

CHAPTER ONE

INTRODUCTION

This thesis entitled Motivational Techniques Adopted by Female Teachers in English Language Teaching includes the introduction part as the first chapter. This chapter introduces the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms respectively.

1.1 Background of the Study

Motivation is a kind of thrust or readiness that encourages learners to learn. It is an important tool often underutilized by teachers in the classroom. Teaching learning process has discovered a working factor with a strong influence and has established that 'To learn effectively is to learn under true motivation' (Thomas, 2008 p. 20). Lovell (1964, as cited in Mohan, 2008, p.238) defines that motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour. Need of the learner motivates him. Thus a motive is an internal force which organizes and reinforces the energy required for any response. Motives not only initiate, and reinforce the activity but also organize, conduct and direct the activity towards a particular goal. All the biological drives have a bearing on motivation necessary for the learning process. Similarly, Ricks et al. (1995, as cited in Din, Tufail, Shereen, Nawaz and Shahbaz, 2012, p.2) state that motivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on person's perception and needs. There are so many words in English vocabulary which refer to motivation: such words are; wants, striving, desire, need, motive, goal, aspiration, derive, wish, aim, ambition, hunger, thirst, love, revenge to name a few (Morgan, 1978, p.196).

Demotivation is specific external force that reduces or diminishes the motivational basis of a behavioural intention or an ongoing action. It is the

condition of being without motivation or less eagerness to do something. Soureshjani and Riahipour (2012, as cited in Aquino, Cabarrubias, Park, Raybang, Rafael, Yogaratnam and Oringo 2016, p.2) argue that while motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. It is said that by demotivation that mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose. In this way, these negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence the negative attitude towards the L2 and L2 community.

Technique is the particular activity, strategy, action or the task that is applied inside the classroom by the teachers to make classroom teaching and learning endeavors meaningful and purposive. According to Anthony (1963, as cited in Richards and Rodgers, 2009, p.19), "A technique is implementational-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well". Motivational techniques, therefore, are the activities, strategies, actions or the tasks which stimulate or motivate the learners to learning.

In the context of Nepal, women in teaching profession are mostly linked with girls' education. If women teachers are in school, both parents and girls feel secure. Women teachers perceived that their presence in school support to increase the girls' enrolment and retention. Similarly, seeing career women in positions of professional excellence contributes greatly to boost the self-image of young women who are aspiring to become teachers. They are needed not only as living role models but also are necessary to provide personal counseling and act as benchmarks for morality (Bista, 2006, p. 17).

Female teacher is taken as polite and soft spoken in nature. Mostly, they do or handle the task very sincerely and effectively. They are very hard working. They can devote their whole life to their duties and responsibilities. Female

teachers create friendly and motivating environment in their schools. So those students can easily learn without any fear and hesitation. The students get that type of environment with female teachers because they can easily share their problems with female teachers. Specially, girls can share their problems with female teachers which they hesitate to share with male teachers (Shrestha, 2015, p. 29).

Thus, the uses of different motivational techniques as well as the creation of friendly environment in the classroom, the female teachers encourage parents to send their children to school. In countries with cultural barriers, female teachers allow parents to feel more comfortable with the school because their daughters and sons are supervised by other adult females. Female teachers are also less likely to perpetuate gender discrimination and harassment, creating a safe space for girls to learn. In this way, it can be said that female teachers play a significant role in ELT classroom creating friendly and motivating environment

1.2 Statement of the Problem

In the field of foreign/second language learning, motivation has long been recognized as one of the key factors that determine L2 achievement.

Motivation is taken as a social psychological factor. It is usually understood to be a matter of quantity because some learners are motivated and others have little or no motivation. It serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language. Indeed, it is fair to say that without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas, most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language attitude or any undesirable learning conditions. Different motivational techniques, therefore, are used in ELT classroom by teachers for effective teaching and learning.

Both the teacher and the students have intrinsic and extrinsic needs. A teacher or student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher or student may perform the activity/duty in order to obtain some reward such as salary or copy. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers and students to teach and study effectively and at the same time, to supply some extrinsic motivation along the way for college improvement Kerlinger(1993, as cited in Din et al., 2012, p. 445).

We can see variation in the result of students in different schools. There may be different reasons behind it but one of the reasons may be the motivation or motivational techniques which have been used in the classroom. With motivation being one of the social psychological key factors which determines success in L2 learning, female teachers may use more effective motivational techniques in friendly environment. Thus, it is necessary to study on different motivational techniques adopted by female teachers at basic level education while teaching English.

The report of the High Level National Education Commission (HLNEC, 1999) made the recommendation that there must be female teachers in each pre-primary, primary and secondary school. The Commission advised the government to extend this policy to higher secondary schools and university as well. It also emphasized that females should be appointed in positions of educational leadership (Bista, 2006, p. 16). Similarly, private schools also have been prioritized the female teachers especially at Nursery, L.K.G. (Lower Kinder Guardian) and U.K.G. (Upper Kinder Guardian) level. Therefore, this study entitled ‘Motivational techniques Adopted by Female teachers in English Language Teaching’ is focused on analyzing the strategies or activities of female teachers for motivating the students in learning while teaching English at basic level. Since the indisputable role of motivational techniques to

successful second language learning, this study aims to find out different motivational techniques adopted by female teachers in ELT classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To explore the existing techniques of motivation in English language teaching created by female teachers.
- ii. To analyze the challenges faced in creating better motivation in English language classroom; and
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were addressed in the study:

- i. How do female teachers motivate the students of class 4 towards English language teaching?
- ii. To what extent Grade 4 female English teachers use motivational techniques in classroom teaching and learning?
- iii. How are students motivated in teaching English language in 4?

1.5 Significance of the Study

Every teacher accepts the pivotal role of motivation in the teaching learning process. And this study explores the existing motivational techniques of female teachers to motivate the learners in English language learning at basic level. So, the researcher is hopeful that the study is useful for the people involved in teaching and learning of the English language in Nepal and particularly to the language teachers, students and the people interested in carrying out research in the field of motivation in teaching English. The ideas on motivational techniques generated in this research help the researchers as well as teachers as to how a better motivation can be created in an English classroom. Similarly, this study is highly significant for the ELT trainers, syllabus designers,

textbook writers and other people who have deep interest in English language teaching. Furthermore, this study is helpful to face different challenges in the use of motivational techniques especially at basic level. Teachers as one of the great asset in educational institutions especially at basic and secondary level can be benefited from this study to create friendly environment for promoting the learner autonomy. Most important of all, it is expected that the study certainly arouse acute interest in both the theoretical and practical significance of this aspect of ELT in our context.

1.6 Delimitations of the Study

The limitations of the study were as follows:

- i. The study was limited to thirty-six classes for observation of six community schools observing six classes from each of the selected schools.
- ii. The study was confined to only fourth grade teachers from Sindhuli district.
- iii. The schools were purposively selected.
- iv. The study was limited to only the motivational techniques adopted by female teachers in ELT class.
- v. The data was collected only through classroom observation and interview with six female teachers.

1.7 Operational Definition of Key Terms

English Language Teaching: ELT (English Language Teaching) includes those activities which are intended to bring about English language learning to the ESL/EFL learners. It is a mission that is moved ahead by the people who are truly involved in ELT.

Female Teacher: The term female is synonymously used as a woman or a girl. And a teacher is a person who is involved

in teaching profession at a school or similar situation. In this way, the woman with teaching profession is known as female teacher.

Motivational Technique: Motivation is an inner drive, emotion or desire that encourages somebody to perform certain actions in particular situation. And technique is the activity, action or the task which is applied in the classroom by the teacher. So, the particular activity, action or the task which is used to motivate or stimulate the learners in learning are known as motivational technique.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of related theoretical as well as empirical literature of the study. In the same way, implication of the review for the study and the theoretical and conceptual framework also are included under this chapter. For the purpose of this study many books, dissertations of previous studies on related area, articles and journals are consulted and different related websites are visited.

2.1 Review of Related Theoretical Literature

It is general tendency to believe that motivation is a personal trait. Some people have it and others do not. Individuals differ basic motivational drives. It depends upon their areas of interest (Din et al., 2012, p. 443). It is a kind of internal drive which pushes someone to do something in order to achieve something. Because of this activating and stimulating force of motivation, students exert a greater effort to perform than those who are not motivated and learn language in an amazing way.

Morgan (1978, p. 190) views:

Motivation is all inclusive term covering just about anything that psychologist wants to say about the subject. It has three distinct aspects: firstly, some motivating state that implies the person towards some goal. Secondly, behaviour displayed in striving for the goal and thirdly, achievement of the goal.

Similarly, Gardner (1985, as cited in Gass and Selinker, 2008, p.426) views that motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.

On the other hand, demotivation is the specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action. It is the condition of being without motivation. So, lack of desire to do something is demotivation. While motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. It is said that by demotivation that mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose Soureshjani and Riahipour (2012, as cited in Aquino et al., 2016, p.2). Demotivation is not just a reversal of motivation. Demotivation refers to more than just non-acting or unmotivated behaviour. It can also refer to an engagement into ‘wrong’ or contra-productive directions Kuper (2001, as cited in Aquino et al., 2016, p.2). In this way, these negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence, the negative attitude towards the L2 and L2 community.

