

CHAPTER-ONE

INTRODUCTION

1.1 General Background

The term 'acquisition' is used to refer to picking up a language through exposure. Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interactions in the target language- natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The term 'second language acquisition' (SLA) refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar and pragmatic knowledge. The study of SLA is directed at accounting for the learner's competence, but in order to do so we have to investigate empirically how a learner performs when he or she uses a second language.

Second language acquisition stands in contrast to first language acquisition. It is the study of how learners learn an additional language after they have acquired their mother tongue. Ellis (1985) states that language acquisition is not intended to contrast with foreign language acquisition. SLA is used as a general term that embraces either untutored (or 'naturalistic') acquisition and tutored (or 'classroom acquisition') (p.5). Krashen (1981) says, "second language acquirers need not have conscious awareness of the 'rules' they possess, and may self-correct only on the basis of a 'feel' for grammaticality" (p.2). Krashen (ibid) further writes:

In general, utterances are initiated by the acquired system-our fluency in production is based on what we have "picked up" through active

communication. Our “formal” knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes after the utterance is produced (p.2).

The English language is one of the widely used 'West- Germanic' sub branches of the Germanic branch of the Indo-European language family. It is one of the well recognized official languages of the UNO. It is an international language which functions as a lingua franca world wide. English is only one language by which a person gets knowledge about the world. Crystal(1990)writes, “Over two thirds of the world's scientific books have been published in English and more than eighty million scientific books have been published in English; more than eighty million children study English as an additional language at the primary level” (p. 7). It is a must in each and every field. It is learnt and taught as a second or foreign language in many countries including Nepal. English language teaching (ELT) is a separate discipline for a long time in Nepal.

1.1.1 Motivation and Language Learning

Motivation is an important variable that affects second language acquisition i.e. learners should be highly motivated towards learning a second language for successful learning. The strength of an individual learner’s motivation can change over time and is influenced by external factors. There is widespread recognition that motivation is of great importance for successful L₂ acquisition, but there is less agreement about what motivation actually consists of.

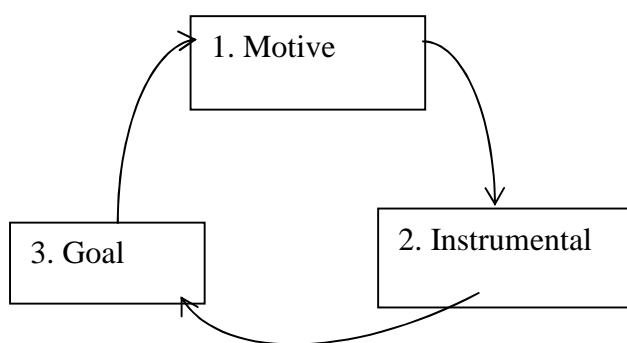
There are different methods and techniques to motivate the learners towards learning a second or foreign language. In the context of our country, English is learnt and taught as a second or foreign language. As we know that English culture is very much far from our culture, Nepali learners must be motivated

towards learning English as an ESL/EFL. Out of different methods and techniques, different warm-up activities like songs, jokes, poems, games etc, promote the learners motivation since those activities make teaching and learning funny and interesting.

The abstract term 'motivation' on its own is rather difficult to define. The term 'motivation' has been derived from Latin word 'mover' which means 'to move'. Thus, the etymological meaning of motivation is "to move someone to do something." Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is 'some students are unmotivated'. Strictly speaking, this is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. There are various views on motivation. Harmer (1991) says that motivation is some kind of internal drive that encourages somebody to pursue a course of action. Motivation is one of the key factors in learning a second language. Learner's motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive. Morgan et al. (1993) define the term *motivation* as "the driving and pulling forces which result in persistent behavior directed towards a particular goal (p. 269)". Morgan and Clifford (1978) have used different terms like 'want', 'striving', 'desire', 'need', 'motive', 'aspiration', 'drive', 'wish', 'aim', 'ambition', 'hunger', 'thirst', 'revenge', for motivation. Morgan and Clifford (ibid) further say

Motivation is all inclusive term covering just about anything that psychologist wants to say about the subject. It has three distinct aspects: (I) some motivating state that impels the person towards some goal, (ii) behavior displayed in striving for the goal and (iii) achievement of the goal (p. 196).

