

CHAPTER ONE

INTRODUCTION

This is a study on **Techniques Used by Primary Level English Teachers to Motivate Students**. This is the first chapter that includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The act of language teaching is a challenging task for language teachers as it examines one's commitment, expertise, skill and courage. In other words, language teaching is an art that requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations as well as the availability of materials and how to facilitate understanding in others. Therefore, teaching cannot take place without learning different techniques of motivations and aspects of ELT as it is done in order to manage and facilitate the teaching and learning process.

Teaching can be seen as mediation between language and the learner within the formal context of the classroom. It is widely understood as an act of deliberating the knowledge, skills and attitudes to the learners with an aim of bringing positive change in them. Hansen (1999) conceives teacher's work as a calling, a moral and personal commitment that has to do with cultivating student's mind and spirits. According Hansen (1999):

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities . . . Other things being equal, a

person with a sense of calling comes inhabit the role of teacher more fully than does an individual who treats it as only a job . . . will be more likely to exert a broader and more dynamic intellectual and moral influence on students . . . As a calling teaching is public service that also yields personal fulfillment to the person who provides that service . . . (as cited in Day, 2004, p.16).

Along with above explanation, different conceptions of teaching have different implications for teacher preparation. Love of teaching is at the premium in the task of teaching. Without commitment and passion towards teaching loses its value. Head and heart both are involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So, teaching techniques that motivate students depends upon the performance of an individual teacher which cannot be predicted easily.

Simply, a teacher is a person who provides information or education for the students. Oxford Advanced Learner's Dictionary (7th edition) defines teacher as "A person whose job is teaching, especially in a school: a language/history/science teacher". A teacher is a symbol of learning: a leader of students or classroom and a miracle to education. The teacher is the main person who has a key role to foster language learning genuinely and naturally. It is intellectually challenging and it is a matter of having dynamic personality to execute as the classroom situations demand. Teachers are primarily the learners as they are engaged in learning how to teach, throughout their lives. This view is supported by Liberman and Miller (1990). They say:

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for

themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment, it documents progress over time. Instruction is not technocratic; it is inventive, craft like, and above all an important human enterprise (as cited in Day, 2004, p.105).

Together with the definition and concept of teaching role of teacher comes as the central figure in the teaching process. The act of successful teaching demands various roles of the teacher. In this connection, Hopkins (1985, as cited in Head and Taylor 1997, p.94) states “Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination boards or the Department of Education and Science, among others”. Similarly, there are different types of roles of a teacher as: controller, assessor, organizer, prompter, participant, resource and tutor. In order to be able to handle all these roles and responsibilities, teachers should be equipped with sound knowledge and skills. For this, teachers are engaged in lifelong learning and teaching learning activities.

We know that language learning is a very complicated process that is influenced by many factors. Besides the intelligent factor, the non-intelligent factors like motivation, attitude, interests, age, methods, will and character are the direct and the most important factors to English learning. Because the behavior of English learners is dominated by cognition, in other words, the learners have a desire in which is a drive to persist in English learning. It is true that two students sit next to each other in a class. They look alike and are similar in ability, but they act very differently. One jumps into assignments, participates eagerly in class, and gets good grades; the other hesitates on

assignments, seldom joins in discussion. Why? This situation is typical. Hence, the present research work will try to find out the primary level English teachers classroom techniques to motivate and to make the students interested in learning activities.

1.2 Statement of the Problem

A classroom consists of different types of students. It means the classroom represents the people of the society who have different social, educational, cultural and political background and these differences make the students unique and different from others. Hence, these differences of students make the classroom mixed in ability.

Regarding the mixed ability students, Valentic (2005) clearly states:

Children come to school with different experience and expectations. Their expectations about learning and classroom behavior are different. That is why, even from the beginning, there will be the difference in their approach, self-discipline, attitude and ability in the classroom. The more students we have in the class, the grater difference among them may appear. Taking these differences in consideration we cannot expect all the students to be able to do the same tasks in the same way at the same time and with the same interest (p.1).

In some classes, some students can read and comprehend almost as good as upper level students and there are few students who might appear to facing difficulty in understanding the basic information. These differences may raise students' anxiety level and lower their self-esteem. Hence, teaching and learning or managing different types of students including intelligent, poor, introvert and extrovert in ELT classrooms providing equal access in materials

resources and opportunities in education and ensuring success of all students is really great consideration for primary level English teachers. In conclusion, the problems that encouraged me to carry out this research work entitled“ Techniques Used by Primary Level English Teachers to Motivate Students” is based on the following facts:

-) In classroom, a number of students represent different linguistic, economic, social, cultural, ethnic, and religious background who are taught by the language teacher using either the same or different techniques to motivate their students towards learning.
-) Generally, ELT classes at primary level in our country consist of mixed ability groups which vary significantly in terms of their leaning competence and language learning ability.
-) In ELT classroom, we can see some students always worry about speaking badly and therefore losing face in front of their classmates. In other words, students may feel very shy, anxious, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors.

Thus, in such situation what types of techniques primary level English teachers use to motivate their students in ELT classroom are the subject matter and the statement of the problem of this research study.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out the techniques used by primary level English teachers to motivate students in ELT classroom, and
- (ii) To suggest some pedagogical implications from this study.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What types of teaching techniques do the primary level English teachers use to motivate their students in ELT classroom?

1.5 Significance of the Study

The present research work has great significant for the different stakeholders of English language teaching in general and the findings of this research work will be beneficial to the primary level English teachers of English language teaching (ELT)in specific. They will be familiar with the different motivational techniques and at least, they can apply those teaching techniques in their real classroom. They will update themselves with the techniques of motivation that could address their students' needs, interests, feelings and learning styles. Moreover, they will be familiar with teaching techniques that could best suit in mixed ability classroom. Similarly, this research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently. At last, this research work will give valuable ideas about what kinds of teaching techniques could motivate primary level students.

1.6 Delimitations of the Study

This study was delimited to the following areas:

- (i) This study was limited to the primary level English teachers' teaching techniques that they use to motivate their students in ELT classroom.
- (ii) Similarly, this study was limited to the fifteen primary level schools and thirty English teachers, teaching at the primary level schools of Kathmandu valley.

- (iii) In the same way, this study was limited to the data collected through questionnaire and classroom observation checklist.
- (iv) This study was limited to the survey research design.