2.1.1 Introduction to Motivation

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”. In this way, motivation is a social psychological factor that leads to the path of success and achievement of goal. To motivate other is one of the most important management tasks. There are many factors that determine people’ behaviours to motivate them. These are psychological needs, psychological drives, survival, urges, emotions, hurts, impulses, tears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, interest, pleasure, dislikes, established habits, goal and ambition.

Motivation is a kind of desire or inner drive to initiate learning. Harmer (1991, p. 98) defines motivation as, “At its basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. So, well-motivated learners learn better in comparison with less motivated learners. Similarly, Glatthorn (1995, as cited in Christopher, 2013, p. 15) says, “Motivation refers to the strength of the inner drive to achieve professional goals”. Therefore, motivation stimulates appropriate behaviour to ensure that teachers perform their duties well.

Motivation is the willingness to do something and is continued by the action’s ability to satisfy some needs for the individual. Well motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of the behavior. They make effective contributions at work because of strongly developed feelings of behavioural commitment. In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour Tolman (1958, as cited in Din et al., 2012, pp. 444-445).

2.1.2 Types of Motivation

Schumann (1978, as cited in Ellis, 1985, p.117) defines motivation as an affective factor alongside ‘culture shock’.

Gardner and Lambert (1972) make a basic distinction between an integrative and an instrumental motivation. Integrative motivation is defined as the desire to be like valued members of the TL community. In other words, the learner wishes to identify with the culture of the L2 group. The people who would like to resemble the NSs of the TL, to understand their culture and to be able to participate in it are integratively motivated. On the other hand, instrumental motivation is defined as the desire to achieve proficiency in the L2 for

utilitarian or practical reasons. In other words, instrumental motivation occurs when the learner's goals for learning the L2 are functional. This type of motivation is based on the advantages that can accrue if the L2 is known. For example, professional advancement, passing an examination, capacity to do one's job well, ability to read useful materials in the TL.

Brown (1981, as cited in Ellis, 1985, p. 117) distinguishes three types of motivation: global motivation, which consists of a general orientation to the goal of learning an L2; situational motivation, which varies according to the situation in which learning takes place (i.e. the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning; and task motivation, which is the motivation for performing particular learning tasks.

A distinction is also made between intrinsic and extrinsic motivation. A student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction or for the feeling of accomplishment and self actualization. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons such as pride of accomplishment a desire to live up to the expectations of a respected supervisor. On the other hand, an extrinsically motivated student may perform the activity in order to obtain some reward. External motivators are things outside the individual that cause him to work such as wages, the desire to avoid discipline from the boss or master.

Reeve (2001, p.95) states:

Motivation can come from two sources, the extrinsic and intrinsic.

People may be motivated by factors in the external environment such as pay, supervision, benefits and job perks. This is referred to as extrinsic motivation. They may also be motivated by the relationship between

worker and the task. This type of motivation is called intrinsic motivation.

In this way, extrinsic motivation refers to the performance of an activity in order to attain an outcome whether or not that activity is also intrinsically motivated. In other words, extrinsic motivation means that individual's motivational stimuli which comes from outside. On the other hand, intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for reward.

Positive motivation occurs when an individual's performance is driven by previous reinforcing behaviours. But the degree to which it is experienced varies immensely from one individual to another. It occurs when the students study or perform because they have received rewards for similar actions in the past, and they realize that continuing to study or perform as required will result in additional rewards. Positive motivation relies on continual self-reinforcement and reinforcement by the teacher, family, and friends. To maintain high level of positive motivation, teacher must continually strive to find unique ways of reinforcing the desire behaviour. This may require techniques such as providing rewards, developing respect for students, praising them and taking the time to listen when they speak. Not all motivation is driven by previous gains from performance. In some cases, students may be inspired to perform more from a fear of the consequences of not performing than as a result of a motivated behaviour. This is referred to as negative motivation.

While some students may respond to negative motivation on an irregular basis, the general long-term effect can be the destruction of confidence, initiative and belief in oneself- the reverse of what motivation is supposed to achieve.

Positive motivation is more effective than negative motivation. Challenges are positive and motivating whereas threats are negative and destructive in the long term. Threats distract the students from the study or task, because the students

are confronted with the consequences of failing and ultimately fear of being punished. Therefore, positive motivation is more sustainable than negative motivation.

2.1.3 Motivation in Language Teaching and Learning

Gardner and Lambert (1972) define motivation in terms of the L2 learner's overall goal or orientation, and attitude as the persistence shown by the learners in striving for a goal. This definition of motivation shows us the wide area of motivation. This is a catch all for explaining the success or failure of virtually any complex task. It is easy in foreign language learning to claim that a learner will be successful with the proper motivation. Such a claim is of course not erroneous, for motivation is a key to invest one's effort to achieve the goal, which will create, foster and maintain success. The term motivation is one of the psychological terms often used in ELT methodology.

Language is a way of communication, web of exchanging information and means of human civilization. It is God's special gift to mankind. Language is a system of arbitrary vocal system which permits all people in a given culture or other who have learned the system of the culture to communicate or to interact. Finocchiaro (1964, as cited in Brown, 1994, p.8; Wilkins, 1972, p.3). Teaching, on the other hand, is a way of providing knowledge to the readers in a formal setting; it is the art or profession of a teacher in fact. According to Richards and Lockhart (2010, p.36), "Teaching is very personal activity and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching". So, teaching language is an act of developing the insights on how language works in human affairs. It is for improving the quality of language use or to enable the students communicate into the particular language. Each language has its own importance in the world; however, the English language has distinctly the most dominant power in the world. In the context of Nepal, English is taught as a foreign language. Traditionally, teachers were the sources of knowledge and

teaching was a process of pouring the knowledge into the vacuum. But actually teaching is the process of transferring knowledge. And teaching language is an art to deal with the students and provide the knowledge them that is why; the teacher invests the great amount of his/her social intellectual and emotional energy in the process of teaching.

The assumption is that motivation and learning are directly connected to each other and 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, students' motivation must be preserved, elaborated or even heightened. In order to achieve this lofty mission, teachers and instructors have to make use of specific motivational techniques. These techniques must be closely connected to the students' lives and it has to be in the nature of these techniques to support the students in their learning processes. 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 processes; 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, there are 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 is mostly the same due to the diversified nature and characteristics of the language itself. Motivation in second language learning has a sophisticated construction.

Harmer (1991, pp. 3-9) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic

motivation. Similarly, Keller (1983, quoted in Dornyei, 2001, p. 16) states that motivation is the ‘neglected heart’ of our understanding of how to design instruction. 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 minutes detail 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 learning 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 behaviors and ways of thinking.

2.1.4 Motivational Techniques

Motivational techniques refer to the skills, tasks or abilities which are adopted by teachers for stimulating the learners in learning. Teacher students’ interaction is critical influences on motivation. Dornyei (2001, p. 28) argues that motivation strategies are techniques that promote the individual’s goal-related behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

With respect to the various strategies promoting classroom L2 learning, there are several ways to organize them into separate ‘themes’ as:

- i. Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units.

- ii. Design a primarily trouble-shooting in which some particularly problematic facets of the classroom's motivational lives are listed and suggestions are offered on how to handle these.
- iii. Focus on key motivational concepts- such as intrinsic interest, self-confidence or students autonomy- and use these as the main organizing units.
- iv. Centre the decision on the main types of teacher behavior that have motivating effects (ibid).

Dornyei (2001, p. 21) further adds 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. Dornyei (ibid, p.136) argues that the aim of a teacher is to become a 'good enough' motivator, not a perfect one.

Ur (1996, p. 277) has talked about motivational techniques from the teacher's perspective.

Stage 1: Recall

We should think back to our own classroom learning, as either child or adult, not necessarily of a foreign language, and try to recall a teacher of ours who was outstandingly good, from whom we really learnt well.

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, and:
- ii. How far our positive assessment of this teacher is based on the way he/she managed to motivate students.

Similarly, the ways of arousing interest in tasks are:

- i. Clear goals

Learners should be aware of the objectives of the task-both language-learning and content.
- ii. Varied topics and tasks

Topics and tasks should be selected carefully to be as interesting as possible; but few single types can interest everyone, so there should be a wide range of different ones over time.
- iii. Visuals

It is important for learners to have something to look at that is eye-catching and relevant to the task in hand.
- iv. Tension and challenge: games

Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.
- v. Entertainment

Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher-produced (jokes, stories, perhaps songs, dramatic presentations) or recorded (movies, video clips, television documentaries).

vi. Play-acting

Role play and simulations that use the imagination and take learners out of themselves can be excellent; though some people are inhibited and may find such activities intimidating at first.

vii. Information gap

A particularly interesting type of task is that based on the need to understand or transmit information-finding out what is in partner's picture, for example. A variation on this is the opinion gap where participants exchange views on a given issue.

viii. Personalization

Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.

ix. Open-ended cues

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

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, nature and experience of the teachers. Techniques used for creating motivation also depend on the students and mood of the students.