According to him, these three aspects normally occur in a cycle. The motivating state leads to behavior, behavior leads to the goal, when goal is reached motive subsides at least temporarily. Morgan and Clifford (1978, p.197) have diagrammatically presented these three aspects as follows:



There are different theories of motivation given by different scholars. Some of them are as follows:

Baron (2005) identifies four theories of motivation, viz. (i) drive theory, (ii) arousal theory, (iii) expectancy theory, and (iv) goal setting theory. Drive theory suggests that motivation is a process in which various biological needs push (drive) as to actions designed to satisfy them. According to arousal theory, human beings seek an optimal level of arousal. Expectancy theory suggests that people exert effort on task because they believe doing so will yield result they want to attain. And goal setting theory suggests 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 and receive feedback on their progress.

Johnson (1989) states that there are three theories of motivation and productivity that teacher- motivation is based on:

- a) Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such a bonus of a promotion that is worth working.
- b) Equity theory: Unfair treatment for their efforts and achievement makes individual displeased.
- c) Job enrichment theory: The more varied and challenging their work is the more productive employees become (p.55).

To characterize a non theoretical view of motivation, Skehan (1989, as cited in Ellis, 1994) puts forward four hypotheses.

- a) The intrinsic hypothesis: Motivation derives from an inherent interest in the learning tasks the learning is asked to perform.
- b) The resultative hypothesis: Learners who do well will be encouraged; those who do not do well will be discouraged and try hand.
- c) The internal cause hypothesis: The learner brings to the learning situation a certain quantity of motivation as a given.
- d) The carrot and stick hypothesis: External influences and incentives will affect the strength of the learner's motivation.

1.1.2 Motivation and Attitudes

The terms 'motivation' and 'attitudes' are always confusing in SLA. Many people argue that attitude determines the degree of motivation in the learners. To make the difference between them clear, Schumann (1978) lists *attitude* as a social factor on a part with variables such as 'size of learning group' and 'motivation' as an affective factor alongside 'culture shock'. Gardner and Lambert (1972), as cited in Ellis 1985, p.117, define 'motivation' in terms of the L2 learners' overall goal or orientation, and 'attitude' as the persistence shown by the learner in striving for a goal. Gardner and Lambert (1979, as cited in Ellis 1985, p. 117) suggest that attitudes are related to motivation by serving as supports of the learners' goal orientation. It is now argued that attitudes are directly related to motivation, which in turn is directly related to L₂ learning.

Attitude should be viewed as motivational supports and not as factors which have a direct effect on L2 learning. Moreover, motivation to learn a language is not only determined by attitudes, but also by other 'motivational props', such as the desire to please teachers and parents, promise of a reward, or experience of success, etc. Also, the relation of attitude to motivation is dependent on the type of motivation (Ellis 1994, p. 117).

Ellis (ibid) also adds that an integrative motivation, for example, presupposes a positive attitude of the learner towards target speakers and their culture, but a learner who is instrumentally motivated does not necessarily have a positive attitude towards the target language group. Other attitudes which are relevant to L₂ learning, such as attitudes towards the language, the teacher and the course, are probably related to both types of motivation.

Behaviorists and cognitivists defined motivation differently. For behaviorists, motivation refers to the anticipation of reinforcement. They do stress the role of rewards (and perhaps punishments) in motivating behaviour which in turn serves to reinforce behaviour, to cause it to persist. The reinforcement theory, propounded by the behaviorist psychologists like Skinner and Watson, is a very powerful concept for the classroom. The cognitivists, however, naively dismiss the role of rewards and reinforcement and stress the role of drive theory, hierarchy of needs theory and self control theory. They contend that our predispositions compel us to execute action to attain the desired goal. To sum up, motivation can be characterized by needs or expectations, behaviour, goals and some forms of feedback

Motivation is a key factor in learning a language. It increases the effect of learning a language. If we perceive a goal, (i.e. something we wish to achieve) or if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary, to reach up to that goal. So motivation helps the learners to achieve their goals.

Kelly (1997) says that motivation is the central factor in the effective management of the process of learning. Some levels of motivation must be present in all learning. According to Richards et al. (1999) "Motivation means factors that determine a person's desire to do something" (p. 238).

