Exploring Motivational Techniques Used by Secondary Level English Teacher

A Thesis Submitted to the Department of English Education

in Partial Fulfilment for the Master of Education in English

Submitted by

Yojana Regmi

Faculty of Education,

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Kirtipur, Kathmandu, Nepal

2022

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Declaration

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

Date: 22/02/2022 …………………………..

Yojana Regmi

Recommendation for Acceptance

This is to certify that **Ms. Yojana Regmi** has prepared this thesis entitled **Exploring Motivational Techniques Used by Secondary Level English Teachers** under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedication

Dedicated to

My parents

who have devoted their entire life

to make me what

I am today.

Acknowledgments

Abstract

The research entitled **Exploring Motivational Techniques Used by Secondary Level English Teachers** was an attempt to explore English language learning motivational techniques used by secondary level English teachers. I followed a narrative inquiry research design to conduct this study. To meet the objectives of the study, I selected four secondary level English language teachers as sample of Ilam district, using purposive non-random sampling procedure. In-depth interview guidelines and open-ended questions were used as tools for primary data collection and their interviews were recorded to obtain information. The collected data were transcribed and then analyzed and interpreted thematically and narratively. The major findings of the study included that secondary level English teachers used different types of motivational techniques to motivate students in learning effectively. They include: involving students in group and pair work, praising and encouraging the students, providing positive feedback to learners, providing an ample example and stories of successful learners, using different types of teaching learning materials, rewarding them symbolically and providing equal chances to every students to participate in classroom activities. In a same way, secondary level English teacher faces various challenges while motivating students in classroom. The challenges are tackling with students' diversity, learning styles, special need and abilities, lack of sufficient teaching time, support from institution and co-staffs, improper physical facilities, lack of resources and materials provided to teachers. The findings showed that all the participant teachers are in favor of using motivational techniques though they have to face challenges while motivating students in classroom.

The present study consists of five chapters. Each chapter is divided into different headings and sub-headings. The first chapter deals with the introduction part of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, delimitations of the study and operational definition of key terms. The second chapter consists of review of related theoretical and empirical literature and conceptual framework. The third chapter consists of the methods and procedures of the study. It includes the design of the study, population, sample, sampling strategy, and sources of data, research tools, data collection procedures, data analysis and interpretation procedures and ethical considerations.

The fourth chapter includes the analysis and interpretation of the data. Finally the fifth chapter presents, summary conclusions and recommendations related to policy, practice and further research. References and appendices are also included at the last part of this thesis.

Table of Contents

References

appendics

List of Symbols and Abbreviation

EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
L2	:	Second Language
M.ED	:	Master of Education
Prof	:	Professor
T	:	Teacher
T.U	:	Tribhuvan University

Chapter I

Introduction

This study presents the motivational techniques used by teachers in classroom. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Motivation enhances willingness and goal. Motivation is derived from the word motive, which is defined as a need that requires a satisfaction. In this regard, Gurung (2017) writes "…the willingness to exert high levels of effort towards educational goals, conditioned by the effort`s ability to satisfy individual needs." Similarly, Robbins and Decenzo (2001) states "Motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining goal."

Motivational Technique is one of the highly researched area at present. Guskey (2002) discovered that Motivational techniques refers to the change in the attitudes and beliefs of a person... change in the learning outcome of the students. Similarly, Sinclair(2008) as cited in (Han &Yin, 2016) defines ...motivational techniques helps teacher for attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial education courses, and the extent to which they engage with their work. Iliya and Ifeoma (2015) found that, " Motivational techniques are internal or external influences that contribute to productivity, satisfaction at work and meaningful contribution to projects"(p.10).

Thus, Motivational technique has positive influence on student's motivation and learning effectiveness. It is important for institution's success, educational reforms, grooming student their academic progress, ensuring quality of education, positive transformation of students and student's achievement, improving the outcomes of teaching learning process.

Most of the secondary level teachers are not aware about motivational technique. In the present, I have noticed that the government has provided opportunity to the school teachers to participate in the motivational training programs in order to motivate both teacher and student. Rasheed, Aslam & Sarwar (2010) argued that "Motivational technique in school education is one of the imperative and inevitable objectives of institution. (p-2)". This shows that motivational technique directly affects to teaching and learning process. Therefore, motivational technique helps to increase the new knowledge of the students.

Statement of the Problem

Motivation is inherent component for classroom teaching. Motivation is what causes us act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. In this regard, Richards (2006) argues that motivation is a driving force by which human achieve their goals. It guides the people to attain their goals moreover, it is an inevitable aspects for learning. The absence of academic motivation is also likely to be reflecting in students' negligence in learning. Therefore, the teacher needs to motivate their students to make the teaching learning effective. If students are well motivated, learning becomes effective and it has long-term impact. Here I realized the essence to find out some motivational techniques which were used by secondary level English teacher in their language classroom. The main purpose of carrying out this research study was to find out the ways that secondary level English teachers adopt to motivate their students. The reason behind conducting this research is my observation on motivation as important aspect and a few research literature in this respect.

Most of the reviewed studies are somehow related and only focused on teachers' motivation and role of motivation but not closely related to the motivational techniques that are exercised by secondary level English teacher to motivate their students in learning. Therefore, I realize the essence to find out the motivational techniques adopting narrative inquiry design to fulfill the research gap in the area of motivation. I took an in-depth interview and used open ended questions to find out motivational techniques with four secondary level English teachers of Ilam district. Therefore, my study is different from them. From the review of related literature, I came to note that in previous study there was less priority given to the study of

student motivation and the techniques that teachers used to motivated students in the form of narrative inquiry design. Similarly, in my experience of student life while learning in secondary level we were exposed with teacher- centered method, the matter of student motivation was not given focus, punishment was frequently used to control the class, memorizing the vocabulary and text was only the strategy to learn English as a second language. However, motivation has been the buzz word and different teaching learning strategies have been developed and motivational techniques have been exercised in the field of education these days.so the essence of this research study is to find out the motivational techniques used by secondary level English teacher and also to fulfill the research gap in the area of motivation. Therefore, I came to build my research title Motivational Techniques used by Secondary Level English Teacher.

Objectives of the Study

The objectives of the study were as follows:

i. To explore the motivational techniques used by secondary level English teachers to motivate their students.
ii. To suggest some pedagogical implications.

Research Questions

The following research questions were used to carry out this research:

i. How do English teachers motivate their students in classroom learning?

Significance of the Study

This study aims to explore the motivational techniques used by secondary level English teachers to motivate the students in the classroom. This study provides an insights in different sectors and peoples related to education. This study is useful for the people who are involved in teaching and learning of the English Language. Similarly, English Language teachers, students and the people interested in the field of motivation might be benefited from this study. It is equally significant to those who are involving in different issues regarding teacher motivation. I hope, this study

arouses acute interest in both the theoretical and practical aspects of ELT and motivation as well. Similarly, novice teacher who wants to hold their research in the area of motivational techniques might be benefited as well.

Delimitations of the Study

This study had the following limitations:

-) This study was limited only four English teachers who were involved in English language teaching in secondary level.
-) The data were collected from the participants of Ilam district.
-) The design of the study was narrative inquiry.
-) The data were collected through interviews.
-) This study was limited to analyze the motivational factors to motivate students in English language learning.

Operational Definition of Key Terms

English language teacher. Teachers who are train to teach English as a second language.

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

Intrinsic motivation. a type of motivation which is concerned with the importance of learning, curiosity, pride and enjoyment.

Motivation. the way of encouraging the students in learning.

Motivational techniques. those tactics or style that are used to encourage the secondary level students.

Chapter II

Review of Related Literature and Conceptual Framework

This section consists of the review of related theoretical literature, review of related empirical literature, implication of the review of the study and the conceptual framework of the whole study.

Review of Theoretical Literature

Review of theoretical literature is very important part in the research. It is important for clarifying the concept of deep study to the research. The main aim of reviewing the previous research and other related literature is to explore what has already been done and studied before on the area. Literature review also helps in finding out the research gap. This section is the review of previous studies and activities related on English language learning strategies of visually impaired learners.

Background of Motivation. The word motivation, came from the Latin term 'Mover' which meant 'to move' that is why motivation makes a person do something. It refers to the process to motivate an individual towards an action. It can be define as inner state of need or desire that activities an individual to do something that will satisfy that need or desire. Motivation is one of the significant elements of teaching and learning. It helps to arouse the interest towards learning for the learners. Petri (1986), discusses motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use the concept of behavior. More intense behaviors are considered to be the result of higher levels of motivation. Additionally, we often use the concept of motivation to indicate the direction of behaviour.

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning". To motivate the learners towards learning, different kinds of motivation have been suggested. According to Gardner and Lambert (1972), there are two kinds of motivational techniques 'integrative' and 'instrumental'. The desire to identify with and integrate into the target -language culture is contrasted with the wish to learn the

language for purpose of study or career promotion. Another useful motivation for teachers are the 'intrinsic' (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived there have an important part to play in classroom motivation. And the third distinction according to Brown (1987), is that between global, situational and task motivation. The first is the overall orientation of the learner towards the learning of the foreign language, the second has to do with the context of learning (classroom, total environment): and the third with the way the learner approaches the specific task in hand Ur (1996:267).

Likewise, Harmer (1991, p.3) says "motivation is some kind of internal derive that encourage somebody to pursue of a course of action." Thus, motivation is the act or process of stimulating to action or providing an incentive or motive especially for action. According to Harmer (1991) there are mainly two types of motivation, they are: intrinsic and extrinsic. Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires. It includes learning and growth opportunity, social contact and status, curiosity and respect and honor. Similarly, extrinsic motivation is a motivation in which an individual is being motivated by external desires. It includes salary, bonus, promotion, punishment, competition and fear of failure.