Thomas (2008, p.22) presents some of the techniques, which can be used to flourish a motivation to learn in students, are:

- i. During teaching learning activities, teachers can suggest desirable educational goals that are appealing to child's motives. When such goals are clearly defined, students can perceive them, and feel that they are attainable.
- ii. Teachers should focus on those teaching methods which proceed from known to unknown, familiar to unfamiliar. If they are able to correlate the information taught to real life situations, mentoring its practical applications, then certainly it will motivate them to learn with curiosity and interest.
- iii. Including more and new activities and offering them chances of experimentation and experiencing during teaching ensures curiosity and enthusiasm. As they get chances to participate in the activities, they feel a sort of accomplishment. Therefore, all possible interest generating activities should be included to provide them more chances of active participation.
- iv. Teachers should take more time and chances to make encouraging remarks. Along with it, they should be encouraged to express freely without the fear of being criticized by others. Encouraging them to perform well and making them to freely express their thoughts will make them feel that they are also a part of the process.
- v. Teachers should give greater emphasis to their efforts rather than to their performance. Performance is important, but efforts are more important than it. Always support student's learning efforts.
- vi. At the end of each lesson or class, teachers should try to leave behind a pinch of suspense or curiosity, which will sustain an interest to know more and can favour self-learning.
- vii. Whenever students approach the teachers with their independent, creative works, teachers must consider their efforts, appreciate them and encourage them to try for better works.

- viii. Teachers should express their concern in students' progress by taking time to talk to them individually, inquiring about their interests, goals in life, and difficulties in their studies and encourage them to work hard utilizing all available opportunities to fulfill the goals of life.
- ix. If the teachers notice that students possess a genuine motivation propelling them to perform well in other fields other than academic learning, should not ignore them, instead should take positive steps to nourish them.
- x. At different stages of the classroom lesson. The teachers should frame and use quality questions that invokes curiosity and forces them to ponder for more information and think differently.
- xi. Teachers should use computer technology and its accessories whenever possible to increase the attractiveness of the knowledge imparted. The wide scope contained in it, and appropriate use of the technology can motivate students to learn well.

2.1.5 Teacher Scenario

Teachers are known as big person in teaching learning activities. And they are very important for children. They come after their parents because they make a child well educated. The teacher scenario was started from the starting of the education. According to the Department of Education, FlashI, 2015/16 there are 1, 90,219 teachers at primary (1-5) level, 53,301 at lower secondary (6-8) level and 2, 43, 520 at basic (1-8) level including all types of school.

2.1.5.1 Male Teacher

The maximum numbers of teachers at basic level are male. Department of Education, Flash, I, 2015/16 presents the number of male teachers at primary (1-5), lower secondary (6-8) and basic (1-8) level. The number of male teachers at primary level is 1, 09,841, lower secondary level is 38,448 and at basic level is 1, 48,289. Similarly, the percentage of Dalit (male) teachers at primary level is 6.4, 4.6 at lower secondary level and 5.9 at basic level in total teachers. And

the percentage of Janajati (male) teachers at primary level is 32.4, 20.2 at lower secondary level and 29.2 at basic level in total teachers.

2.1.5.2 Female Teacher

The number of female teachers at primary level is 80,378, lower secondary level is 14,853 and at basic level are 95,231. Similarly, the percentage of Dalit (female) teachers at primary level is 3.7, 3.3 at lower secondary level and 3.7 at basic level in total teachers. And the percentage of Janajati (female) teachers at primary level is 27.8, 19.8 at lower secondary level and 26.6 at basic level in total teachers (Department of Education, Flash, I, 2015/16). This clearly shows that the number of male teachers at basic level is more in comparison to female teachers and we can generalize that the status of female teachers is lower than the male teachers. But this statistics should be changed to make teaching field as well as the whole nation developed.

Nepali women have made significant contributions for the democratic process in Nepal. However, discrimination against women still exists even within the politics. Women face hegemonic character from their male counterparts. They have always been kept away from the decision making roles. Socially and economically, men are always considered as superior to women, breadwinner, head of the family and the caretaker and this is major cause for the low participation of women in civil services in Nepal is in the traditional phase even though women are participating in the political field but is not up to the level. In order to change the status of women in Nepal, socio-cultural change is required which takes a lot of time (Bhandari, 2012).

Bista (2006, p. 116) states:

It is seen that most female teachers are not certain about what type of teachers are preferred by the fathers of students, community members, SMC members, head teachers and district officials. The majority of

female teachers are however certain that mother of students and girl students would prefer female teachers over male teachers. The respondents in large proportion believed that boys also prefer to be taught by female teachers than by the male teachers. The findings reveal that those who are in the role of hiring and managing female teachers do not seem to have favourable attitudes towards female teachers.

Similarly, a few female teachers have the experience of some discrimination at the appointment stage. There was preference for male teachers among the interview panel members. Those who were making appointments were concerned about how a woman with a child could teach full-time (Bista, 2006, p.115).

2.1.6 Gender and Language Teaching

Gender is a biological concept which refers to the male or female. The teacher's gender is linked to a host of other male or female personality and teaching styles that are usually determined and judged by the students who are at the receiving end of the teaching process (Taqi, Darwish, Akbar and Gharabali, 2015, pp. 182-183). In fact, one cannot teach a subject without projecting some kind of an attitude or gender bias towards this subject to the students Brosh (1996, as cited in Taqi et al., 2015, p. 183).

Language is obviously one of the means of communication. It is a means of expressing feelings, ideas, emotions and thoughts. Sapir (1978) defines that language is purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols (as cited in Yadava, 2001, p. 3). On the other hand, teaching is the process of transferring knowledge. Richards and Rodgers (2009) says language teaching came into its own as a profession in the twentieth century as applied linguists and others sought to develop the principles and procedures for the design of

teaching methods and materials. It was characterized by frequent change and innovation by the development of sometimes competing language teaching ideologies.

Language teaching cannot be restricted within the four walls of classroom or within the boundary of a school, rather it goes beyond that. Brown (2000, p. 7) views that language teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In this way, the main purpose of teaching language is to develop the students' communicative competence in a particular language.

The significance of studying the teachers' gender and its influences as an issue that not only affects teaching methods and the learning process, but also affects students' attitudes and learning assumptions (Taqi, et al., 2015, p. 184).

Taqi et al. (2015, p. 188) further state:

Female teachers are viewed as having better organizational skills as opposed to their male counterparts in language teaching. Similarly, they are viewed as more knowledgeable of the subject matter when compared to their male counterparts. A number of personal traits such as friendliness and kindness appear to attract the students towards male teaching over their female counterparts. The majority of the students find male teachers friendlier and kinder than female teachers in language teaching.

Similarly, males have slightly greater linguistic self-confidence and therefore less anxiety in comparison to females when learning a foreign language. Males from Japan are more instrumentally motivated and more integratively and intrinsically motivated than females. Likewise, male ESL students in the

eastern context have more positive attitudes to learning EFL than female (Smithers, 2016, p. 125).

In this way, gender and teaching language are gaining increasing attention in the field of education. The results of many studies suggest that there is a strong relationship between language students' achievement as well as their attitudes and motivation towards language and the gender of their language teacher Manjari (2005); Dee (2006); and Lavin et al. (2012) (as cited in Taqi et al., 2015, p. 182).

2.1.7 Female Teacher: The Impact on Students

There is a very popular assumption that the more the number of female teachers appointed in school the more the increment in girls' enrollment. Bista (2006, p. 41) claims that there is positive association between the supply of female teachers and girls' enrollment. He further says that Nepal National Education Planning Commission (NNEPC) recognized the need for recruiting women in teaching profession as early as 1956. The commission in its report entitled Education in Nepal states 'Women are better adapted to working with children of primary school age than man'.

Female teachers have tougher time at work than their male colleagues. Very few studies have looked into the lives of female teachers. Most of the studies have concentrated on the supply of female teachers (Bista, 2004). It is believed that if women teachers are in school, both parents and girls feel secure. They are hard working and create friendly environment in their schools. So the students can easily learn without any fear and share their problems with female teachers.

Thus, the presence of female teachers in developing countries encourages parents to send their daughters and sons to school. In countries with cultural barriers, female teachers allow parents to feel more comfortable with the school because their daughters are supervised by other adult females. Female teachers

are also less likely to perpetuate gender discrimination and harassment, creating a safe space for girls to learn. And it can be said that female teachers play vital role in girls' education though they have equal role towards boys and girls because they are considered that they create friendly environment with different motivational techniques in learning.

2.2 Review of Empirical Literature

The researcher needs to observe the fundamental background of the related subject and past studies since they provide him with the foundation to prepare further new research. There are so many research works have been carried out on the role of motivation in English language learning and use of motivational techniques in English language teaching in the world as well as in the Department of English Education, T.U. Therefore, an attempt is made here to review some of the studies that are related to the research topic.

Bashyal (2000) carried out a research on the strategies prevalent in creating motivation in teaching English at 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. The researcher for the study with a purposive sampling method selected ten students from both class 11 and 12 and 6 English teachers. Questionnaires, observation checklist and survey of students' opinion checklist were used as the tools of data collection. He finally sorted out the problems specially based on the four different areas. These areas were physical atmosphere, learner, teacher and textbooks. Family environment is also one of the factors for creating better motivation to learning. However, the study has been ignored the family environment of the learners while collecting the data to find out the problems for creating motivation in higher secondary levels. Similarly, the study has not been clearly analyzed the techniques of motivation generally used by the teachers in higher secondary level as mentioned in the objectives.