1.7 Operational Definition of the Key Terms

Classroom behaviour: The activities performed by teachers and students in the classroom. In this study, classroom behaviour includes the students' activities and styles of learning and teachers' motivational techniques to teach the students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to the present research work.

2.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is a very challenging social profession; in the past, it was believed that teaching means just filling the child's empty mind. Brown (1994) defines language teaching as "Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand" (p. 7). Similarly, Stern (1983) mentions that language teaching "as the activities which are intended to bring change about language learning" (p.21). By his definition, teaching and learning are the two sides of the same coin. Stern (ibid) also extends the concept of teaching as:

The supporting activities such as the preparation of teaching materials, as well as making the necessary administrative provision inside or outside the educational system, they all fall under the concept of teaching. A good language teaching theory would meet the condition and needs of learners in the best possible way. (p.21)

Regarding the principles of language teaching, Brown (ibid) mentions the following factors: Who to teach? What to teach? How to teach? Why to teach? When to teach? And, Where to teach? A good language teaching theory should address the above mentioned factors. In the same way, Harmer (2008, p.1) gives the following tentative reasons for learning English language: target language community, ESP, school curriculum, culture, advertisement and miscellaneous.

Similarly, regarding the status of English, Harmer (2008) says "The status of English as one language is challenged by many different Englishes being used around the world and the ownership of English has shifted dramatically" (p.13). English language teaching has now become a world-wide profession. Many journals and books are published day by day related to ELT. Different seminars, workshops and meetings are held in different parts of the world to enhance ELT professionalism. As we have seen English as a lingua franca in the world, we need to see its situation in the developing countries like Nepal. In Nepal, ELT situation is not so good as it should be due to many internal and external reasons. Here, educational trend has been divided into two opposite polar. They are Government aided schools and Private schools.

The situation of government aided schools is poor even in Kathmandu, the capital city of Nepal. Even very poor parents want to admit their children in private schools. There is a deep-rooted concept that private schools provide sound academic quality in the English language. This is somehow true also because government schools teach all subjects in Nepali except English but private schools teach all subjects in English except Nepali.

Regarding the position of English in Nepalese educational system, Awasthi (2003) says "English has occupied a prominent position in the total education system of Nepal" (p.22). The introduction of ELT in Nepalese education started only in 1971 with the implementation of Nepalese education system plan (NESP) and still continues. Nowadays Nepalese people have positive attitude

towards the English language. The government has given a high priority to develop the quality of ELT in Nepal. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the country; it stands synonymously with quality of education, and the knowledge about the wider world.

Thus, from the above description, it can be illustrated that English has higher importance in ELT pedagogy. There is no alternative to English, a language of global importance, diplomacy, business, education, employment and the promotion of human rights and establishment of democracy.

2.1.2 Teacher Behaviour in the Classroom

Simply, the term behaviour refers to the actions or reactions of an object or organism, usually in relation to the environment. Here, in this research study, it refers to the way teacher behaves, especially towards their students. It is a cover term. It can be a good or bad behaviour of teacher. Classroom behaviour of a teacher is a significant factor for effective teaching and learning process at the primary level classroom. According to Samadarsi (1998, p.7), “Teachers warmth and enthusiasm consistently show a positive correlation with student achievement, what the teacher says and does is so significant in establishing classroom atmosphere that it cannot weight the effects of materials, methods and educational facilities”.

Similarly, Spratt (1996, p. 134) found that classroom behaviour of a teacher is to make classroom attractive, make work easy, plan lessons well, manage pupils’ needs to be calm, patient and measured, provide more reward than punishment, be consistent and evaluate students’ performance systematically.

Likewise, Moskowitz (1976, p. 4) says, “The teachers’ behaviours are divided into two types of influences direct and indirect. The direct categories limit the actions of students and their opportunity to participate. The indirect categories encourage the actions of students and their opportunity to participate”

Teachers' activities can be based on the nature of subject matter. Similarly, teachers' behaviours can be both desirable and undesirable. By nature desirable behaviours are effective for the success of teaching process. Successful teaching takes place only when teacher performs desirable behaviour in a classroom. Performing desirable behaviour in a classroom is a good sign of well managed classroom. To perform desirable behaviour, teacher has to pay different roles in a classroom. Harmer (2007, p.235-243) mentions the multiple roles of teacher in English classroom, they are; controller, assessor, organizer, prompter, participant performer, tutor, investigator, motivator, resource, feedback provider, facilitator and observer.

Mangal and Mangal (2009, p. 391) say, "The term teaching or teacher behaviour refers to the behaviour (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with students". The way teacher behaves during teaching is almost guided by his/her own personal philosophy and environment. That is why, teacher behaviour may be regarded as a function of the characteristics of the teachers, his/her environment and the task in which the teacher engaged. Thus, teachers' behaviour in teaching which include practical classroom activities like verbal questions, explanations and non-verbal movement, gesture, pause and demonstration activities are practiced by teacher in the language classroom.

2.1.3 An Introduction to Motivation

Simply, motivation is a need or desire that energizes behaviour and directs it towards a goal. It is a kind of thrust or readiness that encourages the learners to learn. It is social psychological factor that leads to the path of success and achievement of goal. Similarly, it is a kind of desire or inner drive to initiate learning.

Regarding the definition of motivation, Harmer (2007, p.98) defines motivation as “Some kind of internal drive which pushes someone to do things in order to achieve something”. Similarly, according to Glatthorn (1995, as cited in Christopher, 2013. p. 15), “Motivation refers to the strength of the inner drive to achieve to achieve professional goals”. Furthermore, Christopher (2013, p.15) added that, “Motivation stimulates appropriate behaviour required to insure that teachers perform their duties”. In the same way, Johnstone (1999, p. 146), considers motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci (2000), to be motivated means to progress or to be in motion to do something well. Likewise, Crump (1995, p.32) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different. Cook (2000) comes across that language learning and acquisition is not the same in learners. Moreover, it has been proposed and recommended that there are three main factors which concern and influence the second or foreign language learning and acquisition. These three factors are age, personality, and motivation. He further claims that among the above three issues motivation is the most significant one in second language learning and acquisition.

Thus, from the above ideas, we can conclude that motivation is a kind of inner drive which inspires or encourages a learner to learn language or to achieve the mastery over the language. In other words, motivation creates a kind of enthusiasm and curiosity in learning language. It is a psychological factor that encourages students to learn better in comparison to the less motivated students.