Thus, motivation means to provide a need or desire that causes a person to act. The main factor leads a person to do something. The fundamental aim of motivation is stimulate and to facilitate learning activity. Motivation of learning activities helps pupil to concern that what they are doing and thereby to gain satisfaction. Therefore, it is important in teaching learning activities.

Motivation and language learning. Motivation in human psychology is a term used to describe forces acting either on or within a person to initiate behavior. The word "motivation is derived from the Latin term 'motives' (a moving cause), which suggests the activating properties of the process involved in psychological motivation" (Nurt 1994: 436).

Motivation means, "The factor that determines persons desire to do something" (Richards et al; 1985: 185). Harmer (1991: 3) says, Motivation is some kind of internal drive that encourage somebody to pursue of a course of action and

drive is an energizer, some process that provides the energy of movement. The process of arousing action, sustaining the activity in progress and regulating the pattern of activity.

Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Motivation refers to "the choices people make as to what experiences or goods they will approach or avoid, and the degree of effort they will exert in that respect" (Brown 1994: 152). According to Ellis (1986: 117), define motivation in terms of the L2 learners overall goal or orientation and "attitude" as the persistence shown by the learners in striving for a goal.

These definitions of motivation show 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 that will create, foster and maintain success.

Motivation is a psychological factor and it is, by its nature, affective Children are highly coerced to learn their first language to fulfill their everyday needs. But learning a second language is different. Some L2 or foreign language learners do better than others because they are better motivated to quote Brown (1994:4-5) once again.

By looking at motivation in-terms of choice engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes, the concept of motivation will have a more satisfactory connection to language learning processes and language pedagogy.

The individual learner has his own feelings, interests, background and goal; therefore, there is no highest common feeling of motivation common to all.

Types of motivation. Motivation provides an aim and direction to follow. It has a key role in language learning. In this regard Brown (1944, p.153) states that motivation is something that can be self-esteem, be global, situational or task oriented. Learning a second language clearly requires some of three levels of

motivations. Motivation of learning activities helps the people to concentrate on what they are doing and thereby to gain satisfaction.

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

Similarly, instrumental motivation involves perception of purely practical value in learning the L2 such as increasing occupational or business opportunities enhancing the prestige and power accessing scientific and technical information or just passing a course in school or campus.it helps to acquire a language as means for attaining instrumental goals: furthering a career, reading technical materials, translation and so on. Instrumental motivation is the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to achieve certain ends. These two types can affect and control the procedure and outcomes of learning.

Intrinsic and extrinsic motivation. Successful learning takes place when students have strong desire to learn. Motivation is a single factor that affects learners' success. Highly motivated students often perform better than those who are not motivated at all.

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

Intrinsic motivation is one for which there is no apparent reward except the activity itself. (Coona and Mittev, 2011). Intrinsic motivation is very powerful and is likely to lead towards deep learning because intrinsically motivated learners may take every opportunities to satisfy the internal desire. It is influenced heavily by an internal desire to teach, a dialogue connection between teachers and students.

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

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

Theories on motivation. Motivation is commonly thought as an inner drive, impulse, emotion or desire that moves one to a particular action. There are different motivation theories out of them some of the theories are discussed below.

Theories of motivation by Morgan. Motivational theories of Morgan are as below:

Desire theories. Desire theories say that behavior is pushed towards goal by internal states within the person or animal.

Incentive theories. Incentive theories stress the ability of goals to pull behavior towards.

The opponent process theories. The opponent process theory is a hedonistic theory, as such, it says that we are motivated to seek goals which give us good

emotional feelings and avoid goals resulting in displeasure. Furthermore, this theory says that emotional motivating states are followed by opposing, or opposite states.

The optimal level theories. The Optimal level theories are hedonistic theories which say that behavior is directed towards seeking an optimal level of arousal or a balanced, homeostatic state in internal physiological process.

Theories of motivation by Baron. Motivational theories of Baron are as below:

Derive theory. Drive theory suggests that motivation is a process in which various biological need push as to actions designed to satisfy them.

Arousal theory. According to arousal theory, human beings seek an optimal level of arousal, not minimal levels of arousal.

Expectancy theory. Expectancy theory suggests that people exert on task because they believe doing so will yield result they want to attain.

Goal, setting theory. Goal setting theory suggest that the act of goal setting will increase motivation and performance when the goals are specific and challenging yet attainable and individual that committed to them receive feedback on their progress .

Theory of motivation by Johnson. Johnson (1986,p. 55) states that there are three theories of motivation and productivity that teacher motivation is based on;

Expectancy theory. It is probable for a person to struggle foe work if there is an expected reward such a bound of a promotion that is worth working.

Equity theory. Unfair treatment for their efforts and achievement makes individuals displeased.

Job enrichment theory. The more varied and challenging their work is the productive employees become.

Skehan's for Hypothesis theory. To characterize a non-theoretical view of motivation, Skehan's (1989, p.509) puts forward four hypotheses:

The intrinsic hypothesis. Motivation derives from an inherent interest in the learning tasks the learning tasks the learner is asked to perform

The regulative hypothesis. Lerner who does well will preserve and those who do not do well will be discouraged and try less hard.

The internal cause hypothesis. The learner brings to the learning situation a certain quantity of motivation as given.

The carrot and stick hypothesis. External influences and incentives will affect the strength of the learner's motivation (as cited in Ellis 1994, p.509)

According to behaviorists, motivation refers to the anticipation of reinforcement. They do stress the role of rewards (and perhaps punishment) in motivating behavior which in turn serves to reinforce behavior, to cause it to persist. The reinforcement theory, propounded by the behaviorist psychologists like Skinner, Watson to name a few, is a very powerful concept for the classroom. Cognitivist, however, naively dismiss the role of rewards and role of drive theory, hierarchy of needs and self-control theory. They contend that our innate predispositions compel us to execute action to attain the desired goal.

Abraham Maslow's needs hierarchy theory. Maslow's theory is related to human motivation and fulfillment of the basic needs. It is developed by psychologist Abraham Maslow in 1943. Needs hierarchy theory is one of the pioneer theories of motivation. This theory provides the basic guidelines to understand motivation. According to this theory motivation begins with individual needs and their underlying drives. Needs are the deficiencies that trigger behaviors to satisfy those needs. Unfulfilled needs create a tension that makes us want to find ways to reduce or satisfy those needs. According to Mcshane and Glinow (2008),''The stronger your needs, the more motivated you are to satisfy them. Conversely, a satisfied need does not motivate" (p.170). In this theory, Maslow has explained that human needs can be divided into five different levels in a hierarchical arrangement as given below:

Physiological needs. It consists of basic survival needs such as food, drink, shelter, clothing sexual satisfaction and other bodily requirements. These are the lowest order needs, and placed at top priority. In the organization, salary and working environment are supposed to satisfy the physiological needs of employees (Agrawal, 2001).

Safety or security needs. These needs are related with the protection of the people from physical and emotional harm, ill health and economic crisis. For the employees, in the organization, provident fund, pension plan, permanent nature of the job and life insurance are related to such level of needs.

Social needs. Such needs are identified as the needs for affection, belongingness, friendship, and social acceptance. Informal group friend at work, employees" clubs are the means of achieving these needs in the organization.

In the context of nomination of these needs, Maslow identified this level with the name of love needs. In this respect, Maslow seemed guilty of poor choice of wording to identify this level. His use of the word love has many misleading connotation such as sex, which is actually related to physiological needs (Luthans, 2002). That is why, the followers of Maslow's theory replaced the love needs by the word of social needs which has been familiar in practice.

Esteem needs. It consists of two types of needs: internal and external. Internal esteem factors are known as self-respect, autonomy and achievement. Similarly, external esteem factors are identified as status, recognition and attention (Robbins and Decenzo, 2001). In the same concern, Agrawal (2001) says that status, position titles, posh office, luxury cars satisfy such needs in the organization. He also explains that a boss in Nepal expects „Namaste" from subordinates, which is related to esteem needs.

Self- actualization needs. Self-actualization is the needs for growth, achieving ones potential and self-fulfillments, the drive to become what one is capable of becoming. In the organization, one can achieve such needs by the challenging jobs and participating in decision-making activities.

The most important aspect of this theory is that satisfaction of needs is sequential. For example, people will not be motivated by self-actualization needs when lower level needs are unmet (Middlewood and Lumby, 1998). Thus, according to this theory, one has to be satisfied with his psychological needs such as food, basic wage/salary, sex before he is motivated to safety needs. In other words, all the bottom needs have to be accomplished before s/he is motivated to self-actualization needs such as completing and looking for higher positions.

Student Motivation. Student motivation is defined as process where the learners 'attention becomes focused on meeting their scholastic objective and their energies are directed towards realizing their academic potential (Dornyei,2007). Similarly, Pintrich (2003) state that student motivation is essential in facilitating a desire to begin to engage in and pursue educational goals.

Students' motivation is all about what they desire to express during teaching learning process. Sometime students are more motivated and sometime they are not because their source of motivation can be different. Lens and Ulrich (2004) asserted that motivation, being a vital phenomenon, foretells the academic future of students. Nagaraj (2003) describes motivation is to be fixed with the student's commitment, engagement and fortitude to accomplish academic work. He further asserted that the commitment and motivation increased by collaborative learning rather than mere teaching via lectures. Motivation plays an important role in the student's career. Motivation stimulates students to move towards the attainment of their goals, it maintains their stamina and reinforces them to improve their potential as well. Motivation is not a stagnant phenomenon; it varies from student to student. Students who are more motivated can do their work with greater passion. Thus, student motivation has a direct impact on students abilities that enhance the educational goals .Han,J.& Yin,H.(2016).