Gyenwali (2007) conducted a research on “English Teachers’ Motivational Techniques: A Case for Selected Public Schools in Dang”. The major objectives of the study were to explore the existing techniques of teachers to create motivation in the English language classroom in the 5th grade and to identify the problems in creating better motivation in teaching English. The data was collected from 5th grade teachers and students of the five purposively selected schools in Dang. Classroom observations checklist and in-depth interview, individual interview and opinion checklist were the tools for data collection. 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 untrained in English language teaching; therefore they were not able to teach English language quite successfully. The teachers who were trained also were not applying the skills of teaching English language. The fifth grade teachers as the primary source of data have not been distinguished whether they were only male or female or both in the study because it is believed that most of the female teachers are more polite and soft spoken in nature with the comparison to male teachers. They create friendly environment in the classroom which plays significant role to motivate the learners for learning.

Singh (2008) carried out a research on “Role of Motivation in English Language Proficiency”. The objectives in this research were to identify interactively and instrumentally motivated students, to explore their English language proficiency and to analyze the role of motivation in English language proficiency. He purposively selected T.U. constituent campuses and private campuses through fish bowl sampling from Kathmandu valley. He mainly used motivation survey questionnaire and test items together required information. The study was based on the Bachelor first year students of faculty of education and found that the number of instrumentally motivated students as larger than that of the interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. But study was restricted to

explore only the reading and writing proficiency of students, not listening and speaking skills. So the title “Role of Motivation in English Language Proficiency” is not seemed perfect correspondence with the study because language proficiency refers to the mastery on listening, speaking, reading and writing skills.

Negi (2009) conducted a study on “Teacher’s Non-verbal Communication and Its Impacts on Learner’s Motivation”. The objectives of the study were to identify the most frequently used non-verbal behaviors of English teachers in ELT classroom and to find out the impact of teacher’s non-verbal communication on learners motivation. The study was based on both primary and secondary sources of data. The primary sources of data of the study were the teachers and their students of the ten higher secondary schools in Kathmandu valley and the secondary sources of data were various books, dissertation, journal, report and article related to topic to facilitate the study. The sample consists of ten teachers and their 80 students who were teaching and studying at 10 higher secondary schools. The schools and teachers were selected purposively and 80 students were selected non-randomly. The data collection tool was questionnaire consisted of two sets. The major finding was that students like to work in pair/group in classroom rather than listening to the lecture all the times. However, the study has not been plainly discussed about the most frequently used non-verbal behaviours of English teachers in ELT classroom.

Din et al. (2012) conducted study on “Factor Affecting Teacher Motivation at Secondary School Level in Kohat City”. The objectives of the study were to identify the factors affecting teacher motivation at secondary level and to find out mean score of factors affecting teacher motivation at secondary level. The study was descriptive cum survey in nature. All the government teachers of secondary schools of boys and girls of the district Kohat constituted population of the study. Questionnaires were used as the tool of data collection. They elaborate their result through means score of each factors among eight different

motivation factors. The findings of the study were that the highest mean score was on the factor of reward and incentives (2.82); the second highest mean score was on the factor of self-confidence (2.65), followed by apprehension and anxiety in classroom (2.57), Economic- status of the teacher (2.55), relationship of teacher with their colleagues (2.45), socio-status of the teacher and examination stress both (2.38); and the low mean score was on the factor of teaching as first choice (2.15). In this way, the findings of the study were that the majority of the teachers viewed that motivational factors like good relationships with their colleague, feedback on academic performance, and financial incentive also affect the motivational level of teachers. But the questionnaires as the tool for data collection were developed only on the format of close ended questions but not also on the format of open ended questions. So only the close ended questions are not sufficient to get adequate information from the participants to be tabulated and analyzed the data.

B.K. (2012) carried out a research on “Techniques Used by English Teachers of Primary Level to Motivate Students”. The main objective of the study was to explore the existing techniques used by teachers to create motivation in the English language classroom at primary level. Populations of the study were ten English teachers from purposively selected ten private primary schools of the Kathmandu valley and randomly selected five students specially studying at the fifth grade. Questionnaire and class observation were the tools for data collection. The major finding of the study was that the 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. However, the study has been forgotten about finding out the problems faced by teachers in creating better motivation in teaching English where motivational techniques used by teachers in ELT and problems faced by them in creating better motivation are mutually involved.

Neupane (2013) carried out a research entitled “Motivation of Secondary Level Teachers towards Teaching English”. The main objectives of the study were to find out whether teachers are motivated towards teaching English or not and to find out the cause of motivation or demotivation for teaching English.

Populations of the study were selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. A set of questionnaire was used as the tool for data collection. Close-ended and open-ended questions were included to gather the information. The finding was that most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language, teaching learning environment. Handling the challenging situation in the classroom and outside the class has made the teachers exhausted. However, the study has not been clearly shown the cause of demotivation for teaching English as mentioned in the objectives of the study.

This study focuses on the motivational techniques adopted by female teachers in ELT at basic level education. None of the above mentioned studies have talked about the motivational techniques adopted by female teachers in ELT. Some of the studies have talked about motivational techniques used by teachers as a whole, but not specifically studied regarding female teachers where they have played significant role using different motivational techniques in ELT classes especially at primary level. Therefore, this study is different from the already existed research. It means, this study is attempted to find out the existing techniques of female teachers to create motivation in ELT in the 4th grade as well as to identify the problems in creating better motivation in ELT classroom.

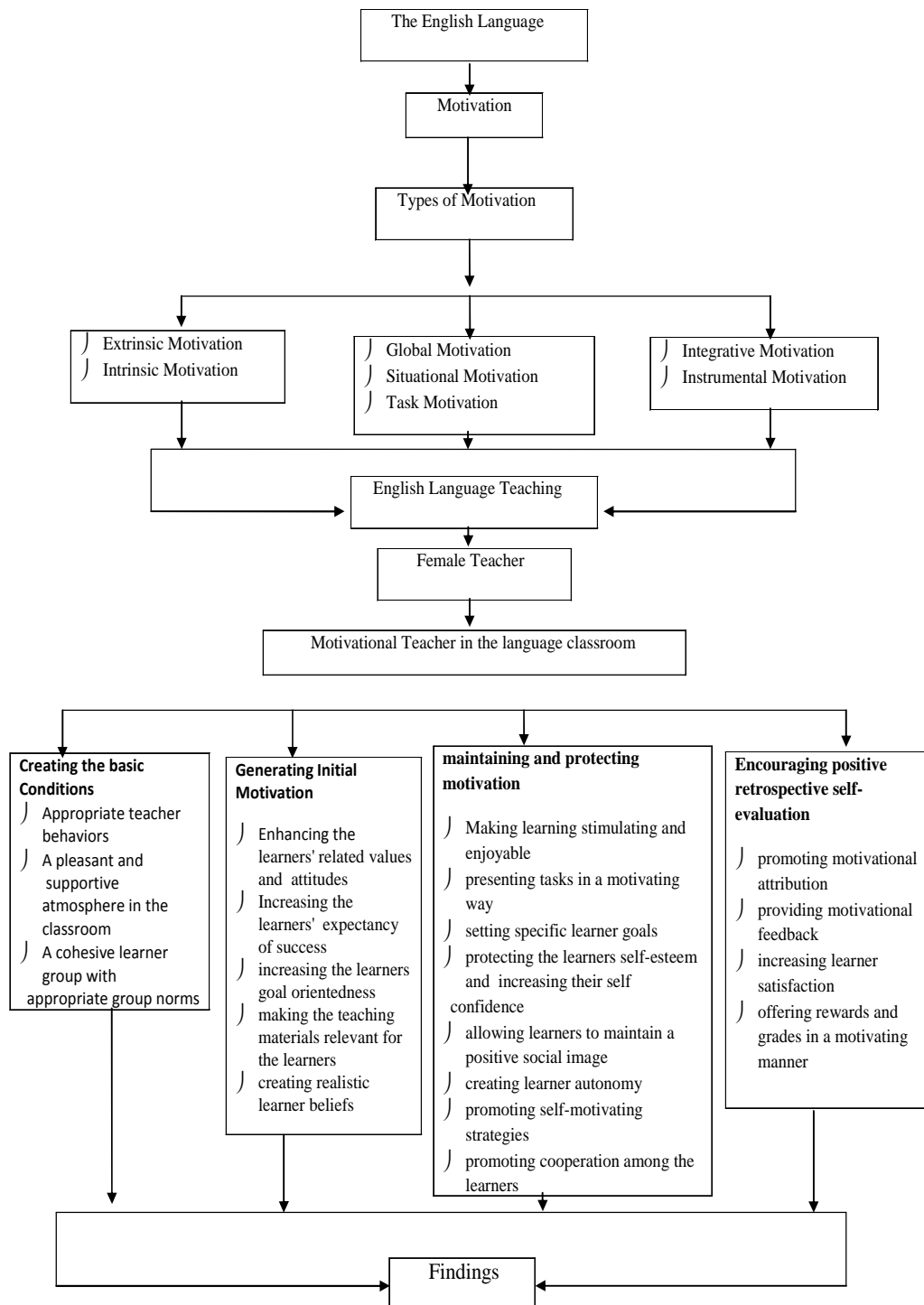
2.3 Implications of the Review for the Study

Implication of the review for this study refers to the act of explaining why the particular reviews are done and how the reviewed literature is related to the

study. Among the various studies carried out regarding motivation in Nepal, some of them are related to motivational techniques used by teachers in ELT classroom. These studies are related to my study in various respects. Therefore, I have got insightful ideas regarding the students' motivation, background knowledge of the motivation, different motivational techniques, factors motivating students in learning English, problems in creating better motivation in teaching English, knowledge about the methodology of the study, selection of appropriate research tools for survey research, role of motivation in ELT classroom and importance of the instructional materials in English language teaching. Similarly, those studies were helpful for the clarification of subject matter, selecting research problems, designing of conceptual framework, designing research questions as well as empirical review and choosing objectives. Those works importantly provided insights for my study and helped to explore the theoretical concepts and various guidelines to carry out overall research work. In short, those literature studies and research helped to form the foundation of my study with greater significance.