1.1.2.1 Types of Motivation

There are a number of principles of learning proposed on the basis of different researches made by different linguists. It will be difficult to trace all of them here. But most of them agree on the fact that motivation is one of the important factors which affect the learning process. Motivation in human psychology is

the term used to describe forces acting either on or within a person to initiate behavior.

To motivate the learners towards learning different kinds of motivation have been suggested by different scholars. Some of them are described below:

According to Gardner and Lambert (1959), there are mainly two types of motivation. They are:

A. Instrumental Motivation

Brown (1994) states that instrumental motivation refers to a motivation to acquire a language as a means of attaining instrumental goals: furthering a career, reading technical materials, translation and so forth. Similarly, Krashen (2000) defines instrumental motivation as 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 interact with L₂ speakers in order to achieve certain ends.

Gardner (1979, as cited in Ellis, 1985) linked an instrumental motivation to *subtractive bilingualism* where minority language groups tend to replace the first language by a more prestigious second language. In subtractive bilingualism, the learner loses his mother tongue or fails to develop ability to express certain kinds of functions in it.

So, by analyzing the above definitions, we can conclude that learners who are instrumentally motivated may use effort to learn an L2 for some functional reasons like to pass examination, to get a better job or to get a place at university. In some learning contexts, instrumental motivation seems to be the major force determining success in L2 learning. For example, in settings where

learners are motivated to learn an L2 because it opens up educational and economic opportunity for them.

To sum up, learners with an instrumental reason for learning an L2 can be successful. In some *second* as opposed to *foreign* settings an instrumental orientation may be the most important one. Providing learners with incentives (such as money) may also aid learning by increasing the time learners spend studying but the effect may cease as soon as the reward stops.

B. Integrative Motivation

According to Gardner (1959) “socio-educational model, an integrative motivation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other group”(p.98). It contrasts with an instrumental motivation which concerns the practical value and advantages of learning a new language. Krashen (ibid) says that while the presence integrative motivation predicts a low affective filter, the presence of instrumental motivation predicts a stronger one.

Graham (1984, as cited in Brown, 1994) claims that integrative motivation is the desire on the part of language learners to learn the second language in order to communicate with or find out about members of the second language culture and does not necessarily imply direct contact with the second language group

Gardner (1979 as cited in Ellis, 1985, p.117) linked an integrative motivation to additive bilingualism. That is, learners with an integrative motivation are seen as likely to maintain their mother tongue when they learn an L2 the learners add an L2 to their repertoire of skills at no cost to the first language proficiency.

To sum up, integrative motivation has been strongly related to L2 achievement. It combines with instrumental motivation to serve as a powerful predictor of success in formal contexts. Learners with integrative motivation are more active in class and are less likely to drop out. However, integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self confidence or friendship. There are also a number of limitations to the research paradigm that has been made to study integrative motivation. In particular, it takes no cognizance of the potential effect that learning experiences can have learners' motivation, as opposed to the effect that motivation has on language learning.

Ellis (1995) adds other two types of motivations viz. resultative motivation and intrinsic motivation which are described below

C. Resultative Motivation

In the studies considered above, instrumental and integrative motivations are seen as causes of L2 achievement. However, it is also possible that motivation is the result of learning, that is, the learners who experience success in learning may become more, or in some contexts less motivated to learn. This helps to explain the conflicting research results. In a context like Canada success in learning French may intensify English speaking learners' interest for French culture. However, in California success in learning English may bring Mexican women into situations where they experience discrimination and this reduces appreciation of American culture.

D. Intrinsic Motivation

In some learning situations, it may not be learners' general reasons for learning an L2 that are crucial and determining their motivation. Indeed it is possible

that many learners do not hold distinct attitudes, positive or negative towards the target language group. Such is probably the case with many foreign language learners. It does not follow, however that such learners are unmotivated. In this type, motivation involves the arousal and maintenance of curiosity and can be an intent to which they feel personally involved in learning activities.

1.1.2.2 Techniques of Motivation

Although motivation is one of the prime tasks of instructing, it is both the student's and the instructor's responsibility. The lesson subject, the classroom atmosphere, the competence of the instructor, and the personality of instructor and the student all affect a student's motivation.