Motivational techniques. Motivational techniques are those techniques that help to create the curiosity to the student in classroom. Regarding the motivational techniques Koul (2011,p.53) writes:" Motivational techniques should be promoted by instructors in their instruction…assessment given to the students, classroom management and classroom environment also plays key role in providing motivational skills at English classroom. "According to him, the major motivational techniques are:

task presentation, reward, Self-confidence, classroom environment, classroom management and feedback.

A number of different motivational techniques have emerged due to this change in education. Many of these motivational techniques are not actually new; the use of technology in classroom has simply given education a new lease of life allowing us to approach old ideas in new ways Ames (2006). According to him there are six popular motivational techniques that have arisen from the integration of technology in education. They are as follows:

Flipped classroom. The flipped classroom model involves encouraging students to prepare for the lesion before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home. So, next class can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

Design thinking. This technique based on resolving real life cases through group analysis, brainstorming, innovation and creative ideas. Therefore, this technique prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique often used in masters classes to analyze real cases experienced by different areas in the past.

Self-learning. Curiosity is the main derive of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area that interests them and learn about it for themselves.

Gamification. Learning using game is one of the teaching methods that has already explored especially in elementary and pre-school education. By using games, students learn without even realizing. Therefore, learning through play or gamification is a learning technique that can be very effective at any age. It is also a very useful technique to keep student motivated

Social media. Students today are always connect to the social network, so teacher will need little motivation to get them engaged with social media in the classroom.

Free online learning tool. There is an array of free online learning tools available that teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teacher can create an interactive and dynamic classroom environment using different learning tools.

Some activities and ideas for motivating students. Harris (2010) proposed different ideas that motivate students: elaborative learning, Reward, Care are students counseling, Make students participate, Teach inductively, Satisfy students' need, Make learning visual, Use positive emotions to enhance learning and motivation. Fredrick et al. (2004) linked teachers' support to other educational commitments including the involvement in behaviors, emotions and cognition. Thus, followings are some activities which helps to motivated students in classroom:

Dramatization or role-play. A dull presentation causes students to become bored. Therefore, if teacher ask the students to play the role according to the lesson of that day it seems more interactive and motivated. All students are engaging their role and they learn easily.

Discovery. This technique especially includes four general techniques, such as preview, matching technique, text study and problem solving. The teacher given the situation and encourage the students to discover a solution.

Group work. Group work is a technique used in English language classroom that enables the students to talk and discuss each other. The teacher divides the whole class to different groups to make lesson more interactive as well as to engage them to perform better.

Strip study. In this technique whole lesson divided into different parts and given to the individual or groups and then ask to make a complete lesson.

In the same way, making a plan, establishing goal, provide informative feedback, teacher encourage the students to participation etc. are the possible motivational techniques used in English language classroom at secondary level.

Review of Related Empirical Literature

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. Here, some of the previous studies reviewed considering them as related literature and as evidence to the preset study.

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

Singh (2008) carried out research on "Role of motivation in English language proficiency". The purpose of this study was to identify interactively and instrumentally motivated students and to analyze the role of motivation in English language proficiency. He conducted his study on the bachelor first year students of education faculty as the study subjects. Purposively he selected to private campuses and distributed questionnaire to the students. He find out that the students may have many purposes learning English as foreign language such as learning English for academic career, travelling, business, joining the UN as security personnel etc. His study was restricted to explore only the reading and writing proficiency of the students.

Bhattrai (2009) conducted a research on "Teachers Practice of Motivation in Teaching English". The primary purposes of this study was to find out the ways of creating motivation in the English language classroom and to identify the inherent

difficulty in creating better motivation in teaching English. She selected eight schools of Rupandehi district purposively and observed the two classes of each of the sixteen English teachers in grade ten. She concluded that every teacher most know the significance of motivation and his/her role in its creation. Teacher can use illustrations from local teaching materials and keep good rapport with the students. Finally, she suggested that equal chance of participation in the class to the individual students is useful. Similarly, the management of the classroom also play vital role in learning.

Nyakundi (2012) carried out a research on "Factors Affecting teacher motivation in public secondary schools in Thika West District, Kiambu Country." The main objective of this study was to find out the influence of job on teacher motivation in public secondary schools in Thika west district. This study based on descriptive survey design. The total population for the study was all the principals and teachers of sixteen public secondary schools in thika west district. The sample of the study was 14 principals and 112 teachers of the target schools. Purposive sampling technique used to sample teachers. Questionnaire and interview schedules use as instruments for data collections. It was found that the influence of job satisfaction, effect of reward system, professional training and development, work situational factors affect the teacher motivation in public secondary schools in thika west district.

Neupane (2013) carried out research on "Motivation of Secondary Level Teachers towards Teaching English". The main objectives of the study was to find out whether teachers are motivated towards teaching English or not and to find out the causes of motivation or demonization for teaching English. It was a survey research design and sample of the study was selected through purposive non-random sampling procedure. Forty teachers were selected from community and private higher secondary of Kathmandu valley. A set of questionnaire was used as the tool for data collection. The finding was that most of the teachers seem to have positive attitude toward English, English language classes, scope of English language and teaching learning environment.

Similarly, Bhandari (2014) Conducted a research entitled "Factors that motivate teachers to selected teaching English as a profession." Her objective was to find out the factors that motivate teacher to select teaching English as a profession. For this study, she used survey research design. The sample for the study was forty

English Language teachers who were teaching in +2 and colleges. Sample was select by nonrandom purposive sampling procedure. Her data collection tool was questionnaire. The major findings of this study shows that majority of the respondents were highly motivated by intrinsic reason as: interest in teaching sector, love towards the English language and because of their academic qualification.

Mahara (2015) studied on "Motivation of Higher Secondary Level Students towards Learning English". The primary purpose of her study was to find out the motivation of higher secondary level students towards learning English. This is a survey research design and the sample of this study was fifty students from ten schools of Kailali district by using purposive random sampling procedure. In this research questionnaire is the main tool to collect the data. She found that majority of learners were found to be motivated extrinsically and intrinsically. She added that career related factors like; good career prospects, good grades, better future are the major factors of motivating the learners.

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

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

Karanjeet, (2020) Conducted a research entitled "Motivating Factors to Female English teachers to choose ELT as a Profession." Her objective was to find out the reason behind choosing ELT as a profession by female teachers. For this study, she used survey research design. The sample for the study was forty female ELT teachers. Sample selected by simple random sampling procedure. Her data collection tool was questionnaire. The major findings of this study is female teachers love their profession, they interested to learn English vocabularies and terminologies and they are self-motivated are the major reasons of choosing teaching profession.

Implication of the Review for the Study

Reviewing the related literature plays a vital role for researcher. To be specific, review of related theoretical literature helped me to bring the clarity about the area of motivation and its types, motivational techniques, motivation and language learning and reviewing the related theories helped me in framing the theoretical background of my research. It helped to focus on research problem, reform methodology and contextualize the findings. It also helped me to adopt the methodology of the study. It had become the theoretical background to this study and it has facilitated me to select appropriate research topic, appropriate sample size for this study. Similarly, it has contributed for the selection of design, research tools and sampling procedure. Literature review made me able to show the significance of my research to existing body of knowledge in language teaching.

Similarly, I reviewed altogether ten different empirical literature regarding the area of Motivation and motivational techniques. The reviewed literature is to some extend similar to the purposed study. In the same way from the review of Singh (2008), I got the ideas and variables on studying the role of motivation, which helped me to extend my knowledge on related issues. Similarly, the study of Kalmari (2017) supported me to find out the different kind of motivational strategies that were used by English teachers. Similiarly Gyanwali (2007) benefited to understand some motivational techniques, which are used in primary level grade-5 of Kathmandu district. Similiarly, Neupane (2013) also helped me to explore the theoretical concepts and various guidelines for my study. Then the study of khanal (2016) provided me an idea to frame the topic of my research about motivational techniques used by English teacher. From the research of Mahara (2015) helped in selecting the sampling

procedure of the study. Furthermore, Karanjeet (2020) helped to get more information of motivation and different aspects of motivation.

Finally, all these researches have great value to carry out my research study. Even though all of these reviewed study were related to motivation on English classroom, most of these studies only focuses on the perception and role of motivation using survey and mix- method design. Reviewed literature mostly focuses on teacher motivation. Here, I have realized the essence of motivational techniques used by secondary level English teacher that can reveal the real classroom practices of English language teaching and learning process of both, teacher and students. The review of related literature made me realize the need to carry out this study to fulfill the gap of relevant research adopting narrative inquiry design with in-depth interview and open-ended questions as tool of the study. Therefore, the present research work is different from the above reviewed researches.