2.1.4 Types of Motivation

Motivation is not only an intensive desire for learning and acquiring knowledge but also an inner cause that push students forward in learning with enthusiasm and willingness. It is something like the engine and steering wheel of an automobile that can moves students from boredom to interest. It is an inner power to drive students in English learning. Crump (1995, p. 21) indicates that the motivation of foreign language learning contains four aspects: a goal, effortful behavior, a desire to attain the goal and attitude. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English with clear goal and desire and consequently gain better grade than those who haven't acquired motivation and those students usually regard English learning as a heavy and boring burden. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students' motivation. So it is necessary to understand motivation more clearly and deeply.

Motivation can be defined in various ways from different scholars. According to Ellis (1994), there are two types of motivation. They are:

- (i) *Integrative motivation, and*
- (ii) *Instrumental motivation.*

Ellis defines integrative motivation as the desire to achieve proficiency in a new language in order to know about the other culture and participate in the life of the community. In Cook (2000, p.115) words, this type of motivation reflects the L2 learners' identification or rejection towards the target culture and its people. "The more that a student admires the target culture- reads its literature, visits in on holidays, looks for opportunities to practice the language, and so on the more successful the student will be at the L2 classroom. In contrast to integrative motivation, instrumental motivation occurs when the learners' goals for learning the L2 are functional (Ellis, 1994, p.117). That is to

say, instrumental of L2 learning is for utilitarian purposes (e.g., to pass an examination), to be more competitive in finding a job and so on. Moreover, the integrative motivation means learning the language with the intention of participating in the culture of its people whereas instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. Comparing these two types of motivation with each other, Ellis (ibid) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them. Hence, these two types of motivation can affect and control the procedure and outcome of learning.

Similarly, Ryan and Deci (2000) also classify motivation into two types. They are:

- (i) *Intrinsic motivation and*
- (ii) *extrinsic motivation*

Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth. Ryan and Deci (ibid) say intrinsic motivation exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not. In other words, students are willing to learn the knowledge that is new and interesting in the purpose of fulfilling of their curiosity, the need to know and feeling of competence and growth that cause intrinsic motivation. Their purpose of learning is also the enjoyment of the learning process not for praise or rewards. Students with intrinsic motivation orientation study English on their own initiative and tend to prefer moderately challenging tasks. This has a great value and importance in learning, for the inward interest makes

them self-starting and self-perpetuating and can keep the motivational machinery going for a long time.

In contrast to intrinsic motivation, extrinsic motivation is an outward force in the form of expectation, praise and rewards. Ryan and Deci (ibid) say extrinsic motivation exists when individuals are motivated by an outcome i.e. external or functionally unrelated to the activity in which they are engaged. When students work hard to win their parents' favour, gain teachers' praise, or earn rewards such as pocket money, it can be said that this type of motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively. Anyway, both intrinsic and extrinsic motivations are important, inseparable and complementary to each other in English language learning.

2.1.5 Techniques Used to Motivate the Students

Simply, motivating primary level students to learn English is quite a complex job. Some of the students face difficulties in learning English and are often demotivated to learn it. Motivation is a basic and essential part of the teaching-learning process. It is a very important and effective factor in the field of learning language. Therefore, language teachers should discover, realize, and pay attention to the needs, interests and personality of their students while teaching. Moreover, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the characteristics as well as the personality of each student. Afterwards, according to that specific personality type, teachers should identify and recognize the form of motivation relating to that and perform it in their teaching process. In this case, they can have a practical, useful, and effective language classroom in addition to a positive outcome in their teaching context. Thus, here, some techniques are given which

are very useful to motivate the students in ELT classroom. These techniques are provided by Cheryl (1992, p.25).

Using various and interesting activities: It is an effective and functional to apply various and interesting activities to attractor arouse students' curiosity in learning English. Language learning is a little different from other subjects that need students to develop roundly in four skills of language i.e. listening, speaking, reading and writing by remembering plenty of vocabulary, sentences and grammar, practicing and speaking more in class. Students are willing to participate in English learning by combining English with recreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson. Games are welcomed in English teaching especially in elementary schools. Crump (1995, p.21) says well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Guessing game, gap filling, chain story games are practical and interesting that can be used in English learning. Similarly, role play, dramatization, group work and songs can be also effective and interesting activities.

Involving new and effective techniques: As some techniques have been employed in teaching, there are more choices and more methods for teachers to stimulate students' intrinsic motivation such as CALL (computer assisted language learning), multimedia, using Internet and educational software. These methods are innovative, interesting, practical and effective with colorful pictures, vivid voices, plentiful information and effective interaction that arouse students' curiosity and interest as well as promote their intrinsic motivation. With intrinsic motivation, many students can start self-study in schools or at homes to effectively improve their listening, reading and writing through this method.

High expectation and using reward appropriately: High expectation and using reward appropriately are effective methods as outward power to stimulate students in English learning on the basis of extrinsic motivation theory. Extrinsically motivated students need to be refueled by outward energy such as teachers' high expectations, praise and some rewards. Teacher expectations influence student achievement. Higher expectation can yield better performance from students. "I know that you can all solve these problems if you work at it. Now get started and I'll help you if you run into some problems". These words show the teacher's emotional support and confidence in the student's abilities and as result the student who is especially introversive and shy to speak in class tries his or her best to overcome the problems with expectation. Moreover, during class, teachers can ask students to answer questions more often, which are more complete and accurate, and allow more time to answer and give more encouragement to stir up their arousal. Meanwhile, teachers should not forget to give more effective and appropriate rewards, which must be explained why the student deserves it; avoid giving severe criticism which will lower student motivation and rewards excessively that students may rely on rewards as the reason for learning not for the knowledge itself

Create a relaxed and positive learning climate: Positive learning climate and atmosphere is important because it creates an environment that encourages both achievement and motivation. In a friendly atmosphere, students can feel secure and their sense of understanding and challenge as well as learning motivation can be promoted. In English learning, students need a great deal of practice to speak in class, thus implementing some rules to ensure them make sufficient use of the practice time and at the same time to make them feel safe and comfortable and are away from criticism and laughing by making mistakes. Meanwhile, teachers should allow students to discuss broadly without the fear of expressing their own thoughts different from others. When students make some mistakes, teachers describe them as opportunities for improvement with

warm comments, such as” This is a good experience for you. When you finally get it, you will have improved a lot.” with more smiles and encourages, teachers can have more interactions and stand closer to students. Afterward, before starting class and activity, teachers’ explanation of what students supposed to be learning and why they are learning it promote a sense of value and make students more clear and positive in learning English. Then teachers should present tasks with challenging in the principle of neither too easy nor too difficult that beyond the students’ capacity, because tasks that are too difficult discourage them from trying; tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy. And when students are dealing with the tasks, teachers should be prepared to give supportive aids at any moment.