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

- a. **Make the subject matter interesting:** Plan motivational strategies to keep the lesson interesting. A dull presentation causes students to become bored, restless, and uninvolved. The lack of response from the students will affect the quality of your instruction. As a result, you may lose confidence and enthusiasm, which, in turn, will have a negative effect on student motivation. To promote interest, use a variety of materials while instructing.
- b. **Establish goals:** The goals of instruction come directly from the learning objectives. Insure that you present the objectives for each block of instruction so that students will understand exactly what they are expected to be able to do as a result of training.

- c. Provide informative feedback: Students need feedback when they are trying to meet goals. You can give either oral or written feedback, but be sure you give recognition for proper student behavior and achievements. Also be sure to point out students' errors and how to correct them. Recognizing good performance and pointing out areas that need improvement contribute to effective learning.
- d. Show interest in your students: Give students detailed feedback when they respond to a question or perform some task related to instructional objectives. Feedback may make the difference between a student's feelings of success or failure. Always comment favorably on successful performance.
- e. Encourage participation: You should be open to student contributions and points of view. Students bring many different experiences to the learning environment. Use these experiences to stimulate interest and add variety to learning.

1.1.2.3 Strategies of Motivation

There are many strategies of motivation which help the students to arouse motivation for learning; some of them are given below:

a. Challenge them

Offer students opportunities to undertake real challenges. Encourage them to take intellectual risks. This gives students an opportunity to discover the relationship between effort and success; between success and motivation, and to develop higher self concept. If the students do not see the need to make an effort, they sometimes will not bother to make one. Even brilliant students are not motivated to achieve if the work is too easy. Gifted behaviors are often not

evident until the student is actually being challenged. Most children are excited by a challenge if they have the strategies that they need to succeed.

b. Build on strengths first

Building on strengths first gives students an opportunity to use their talents to achieve success by developing their strengths. While they are engaged in these successful tasks, we can help them to learn how to improve other skills (teach to specific needs) in an environment where the child cares about doing a good job.

c. Offer choices

Offering choices develops ownership. When the child makes decisions he or she is more likely to accept ownership and control of the results. This sense of control fosters responsibility. When the control belongs to the teacher so does the ownership. However, always offer choices that are equally acceptable in your eyes.

Negotiate-how can students have input in order to reach the required goals? Can they reach necessary goals their way? When they achieve a non negotiable goal perhaps they may have input on the follow up activity. Remember it is not realistic for students of differing abilities to be expected to aim for the same goal using the same method. When children are offered opportunities to make decisions they learn a great deal about the consequences of their choices.

They also learn to value themselves and their own decision-making ability. Wherever it is appropriate, take advantage of the student's talents and interests to motivate them. Choices can be offered in the areas of: Topics, learning processes (methodologies) and products. Within any set topic or theme there are usually a variety of sub topics where students may identify a personal

interest. Learning processes can be varied and students can be encouraged to find alternative strategies for solving problems and then they can discuss the merits and demerits of each. Permit student the choice of product. There are hundreds of alternatives ways of producing information.

d. Provide a secure environment

Permit children to fail without penalty. Learning how to deal with failure is critical for developing motivation and successful learning. Students should learn that they can and must learn from their mistakes. Fear of failure sometimes causes students to deliberately sabotage their own efforts because deliberate failure is easier to accept than the failures to which they fall victim.

e. Teach them how to make their tasks more manageable

Narrowing or broadening the topic to a challenging but manageable size very important for developing motivation. However, it is not just sufficient for us to just give them manageable activities. Not only is this an essential problem solving strategy, but it is also an essential life skill. Children need to know how they can make their own activities more manageable by breaking them down into smaller parts and then prioritizing the steps. As each small part is achieved a measure of success is attained. As the successes mount up students begin to recognize their own enthusiasm for learning. (Effort and struggle during skill development results in success and motivation)

f. Use rewards and punishment with caution

Although there are appropriate places in education for both rewards and punishment, they are both external factors that can rob students of personal control. Obviously, there must be consequences for different kinds of behaviors, and real success needs some kind of recognition or attention.

However, both rewards and punishment can be negative factors in developing intrinsic motivation. Rewards cause students to work for the wrong reasons. Punishment often fosters resentment and lack of co-operation. When rewards are external factors, motivation is also external and it will only apply when monitored externally.

Rewards are most effective when used with lower ability or unmotivated students when the rewards in use for a short time only.

Never use rewards over a long period.

Never increase the reward for increased expectations.