2.4 Conceptual Framework

The researchers need to be familiar with the variables that determine the success of the study. Therefore, the researchers need to develop a conceptual framework before the actual analysis of the study. And the following is the conceptual framework of the study:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter mainly deals with the methodology which is adopted in the study. This methodological part includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

3.1 Design and Method of the Study

Research design is the road map that we decide to follow during our research journey to find the answers to our research questions as validly, objectively, accurately and economically as possible. According to Selltiz, Jahoda, Deutsch and Cook (1962, as cited in Kumar, 2014, p. 123), “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. In this way, research design is the model that any researchers apply or following the courses of his/her research work.

The present study was based on qualitative research design. Qualitative research is an approach that seeks to make sense of social phenomena as they occur in natural settings. It is more interested in the process than outcomes, with holistic concerns rather than discrete variables; with meaning rather than statistics and with understanding different context rather than standardization. According to Best (1970 as cited in Cohen, Manion and Morrison, 2010, p. 205) descriptive research is concerned with:

Conditions or relationships that exist; practices that prevail; beliefs, point of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some

preceding event that has influenced or affected a present condition or event.

Similarly, Nunan assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable. It means, the insights and outcomes generated by the research can not apply to contexts or situations beyond those in which the data were collected. In qualitative research, the researcher emphasizes on descriptive and analytical tools rather than statistical tool. According to Dornyei (2007), qualitative research involves data collection procedures that result primarily in open ended questions, non-numerical data which is analyzed and described non-statistical methods. Kothari (2004) argues that qualitative research concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind for instance; human behaviour, perception, and attitudes.

3.2 Population, Sample and Sampling Strategy

The female teachers teaching English at fourth grade in Sindhuli district were the population of this study. Six female English teachers from six community schools of Sindhuli were selected as the sample. The schools were selected through purposive non-random sampling to fulfill the objectives of the study. In purposive non-random sampling procedure, the researcher handpicks the informants on the basis of his/her judgment, convenience, fulfillment of the objectives and the probability of selection of each respondent is not equal.

3.3 Sources of Data

Both primary and secondary sources of data were utilized to collect the data. The primary data were collected from six female teachers who were teaching English in class four in Sindhuli district. They belonged to community schools.

The secondary data were from different journal articles, books, teachers' lectures and notes.

3.4 Data Collection Tools and Techniques

While conducting a research, research tool is key element to the researcher for data collection. I used classroom observation and interview for this study. I designed guidelines for classroom observation and structured questions for interview.

3.5 Data Collection Procedure

In order to collect the authentic data, first of all, I visited the purposively selected basic level schools and established rapport with the head teachers. After clarification of the purpose and getting approval, I met the concerned teachers. Informing them my purpose, I established good rapport with them. After that, I observed the six classes of each female English teachers as my purpose. The activities conducted by each were noted down on the paper. After the observation of their classes in different days, I scheduled the time for interview and took interview with them in different days on the basis of their convenience. The interview was taken on the basis of pre-structured questions. The interview was conducted in Nepali language. At the same time, responses of the teachers in Nepali were translated on the paper by translating into English. Finally, I thanked to all the teachers for their kind co-operation and valuable time to the study.

3.6 Data Analysis and interpretation Procedures

Being a qualitative research design, it has the characteristics of qualitative analysis. In this regard, I analyzed and interpreted the data using interpretative and analytical procedures.

3.7 Ethical Considerations

The ethical issues to be considered have the equal importance in both quantitative and qualitative research. Research as a joint and collaborative work, It requires a researcher to be serious in dealing with people involved in the study and using the ideas of other scholars to support their study. Stevens (2013) opines that there are inherent tension and complexities in research. And to overcome these tensions and complexities, the researcher should follow the certain rules, principles or guidelines. It gives credit to the scholars, avoids plagiarism and less harm to the informants. The ethical considerations are presented in the following points:

- i. I gave credit to already done work related to my research.
- ii. I took oral consent with respondents.
- iii. I maintained privacy and anonymity of participants.
- iv. I respected all the participants' ideas and did justice to all.
- v. I excluded the irrelevant information.
- vi. I analyzed the data objectively rather than subjectively.
- vii. I used unbiased language appropriately for the audiences of the research.
- viii. I gave ample attention on honesty, accuracy, truthfulness, and credit for ownership to researcher, participants and advisers.

CHAPTERFOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly includes the analysis and interpretation of the collected data. The data was collected using qualitative research tools and analyzed and interpreted using descriptive and analytical procedures. In other words, the data was analyzed, interpreted, organized, summarized and synthesized to reach at the results and conclusions.

4.1 Analysis of the Data and Interpretation of the Results of Classroom Observation

The data collected from real classroom observation regarding the basic and initial motivational conditions, maintaining or protecting motivation and encouraging self-evaluation in English language teaching were analyzed and results were interpreted under the following quotes to illustrate the main themes which were developed.

4.1.1 Creation of Basic Motivational Conditions

This study revealed that all the teachers have the equal concentration for generating the basic motivational situations in ELT but their techniques or strategies were different. Obviously, creating the basic motivational conditions in the classroom plays dominant role in learning particular language. Dash and Dash (2003, p. 148) opine praise is a commonly used motivational strategy in classroom teaching. Praise works better than insult or blame. All types and all grades of students motivate from it. In the case of small children, criticism and insult also works better. Same as in the activities of the first teacher:

She greeted the students with clear voice as soon as she entered the classroom and checked the handwriting (copywriting) of the students.

She praised those who had good handwriting and asked to write two handwritings the next day for those who had needed to improve.

It indicates teachers motivate the students to learn by appreciating his right moves and achievements. Blame or insult is generally negative in nature. It hampers learning of the students. It is believed that praise is required more for average students than for a genius. The extroverts often fall to insult and show better results by its application. But it is not fruitful to be applied to introvert students. Similarly, students are motivated by the situations created by the teachers like taking time to talk to them individually, inquiring and supporting about their interests, goals in life and difficulties in their studies.

In the context of Nepal, teachers perform much more activities than students such as, preparing teaching materials, explaining lesson, presenting, creating jokes in order to create basic motivational situations in the classroom but students listen passively without any interactive active roles in their learning. But the teacher asked the students to say the local news of their village in the classroom and made the students ask meanings of words related to the lesson in a pair. It means she minimized the role of teacher and maximized the role of students to make them active in learning.

Creating the basic motivation in learners regarding learning is also possible through making them involved in different groups with different tasks. Thomas (2008) assumes if students are made to work in smaller groups, than they will be motivated to work harder. In an attempt to become better than others, they will make the best attempts that can improve their learning (p. 22). Same as in the strategy of the second teacher:

She selected four active students in the classroom and divided the whole students into four groups including each of them. Then she asked them

to write the answers of the questions of the previous lesson by discussing among the members of groups.

This also adds teachers emphasize their students learning efforts rather than their performance. Performance is important, but efforts are more important than it. Another teacher motivates the learners by providing the copies of their homework which had already been checked and supplying the feedback regarding to the weaknesses in whole. It means students are motivated when they come to know with their achievement and get remedial feedback from the teacher. Similarly, the teachers create basic motivational situations by providing ample opportunities to present themselves, prompting friendly environment, addressing their needs and interests and being a role model themselves to the students.

4.1.2 Generation of initial motivation

Teachers with their effective and inspiring teaching strategies on the curiosity and level of students should have a real passion for quality learning. They can generate initial motivation to the students by means of relevant teaching materials in the classroom. The third teacher shows the picture of an elephant to the students and asks them to say the different parts of the elephants before starting the story 'The six blind men and the elephant'. It means a range of objects; pictures and cards can be used for presenting and manipulating language, and for involving students in activities, newspapers and magazines, or photographs are very applicable in order to arouse the interest of the learners in learning.

Competition among the students is a powerful source of motivation. Therefore, competitive attitude is advantageous both inside the classroom and outside it. It makes the child not only to reach his destination sooner, but also to show a better performance beyond expectation. (Ur, 1996; Dash and Dash, 2003) argue competition is of two types; individual competition and group competition.

And group contests tend on the whole to get better results than individuals ones. Similarly, the fourth teacher uses the strategy that:

She divided the students into three groups and asked them to read the story ‘ Two close friends’ in the group and write the answers of the questions given in exercise 6.

There is a clear understanding that competition accelerates learning process but over-competition makes the students deviate from social norms. It gives rise to pride and egoism. Emotions like jealousy, hatred, aggressiveness take their origin from it. Being oriented to the objectives of the lesson is another activity for motivating the learners. Teachers should be aware of the objectives of the task both language teaching and content. One teacher asks the students to read the conversation in a pair. She facilitates them to pronounce the word correctly with meanings. And she makes the students have similar conversations as the example in a pair. She supports them for making conversations. It shows teaching learning activities must be goal oriented of the lesson. And the teacher generates the initial motivation by conducting students centered activities or making learners active and participative themselves.