Cooperative activities: Cooperative activities are at optimal level to keep students feel safe and can stimulate their arousal. Thus, more and more teachers use cooperative activities in English teaching rather than competition, which is also relatively effective. In cooperative activities, students can decrease fear of failure while communicate and exchange information effectively and involve with high emotion and efforts to solve problems. In this case, students who are reluctant and fearful to perform are drawn to participate to share their ideas. This method is suitable for higher level of students to communicate in English. For example, group discussing and doing project, which are complex and challenging, are a good way to enable students to work cooperatively with peers. And as teachers, it is more effective to provide helps and comment fairly on their work in time or ask students to make a self-evaluation about their projects. This enables students to focus on their learning process and allows them to see their progress. And self-evaluation gives students a sense of accomplishment and responsibility for learning.

Providing opportunities for students to experience success: The most important use of learning English is to communicate with people by using the target language, but not all of the learners are active to use English especially

when they frustrated by failure in English learning. The more ways teachers can give their students to use English, have fun with English and experience success in English learning, the more likely teachers are to keep all our students motivated and successful based on the theory of needs and beliefs.

Along with the above techniques of motivation, other techniques can also be used to create motivation in language classrooms. They are using pictures, using language games, using songs and rhymes, using visual aids, using students-centered techniques, field visit, dramatization, project work, memory game, recall game and telling jokes.

In conclusion, motivation is fatal important and the ways to motivate students in English learning is more important. The above ways could be relatively effective to motivate and sustain students in English learning. Sometimes, teacher is rather like a salesman who must convince and persuade his consumers (i.e. students) to believe that he has what they need and what is useful for them. As a teacher, it is essential and useful to acquire more knowledge of educational psychology especially motivational, rationale and effective methodologies and meanwhile come up with the new techniques to be a good “salesman” to motivate and sustain students in English learning.

2.2 Review of Related Empirical Literature

Some of the past related theses carried out in the department of education have been reviewed here:

Bashyal (2000) carried out a research entitled “A study on the strategies prevalent in creating motivation in teaching higher classes”. The objective of his study was to analyze the theoretical bases on creating motivation in teaching English in higher secondary classes. He selected twenty higher secondary level English teachers from twenty higher secondary schools of Kaski district using non-random sampling procedure as sample of this study. He used questionnaire as research tools for data collection. The findings of the

study showed that the physical atmosphere of the school, learners themselves and their own initiation to learn English language as the factors influencing motivation. Likewise, he has found out that text book, teaching materials and learner-centered techniques are an influencing factor in motivation.

Dhakal (2012) carried out a research entitled “Teachers’ skills at managing disruptive classroom behaviour in ELT classroom”. The objective of his study was to analyse teachers’ skills at managing disruptive behaviour in terms of procedures and rules, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four higher secondary schools of Kaski district by using non-random sampling procedure. He used questionnaire, classroom observation checklist and interview as tools for data collection. The findings of the study showed that effective communication was the key to success and there was a gap between teacher’ knowledge and their practice in the classroom. He added that student behaviours were influenced by teacher characteristics. He mentioned that the teachers’ techniques of responding students’ behaviours in the classroom of one teacher to another were not identical.

B.K. (2012) carried out a research entitled “Motivation techniques used by English teachers at secondary level”. The objective of his study was to find out the motivation techniques used by English teachers to motivate their students at the secondary level. The research design of his study was survey. He used both primary and secondary sources for the data collection. He selected twenty secondary level English teachers and forty students from ten government-aided schools as sample population for this study. Sample population was selected from Palpa district. Purposive non-random sampling procedure was used in order to select the sample for this study. Questionnaire and classroom observation were used as research tools for the data collection. The findings of his study showed that making the voice commanding, using body language, showing interest in his/ her students, using gesture, paying attention to the whole class, review of the previous lesson and solving students' problems were

the major motivation techniques mostly used by the English teachers to motivate their students at secondary level in public schools. Similarly, it was found that revision of the previous lesson before starting the class and teachers' cracking jokes as the most important motivation techniques at secondary level classes.

Mandal (2012) carried out a research work entitled "Techniques used in teaching mixed ability EFL classroom". The main objective of his study was to find out techniques used by English teachers in teaching mixed ability EFL classroom. The research design of his study was survey. He used both primary and secondary sources for the data collection. He selected forty teachers; twenty from secondary level and twenty from higher secondary level as a sample population for this study from Dhanusha district. Purposive non-random sampling procedure was used in order to select the sample for this study. Questionnaire was used as a research tool for the data collection. The findings of his study showed that teaching meaning in context was highly used by both secondary and higher secondary school teachers. About 60.2% teachers used it. Similarly, pair work and group work techniques were used by both secondary and higher secondary school teachers while they were teaching speaking in the EFL classroom.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested.