Decrease the rewards as soon as they begin to become effective. Long use only reinforces the external control.

The real reward for good work must eventually become the satisfaction derived from effort and success.

g. Help students develop an internal locus of control

Locus of control is closely related to motivation. Students who feel they have the power to control some events in their lives are more likely to become self motivated than students who see themselves as powerless. If they don't believe they have any power/control over the events in their lives. Then everything that goes wrong is someone else's fault, not theirs.

The child who perceives that he or she has no power will either see himself as a victim of chance (and/ or other people's power) or as a warrior who needs to gain power to control or manipulate other people in order to avoid being helpless.

Children, who have been loved too much, controlled too much, given too much too early, and rescued or blamed too often, tend to be manipulated. Almost all the unmotivated, underachieving children, manipulative adults by either active or passive behaviours.

h. Avoid power struggles

Poorly motivated students are often very manipulative. Avoid power struggles whenever possible, and never get into a power struggle unless you have the means to win. Choose your battle. Children who engage in power struggles also need to be offered choices, but the choices must always be limited to the ones that you find acceptable.

i. Use ambiguity occasionally

Give children opportunities to learn strategies for dealing with ambiguity and or frustration. Some children are convinced that every question has only one right answer. Help them realize that there is often more than one right method or answer.

If they see all questions as being either right or wrong, they will probably see themselves as being good when they are right, and bad when they are wrong. This doesn't leave much room for motivation. Brainstorming with someone else is an excellent strategy for looking for alternative interpretations of and solutions to the problem of ambiguity. Frustration can be motivating when you have problem solving strategies and you see problems as something to be solved rather than to be avoided. Unmotivated underachieving students frequently use avoidance rather than an effective strategy when frustrated.

j. Offer open ended activities to develop creativity

Give them opportunities and strategies to develop their creativity.

Students perform with higher motivation when their creativity is engaged.

Challenge students to construct original and creative products to support their written reports.

k. Teach students to evaluate themselves

Self-evaluation needs to address the questions: "What was done well?" and "How can it be improved?" It is far more powerful for students to recognize the answer to these questions than it is them to be told the answers.

Student self-evaluation is often difficult for the first few attempts. Students want to achieve a high evaluation but are reluctant to *brag* about their success. It has been my experience that the majority of students learn towards being too hard on them, but some students can be unrealistically generous initially. The ability to realistically evaluate one's own performance improves with practice and is both empowering and highly motivating.

l. Attention seeking behaviours

Unmotivated students frequently seek adult attention. They can actively demand attention or passively demand attention, and the attention they seek can be either negative or positive attention.

Positive adult attention can be a highly motivating factor but only if it is earned by reasonable effort. It can reinforce poor motivation if it is overdone or given for the wrong reasons. Too much praise makes "no praise" look like an invitation for attention seeking behaviors. The child who is motivated by excessive praise may do very little when the praise is absent.

Negative attention for some children is just as satisfying as positive attention and in fact if they are used to a great deal of negative attention, it may be more comfortable because it is so familiar. Difficult as it is, ignoring attention, seeking behaviors are sometimes more effective than giving negative attention. However, positive attention should be used to reinforce acceptable behaviors.

Passive students are the most difficult to be motivated because they tend to waste their energy trying to get others to feel sorry for them. They refuse to take risks, sometimes sabotaging their own efforts to prove to deserve our pity. It is important to recognize these behaviours and guard against compounding the problem by being too sympathetic. Sympathy only convinces these students that they really do have a problem. It is important to recognize the moment when these students actually make some progress and to give the appropriate attention at that moment. They should receive a positive attention response any time they take a risk or make an effort.

m. Competition

Competition can enhance or reduce motivation depending on how it is used. It is good for some, but it may result in a few winners and many losers.

Unmotivated and or underachieving students often have difficulty dealing with defeat. Until they are ready to cope with defeat it is more productive to encourage students to compete against their own performance rather than with someone else's.

Competing against oneself under controlled conditions means that everyone wins. Use the clock. Time their performance for 1 minute, estimate what can be accomplished in 5 minutes. And challenge them to beat their own record over a longer time span. Gradually increase the time factor and expectations. You can challenge students to compete against their own performance in the quantity

and quality of their productivity, within a specific time frame or it can be used to increase on task behavior or decrease inappropriate behaviour. In fact most criteria which can be used to evaluate progress can be used for a student to compete against his/ her own previous performance.