Conceptual Framework

The study on "Exploring Motivational techniques used by secondary level English teacher" is based on the following conceptual framework:

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                    ┌─────────────────────┐
                    │     Motivation      │
                    └─────────────────────┘
              ┌──────────────┴──────────────┐
              ▼                              ▼
      ┌──────────────┐              ┌──────────────┐
      │  Intrinsic   │              │  Extrinsic   │
      └──────────────┘              └──────────────┘
              └──────────────┬──────────────┘
                             ▼
              ┌───────────────────────────────┐
              │   Motivational Techniques      │
              └───────────────────────────────┘
                             ▼
      ┌───────────────────────────────────────┐
      │  ⟩ Flipped classroom                   │
      │  ⟩ Gamification                        │
      │  ⟩ Dramatization or role play          │
      │  ⟩ Design Thinking                     │
      │  ⟩ Discovery                           │
      │  ⟩ Reward                              │
      └───────────────────────────────────────┘
                             ▼
              ┌───────────────────────────┐
              │   Qualitative research     │
              └───────────────────────────┘
                             ▼
              ┌───────────────────────────┐
              │    Narrative inquiry       │
              └───────────────────────────┘
                             ▼
              ┌───────────────────────────┐
              │        Interview           │
              └───────────────────────────┘
                             ▼
          ┌───────────────────────────────┐
          │  Analysis and interpretation   │
          └───────────────────────────────┘
                             ▼
    ┌───────────────────────────────────────────┐
    │ Findings, Conclusions and Recommendations  │
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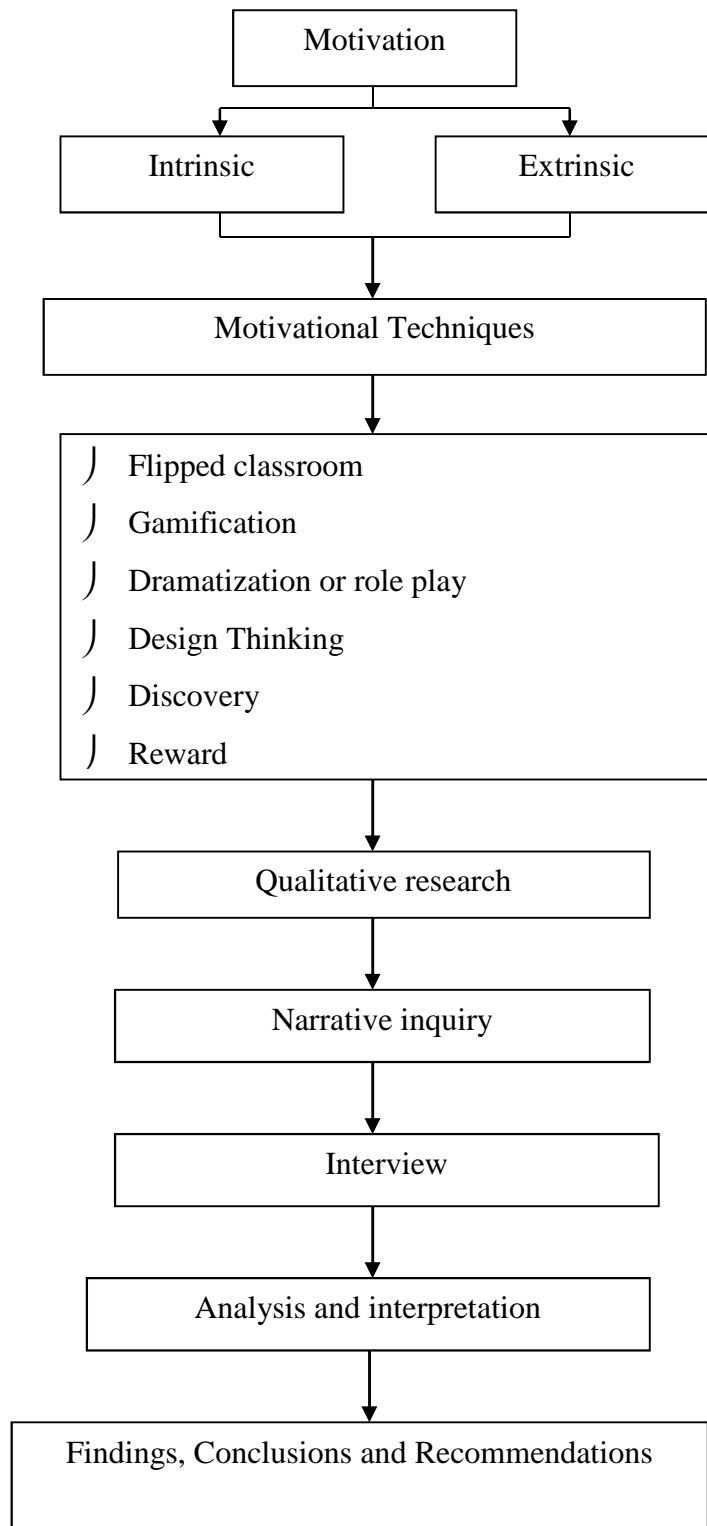
Chapter III

Methods and Procedures of the Study

Methodology refers to overall plan for conducting a research work. In this chapter I have discussed about the design and method, sample of populations, sampling procedures, data collection tools, process of data collection and mode of analysis and interpretation. In short, following methodology was adopted to accomplish the objective of my research.

Design and Method of the Study

In this study I used qualitative research approach to achieve detailed information and the method of the study was narrative inquiry. Qualitative approach is an approach of research in which we obtain data through open-ended and conversational communication. This method is not only about what people think but also why they think so. It is a means by which the researcher collects information by using face-to-face interviews Therefore, the qualitative research methods allow for in-depth and further probing questioning of respondents based on their responses, where the researcher also tries to understand their motivation and feelings. The results of qualitative research are more descriptive. In this regard, Maharjan L.B. (2017) define that qualitative research design involves collecting and analyzing non-numerical data to understand concepts, opinion and experience. Today, our world is becoming more complicated and it is difficult to understand what people think and perceive. Qualitative research method makes it easier to understand that as it is more communicative and descriptive. Conducting in-depth interviews is one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent.

The term narrative comes from the verb "to narrate" or "to tell (as a story) in detail" (Ehrlich, Flexner, Carruth and Hawkins, 1980, p. 442 as cited in Creswell 2012). In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences (Connelly and Clandinin, 1990 as cited in Creswell 2012). As a distinct

form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2012). Narrative inquiry can also be best conducted using in-depth interview. Narrative inquiry is the process of gathering information for the purpose of research through storytelling and explore one's experiences. Narrative inquiry is a research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law, organizational studies, therapy in health fields, social work, counseling, psychotherapy, and teaching for sharing human stories of experience (Webster and Metrova, 2007). Like other methodologies used by social science researchers, narrative inquiry inquiries into or asks questions about and looks for deeper understanding of particular aspects of life experience, in the present case, the life of teachers. Experience is meaningful and human behavior is generated through this meaningfulness. There is an interacting connection between meaning and its expression in language (Polkinghorne, 1988) which is a central focus in narrative inquiry. Teacher Narratives are the real stories of the teachers which try to explore their real reflection in their academic lives.

Narrative inquiry includes a set of systematic stages to conduct research study. According to Maharjan (2017), there are seven stages of narrative inquiry. They included:

1. Identify a problem or phenomena to explore

    Identifying an issue provides the purpose for a study and enables the researcher to understand personal or social experience of an individual.

2. Select one or more participants to study

    Many narrative studies examine only one individual but several individuals may be studied as well. Select an individual who can provide an understanding of the issue. Carefully select this person based on their experiences.

3. Collect the story from the participant

    Besides the participant verbally sharing their story though conversation or interview, field texts also provides information about the participant. Examples include: journal or diary entries, letter sent by the individual, photographs, memory boxes, and story acquired though friends or family members.

4. Re-story or re-tell the individual's story

This steep involves examining the raw data, identifying key elements, organizing and sequencing these elements, and then retelling a story that describes the individual's experience. Re-storing helps the readers to understand the story by sequencing it in a local order. Stories commonly include the factors like setting, character, problems, actions, and resolution.

5. Collaborate with the participant/story teller

Throughout the narrative story collection process, the researcher works with the storyteller to ensure the participant's experience are accurately portrayed.

6. Write a story about the participant's experience

In this step, the participant's experience is written in to a story by the researcher. Highlighting specific themes that emerged throughout the story and involving a section about the importance of narrative research can be helpful to readers.

7. validate the report accuracy

An accurate report is essential to preserving the story. Conferring with individuals and searching for disconfirming evidence will protect the story's credibility.

Therefore, I applied the above mentioned steps in my study to meet the objectives of the study. Likewise, I adopted narrative inquiry research design to collect the life experience of the selected participant to find out in depth of the study. Through narrative inquiry, I explored the motivational techniques used by secondary level English teacher.

Population, Sample and Sampling Strategy

In my research study, the population were secondary level English teachers who are engaged in teaching English in Ilam district. Moreover, the sample of this study includes four English Language teachers. Among them four teachers will be selected as the sample population using purposive non-random sampling procedures because it is convenient to elicit data from the participants.

Research Tools and Techniques

Open-ended questions and in- depth interview were the main tools of data collection. It helped to gather in depth data for the study. So, the interview guidelines were developed at first and then the interview was taken to each of the participants separately. Interview was taken time and again until I got the required data.

Source of Data Collection

In this research, I used both primary and secondary sources for data collection. Mainly the data were collected from the four secondary level English teachers.

Primary sources of data. The primary sources were the data collected from in-depth interview, open-ended questions and informal talk with the participants.

Secondary sources of data. Related research, book, journals, newspaper articles, and websites were used as the secondary sources of data for consolidating the research.

Data Collection Procedures

In order to collect authentic data, I followed the following stepwise procedures in carrying out the interviews:

a) At first, I selected the participant according to the objectives of my study.

b) Then, I visited the selected teachers of Ilam district and established the rapport with them.

c) Next, I informed them about the processes and objectives of my study.

d) Then, I consulted and explained them about the purpose of the study and requested them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.

e) After that, I conducted the open-ended in- depth interview of the teachers.

f) After that, I kept the record of the interview.

g) At last, I thanked them heartily for their kind co-operation to carry out my research.

Data Analysis and Interpretation Procedures

In this section, the research was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data was presented thematically. I used thematic approach to determine what stories was told and what stories revealed about each individual teacher and what kind of motivational techniques they were using in English language classroom. On the other words, the narratives was first viewed holistically and then analyzed thematically. A thematic analysis helped to identify patterns of themes in the interview data. In thematic approach, the similar ideas were kept in a single category making a theme. This approach helped to manage the huge numbers of data effectively and helped to provide the shape of research findings.