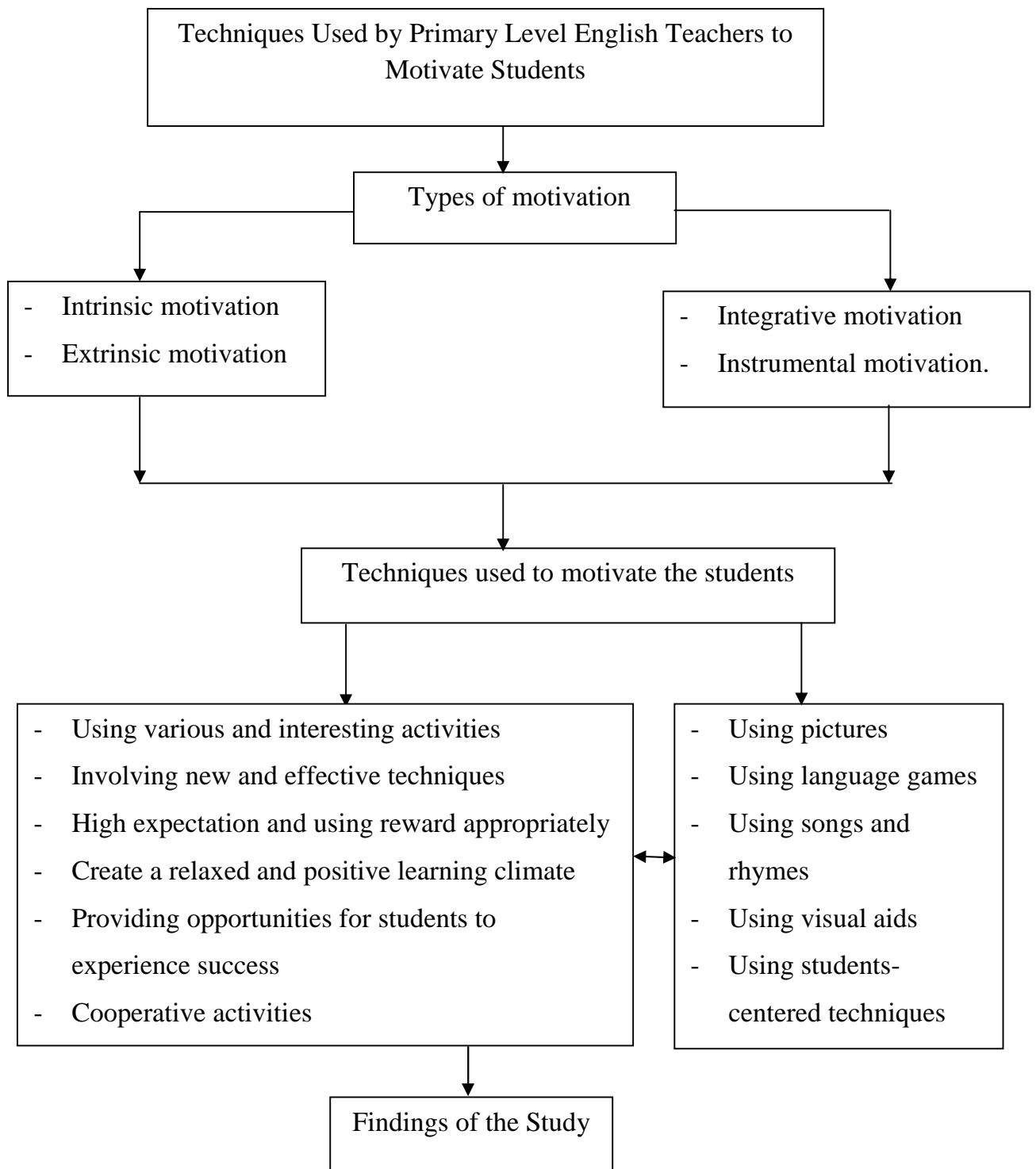
Hence, determining and reviewing the related literature is the central and most important task for researcher in any research. It helps to bring the clarity and focus on research problem, improve methodology and contextualize the findings. Reviewing the literature is a continuous process. It begins before a

research problem is finalized and continuous until the report is finished. A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help us to determine the nature of our own research. Although reviewing literature can be time consuming, daunting and frustrating, it has many advantages as it provides theoretical background to our topic, refine our research methodology and contextualize our findings.

Therefore, as a researcher, I have gone through different existing literature and other different articles, books, along with journals. In conclusion, all those past reviewed researches have described about the teaching techniques that are used to motivate students at different levels. So, these reviewed studies helped me to frame the title of this study, concentrate in my research area, justified the research and provided a context for the research. Similarly, literature review enabled me to learn from the previous theory on the subject and illustrated how the subject has been studied.

2.4 Conceptual Framework

The present research study on the title “Techniques used by primary level English teachers to motivate students” was based on the following conceptual framework which is given on the next page.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure are included.

3.1 Design and Method of the Study

This research study was based on survey research design. Survey is a research design that is widely used in social and educational researches. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. It is a superficial study of an issue or phenomenon. Therefore, survey research design is considered as the most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) “Survey is the best research design carried out in order to find out public operation, and the behaviours and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time”. Similarly, Cohen and Manion (1985 as cited in Nunan, 2010) say:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and /or events at a single point of time.
(p.140)

Survey research is always carried out in the natural setting. So, I selected this research design because it provided me an authentic and reliable data to proceed my research work. It helped me to find out the primary level English teachers' teaching techniques used to motivate their students. While carrying out survey research, researchers have to follow some steps. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview and observation checklist.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

The researcher should define objectives of the study. Then, S/he mention which group is he going to research. He should also involve literature review mentioned by other critics. After that, select the sample population and he should analyze the study area. And he should analyzed the data and presented the table.

Thus, I followed survey research design to carry out this research at survey research design is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above systematic process.

3.2 Population, Sample and Sampling Strategy

All the primary level English teachers of Kathmandu valley were the population of this study. Because of a small-scale study, it was difficult to collect data from each and every member of the population. Therefore, the sample consisted of 15 primary level schools and 30 primary level English teachers of Kathmandu valley. Two primary level English teachers were selected from each sample school. Purposive non-random sampling procedure was used to select the schools and teachers as sample for this study.

3.3 Study Areas

Kathmandu valley, primary level schools and primary level English teachers of the same place were research areas for this study. Teachers' activities used to motivate primary level students were the field of this study.

3.4 Data Collection Tools and Techniques

The tools of data collection for this study were questionnaire and classroom observation checklist.

3.5 Data Collection Procedures

In order to collect the authentic data after the determination of prerequisites, I visited the selected fifteen primary level schools of Kathmandu valley and established rapport with the head teachers. After clarifying the purpose and getting approval, I visited the selected teachers and handed over questionnaire. I requested them to fill it up and returned as soon as possible. Similarly, I requested them to give permission for observing their classes with the help of classroom observation checklist. After getting permission, I observed two classes of each teacher. Altogether, I observed sixty classes of those teachers.

3.6 Data Analysis and Interpretation Procedures

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the collected data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. Two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analysed and interpreted descriptively and statistically.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which were collected from questionnaire and classroom observation checklist are analysed and interpreted in order to derive the results of this study.

4.1 Analysis of Data and Interpretation of the Results

This section is concerned with the presentation, analysis and interpretation of the results. This has been used separately on the basis of tools employed.

4.1.1 Analysis of Data Collected through Questionnaire

All the 30 sample primary level English teachers were given a set of questionnaire in order to find out the techniques used by them to motivate students in ELT classroom. And then, those collected data were analysed and interpreted. Therefore, the following section deals with the analysis of the data that I found in my study.