The long term goal is to teach children to lose gracefully and use defeat as motivation to improve. Eventually, students must be encouraged to see "failure" as a positive experience. Every loss in competition and every failed attempt is an opportunity to learn what can be improved.

n. Students need to understand the relevance of all their school activities

Students who do not understand the relevance of a school activity are not motivated to accomplish it unless they are motivated to please the teacher. Clearly establish the expected goal and required method. Let the students know the benefits that will be realized. This is especially important when no choices are being offered.

o. Perfectionism -Is it good or bad?

Perfectionism goes beyond trying to do ones best. Perfectionism is getting hung up on being perfect. Students need to take pride in their work but perfectionists allow their fear of making a mistake to inhibit progress. It can be seen in the child who keeps erasing everything, or keeps starting over making slow progress or not finishing. It can sometimes be seen in the child who procrastinates too much, forgets homework or loses work rather than admit it is not perfect. These children need to learn that completing work on time is more important than being perfect.

1.1.2 An Introduction to Warm-up Activities

Generally speaking, warm-up activities are activities which are done before starting to teach the lesson in the classroom. These are short activities used as the starting of a class period as well as at the middle and final stage.

They are designed to get students' attention, to help those put aside distracting thoughts, and to get them ready to focus individually and as a group on whatever activity will follow. The warm-up activities can be as simple as telling a short story or asking students questions. The warm-up activities can also be a more thought-out activity such as playing a song in the background, or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "How are you", it's much better to tie warm-up activities into the theme of the lesson. They act as a transition between the previously taught skill and the one to follow. The activity should be used to gauge how effectively the previous lesson was taught, so the teacher is able to pinpoint a reliable starting point for the next lesson. Most warm-up activities take less than ten minutes for students to complete on their own, with very little explanation.

The main purpose of using those activities is to motivate the learners towards learning. The teacher has to motivate his learners to encourage them to learn the matters presented in the classroom. The more the learners are motivated, the better they learn. The teacher can use songs, rhymes, riddles, stories, and jokes and so on as warm up activities. Use of warm-up activities makes the classroom more effective and lively. Boredom of the students can easily be discharged by these activities. In case of second language learning, the use of warm up activities makes learning the language a fun activity.

1.2 Review of Related Literature

Motivation plays a vital role in learning a language. Many research works have shown that there is positive relationship between motivation and L₂ learning.

Some of the researches related to motivation are reviewed as follows:

Gardner and Lambert (1972, as cited in Brown 1994 p. 154) carried out a research over a period of 12 years on to determine how attitudinal and motivational factors affect language learning success in Canada, the United States, and the Philippines. They found that "integrative motivation may indeed be an important requirement for successful language learning". Gardner et al. (1976) conducted a study on drop-outs and stay-ins of French (not a compulsory subject in the school they studied) and found that stay-ins showed more integrative motivation, as well as overall motivation to learn French. They concluded that those who dropped French were not simply the less able students but they did tend to get lower grades and show lower aptitude than the stay-ins. Gardner et al. suggest that integrative motivation "provides the students with the necessary motivation to persist in the second language acquisition studies" as cited in Krashen (ibid).

Strong (1984) studied Spanish American classroom and found that the students' intensity of integrative motivation increased relative to their English language proficiency. He further argues that motivation results from, rather than promotes acquisition. Ellis (1987) says that motivation affects the process of input entering the language processing mechanism. "As a result of conscious or unconscious motives or needs, attitudes or emotional states, the learner is 'open' or 'closed' to the L₂" (Ellis, p. 11). Lepper (1988) says that a student who is intrinsically motivated undertakes an activity for its own sake for the employment it provides, the learning it permits, or the feelings of accomplishment it evokes. An intrinsically motivated student performs in order

to obtain some reward or avoid some punishment, external to the activity itself, such as grades, stickers or teacher approval.