A healthy and affectionate behaviour with love, attention and care of each other in the classroom provides for one’s involvement in the activity, natural and spontaneous curiosity to know and inquire (Mohan, 2008, p. 256). Freedom of expression related to the lesson in classroom should be allowed for the students. A teacher provides the chance to the students for sharing the possible bad activities of a monkey before starting the poem ‘A naughty monkey’. This kind of activity obviously fosters the supportive learning atmosphere in the classroom. Therefore, the teachers have to see that students’ sensitive minds are not suppressed by fear or clouded by negative emotion as they disturb the brain’s receptivity. In this way, the teachers generate initial motivation by

means of appropriate teaching materials and instructional strategy, parental care and good relationship among the teachers and students.

4.1.3 Maintenance and protection of motivation

Entertainment produces enjoyment and enjoyable teaching in a stimulative way protects the motivation of the learners. Entertainment can be both teacher and student produced like jokes, stories, songs, dramatic presentations or movies, video clips, different games. “One teacher calls two students to the front of the class. She asks student no. 1 to go out of the classroom and student no. 2 to hide something somewhere in the class. Then she calls back students no. 1 into the classroom and asks the student no. 2 to ask student no. 1 ‘where is the pen? Student no. 1 asks, is it in your pocket/ in your bag/ on the table...? He asks until he found the thing. Finally, everybody clapped”. It also shows presenting tasks in an attractive way help to mention motivational situation in the classroom.

Specific learners’ goals must be considered and focused while teaching on the classroom. Overall instructional activities are oriented to the objectives of the lesson. A teacher asks the students to say the names of seven days and twelve months after teaching ‘days and months’ which actively involve the students in learning. Therefore, objectives of the lesson are viewed as key aspects of teaching. Similarly, promoting cooperation among the learners is another fruitful strategy to maintain motivation. Thomas (2008, p. 22) says if teachers are able to establish an encouraging, healthy relationship with students, then it will crop up and yield as an effective motivating force. Acceptance and care shown towards them will induce good motivation for better learning. Same as the fifth teacher implements the strategy that:

She divided the students into two groups and asked each of the students to write a sentence about a dog and to put them together for preparing a paragraph about a dog discussing in a group.

Obviously, this kind of collaborative task makes the students join in the group task which prompts the cooperation among the learners. Intelligent students support others in learning. Creating learner autonomy is another good strategy of maintaining and protecting motivation in the classroom. Learner autonomy is a learner centered approach to language teaching which values learners' experiences, interests, feelings and learning style, and is to make independent in their learning. A survey research conducted by Littlewood (2000, as cited in Paudel, 2016, p. 116) with over 2,600 students in 11 countries found out that Asian students from various countries including Vietnam do not wish to be merely 'obedient listeners'. Same as the sixth teacher applies the technique that:

She asked the students to read and understand the story 'The six blind men and the elephant' themselves, and to find the words in the puzzle box given in exercise 7.

This is the best way of learning by doing. Such kinds of activities help the learners to be curious and habit of reading to understand. The students read the whole story without feeling of insistence directly. Students learn different reading skills such as scanning skill, skimming skill, comprehension skill. But, in order to foster learner autonomy the lesson should be suitable for the learners. The language learning course should be in consonance with the learners' goals, experience, context and culture. Similarly, teachers maintain and protect motivation by increasing the learners' self-confidence, allowing them to maintain a positive social image, promoting self-motivating strategy. A teacher uses some appreciative phrases and words such as very good, excellent, well done, good boy, good girl to those students who answer the questions to promote self-motivating strategy.

4.1.4 Encouragement for positive retrospective self-evaluation

Making learners evaluate and make correction their mistakes themselves is one of the best strategies to motivate the students in learning. This kind of activity fosters the ability of self-evaluation to the learners. And learners perceive that committing error and mistake is not sin rather it is the sign of achieving success in life. “One teacher checks the homework of all the students individually by encircling and putting question marks on erroneous words or sentences and asks them to make correction themselves”. It makes learners more responsible in their learning. For that, teachers’ roles are also inevitable for making students self-engagement because learning is a joint process between teachers and students mainly. Teachers and students both play the vital roles for making learning outcomes success.

Every student is aware of his self-respect. If anything hampers, his respect his mental stability becomes imbalanced. Teachers should take necessary steps to secure this in the students. The student is aware of his own self and is motivated to learn better in order to maintain the standard of his personality. One teacher appreciates the students with a big clap who answer all the questions given in exercise 6 (A) of unit eight. Similarly, knowing one’s progress can be an important source of motivation. When the student knows about his success and progress he motivates to learn more and better, because his interest is heightened. It also helps the student in correcting his mistakes. So progression of the child should be intimated to him from time to time. Same as the sixth teacher implements the strategy that:

She checked the homework of all the students in the classroom and appreciated them with a big clap who had all the homework giving motivational feedback regarding to their common errors and mistakes in whole.

This also adds increasing learner satisfaction is one of the prolific strategies to motivate the learners in learning. A student should not be punished for his wrong response. The teacher can explain him his error and show him the right way. The students should realize their errors and make correction. It supplies them with inspiration and motivates them for further learning. So, questions for such evaluations should be objective and purposeful. After evaluation they should know their results. Likewise, evaluation of the students can be provided proper approved of one's own potentiality which is very much essential for a happy and useful life and accelerated learning. To the extent that self-evaluation leads to self-knowledge and realistic goal setting and it can play an important role in the motivational setting of the classroom. Offering rewards and grades in a motivating manner is another best way for learning very rapidly. But some educationists opine that reward deviates students from their goal. They forget it and act in their own way. So, they profess punishments to be the better method to correct the wrong behaviour of students. They view that correcting a wrong behaviour leads to learning of correct behaviour. However, any kinds of punishment are harmful and should be avoided. But the teacher should know reward is a tool of motivation, not its aim. Reward may leave negative effect on the students. Overuse of the method of reward makes the students think that they are coming to school only to get reward but not to learn.

4.2 Analysis of the Data and Interpretation of the Results of Interview

The interview was conducted to explore the existing techniques for generating and maintaining motivation in the classroom and to identify the roles of teachers as well as the challenges faced by them in creating better motivation while teaching in the classroom. The teachers shared their strategies to motivate the learners differently. They also raised some issues in creating better motivation to the learners. The first teacher responds on what the possible ways of arousing motivation that she uses in the classroom are:

There are many possible ways of arousing the learners' interest that I use in the classroom. Some of them are: greeting the students with clear voice, creating supportive and friendly environment, addressing the students with their names, creating funny jokes, providing different task in a group, using relevant teaching materials in the classroom and so on.

This saying shows that the teachers can use different motivational techniques according to the context and need of the students. The teachers as the role model, they should greet the students at first when enter the class. And the teachers should use respective terms to address the students. These kinds of activities build positive attitude towards the teachers in the students. Similarly, it is better use students' actual name to address them rather different pronouns. Creating funny and supportive atmosphere in the classroom is another good strategy to motivate the students in classroom activities. Relevant teaching tools make learning stimulative and effective. So, pertinent teaching materials are essential for motivating the learners in learning. According to the second teacher:

I encourage back benchers to participate in the learning activities by asking the questions related to the lesson, making eye contact to them, giving chances to involve in different tasks and supporting them for answering the questions.

Actually, the students sitting on the back benches seem to be passive and reluctant regarding learning activities. So, in order to remove these kinds of passivity and reluctance, teachers should inspire the back benchers for involving in different tasks which makes them active in learning. Similarly, teachers can ask them different questions related to the lesson and support for

answering them. Students are aware to the lesson if they are asked questions. The nature of the teachers plays indispensable role to motivate the learners. If the teachers have polite and humorous nature in their teaching, obviously students like them. But rude and monotonous behaviour of teachers always hinders the motivation to the learners, and increases the distance of relationship between teacher and students. The third teacher replies on how she manages the fluctuations in learners' interest in a class:

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

Maintaining and protecting the motivation throughout whole period is really a complex task for teachers. How to divert the students into learning for a long time is concerning issue in education. In order to maintain motivation during the whole period, the teachers should build self confidence in the students. Students build their self-confidence by learning by doing themselves. In other words, students feel confident when they learn something with their own attempts. That means the teachers should create learner autonomy in the classroom. For that, the role of teacher should be minimized and the role of students should be maximized. Students should conduct many tasks and students talking time should be maximized to make classroom interactive and communicative but only maximizing students talking time does not work if they talk unnecessarily on unrelated matters. Therefore, teachers should be there to make students' attention on the subject matter. One also adds that "*I encourage the students to continue their performance or study by offering rewards and grades to them as well as creating the learner centered environment in the classroom*". It argues to continue the motivation of learners'

teachers should offer rewards symbolically or in the form of object which signifies their development in learning. The rewards should be based on their right performance for which, teachers should use student centered techniques in the classroom.

Motivating learners in the classroom is a rigorous phenomenon. It is affected by various factors like learner factors, teacher factors and environmental factors. Therefore, simply applying the motivational techniques cannot work all the time for motivating the students. Actually, motivation is directly related to the psychology which affects the motivation of a child. In this way, teachers should study the psychology or causes of demotivation rather using just motivational activities in the class. The fourth teacher responds on if she tries to find the causes of demotivation in the learners:

I try to find the causes of demotivation in those learners who are not interested in learning by studying their family background or environment, discussing with their parents and being their senior friend so that they could share the causes of demotivation.