4.1.1.1 Techniques Used to Motivate Students

This section is concerned with the techniques that are used to motivate primary level students in ELT classroom. The respondents were asked a question in order to find out their responses towards the techniques of motivation. The question that was asked to them was ‘*What are the techniques that you used to motivate your students?*’ In response to this question, I got different answers from the primary level English teachers which are given in the table 1.

Table 1

Techniques Used to Motivate Students

Question aspect	Responses	No. of the teachers	Percentage
What are the techniques that could be used to motivate primary level students?	Making small talks with the students with a smile	23	76.67%
	Asking simple questions like How are you?, Are you fine?	22	73.33%
	Praising students' response and speaking in simple English	20	66.67%
	Talking with students in their mother tongue	19	63.33%
	Passing a smile on a daily basis to make students feel that they are included in the classes	17	56.67%
	Continuous contact with the students	16	53.33%
	Checking and cross checking students' classroom behaviours	16	53.33%
	Encouraging and facilitating students' responses and talks	14	46.67%
	Motivating students not to use mother tongue in the classroom	10	33.33%
Listening students' needs and interests	6	20%	

The table 1 shows that out of 30 primary level English teachers, 23 (76.67%) teachers make small talks with the students with a smile. Similarly, 22 (73.33%) teachers ask simple questions like, how are you?, Are you fine?. Likewise, 20 (66.67%) teachers praise students' response and speak in simple

English. In the same way, 19 (63.33%) teachers talk with students in their mother tongue. Similarly, 17 (56.67%) teachers pass a smile on a daily basis to make students feel that they are included in the classes. Likewise, 16 (53.33%) teachers make continuous contact with the students. In the same way, the same number of teachers i.e. 16 (53.33%) check and cross check students' classroom behaviours. Similarly, 14 (46.67%) teachers encourage and facilitate students' responses and talks. Likewise, 10 (33.33%) teachers motivate students not to use mother tongue in the classroom and 6 (20%) teachers listen students' needs and interests while motivating their students in the classroom. Thus, it can be concluded that making small talks with the students with a smile is the most used technique to motivate primary level students.

4.1.1.2 Techniques Used to Motivate Uninterested and Unmotivated Students

This section is concerned with the techniques that are used to motivate uninterested and unmotivated primary level students. For this, primary level English teachers were asked a question. The question that was asked to them was "*How do you motivate your students if they are seen to be uninterested or unmotivated?*" In response to this question, I got different answers from the respondents which are given in the table 2.

Table 2**Techniques Used to Motivate Uninterested and Unmotivated Students**

Question aspect	Responses	No. of the teachers	Percentage
How do you motivate your students if they are seen to be uninterested or unmotivated?	Making classroom interesting by cracking jokes, singing songs and rhymes	25	83.33%
	Calling students by their names	23	76.67%
	Motivating students asking questions like, How do you feel today? , Are you fine?, Do you like to read today?	22	73.33%
	Using visual aids like colorful charts and pictures	20	66.67%
	Speaking in students' mother tongue	19	63.33%
	Admiring students' responses like, a good job, nice work. excellent job	17	56.67%
	Giving individual works like write about your school, write ten countries name	14	46.67%
	Encouraging students' interaction and responses in the classroom	12	40%
	Giving interests in students' interaction	10	33.33%

The table 2 shows that out of 30 primary level English teachers, 25 (83.33%)

teachers made classroom interesting by cracking jokes, singing songs and rhymes. Similarly, 23 (76.67%) teachers called students by their names. Likewise, 22 (73.33%) teachers motivate students asking questions like, how do you feel today?, Are you fine?, Do you like to read today?. In the same way, 20 (66.67%) teachers used visual aids like colorful charts and pictures. Similarly, 19 (63.33%) teachers speak in students' mother tongue. Likewise, 17 (56.67%) teachers admire students' responses like, a good job, nice work. excellent job. In the same way, 14 (46.67%) teachers give individual works like write about your school, write ten countries name. Similarly, 12(40%) teachers encourage students' interaction and responses in the classroom whereas 10 (33.33%) teachers give interests in students' interaction whenever students are seen to be uninterested or unmotivated. Thus, it can be concluded that cracking jokes, singing songs and rhymes in the classroom are important for motivating uninterested or unmotivated students.

4.1.1.3 Reason behind Using Techniques to Motivate Students

This section is concerned with the reasons behind motivating primary level students. For this, primary level English teachers were asked a question. The question that was asked to them was “*Do you always apply the same method or technique to motivate your students? Give reason to support your answer*”. In response to this question, I got similar answers from the respondents. All the respondents stated that that they did not use the same techniques always to motivate their students in ELT classroom. They said that the use of same techniques of motivation may bore the students in the classroom. Moreover, they said that the same teaching techniques make the classroom monotonous and noisy.

4.1.1.4 Motivating the Students before Starting the Lesson

This section is concerned with the reasons behind motivating the primary level students before starting the lesson. For this, primary level English teachers

were asked a question. The question was “*Do you think that the primary level students must be motivated before starting the class?*” In response to this question, I got similar answers from the respondents. The responses made by the primary level English teachers are to attract the students’ attention, ensuring the students threat free classroom environment, making students ready towards the lesson, making them enthusiastic about learning, to involve them in learning and to break the monotony of the classroom.

4.1.1.5 Teaching Materials as Motivational Techniques

This section is concerned with the perceptions of primary level English teachers’ towards teaching materials as motivational techniques. For this, primary level English teachers were asked a question. The question was “*Do you think that teaching materials also play an important role to motivate the students?*” In response to this question, I got similar answers from the respondents i.e. all the respondents stated that teaching materials help to motivate primary level students. The teaching materials that they suggested for primary level students are visual aids like diagrams, colorful charts and pictures, colorful drawings and videos of cartoons, language games, and teaching materials like realia, pictures, cutouts and matchstick figures.

4.1.1.6 Most Effective and Fruitful Techniques to Motivate Students

This section is concerned with the most effective and fruitful techniques to motivate primary level students. For this, primary level English teachers were asked a question. The aspect of question was “*Motivational techniques that you find most effective and fruitful while creating motivation among primary level students*”. In response to this question, I got different answers from the respondents which are given in the table 3.