Ethical Considerations

As it is the most essential and important part to consider the ethical aspects, the participants were informed every information and plan about the study and the data collection time and place were determined based on their approval. No activities were done that may harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants may wish, the secrecy of the information, was maintained I.e. ethical considerations was maintained by using the pseudonyms of the participants. The collected data, findings and conclusions were presented honestly and systematically with no reduplication. The collected data and findings were not used for other purposes. The plagiarism was avoided by showing citations and references. Moreover, every steps of the research were conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur Kathmandu.

Chapter IV

Analysis and Interpretation of Data

This chapter includes the presentation analysis and the interpretation of the data. The data has been accumulated from the four participant teachers who were involved in secondary level teaching English before three to five years. The information found in this section was obtained from the interview, written stories and the informal talk.

Analysis of Data and Interpretation of Results

The data collected from the primary and secondary sources have been analyzed in this section. The responses from the participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges they encountered while motivating their students. After collecting Individual stories, I rewrite the stories in my own language. Then after, I categorize the themes in different sections based on the similar responses. Finally, the narratives were viewed holistically and analyzed thematically. To analyze the data, I have given the name of the teachers as T1, T2, T3 and T4 respectively. Following major themes have been derived from the accumulated data through interview, written stories and informal talk with the participants.

Teacher's role to motivate the students. Teachers can play a vital role motivating students in learning. The Teachers can increase students' motivation to learn. While students may have an innate desire to learn, the external support provided by the teacher has a significant impact on students' learning. The teacher's role in motivation includes, but is not limited to, creating an environment conducive to learning.

Teacher as a motivator and a facilitator of students. A Teacher is called the pillar of the nation. The teachers is like a model to the students, so their behaviors must be the right ones in front of the students, the teachers must be so dedicated to his work because they need to pass his enthusiasm to get a better environment in the

classroom, so they are like a second parent and we see them a lot of time. A teacher play different roles in educational institutes. There are different roles has to be played by the teacher; sometimes teacher as a facilitator, teacher as an instructor, teacher as a friend etc. but there is another role also for a teacher that is teacher as a motivator. Motivation in teaching is an essential process of effective teaching. We have to understand the need of motivation, Inspiration and guidance in classroom teaching to make the teaching more effective.

In order to motivate students, one of the participants T1 said:

A teacher is like an artist. An artist can draw the attention of thousands of people in a crowd. Similarly, a good teacher create motivating environment in class and can draw the attention of each and every students. For that, we can create active involvement environment of students. Use of appropriate, concrete and understandable examples, helping students in their learning problems, encouraging students to participate actively in learning. Helping students achieve goals by themselves. To be short, a teacher can play the role of facilitator, inspiratory.

This extract depicts that teachers can play a very dominant role in motivating the students. A teacher can maintain relevance of what is being taught. A teacher can maintain peaceful environment in the class which helps students to be motivated in their language learning process. Encourage and help students in their need of learning. A teacher can play the effective role as a facilitator, inspiratory, guide, and a counselor.

In a same way T2 expressed:

Creating motivation is essential in language classroom. Motivated learners can learn faster than less- motivated one. I use to motivate students to get chance to settle down in the class and get their minds focused on the lesson. I use to encourage learners to participate in classroom activities. For this I provide more chances to weak students and create participatory environment in the classroom. We should treat students equally in classroom as a result weak students can get chance to participate in learning. To be specific, we can

play the role of facilitator, tutor, observer and promoter to motivate students in English language learning. Students' success is also determined by the way teachers motivate them.so teachers can play vital role in motivating the students.

On the basis of above mentioned data it can be concluded that teachers can play effective role to motivate students in teaching learning activities. Teacher can increase students talking time and decrease teacher talking time. In order to create such context, teachers can be a promoter, facilitator, guide or friends of students observer, counselor, peaceful learning environment creator so that students role will be more important that the teachers. The teacher's role in encouraging support of students' autonomy, relevance increases motivation to learn. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy are all important factors that influence students' motivation to learn.

Teachers creating basic motivational condition and beginning of the class. This study revealed that all the teachers have equal concentration for generating the basic motivational situations in ELT but their strategies were different. Generating the motivational condition in the classroom plays a dominant role in learning particular language. In teaching learning process teacher should be very familiar with their students. Teacher should create very formal environment in the classroom. In the interview, almost all the participants shared their perception on generating basic motivational condition and beginning of classroom. In this regard, one of the participants,

T3 expressed his views in this way:

While creating motivational techniques and beginning of my class, I use warm-up techniques. Telling jokes, drawing pictures on the board and ask students to generate the information of drawn pictures. Asks brainstorming questions in group and peak an individual responses and encourage students to participate actively in this session by thanking for the correct answer and their active participation then I use to enter on the topic.

Being based on the perception of T1, using warm-up techniques like telling short jokes, drawing different types of picture on board and asking brainstorming questions help to draw the attention of students and make students ready to learn very effectively in the classroom. It also depicts that greeting students in the form of welcoming, thanking, praising students create motivational environment in teaching learning process.

Similarly, in this regard T4 articulated:

While talking about generating basic motivational condition and beginning of the classroom, I use to greet students and be confirmed whether they are fine or not. After then, I ask some questions related to previous lesson. I often talk about their homework and also ask if any difficulties have over their homework or not? If they have got problem on solving their homework obviously, I use to help them over their learning queries.

This extract shows that greeting students, helping them in their learning queries, discussing about previous lesson taking a genuine interest to student's opinion help teachers to motivate their students in English language teaching and learning process.

The above data depicts that greeting students, behaving friendly with them, building good rapport, increasing sense of purpose in the context, making class quiet and anxiety free, creating a fair competition among students using brainstorming questions telling jokes, revision of previous classes, singing a song, responding to students queries, giving information about new things related to the lesson, guessing of title, making fun activities telling short stories, demonstrating lesson related pictures, video, documentary are some of the basic motivational techniques which are used in the beginning of English language learning classroom. These responses of teachers also shows that there is not a single best techniques to be used to motivate students at the beginning of the class but we need to employ various techniques according to the context and content.

To motivate the students towards learning the teachers follow different strategies, here, the teacher can use inductive methods to warm up, to attract students'

attention towards learning. Students get more excited and they show their keen interest in learning id strategies is different. Above data shows that generating the basic motivational condition is very early steps in learning. Before starting the teaching learning activities, teachers should be conformed whether students are ready to learn or not. To prepare them well for learning teacher can try to generate their interests. For that, teachers have to follow different motivational strategies. It helps to make teaching English language process effective.

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

During the interviews and the informal talks with the participants, I found and generated the following strategies that the teachers used in their classroom teaching:

Involving students in group and pair work as a motivational techniques. Group work is defined as more than one person working together to complete a task or assignment. In classroom, group work can take many forms however, the goals remain the same, get students to interact with each other and collaborate a unified task. When students engaged in group work or co-operate learning, it increases individual achievement in comparison of students working in alone. Johnson et al. (2014) determined that students learning in collaborative situation had greater knowledge acquisition, retention of material and higher-order problem solving and resigning abilities than students working in alone. This method lets students socialize more with each other and find solutions together. Every person appreciates it if he or she can freely share his or her views.

In this regard, one of the participants, T1 articulated:

Learning in group and in pair becomes come effective than learning alone, learning in groups mostly helps students who hesitate to participate alone in teaching learning process. Because of their hesitation neither participate in learning nor perform well in classroom. So, with the help of their friends one can down their hesitation and gradually participate in language learning process. We should be careful while dividing the groups of students in the classroom or outsider activities. A group should cover varieties of students i.e. talent, medium and weak so that weak students can learn better from their friends than a teacher. We can create a competitive environment among the group that helps learners learn more and be active in learning to win.

The data indicates that encouraging the students to collaborate and work in a group can be an excellent way to enhance their learning, keep them motivated and develop skills which are applicable far beyond the context of school. When well-prepared and effectively managed, group work can be very fruitful for both teacher and learner. Group and pair work help both active and passive types of learners. It helps active learners to perform better and helps passive learners to participate in the group and boost up their language learning process more effectively than learning individually.

Likewise T2 expressed:

Group work or pair work is the mixture of students where we can find weak and strong students. Especially it helps to weaker learners. By keeping this in mind I use to divide the group of students in the classroom. While dividing students in a group, I use to form a group of students among the students having good friendship. This helps passive students to share their ideas with their friends. Application of this technique gradually helps passive students to participate in language learning with the help of their friends. Group work and pair work is also important in large classroom and help students learn from their basic level. Some students do not speak when teacher ask them a questions but they can express their ideas and knowledge with their friends very easily.

Analyzing the above data it can be concluded that when students engage in group work, it enhances their communication as well as their performance. Working in group and pair help students to learn better than learning in individual. Passive and active both types of language learners can be benefited through group and pair work. With the help of their friends passive learners can get the chance of participating in learning process whereas active learners can perform better with their friends in group. To be specific, group work helps students participating in learning activities and motivate themselves to perform better than other.

***Providing appreciation and encouragement as a reward to motivate the students*.** Appreciating the students in the classroom is a tool that motivates students towards performing better in school. Acknowledging a students for a good job they have done in school is a path towards their educational achievement. Dash and Dash (2000, p.148) opine that praise is a commonly used motivational strategies in classroom teaching. Use of appreciation is better than blame and insult. All types and all graded students can be motivated by praising them and encouraging them in the attempts in learning. In the case of small children, criticism and insult also works better. During the interview one of the participants,

T3 articulated:

Praising and encouraging student's works effectively in language learning classroom to motivate them in learning. In my teaching experience, when in praise active learners they be happy and are ready to perform well in further learning activities too. But if I do no not use this techniques students do not attempt for their further learning activities. So it works as a powerful reward in the classroom. They express their readiness to participate in every learning activities when they are praised among their friends. This also works for every students to perform well to get praised over their performances' on the other hand, by the use of encouragement technique passive students can get chance to participate in learning process. To tackle to the students' diversity in the classroom, a teacher should always encourage passive students rather blaming them. If we blame them they may get frustrated and are not ready to participate in further learning activities if he/she once already had face blame

and insult by the teachers. So, this techniques works very effectively in language learning process in the classroom.