It is an essential job of teachers that they should build rapport with the students in which they are able to understand each other's. Teachers can have sound understanding of their students with the collaboration and cooperation to their guardians. Whether the family environment is supportive for learning or not is very notable issue for better teaching to the students. Unless a supportive learning atmosphere at home, the children cannot be motivated towards learning. And every effort made by teachers for motivating the learners become meaningless without positive and inspirational environment at home. Another best way of creating motivation is providing motivational feedback in their erroneous performance. Positive feedback always inspires the learners to involve in the task of learning by doing. The fifth teacher says that *“I check all the homework of students and provide constructive feedback on common errors*

and mistakes as a whole to the students”. This means evaluating with the feedback is an integral part of good teaching. The sixth teacher shares:

I usually divide the students into different groups. And ask questions given in the exercise. They have score in their right answer. Finally, the group becomes winner which has highest score.

Competitive attitude is a heavy source of motivation. Competition among the groups is very much important to show the learners' better performance. This kind of group competition fosters cooperation and collaboration among the members in a group. They perform the task in a group spirit. But the teachers should know that over-competition expands to pride and egoism which hinders to have sound relationship among the learners. Similarly, scientific management of the ELT classroom is essential for motivating the learners in learning activities. Scientific management refers to the physical, psychological and environmental management in the classroom. For these, the physical structure of the classroom should be supportive and friendly to the learners for learning. Pleasant and enjoyable environment should be created in the classroom. Students should feel secure and equal rather afraid and biased in the classroom which builds the positive attitude towards teachers and language learning.

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

4.2.1 Teachers' roles to motivate the students in ELT classroom

Learning is impossible without motivation. For better language learning, the teachers should arouse interest in the students. Motives make learning to be

started, continued and completed successfully. And success in one learning experience motives him/her to take into hand another task. Learning as a joint process among students, teachers and parents, teachers have the key role to motivate the students for learning in the classroom. Some of the roles of teachers to create motivation in learning are listed below:

- i. Teachers should create pleasant and supportive atmosphere in the classroom by using student centered activities, techniques and methods.
- ii. Teachers should have sound relationship to the students and make them engage, collaborate and cooperate involving in a group or pair for learning.
- iii. Students should not be under pressure and they should not be compelled to master a particular lesson. Teachers should provide freedom of expression in classroom.
- iv. The learning materials should be relevant for the learners and they should be arranged in order and organized in a definite way.
- v. Teachers should make students free from the spoon feeding and traditional way of teaching and learning system.
- vi. Teachers should reward the students for their right responses symbolically. They should not punish for their wrong responses. The teacher can explain them their errors and show the right way.
- vii. Teachers should not confine the students only inside the classroom but let them go outside and be active, eager, and quest in every step for learning.
- viii. Teachers should make the students know their progress and achievements from which, the students can improve their weaknesses.
- ix. Teachers should conduct competition group wise. It should not touch personal life of the students.
- x. Teachers should understand the psychology and needs of the students and provide opportunities, directions and guidelines them for effective learning.

In this way, these aforementioned points are the important roles of teachers for creating better motivation in the classroom which were suggested by the teachers. These points show that to motivate the learners in classroom activities is a rigorous task for which, teacher has the responsible role.

4.2.2 The challenges faced in creating better motivation in ELT

Creating better motivation all the time in English language teaching as a complex task, teachers have been facing much more difficulties due to heterogeneous students in a class, lack of resources, irresponsible administrator, and ignorance of guardians. These kinds of problems cause stress to the teachers. Thomas (2008, p. 35) assumes when teachers feel too much of emotional discomfort, frustrations, anxiety, dissatisfaction and defeat and when they are not managed appropriately in time, there will be a non-desirous impact on teaching activities. So, it is the real case in Nepalese context. All the teachers expressed their views about the challenges and difficulties while creating motivation in ELT differently. The first teacher says:

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

One of the main problems in Nepalese context is overcrowded number of students with different learning ability. So, teachers are not able to deal individually and guide properly. Similarly, students have individual differences in their educational, social, psychological, emotional, economical and cultural background. Obviously, these kinds of diversity create challenges for creating better motivation in the classroom. Same as the second teacher shares the challenges faced by her:

Frankly speaking, due to the overloaded period in the school, I feel very much tired and cannot teach them actively which ultimately causes demotivation to the students.

It is true that teacher is a role model and an initiator of new things in the classroom. But in the context of rural schools in Nepal, there are insufficient teachers in schools due to the lack of proper economical sources. Firstly, they feel very much tired and secondly, they have low salary. Therefore, they cannot teach actively and enthusiastically in the classroom. When the teachers themselves are passive, students never get opportunity to be practically involved in learning process. But the third teacher says:

Actually, weaker physical structure in the school creates problems in creating better motivation. And lack of sufficient time we cannot engage all the students in group work and pair work activities with inspiration.

Obviously, there are a large number of schools in our country which physical structures are not well managed. The environment of the school seems to be noisy. Students cannot listen to the teacher even in the same class due to the open class without four walls. Similarly, applying students' centered method or activities itself is time-consuming. The teachers also should do more preparations and practices rather than traditional teaching. They follow the theoretical and teacher centered techniques for teaching because of their dizzy timetable and boring feeling about students' centered methods. And it is true that doing all the students' centered activities within 45 minutes is really difficult. Likewise, the fourth teacher says:

Ignorance of the parents to their children regarding to their learning activities is a main problem for creating better motivation in the classroom. Parents are the first teachers and home is the first school of

a child. So, the parents should teach them at home. But they do not sufficiently.

This excerpt adds, family environment plays prominent role to motivate or demotivate the learners in learning. If family members of a child are educated, obviously they inspire the child for learning. And the child also gets sufficient exposure for learning. Actually family educational, economical, cultural and social backgrounds directly affect the child in his learning. But in the Nepalese context, most of the parents in rural areas think that their responsibility to their child is just to send the school. They do not discuss with the teachers regarding the learning achievements of their children in the school. That means they do not spend the adequate time with their children for guiding and instructing properly in learning. And ultimately, that kind of ignorance creates the challenges for motivating the learners in classroom.

Similarly, one teacher adds, *“some students feel tired and hungry even after second and third period because they have to come school by walking more than one hour”*. The expert itself is clear that the feelings of tiredness and hunger bring problems in creating better motivation in the classroom. Different linguistic background of the students is also a responsible factor of causing problems in effective teaching. My classroom observation also found that the language of students at home and school are different. So, sometimes they feel difficult to understand the point of teacher properly which creates the problem for creating better motivation in ELT.

So on the basis of these findings from classroom observations and interviews to the teachers, it can be said that motivational techniques created by teachers in ELT plays significant roles in making learners better than the best.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the findings, conclusions, recommendations, policy, practice and further research related elements. These all are about the study on the basis of analysis and interpretation of the collected data.

5.1 Findings

The research carried out to explore the existing techniques of motivation created by female teachers in English language teaching, their responsibilities to arouse the interest in the learners and challenges faced by them for creating better motivation in the classroom. The findings from the analysis and interpretation through the collection data are as follows:

5.1.1 Creation of basic and initial motivation

- i. The researcher found that teachers greet the students with clear voice as soon as they enter the classroom for creating the basic and initial motivational conditions.
- ii. It was found that teachers divide the students into small groups including three or four in each in order to write the answers to the questions with collaboration and discussion in a group.
- iii. The third finding was that teachers praise the students who have sound performance and encourage those who need to improve.
- iv. Similarly, it was found that teachers prompt supportive and friendly environment in the classroom and make the learning enjoyable.
- v. It was found that teachers provide the ample opportunities to the students for involving in different tasks like, short conversation, crossword puzzle, short question answer, guessing game, riddle, reading, and others.

5.1.2 Maintenance and protection of motivation

- i. The researcher found that teachers use some appreciative words or phrases such as excellent, marvelous, very good, and well done to those who perform well.
- ii. The second finding was that teachers try to manage the class physically, psychologically and environmentally well to protect the motivation throughout the period.
- iii. It was found that teachers foster learner autonomy by providing considerable freedom to the students to do activities, to find out, to guess, to discuss, to write, to consult, and to develop own knowledge.
- iv. In the same way it was found that teachers use Nepali language while teaching English in the classroom, and focus on structure rather develop communicative competence.
- v. It was found that teachers respect and admire the diversity of the students and accept the individual differences inside the classroom.

5.1.3 Encouragement for positive retrospective self-evaluation

- i. It was found that teachers make perceive the students that committing error and mistake is not sin rather it is the sign of achieving success in life. They give much more emphasis to the efforts of the students rather than performance.
- ii. It was found that teachers check the homework of all the students individually by encircling and marking question mark on erroneous word or ill form sentence and ask them to make correction themselves.
- iii. Likewise, it was found that most of the teachers provide inspirational feedback on common errors and mistakes writing on the board.
- iv. It was found that teachers warn the students not to repeat the same kinds of mistakes as previous. For this they suggest the students to check their homework before submitting to the teacher.

- v. It was found that teachers make the students write the answers individually dividing them into different pairs, and ask them to share their answers to each other for pair correction.