Table 3

Most Effective and Fruitful Techniques to Motivate Students

Question aspect	Responses	No. of the teachers	Percentage
Motivational techniques that you find most effective and fruitful while creating motivation among the primary level students	Cracking jokes, playing games and singing songs	26	86.67%
	Making eye contact with the students, knowing and calling students by their name	24	80%
	Teachers' movement in the whole class and checking and cross checking students' classroom behaviours	21	70%
	Learner-centered techniques like individual work, pair work and pair work	18	60%
	Asking different questions from the ongoing lessons	14	46.67%

The table 3 shows that out of 30 primary level English teachers, 26 (86.67%) teachers cracked jokes, play games and sing songs. Similarly, 24 (80%) teachers make eye contact with the students, and call students by their name. Likewise, 21 (70%) teachers move in the whole class and check and cross check students' classroom behaviours. In the same way, 18 (60%) teachers use learner-centered techniques like individual work, pair work and pair work whereas 14 (46.67%) teachers ask different questions from the ongoing lessons as the most effective and fruitful techniques while creating motivation among the primary level students. Thus, it can be concluded that cracking jokes, play games and sing songs are the most effective and fruitful motivation technique among primary level students.

4.1.1.7 Motivational Techniques Used to Teach Noisy Students

This section is concerned with the techniques that are used to motivate noisy primary level students. For this, primary level English teachers were asked a question. The question was “*If students make noise in the class, how could you motivate them?*” In response to this question, I got different answers from the respondents which are given in the table 4.

Table 4

Motivational Techniques Used to Teach Noisy Students

Question aspect	Responses	No. of the teachers	Percentage
If students make noise in the class, how could you motivate them?	Asking questions to the students who make noise in the classroom	24	80%
	Asking the reasons of making noise in the classroom	23	76.67%
	Asking and ordering students to be cooperative and friendly	21	70%
	Motivating and counseling the students for not making noise in the classroom	20	66.67%
	Making continuous contact with the noisy students	19	63.33%
	Asking the noisy students for extracurricular activities like telling stories, dancing and singing	18	60%
	Involving students in reading the text	15	50%
	Starting lessons on the basis of students’ interest	13	43.33%

The table 4 shows that out of 30 primary level English teachers, 24 (80%) teachers ask questions to the students who make noise in the classroom. Similarly, 23 (76.67%) teachers ask the reasons of making noise in the classroom. Likewise, 21 (70%) teachers ask and order students to be cooperative and friendly. In the same way, 20 (66.67%) teachers motivate and counsel the students for not making noise in the classroom. Similarly, 19 (63.33%) teachers make continuous contact with the noisy students. Likewise, 18 (60%) teachers ask the noisy students for extracurricular activities like telling stories, dancing and singing. In the same way, 15 (50%) teachers involve students in reading the text whereas 13 (43.33%) teachers start lessons on the basis of students' interest whenever students make noise in the classroom. Thus, it can be concluded that asking questions to the students who make noise in the classroom is most used technique in the ELT classroom.

4.1.2 Analysis of Data Collected through Classroom Observation Checklist

This section is concerned with the observation of 60 classes of thirty primary level English teachers. I prepared an observation checklist and observed sixty classes of thirty selected teachers (two classes of each teacher) in order to find out their practices of using techniques to motivate primary level students in ELT classroom. I used two rating scale (yes and no) in the classroom observation checklist along with remarks. They were 'Yes' and 'No'. If the teachers were aware about the given motivational techniques then they were ticked under 'Yes' rating scale otherwise in 'No' rating scale. In analysis section, I have given detailed explanation of primary level English teachers' responses. Thus, the following section deals with the analysis of the data that I found through classroom observation checklist.

4.1.2.1 Warm up Activities as Motivational Techniques

A warm up activity is a short, fun game, song and joke that a teacher use in the classroom to motivate the students. In other words, warm-up activities are those classroom activities which are done before starting to teach the students. These are short classroom activities used as the starting of a class as well as at the middle and final stage. In this study, I observed 20 classes of 10 primary level English teachers in order to find out their practices of using warm up activities in the classroom. I found teachers were using different warm up activities in the classroom to motivate their students towards the lesson. It was found that content revision was the most used activity in the classroom. In most of the classes i.e. out of 20 observed classes, in 33 (55%) classes teachers revised already taught subject matter in the initial of the classroom. Teachers entered into the classroom and asked some questions from the previous lesson like, *'Do you remember your previous text?'*, *'What was the text about?'*, *'Have you done the exercises of that unit?'* and so on. Similarly out of 60 observed classes, in 17 (28.33%) classes, I found teachers used common questions as warm up activity. These questions were *'How are you?'*, *'What about your study?'*, *'Have you done your homework?'* and so on. In the same way, I found in 10 (16.67%) classes, teachers were comedy. They told some jokes and sang songs to motivate their students. The table 5 shows the data clearly.

Table 5

Warm up Activities as Motivational Techniques

S.N.	Warm up activities	No. of classes	Percentage	Examples
1.	Content revision	33	55%	Do you remember your previous text?
2	Questioning	17	28.33%	What about your study?
3	Jokes and songs	10	16.67%	

The table 5 shows that out of 60 observed teachers in 33 (55%) classes motivate their students using content revision. Similarly, in 17 (28.33%) classes, teachers ask questions whereas in 10 (16.67%) classes teachers use jokes and songs to motivate their students in the classroom. So, we can conclude that content revision is the most used motivational techniques in the primary level students' classroom.

4.1.2.2 Motivational Techniques Used while Teaching

Teachers use different types of techniques to motivate their students in course of teaching. Jokes, songs, questions, teaching materials like colorful charts, pictures, drawings and cutouts are common techniques practiced by the teachers. In this study, I found primary level English teachers using different types of motivational techniques in course of teaching their students. The table below shows the data clearly.

Table 6

Motivational Techniques Used while Teaching

S.N.	Motivational techniques used in course of teaching	No. of classes	percentage
1	Speaking loudly and clearly	18	83.33%
2	Frequent walking around the classroom	17	80%
3	Calling students by their name	14	76.67%
4	Using eye contact	13	73.33%
5	Using gesture and facial expression	13	71.67%
6	Focusing on individual pace	12	65%
7	Encouraging quiet and introvert students in the classroom	11	58.33%
8	Showing interest in his/her students	10	53.33%

The table 6 shows that out of 20 observed teachers in 18 (83.33%) classes speak loudly and clearly. Similarly, in 17 (80%) classes, teachers frequent walk around the classroom. Likewise, in 14 (76.67%) classes teachers call students by their names. In the same way, in 13 (73.33) classes teachers use eye contact. Similarly, in 13 (71.67%) classes teachers use gesture and facial expression. Likewise, in 12 (65%) classes teachers focus on individual pace of the students. In the same way, in 11 (58.33%) classes teachers encourage quiet and introvert students in the classroom and in 10 (53.33%) classes teachers show interest in their students in course of teaching the students. Thus, it can be concluded that speaking loudly and clearly while teaching is the most used motivational technique in the primary level students' classroom.