Harmer (1991) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic motivation (p.3, 9). Brown (1994) discusses motivation from a behaviouristic point of view throughout his book and says classroom techniques must interact with intrinsic motivation. He says, "... our pedagogical tools can harness the power of intrinsically motivated learners who are striving for excellence, autonomy, and self-actualization" (p. 157)... Lumsden (1994) states that student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

There are a very few research works available in the Department of English Education, but no study on the use of warm up activities in the English language teaching classroom is carried out so far. Some of the researches related to *motivation* are reviewed as follows:

Bashyal (2000), has conducted a research on "The strategies prevalent in creating Motivation in Teaching Higher Schools in Palpa". The main purpose of his study was to survey the prevalent situation of motivation in teaching English at the higher secondary level and identify the problems inherent in creating better motivation in teaching English. He found that most of the English teachers of higher secondary level were lack of required language skills and professional skills. The learner's background knowledge of English was quite dominating and they also lack exposure. He also found that the lack of finance electricity, library and decoration has affected motivation. Further, Chand (2007) has carried out a research on "Motivation towards and Learning

English by Teenagers in Nepal”. The main purpose of his study was to find out the students motive and attitudes towards learning the English language and find out the factors that affect lack of motivation in students. He found that the students learn English language for different purposes like to get good jobs, to pass exam, to be a complete person, because English is an international language, etc. Students have positive attitude towards learning English language but they are not satisfied with the classroom environment, examination and evaluation system, objectives and curriculum etc. There are various factors that affect the lack of motivation in students. Classroom environment, methods and techniques used by teacher, family environment, linguistic background, students’ capability, their attitude towards English language etc factors affect in students motivation. Similarly, Gnyawali (2007) has conducted a research entitled “English Teacher’s Motivational Techniques”. The main purpose of his study was to determine the existing techniques of teachers to create motivation in the English language classroom in the fifth grade. He found that most of the teachers teaching English language without warm-up activities and materials. The teacher teaching English in the fifth grade have not been found to participate the student in teaching learning activities, therefore the students have been found unmotivated most of the time.

As the present study is concerned, it is quite different from the other researches carried by other researchers mentioned above. This study mainly tried to find the various warm-up activities and their frequency used by the teacher of government aided and private schools to grab the students’ attention. Similarly, it also compared the warm-up activities used by the English teachers in government aided and private schools.

1.3 Objectives of the Study

The present study had the following objectives:

- i. To identify the warm-up activities used in the English classrooms.
- ii. To find out the frequency of warm-up activities used in the English language classroom.
- iii. To compare the warm-up activities used by the teachers of Government aided and private Schools.
- iv. To suggest some pedagogical implications.

1.4 Significance of the Study

As the present study is concerned with the warm-up activities, it will help the English language teachers to show the strategies as to how the students can be made active learners in the classroom by using those activities. These activities make classroom funny, effective and interactive. They help to motivate the learners to learn their lessons with full flavor. The findings of the study will be valuable for the curriculum designers and text book writers since they will be able to mention some warm up activities in their work to motivate the learners so that the teachers will easily get knowledge and merits of those activities. It is the fresh research work in the Department of English Education since no research would have been carried out on warm-up activities. So it will be a valuable work for the Department itself. It will be useful for those people involved in teaching and learning of the English language in Nepal and particularly to the language teachers, students and the persons interested in carrying out research in the field of motivational aspect in teaching English. The ideas on warm up activities generated in this study will help the researcher as to how a motivated classroom can be created through warm-up activities.

CHAPTER-TWO

METHODOLOGY

The present study was conducted using the following methodology:

2.1. Sources of Data

There were mainly two types of sources of data collection viz. primary and secondary sources.

2.1.1 Primary Sources

The teachers teaching English in grade nine and ten in the selected schools were the primary sources of this study.

2.1.2 Secondary Sources

Secondary sources are the second hand data. For the present study, I used various books especially Baron (2005), Ellis (1985, 1994, 1997), Morgan et al. (1993), Van Els et al. (1984), Krashen (2002), articles, research studies, internet related to the topic as secondary sources of data.

2.2 Sampling Procedure

For the present study, I used judgmental sampling for the selection of government aided and Private schools in the Kathmandu valley. Five government aided and five Private schools of the Kathmandu valley were purposively selected. Classes of grade nine and ten of the selected schools were observed. I observed five classes of ninth grade and equal number of classes of tenth grade of each of the selected schools. Thus, altogether one hundred classes were observed.

2.3 Tools for Data Collection

I used only the observation as the tool for the study. I observed the English classes of the government aided and private schools in grades IX and X. In order to gather information, I used checklist for class observation.