The data indicates that the technique of appreciation and encouragement play very dominant role to motivate and cope with students diversity in the classroom. Teacher motivates students to learn by appreciating his/her right moves and achievement. Blame and insult are negative in nature. It has negative impact in learning. Praising and encouraging help students participate and perform actively in the classroom whereas blaming and insulting decrease students' participation in learning. Praising and encouraging the students' works as a reward for them whereas blaming and insulting work as punishment to students in their learning process.

In this regard, T4 said:

Use of appreciation and encouragement in classroom are the best tools to motivate students in the classroom. If we use to apply this type of technique in the classroom, learners are more ready to learn. This technique not only motivate students but also determines their success in learning. If we do not use this type of technique students may get bored and fail to learn. Sometimes we can use blame and insult techniques for disruptive type of students but we should not forget to praise and encourage them in their attempts to learn. This technique helps teacher to control the class and make learning process more interesting. While praising and encouraging secondary level students we can use the words and phrases like; thank you, well done! Keep it up! Excellent! You are right! Yes of course! You can do it! Nice attempt. Sometimes we can make them stand and give applause. These kinds of activities in the classroom help students learn better.

Analyzing all the responses of the participants it can be concluded that praising and encouraging students in classroom play very important role to motivate them in learning. This technique works as a reward. Students seem ready to learn in search of such reward in classroom. The most common way of praising and encouraging students in classroom is by giving positive remarks for them. This techniques works to bring positive achievements if the students whereas blaming and insulting decrease students willingness to learn. This may lead students to negative

results and they might be ready to quit performing and participating in the classroom. Not only may that blaming students create the condition of quitting the school.

Praising and encouraging students is the best and one of the most recognized techniques of honoring the students. Some of the little motivating phrases can not only arises curiosity to learn but also brings changes in their whole learning life. By using this technique teachers can also draw the attention of students to learn and students try to perform better in search of encouragement and praise in the classroom. Sometimes blaming and insulting work for disruptive types of students but this should not be used at all, Teachers should use praising and encouraging technique to disruptive types of students on their positive moves too. Some of the frequently used forms of praising and encouraging the students are like thank you! Well done! Keep it up! Excellent! Nice attempt! Keep continue! Of course! In deed! Go on! Come on! And also use of gestures, facial expression and offering applause in the mass in students.

Use of teaching aids and materials to motivate students. The things which teacher uses in teaching learning activities to impart the subject matter effectively, interestingly, successfully and purposefully are language teaching aids and materials. A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. Learning materials and resources are an integral component in any classroom. It facilities learners to improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or burden by presenting information in a new and exciting way. It helps to make learning interesting, engaging, more effective, authentic and alive. In this vain, one of the participants,

T1 opined:

Learning materials are tools to motivate students. Learning materials can draw the attention of students and effective learning takes place. We should use teaching materials but the problem is unavailability of teaching aids in our school. Our school is in remote area and we are unable to use computer and internet where we can get plenty of materials. I sometimes use locally

available materials but are not sufficient. Daily used materials like are often use to teach in our school. When I use teaching materials students seem curious to learn they can also do the exercise given in our text book very easily. Students be active and focused and they enjoy learning with materials. Learning with teaching materials help to gain its objectives and students show their keen interest in learning. It helps students to build up mental image of the lesson taught. I sometimes I use real objects as teaching materials in classroom.

The extract depicts that teaching materials are very important to help teachers to teacher effectively and help students learn better. If we engage the learners themselves in the learning activities, it helps them to make their learning more effective and long lasting. The use and mobilization of teaching materials help learners to make their learning alive. It helps to build up students' mental image of the lesson being taught. It also contributes to control the large size classes and draw students' attention on learning. Learning becomes more interesting, effective, purposive and alive. But the problem is unavailability of teaching materials in remote area in our country where locally available materials are not sufficient too. Low cost and no cost type of materials are often use in our context. As being familiar with locally available materials, students can learn better and in effective way. Learning materials help to avoid students' monotonous and learning anxiety as a result effective learning takes place.

Likewise, T2 articulated:

Broadly speaking, any device, method, or system that helps to teach can be called a teaching aid. These devices can be traditional items such as blackboards and flannel boards as well as electronic devices such as tablets and projectors. Scientific tools such as telescopes and microscopes could also be used as teaching aids in a given context. The essence of producing instructional materials is to motivate the students and facilitate the teaching learning process. The essence is not to use such instructional materials as objects of decoration in our classroom or as objects to be presented during award winning national exhibitions on improved instructional materials. If the essence of producing instructional materials is to use such materials to

facilitate teaching learning, it therefore seems logical that the best approach to adopt in any production exercise is to predict out production on research findings on how individuals learn. Besides, there are for instance, many factors that affect attention of students. There are also ideas about how we perceive objects. Hence, for a classroom teacher, who wants to use instructional materials, his/her production has to be on sound principles. I use students themselves as teaching materials and engage them in learning. Pictures audio, real objects and daily used materials are the teaching materials that I frequently use to motivate students and make learning effective and alive

The above data depicts that teaching and learning process become effective when we are able to choose the appropriate materials and resources of it. By just using materials in classroom does not mean we are gaining the objective of teaching and learning activities whereas it should be relevant to the subject matter to be taught. Not only that but materials and resources should be also according to the level, interest and more importantly need of the learners. This mean that learners' differences should be taken into consideration while using learning materials and resources in the classroom as a result students can be motivated. Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Locally available materials helps learners to build the mental image of the text as they are the familiar materials with the interest, level of knowledge of students. Being familiar with the materials students be motivated towards learning. Teachers frequently used materials are pictures, audio, low cost and no cost and locally available materials. Some teachers often take students as teaching materials by engaging themselves in tasks, providing them the role and involving them in role play and dramatization. It helps students engage in learning and be motivated themselves.

Motivating students by providing an example of successful learners and their stories. Motivating students in the classroom is the rigorous phenomenon. Teachers should be conscious about students' diversity and their level of knowledge. While motivating the learners, teachers should offer rewards symbolically or in the form of object which signifies their development in learning. The reward should be on the basis of their right performance. For this, teachers need to use students centered teaching techniques. In this regard, T1 argued:

> *In a hope that to make my students learning future better, I always encourage them. While encouraging them I provide them an examples of successful pass-out learners and the way they used to learn, the way they used to perform in classroom, their disciplinary behaviors and their position in school and in society. Not only that but also I use to talk about successful people of our country and provide them a moral lesson in a hope that may work in their further learning, behavior.*

This argument of a teacher shows that providing an ample examples of successful learners in school or in our society help students to be motivated in their learning. Providing such types of example make students feel the need of discipline and good manner as a result such examples help to lead their life towards a positive track. An example of successful person helps them to choose their role model of their life and try to follow their foot-steps.

Similarly, T2 responded:

> *As it is said that morning shows the day, students present behavior determines their future too. So, we teachers as well as parents should track learners in positive way. Putting this into my mind sometimes I need punish students to track them in right way and also praise them in their positive performances. I use to provide an example and tell them the story and struggle of successful person they know in their society.*

The data from the participant, T2 indicates that we can motivate students using variety of strategies. Providing them relevant examples of successful learners helps them to form their learning in a positive way. Sometimes punishment works to track

students in right way. Because of which they are able to frame their learning life. Telling the story of successful learners of school and society help students to break out their negative behavior and adopt positive one.

Being based on the data from all of the participants is can be said that there are different types of techniques to motivate students in their learning. By providing an ample examples of successful learners help students be motivated towards learning. Making class relevant, providing a lots of relevant examples cooperative learning through role play, and involving students in teaching, making students aware about the importance of English language learning, relating lesson to students real life, engaging students in different communicative activities help students frame their learning habit. Purposive questioning, positive reinforcement along with the relevant feedback lead students towards positive footsteps. Meaningful instruction and tactful presentation asking varied teaching strategies and offering varied teachers experiences from simple to complex can contribute on successful learning.

Role of motivation in teachers' perspective. Motivation is the most essential factor that helps the learners to focus in their subject matter and also helps them to enhance their learning. Teacher should motivate their students based on their interest and help them to understand the value and importance of having goal in their learning lives. The role of motivation is to energize the students and sustain positive behavior over a long period. The role of teacher motivation also plays an important role in promoting a healthy teaching environment.

The interview was taken to explore the existing for generating and maintaining motivation in the classroom and to identify the role of teachers as well as the challenges faced by them in creating better motivation while teaching in the classroom. Data collected from the in- depth interview were transcribes and have developed the following themes:

Motivation to arouse interest in students learning. The teachers shared their strategies to motivate the learners differently. While interviewing with the participant teachers about motivation on the While interviewing with the participant teachers about motivation on the possible ways of arousing motivation that they used in the

classroom, they opines differently one of the representative responses has been presented here:

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

Here, the opinion of T1 shows that the teacher can use different motivational techniques according to the context and need of the students. The teacher as role model, they should greet the students at first so that students can learn the same behavior from their teachers. Moreover, the teacher should use respective terms to address the students. This kinds of activities builds positive attitude towards the students and teacher too. Similarly creating supportive atmosphere in the classroom is another good strategy to motivate the students in teaching learning process. Relevant teaching tools make learning simulative and effective. In this regard, T2 argued:

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

On the basis of the statement of the teacher above, maintaining and protecting the motivational activities throughout the whole period is really a complex task for teachers. The way 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 teacher should build self-confidence and students build their self-confidence through learning by themselves. In other words, students feel confident when they learn something with their own attempts i.e. the role of students should create learners autonomy in the classroom. The role of teacher should be minimized and students talking time should be prioritized and maximizes that makes learning effective. In this regard, one of the participants,

T3 replied:

I usually involve students in role play, dramatization. Sometimes, I used to apply vocabulary games, conduct dictation, and say jokes and sometimes sing a song, tell about contemporary issues and so on.