4.1.2.3 Motivational Techniques Used at the End of the Class

Teachers use different types of techniques at the end of the classroom. Thanks, well done, good work and good response are the common motivational

techniques at the end of the lesson. In this study, I found primary level English teachers using different types of motivational techniques at the end of the lesson. The table below shows the data clearly.

Table 7

Motivational Techniques Used at the End of the Class

S.N.	Motivational techniques used at the end of the class	No. of classes	percentage
1	Thanking students for their kind cooperation	18	80%
2	Addressing students' interest	17	75%
3	Summarizing and giving the homework	16	71.677%
4	Asking students whether they got point or not	15	68.33%

The table 7 shows that out of 20 observed classes in 18 (80%) classes teachers thank students for their kind cooperation in the classroom. Similarly, in 17 (75%) classes, teachers address students' interest. Likewise, in 16 (71.67%) classes summarize and give homework and in 15 (68.33%) classes teachers ask students whether they got the point or not at the end of the class. Thus, it can be concluded that thanking students for their kind cooperation is the most used motivational technique at the end of the class.

4.2 Summary of Findings

This section is concerned with the major findings of this study. Hence, the summary of findings is separately given below.

- J It was found that out of 30 primary level English teachers, 23 (76.67%) teachers made small talks with the students with a smile as motivational technique.
- J Similarly, it was found that 25 (83.33%) teachers made classroom interesting by cracking jokes, singing songs and rhymes whenever dealing with uninterested and unmotivated students.
- J Likewise, the findings showed that primary level English teachers did not use the same techniques of motivation always as they may bore the students and make the classroom monotonous and noisy.
- J In the same way, findings showed that primary level English teachers motivate their students before starting the lesson so that they can attract the students' attention, make students enthusiastic about learning and break the monotony of the classroom.
- J Similarly, it was found that teaching materials like visual aids like diagrams, colorful charts and pictures, colorful drawings and videos of cartoons played an important role to motivate the students.
- J Likewise, it was found that 26 (86.67%) teachers cracked jokes, play games and sing songs as most effective and fruitful techniques of creating motivation among primary level students.
- J In the same way, findings showed that 24 (80%) teachers asked questions to the students who make noise in the classroom.
- J It was found that out of 60 observed classes in 33 (55%) classes primary level English teachers motivated their students using content revision.

-) Similarly, it was found that out of 60 observed classes in 50 (83.33%) classes primary level English teachers spoke loudly and clearly and in 48 (80%) classes frequent walked around the classroom in course of teaching their students.
-) Similarly, findings showed that out of 60 observed classes in 48 (80%) classes teachers thanked students for their kind cooperation in the classroom at the end of the class.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has found out the techniques used to motivate primary level students. The objective of this study was to find out the techniques used by primary level English teachers to motivate students. In this study, 15 primary level schools and 30 English teachers of the same level from Kathmandu valley district were sampled. Purposive non-random sampling procedure was used to select the sample i.e. schools and teachers. Similarly, in order to collect the data for this study two types of research tools were used.

They were questionnaire and classroom observation checklist. Hence, after the analysis of the collected data it was found that out of 30 primary level English teachers 23 (76.67%) teachers made small talks with the students with a smile. Similarly, 22 (73.33%) teachers asked simple questions like, how are you? Are you fine?. Likewise, 20 (66.67%) teachers praised students' response and speak in simple English. In the same way, 19 (63.33%) teachers talked with students in their mother tongue. Similarly, 17 (56.67%) teachers pass a smile on a daily basis to make students feel that they are included in the classes as motivational techniques. Similarly, out of 30 primary level English teachers, 26 (86.67%) teachers cracked jokes, played games and sang songs. Likewise, 24 (80%) teachers made eye contact with the students, and called students by their name. Likewise, 21 (70%) teachers moved in the whole class and checked and cross checked students' classroom behaviours as most effective and fruitful technique while creating motivation among primary level students. In the same

way, it was found that out of 60 observed primary level English teachers classes in 50 (83.33%) classes they spoke loudly and clearly and in 48 (80%) classes frequent walked around the classroom to motivate students in course of teaching students.

5.2 Recommendations

The findings as summary and the gist as conclusions will be utilized in the following mentioned levels:

5.2.1 Policy Related

The following policy related recommendations can be made:

-) There should be regular provision of practical and skill-based training, seminar and workshop for all the ELT teachers that help them to adapt their teaching techniques to motivate different types of primary level students like uninterested, noisy and unmotivated.
-) Similarly, primary level English teachers should be trained and encouraged by the concerned authority or government regarding the usefulness of eye contact, teachers' movement, cracking jokes , colorful drawings and pictures and songs for teaching primary level students.
-) There should be frequent observation and monitoring programme in ELT classroom from the authorized agencies so that primary level English teachers teach their students using different motivational techniques like teachers' smile, calling students' by their names and songs.

5.2.2 Practice Related

The following practice related recommendations can be made:

-) Rewards and punishment should be maintained among the teachers who perform best delivery of subject matter and up to date with the new innovations and techniques of teaching primary level students.

-) Teachers should encourage noisy, uninterested and unmotivated students praising their responses like nice job, good work and passing smile to the students to feel them that they are included in the classroom.

5.2.3 Further Research Related

The following further research related recommendations can be made:

-) Teachers can carry out an action research in order to find out the usefulness of colourful picture, drawings and cartoons for motivating primary level students.
-) The further researcher can conduct research work on the topic like “Use of visual aids for motivating primary level students.
-) This research study is based on the teachers of primary level so other researchers can conduct research work on other levels like lower secondary, secondary, bachelor and master).

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APPENDIX - I

QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam,

This questionnaire is a part of my research study entitled " **Techniques used by Primary Level English Teachers to Motivate Students** " under the supervision of Mr. Laxmi Prasad Ojha, Teaching Assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Thank you.

Researcher

Suman Paudel

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