5.1.4 Challenges faced in creating better motivation

- i. Heterogeneous students in the classroom with different learning ability, family background and interest bring obstacles for creating better motivation in the classroom. Addressing those diversities of the students with different strategies is really challenging.
- ii. It was found that weaker physical structure with noisy environment causes problems in creating better motivation. Students cannot listen to the teacher even in the same class due to the open class without four walls which is a barrier for creating better motivation.
- iii. The lack of adequate parental care and awareness regarding to the learning progress of their children creates the problem for generating and protecting motivation in the classroom.
- iv. It was found that teachers have overloaded period in the school. So, they feel very tired and cannot teach actively and that ultimately results demotivation to the students.
- v. Limitations on the use of relevant teaching materials such as pictures, realia or models, posters, simple craft materials and ICT tools in English language teaching.
- vi. It was found that some students have to come to school by walking more than one hour without Tiffin from home. So, they feel tired and hungry even after second and third period.
- vii. It was found that no administrative supports and inspirations are in school to apply student centered activities within 45 minutes, and teachers are always pressurized for the completion of course on time.
- viii. It was found that there is lack of need and problem based training to the teachers.

5.1.5 Teachers' roles for motivating the students in ELT

- i. The researcher found that teachers' roles are facilitator, creator of pleasant and supportive learning atmosphere and resourceful person rather than only content deliver.
- ii. The second finding was that teachers should maintain sound relationship to the students and make them engage, collaborate and cooperate involving in a group or pair for learning.
- iii. It was found that teachers should make students free from the spoon feeding and traditional way of teaching and learning system. They should use students centered activities and methods.
- iv. Similarly, it was found that teachers' roles are for understanding the psychology and needs of the students and providing opportunities, directions and guidelines them to learn effectively.
- v. It was found that teachers' roles are to prepare relevant learning materials for the learners and arrange in order and organize in a definite way.
- vi. Likewise, it was found that teachers should reward the students as their right performance symbolically and provide constructive feedback on their wrong response.
- vii. It was found that teachers should make the students know their learning achievements from which, they improve their weaknesses.
- viii. It was found that teachers should have sharing culture to each other regarding to the ideas and different strategies for motivating the learners in learning.

In this way, this overall results show almost all of the female teachers are aware of motivation and its roles for effective teaching in the classroom. Although it has a number of challenges in the implementational level, teachers have the prominent role to motivate the learners.

5.2 Conclusion

Motivation is a buzz word in educational area to foster effective and meaningful learning. A good teacher must have the knowledge and practice of various motivational strategies to motivate the learners in the classroom. The study was mainly concerned to analyze the existing techniques of motivation in English language teaching created by female teachers and the challenges faced by them in creating better motivation in English language classroom.

After the interpretation and analysis of the data, it can be concluded that the majority of the female teachers understand the tremendous value of motivational strategy for better teaching and apply them in the classroom activities. It was found that to motivate the students in the classroom, the teachers should be motivated themselves for their better teaching. The activities pair work, group work, role play, vocabulary games and fun task are some important techniques to engage the learners in learning process. Teachers can arouse the interest of learners by using relevant teaching materials, making learning enjoyable and stimulating, creating learner autonomy, providing motivational feedback and offering rewards with proper administrative supports in the classroom. Though students centered activities are essential for activating the learners, teachers also play crucial roles such as facilitator, helper, resource person and situation creator.

Concludingly, the study results express that almost all of the teachers are in the favour of unquestionable importance of motivational strategy in order to enhance learning for lifetime though there are so many challenges in implementation. The challenges in creating better motivation can be removed from the joint effort of teaches, headmasters, parents, policy makers and overall stakeholders.

5.3 Recommendations

On the basis of aforementioned summary of the findings, some of the recommendations have been developed to be used in creating better motivation. The recommendations have been enlisted in the following three levels for the convenience:

5.3.1 Policy Level

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

- i. Ministry of Education, Science and Technology, CDC and NCED should collaboratively design the practice based contents including different motivational techniques and should conduct the need and problem based teacher training adequately.
- ii. The concerned administration should inspire the teachers for application of motivational techniques in their teaching. And there should be regular supervision regarding to the transfer of trainings in real classroom situation.
- iii. Policy and provisions related to the use and facilities of ICT, mass media, internet, libraries should make access to all the schools in Nepal.

5.3.2 Practice Level

This is the practical level of recommendation. They should be implemented in the classroom which is as follows:

- i. Teachers should have the knowledge of different motivational techniques. They should use students centered techniques in the classroom by creating pleasant and supportive learning atmosphere and should focus on learner autonomy.

- ii. The administration should manage the classroom scientifically with the support of teachers. There should be sharing culture among the teachers regarding to different activities for motivating the learners in learning.
- iii. Parents and guardians should extend their supportive hands with the school teachers to bring change. They should guide their children at home and render proper instruction to their children to be a motivated learner.

5.3.3 Further Research Level

In further research level, this research can be applicable for the following purposes:

- i. To carry out the similar research being based on the comparison of motivational techniques adopted by male and female teachers in English language teaching.
- ii. This research is confined only to the six female teachers, so further research can be conducted to the huge numbers of participants in quantitative research.
- iii. This research is based on basic level education teachers and students, so further research can be higher level education because the psychology and motivation of the students are directly affected by their age and level of education.

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Appendix I

CLASSROOM OBSERVATION GUIDELINES

The researcher is going to carry out a research on “**Motivational Techniques Adopted by Female Teachers in English Language Teaching**” under the supervision of **Prof. Dr. BalMukundaBhandari**, Department of English Education, T.U. and Head of Open and Distance Education Center, Kirtipur Kathmandu. Your cooperation will be helpful for this research. I assure you that whatever I will observe in your classes will no harmful effect for you as well as others. I will observe your classes on the basis of following guidelines:

Motivational Teaching Practice

- a. Creating basic motivational conditions.
 - i. Appropriate teacher behaviours;
 - ii. A pleasant and supportive atmosphere in the classroom;
 - iii. A cohesive learner group with appropriate group norms.
- b. Generating initial motivation
 - i. Enhancing the learners’ L2 related values and attitudes;
 - ii. Increasing the learners’ expectancy of success;
 - iii. Increasing the learners’ goal orientedness;
 - iv. Making the teaching materials relevant for the learners;
 - v. Creating realistic learner beliefs;
- c. Maintaining and protecting motivation
 - i. Making learning stimulating and enjoyable;
 - ii. Presenting tasks in a motivating way;
 - iii. Setting specific learner goals;
 - iv. Protecting the learner’s self-esteem and increasing their self-confidence;
 - v. Allowing learners to maintain a positive social image;
 - vi. Creating learner autonomy;
 - vii. Promoting self-motivating strategies;
 - viii. Promoting cooperation among the learners.

- d. Encouraging positive retrospective self-evaluation
 - i. Promoting motivational attributions;
 - ii. Providing motivational feedback;
 - iii. Increasing learner satisfaction;
 - iv. Offering rewards and grades in a motivating manner.

Appendix II

QUESTIONNAIRE TO THE TEACHERS

Dear sir/madam,

This interview is a part of my research study entitled “**Motivational Techniques Adopted by Female Teachers in English Language Teaching**” under the supervision of **Prof. Dr. BalMukundaBhandari**, Department of English Education, T.U. and Head of Open and Distance Education Center, Kirtipur Kathmandu. Your cooperation will be helpful for this research. I assure you that the responses you make will no harmful effect for you as well as others.

Researcher

IndraBahadurGurmachhan

Name of School:

Teacher's Name:

Qualification:

Experience:

1. What are the possible ways of arousing the learners' interest that you use when you enter the class? Do you apply any warm up activities? If yes, mention, if not why?
2. How do you encourage back benchers to participate in the learning activities?
3. Generally, we find fluctuations in learners' interest in a class. How do you manage this problem and make learners interested regularly?
4. What problems do you face in creating motivation?
5. Which instrumental techniques do you follow mostly?
6. What characteristics and behaviours do you find in the motivated and unmotivated learners?
7. How do you respond to the motivated learners?

8. Do you try to motivate the unmotivated learners? If yes, how? If not, Why?
9. Do you ignore unmotivated one throughout the period? If yes, why? If not, why?
10. Do you try to find the causes of demotivation in those learners?
11. Learners are often motivated by teachers' pressure, i.e. learners do things because they are obeying the teacher. Do you find this kind of quality in your students? If not, what else?
12. Is the subject and content of the Compulsory English course of grade 4 interesting to motivate and arouse the interest of the learners?
13. Do you motivate the learners only in the beginning or keep them motivated from beginning to end?
14. Have you ever had the language training for the basic level teaching? If yes, how often do you apply the strategies you learnt in the training?
15. What sort of learners do you find mostly in your classroom?
16. Have you ever found your whole class most motivated? If yes, When?
17. What type of motivational techniques do you prefer in the classroom?
18. Do you think that without motivation the children cannot /do not learn effectively? If yes, why? If not, why?
19. Can you share some motivational techniques that you have found useful in English language teaching?
20. How can a teacher motivate learners? Among the various ideas which one do you practice mostly in your classroom? What difficulties do you have in exercising the other ideas in your classroom?
21. How do you know whether the students are positively motivated or negatively?
22. What do you think about the family environment of the learner as an affective factor in the creation of better motivation to the learners? And have you ever discussed and collaborated with their guardians for motivating them in the classroom?