To make learners any time motivated in teaching learning activities is really a difficult task. Sometimes students may feel bored, so the teachers should be conscious about this. To make learners more excited in learning teacher follows strategies like role-play, dramatization, vocabulary games etc. Such activities engage the learners in their tasks, helps the learners to develop their vocabulary power. It also helps the students pronounce the words correctly and use of English as a second language. Singing a song makes classroom interesting and some students may get the chance of showing their internal capacity. These types of strategies help learners reduce their boredom and motivate them in learning in the classroom.

Being based on the responses of the participant teachers, it can be concluded that they usually follow the strategies like a role play, different types of language games, reward and grades to develop their self-confidence and tried to arouse motivation to their students. The data also depicts that firstly drawing the attention and interest of the students is the best, more effective and purposive way of motivating the students in learning. Thus, it can be interpreted that arousing the students' interest in learning has its own importance in ELT classroom.

Motivation to enhance the confidence and increase participation in classroom activities. Motivation plays a crucial role to make learner active and energetic and helps to be progressive in their study in teaching learning activities. It is a psychological phenomenon. Highly motivated learners attain high score in their performance and low motivated learners attain lower scores in their performance. Motivated students perform confidently in any tasks. So it is important to motivate students to enhance their confidence too. Similarly, another questions related to the role of motivation in learning was asked. One of the participants,

T2 responded:

In my experience, motivation plays a vital role in every field not only in students' motivation. It helps to energize the people in their task. It brings positive changes in people's life and highly motivated people get high level of success.as in a same ways it plays important and equal role in teaching learning activities.

The excerpt shows that motivation is an internal drive that helps the people to do their task very vigorously. It makes the learners active and creative in every sphere of life. Being based on T2 success is determined by how he/she is motivated. It adds energy to learners to perform their tasks very well. In a same question to participants,

T3 responded:

In my experience, role of motivation is inseparable in language learning. We cannot get our goal without motivation. It is an internal drive that helps students to achieve their goal. Our teaching learning process seems effective and purposive when we motivate our students in learning. When they try to perform in class, I use to encourage them more as a result they can build their confidence level. When students are confident they perform very well.

Here, it shows that motivation is inseparable factor of teaching learning activities. It helps learners achieve their goal successfully. On the basis of T3 teacher should motivate their students and provide chance to each of the students in class which helps to build their confidence level and perform well in in classroom and also in every sector of their life. The teacher may use different techniques to motivate the students according to their level, interest and the classroom environment. In a same way another participants, T4 expressed her view in following manner:

In my opinion, motivational plays very pivotal role in learning. It inspires the learners in learning. It helps teacher as well as students to make teaching learning activities purposeful and effective. In this sense, motivation plays an important role in teaching learning process. In secondary level students lecture method is not relevant and applicable all the time. Teachers should

sometimes pursue, praise and encourage the students. This strategy makes learning very effective. Motivation is very helpful for teacher as well as students to achieve their desired goal.

On the basis of the data expressed by T4, I come to know that pursuing the students, praising and encouraging them rather than using lecturer method is more relevant and applicable in secondary level students. Motivation is helpful for teacher as well as students to gain their desired goal. In this regard, Dornyei (2001, p. 8) states motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it". As stated by Brown (1994, p.152). This shows motivational is inseparable factor of language learning process.

Analyzing the abovementioned responses of participants it can be concluded that teachers have positive belief on the role of motivation in learning activities. They believed that the role of motivation in ELT classroom is very important and it helps the teachers as well as students to achieve their goal. Therefore, we can say that to make teaching learning process effective, purposeful and to arouse the students' interests in learning motivation plays a very dominant role in English language classroom.

Motivation to development students' competencies in communication.
School is seen as a social institution that is responsible in emphasizing the importance of effective communication in the classroom by creating a social development amongst the students. Since learning is an interactive process, it gives room for students to interact with each other, co-operate among their peers, being responsible, build-up their self-confidence and etc. An interesting and fun learning environment will encourage students to channel their thoughts and opinions effectively. Through effective communication, emphasis on the social aspect can help the students to react with their surroundings and gain control in facing challenges to achieve and improve their personal excellence. According to Kenneth (2007), without communication, the teaching and learning process will not take place. Therefore, teachers with good communication skills will create a more successful teaching and learning ambience for the students. On the other hand, someone with great communication skills has the potential to influence others and effective communication strategies will lead to

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

T1 articulated:

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

Communication between teacher and student help to develop their competencies in communication. Teacher uses the phrases like Excellent, good job, nice, how do you do, well done, of course to engage students in their learning.

Similarly, T2 replied:

Yes, I use such phrases like good, outstanding, wonderful, and nice to motivate my students. I used those phrases in their right task and wrote such words in their copy.

Communication skills and motivation are two important aspects in improving the teaching professionalism. From this research, it can be concluded that communication skills and work motivation is closely related and they are dependent on each other to bring the teaching profession to a higher level through the educators by maintaining the teaching and learning process as well as improving the quality of work.

Likewise, T3 said:

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

The above dada shows that teachers who are comprehensive and effective in conveying their subject matter are able to create a conducive and purposeful learning environment. Therefore, it is very important to have good communication skills to achieve the intended learning objectives and to increase the students' performance. Besides determining the effectiveness of teaching, good communication skills will enable the teachers to identify the student's behavior as well as instilling positive values that will boost the student's emotional and social skills. Analyzing the above excerpts, I came to know that in teaching learning activities motivational phrases like Very good, Excellent, Well done, Nice etc play the important role to motivate the students psychologically or very internally.

The challenges faced by the teachers while motivating students. Creating motivation all the time is a complex task. It has been complex as the teachers have been facing much more difficulties due to heterogynous students in class, lack of resources and teaching materials, lack of the support of school administration, ignorance of guardians. These kinds of problems causes stress to the teachers. Thomas (2008, p.35) argues that when teachers feel too much emotional discomfort, frustration, anxiety, dissationfaction and defeat when they are not managed appropriately in time. There will be a non-desirous impact on teaching activities. So, it is the real case our Nepalese context. All the teachers expressed their views about the challenges and difficulties while creating motivation in English language classroom differently.in this regard, one of the participants,

T4 said:

In my teaching experience, diversity of learners' interests, capability and learning style create problems in motivating them. Single technique is not applicable to motivate everyone in the classroom. Students' anti-social behaviors like making noise, bulling other students distract the classroom environment. Special need and abilities should be taken into consideration. So that it is very complex task to motivate and cater with every students learning capacity in classroom.

This excerpt indicates that to cope with students' diversity in our Nepalese context is one of the major problems to motivate students. Therefore, teachers are not

able to deal individually and guide students properly. Similarly, students have individual differences in their educational, social, psychological, emotional and cultural background. Obviously, these kinds of diversity create challenges for creating better motivation in the classroom. Similarly, T1 argued:

> *Through my teaching experience what I can say is the great challenges that every community school teacher have to face the ignorance of parents to their children regarding their learning activities is a main problem for creating better motivation in the classroom. Home is the first school and parents are the first teacher of children. So, parents should teach them at home but they do not sufficiently.*

This above mentioned excerpt shows that family environment plays prominent role to motivate or demotivate the learners in learning. If family members of children are educated, obviously they inspire their children for their learning. Educational, economic, cultural, and social backgrounds directly affect the children in their learning. In Nepalese context most of the parents in rural areas think that their responsibility to their children is just to send them in school. They do not consult with teachers regarding their learning progress of their children in the school. This kind of ignorance creates the challenges for motivating the learners in classroom. Similarly, T2 expressed:

> *The challenges I face in my school are not enough support from institution and management as well as co- staff, lack of appropriate physical facilities and environment, lack of sufficient time. Because of which I cannot engage my students in group work, pair work activities and also unable to provide proper feedback with student-centered teaching techniques.*

The data depicts that the application of student-centered teaching techniques itself is time consuming. The teachers are compelled to use teacher- centered techniques because of the lack of sufficient time, support from administration and co-staffs, lack of physical facilities, teaching materials and resources.

Analyzing the above mentioned data from all of the participants it can be concluded that to create motivation in classroom to students is not an easy task

because of the diversity of learning styles, special need and abilities, multi-cultural background etc. among these responses most frequently repeated challenges are diversity within learners in terms of capacity, culture, need, interest, learning style, lack of sufficient time, support from institution and co- staffs, improper physical facilities, lack of resources and materials provided to teachers. Because of these above mentioned reason it is challenging to motivate all the students in the classroom.

Chapter V

Findings, Conclusions and Recommendation

This chapter consists of the summary of the study. This also consists of findings, conclusions and recommendations which are drawn on the basis of discussion and interpretation of the data.

Findings

On the basis of the analysis and interpretation of the collected data, following findings on exploring motivational techniques used by secondary level English teachers have been outlined:

) The data from the participants revealed that a teacher can play the role of motivator and a facilitator of students while motivating the students in classroom.

) Similarly the data showed that use of warm-up techniques like telling short jokes, drawing different types of pictures on the board, asking brainstorming questions and greeting students help to draw the attention of students and create basic motivational conditions in the classroom.

) In a same way, the data also explored that revising the previous lesson, responding to students' queries, creating a fair competition, dealing with students' homework help students make ready to learn and teacher to begin a lesson effectively.

