques used by the teachers to motivate the students	No. of observed classes	Percentage
4. Evaluating Classes		
Peer checking	5	12.5
Exchanging answers to each other	10	25
Homework related daily activities	25	62.5
Total	40	100.0

The above table shows that 40 classes were observed. In 5 out of 40 classes (12.5%) percent teachers used pair checking techniques to motivate students as while evaluating the period. Likewise in 10 out of 40 (25%) classes teachers used exchanging answer to each other whereas 25 (62.5%) classes teachers gave homework related daily activities in while evaluating the class to motivate students as motivational techniques.

From the given data, it is concluded that most of the teachers used giving homework related daily activities and exchanging answers to each others at the end of the class as motivational techniques to motivate their students.

CHAPTER IV

FINDINGS, RECOMMENDATION AND PEDAGOGICAL IMPLICATIONS

The present study attempts to survey the actual situations of the attempts made by the teacher to create motivation while teaching English in the selected primary (private) schools analyze factors causing lack of motivation and makes some recommendation for pedagogical implication.

4.1 Findings of the Study

The present study targeted to find out the existing techniques used by the English teachers of primary level to motivate students in teaching 5th grade compulsory English in the private schools has come up with following findings:

) Most of the teachers used different motivational techniques such as revising previous lesson, telling lesson or page number, pair work and group work, picture showing, breaking the classes, asking individual questions, giving homework exchanging answers to each other, changing seats to motivate their students.

) Although the teachers perception on using the different techniques to motivate students were found very useful. Some of them did not use those motivational techniques in the classroom while observing their classes. They responded due to limited time they couldn't apply all motivational techniques.

) Most of the teachers have found teaching English with using teaching materials and warm up activities in the class. Therefore the students were found interested and motivated to the teaching learning activities.

48

⟩ The teachers in the private schools were trained in English language teaching. Therefore they were able to teach English language quite successfully.

⟩ Most of the private schools' teachers were found using English language in English classes. A few teachers were found sometimes using Nepali language while teaching in English classes. It might demotivate the learners in the English classes.

⟩ It was found that most of the teachers activate the students towards learning English which creates students better motivated in English period.

⟩ Most of the teachers had been found that they participate all the students in the classroom activities which help them to understand the lesson easily learning by doing.

⟩ Most of the primary level students have the exposure to English language outside the classroom which can be found from the classroom observation of the school environment.

⟩ Most of the schools were found with good management of the classroom, the classroom was well equipped with visual materials and supplementary materials which help the learners better motivate to the topic/lesson.

4.2 Recommendations and Pedagogical Implication

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

⟩ The teachers should find out the new approaches of motivational technique to motivate the learners.

⟩ As the private schools some teachers are found trained and some are untrained. The untrained teachers should be given training and trained

ones should be applied on the classroom whatever they have learnt in the training.

) While teaching English language teachers should teach in simple English language which learners can understand easily.

) If the equal chances of participation in the class are given to the individual students, the unmotivated ones immediately motivated.

) The teachers are suggested to use gestures, mime and proper use of blackboard , eye to contact to the students. So that the students sitting in the back benches also could understand him/her without deviating from the teaching learning process.

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