) Likewise, the data from the participant teachers depicted that involving students in group and pair work help students to develop their communication as well as performance skills. Both active and passive types of learners can learn effectively in group and pair work. It helps passive learners to participate in learning with friends and helps active learners to boost up their performances in classroom effectively.

) In similar vein, it was found that use of appreciation and encouragement techniques are the best reward to motivate the secondary level students.

) Regarding the data from the participant teachers revealed that encouragement helps students to participate and try their best to perform actively in the

classroom whereas blaming and insulting demotivate students in learning and they do not even try to perform further.

) The further data explored that locally available teaching materials help students to understand the text better as they are the familiar materials with the interest, level of the knowledge of students. On the other hand, they are not sufficient to every chapters create challenge to motivate the students and learn effectively in classroom.

) It was found that providing an example of successful learners in the classroom helps to focus on learning, follow the similar type of positive track, frame learning strategies that suits best to them and break down the negative influences of students in learning.

) The data depicted that to make teaching learning more effective secondary level English teachers follow the strategies like role play, dramatization, and vocabulary games. Such activities help learners to engage themselves in their tasks, develop their vocabulary power, self- confidence and also boost-up their competencies and performance skills.

) Similarly, the data explored that motivated learners are always ready to take part in language learning process actively whereas demotivated learners cannot participate actively in the classroom.

) In a similar way, data revealed that lack of sufficient time, teaching learning resources and materials compel teachers to use teacher- centered teaching techniques in classroom.

) Analyzing the data it was found that tackling with students diversity, special need and abilities, their educational, social, psychological and cultural background, learning strategies of learners are some of the challenges to motivate students in classroom.

Conclusions

This thesis entitled "Exploring Motivational Techniques used by Secondary Level English Teacher" is an attempt to bring out the ways of motivational techniques created by the teachers in teaching English at secondary level. After analyzing and interpreting the data it can be concluded that motivation is inseparable tools in language teaching. Use of motivational techniques plays dominant role in teaching

learning process. Most of the teachers used different techniques to motivate the students. All the participant teachers agreed that students must be motivated before starting the class. Not only in the beginning of the class but also at the presentation, practice, production of the lesson and end too. We have to maintain motivation through different motivational techniques according to the demand of the content and context considering the level of the students.

All the participant teacher expressed that they do not use the single methods to motivate their students. To motivate students we need to apply different techniques to maintain motivation for effective and purposive teaching and learning. There are various techniques to motivate students while teaching them but the most frequently used techniques warm-up activities, building good rapport with students, greeting students, addressing the students' name at the beginning. While teaching in the classroom teacher can use the techniques of praising and encouraging the students, involving them in group and pair work, rewarding them, providing them an appropriate feedback, using teaching learning materials and teacher can also presents an example of successful learners and engage students in different types of communicative activities motivate students in learning. Sometimes blame and insult can be used to disruptive types of students to break down their negative behavior and track them into positive one.

In the process of teaching and learning teachers encounter various challenges and obstacles to motivate the students. Diversity of learner's interest, capability and learning style, special need and abilities, unsupportive environment, students' multi-cultural and multi-lingual background, lack of sufficient time to use student-centered techniques, lack of materials and resources and inappropriate physical structure of school are some of the challenges to motivate the students in Nepalese context. Moreover, motivation is important tool in teaching learning process. Use of motivational techniques help students learn effectively in secondary level English language learning in classroom.

Recommendations

On the basis of data analyzed above, I would like to recommend the following points of recommendations to be applicable in policy, practice and further research. So, the following recommendations can be pinpointed:

Policy related recommendations. In the field of education, various research based policies and strategies provide better results in any academic program. From the data analyzed above in the study, I would like to put following recommendations:

) The data from the participant teachers shows that they were facing the lack of teaching materials and resources which affects in motivating the students. Therefore, this need of resources and materials should be provided from policy level.

) The text book writer should interpret attractive picture, layout, deigns and students centered activities that motive the students.

) Syllabus and curriculum designers should consider about the way of motivation.

) The data depicts that teacher are lacking Workshop, seminars, teacher induction program, refreshment training. So, it should be conducted to update the teachers in their profession.

Practice related recommendations. It is always important to implement the policy or put the theory into practice. Unless the policy is exercised into practice, it becomes meaningless. So following recommendations of the study can be drawn:

) Every teachers should know the significance of motivation and their role in its creation.

) Teachers can use illustrations from local teaching materials (such as marble, umbrella to teach) and keep good rapport with the students.

) The frequent lecture method is quite demotivating and makes the learner feel bored. That is why role play, dramatization, language games, non-verbal communication and so on should be used to make the class lively, practical and interesting.

⟩ An equal chance of participation in the class to the individual student should be taken into consideration by the teachers.

⟩ The management of classroom (furniture, environment, lighting, decoration) plays a vital role in learning. That is why; institution should pay attention to it in motivating students.

⟩ Games, picture reading, jumble words/ sentences asking questions of learners personal interest, and so on are to be used mostly to motivate students.

⟩ Modern teaching equipment and different teaching techniques should be used updated by teachers.

⟩ Equal chance of participation should be provided to motivate every students.

⟩ The teachers should create the situation of fair competition within the groups.

⟩ Teacher should be well prepared before entering the classroom.

⟩ Teachers should be positive towards teaching.

⟩ Teachers should praise and encourage students in their positive actions and provide positive feedback to students.

Further research related recommendations. This is qualitative research based on narrative inquiry design. This research may provide as a valuable secondary resource materials for other researchers who have keen interest to carry out research in related field of motivation and motivational techniques. This study mainly focused on strategies applied by secondary level English teachers. Since my research was only limited to four secondary level English teachers of Liam district. However, it cannot be claimed that the findings of this study are applicable for all English teachers. Therefore, further research can analyze the other aspects of motivation which are not mentioned in this study. Some of the areas where further research can be conducted under this field are presented below:

⟩ This study explored motivational techniques used by secondary level English teachers. So, new research can be on various dimensions of motivation like intrinsic motivation, extrinsic motivation, motivational strategies and its use in learning.

⟩ Similarly, this research is based on secondary level English teachers and students, so further research can be in other level because the psychological

and motivational strategies of the students are directly affected by their age and level of education.

) Finally, as the participants of this study were only four secondary level English teachers and the tool was in-depth interview under qualitative research design using narrative inquiry. So, further research can take focus group discussion as one of the tools of data collection to include common voice English language teachers and may conduct under quantitative and in mix method design and collect data from various participants.

Thus, this study be benefited for all who want to study in the related field and subject.

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Appendix I

Dear Sir/Madam

This open ended questions are part of my research study entitled **Exploring Motivational Techniques Used by Secondary Level English Teachers** aiming to explore motivational techniques used by English teachers to motivate their students, under the supervision of **Mr. Bhim Wasti,** reader and Lecturer, Department of English Education, TU, Kirtipur. Your co-operation in the completion of this questionnaire will be great value to me. I shall appreciate your personal opinion. Please feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively being confidential and will be used only for this study. If you have any query related to this study, feel free to talk with me. You can mail me on **yojanaregmi722@gmail.com** or contact on 9862758352.

Researcher

Yojana Regmi

M.Ed. Fourth Semester

Department of English Education

Tribhuwan University, Kirtipur

Appendix-II

Interview Guidelines

To achieve the objectives of the research four secondary level English teachers were involved in in-depth interview. The discussion was held under the following topic:

- Motivation
- Role of teachers to motivate students
- motivate the students
- Students motivation
- Task to motivation
- Ways of arousing the students motivation
- Importance of students motivation
- Reason to motivate and not to motivate
- Activities given to students to motivate
- Motivational techniques used by teachers
- Feedback provided to students
- Availability of teaching materials and resources
- Challenges faced by teachers while motivating students

Appendix-III

Metrix

	T1	T2	T3	T4
Motivational Techniques				
Dramatization and role play				
Group and pair work				
Gamification				
Strip study				
Discovery				
Reward				
Encouragement and appreciation				
Basic Motivational condition				
Use of teaching materials				
Students participation in classroom activities				

Appendix-IV

Respondent are requested to answer the following questions:

Name:

School:

Teaching Level:

Open Ended Questions:

1. How do you create basic motivational condition in the classroom?

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2. Do you think teaching materials help to motivate students in English language learning? How?

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3. What kind of teaching materials can be useful to motivate students in learning?

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4. What kinds of motivational techniques that you adopt while motivating students in English classroom?

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5. What can be the teachers' role to motivate the students in the classroom?

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6. What are the challenges that you have faced while motivating the students in the classroom?

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7. How do you tackle the challenges that you have faced while motivating the students in the classroom?

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8. What are the ways of arousing the learners' interest you use to practice in the classroom?

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9. What are the techniques that you use to motivate students at the beginning of the class?

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10. We find regular fluctuations in learners' interest in a single class. How do you manage this problem and make learners interested regularly?

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11. What kinds of characteristics and behaviors do you find in the motivated and unmotivated learners?

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12. How do you respond to the motivated learners?

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13. How do you motivate the demotivated learners?

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14. Do you ignore demotivated one throughout the period?

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15. Do you ever try to find out the cause of lack of motivation in those learners?

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17. Do you motivate the learners only in the beginning or keep them motivated from beginning to end?

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18. What sort of learners do you find most and immediately motivated than others?

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19. How do you encourage students in learning?

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20. Have you ever had the Language Teaching Training for the secondary level teaching? If yes, how often do you apply the strategies you learned in the training?

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21. What type of motivational technique do you prefer in the classroom?

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22. Do you think that without motivation the children can't and don't learn effectively? If yes, why? If not, why?

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23. Do you have any suggestion regarding the ELT teachers towards motivational techniques?

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