2.4 Process of Data Collection

I went through the following procedure for the collection of data:

- a) I went to the different 5 government aided and 5 private schools selected previously in Kathmandu valley.
- b) I established rapport with the concerned authority.
- c) Then I explained the purpose of the study to the concerned people.
- d) I observed ten classes (five from grade ix and five from grade x) of each selected government aided and private schools.
- e) I observed fifty classes of ninth and equal number of tenth grades of all government aided and private schools using the prepared checklist.

2.5 Limitations of the Study

- a) The study was limited to five government aided and five private schools in the Kathmandu valley.
- b) Altogether one hundred classes were observed: fifty from government aided and fifty from private schools.
- c) The study included the classes of only ninth and tenth grades of those schools.
- d) It was restricted to the study of use of warm-up activities.
- e) Observation sheet and checklist were the only tools for data collection.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from both primary and secondary sources. To make analysis and interpretation vivid and comprehensive, the analysis has been done under the following seventeen categories:

1. Use of jokes as warm -up activities
2. Use of rhymes as warm -up activities
3. Use of matchstick figures as warm -up activities
4. Use of a story as warm -up activities
5. Use of a poem as warm -up activities
6. use of pictures as warm -up activities
7. Use of drawing as warm -up activities
8. Use of cutouts as warm -up activities
9. Use of question-answer as warm -up activities
10. Use of satire as warm -up activities
11. Use of clues as warm -up activities
12. Use of role play as warm -up activities
13. Use of pair work as warm -up activities
14. Use of realia as warm -up activities
15. Use of games as warm -up activities
16. Use of songs as warm -up activities
17. Use of riddles as warm -up activities

Most of the teachers and students said that it was a tough job to teach and learn English. So, in the context of Nepal, the teacher uses different activities to motivate his students towards the lesson, I observed altogether 100 classes of

grade nine and ten in both government aided and private schools to elicit the frequency and percentage of uses of different warm-up activities and analyzed in different tables which shows the frequency and percentage of use of those different warm-up activities.

3.1 Warm-up Activities in government aided and private Schools

All the above seventeen warm-up activities are analyzed and compared between government aided and private schools.

3.1.1 Use of jokes

The frequency and percentage of the use of jokes in both government aided and private schools are given in the following table

Table No. 1

Schools	Freq. of Jokes	Per.
Government	26	38.24
Private	42	61.76
Total	68	100

The above table shows that 61.76% of the jokes was used by the teachers of private schools to motivate their students. But only 38.24% of the jokes was used by the teachers of government aided schools. The English teachers of government aided schools used jokes 8 times initially, 10 times medially in teaching whereas in case of private schools, the teachers used 14 times initially and the equal number medially in teaching.

3.1.2 Use of rhymes

The frequency and the percentage of use of rhymes are presented in the following table:

Table No. 2

Schools	Freq. of Rhymes	Per.
Government aided	-	-
Private	6	100
Total	6	100

The above table displays that there was no use of rhymes in case of government aided schools whereas its frequency was 6 in case of private schools.

3.1.3 Use of matchstick figures

The frequency and the percentage of use of matchstick figures are presented in the following table:

Table No. 3

Schools	Freq. of Matchstick figures	Per.
Government	10	33.34
Private	20	66.66
Total	30	100

The above table shows that 33.34% of the matchstick figures was used by the teachers of government aided schools and 66.66% matchstick figures was used by the teachers of private schools.

3.1.4 Use of story

The frequency and the percentage of use of stories are presented in the following table:

Table No. 4

Schools	Freq. of Story	Per.
Government	20	52.63
Private	18	47.37
Total	38	100

The above table displays that 52.63% of the story was used in the government aided schools and 47.37% was used in the private schools. The story was used 4 times initially, 10 times medially and once finally in government aided schools whereas in case of private schools, the use of story was 6 times initially and 4 times medially but the story was not used finally.

3.1.5 Use of poem

The frequency and the percentage of the use of poems are presented in the following table:

Table No. 5

Schools	Freq. of Poem	Per.
Government	-	-
Private	4	100
Total	4	100

The above table exhibits that 100% of the poem was used in private schools. But there was no use of poems in government aided schools. There was use of poems twice medially in private schools.

3.1.6 Use of pictures

The frequency and the percentage of use of pictures are presented in the following table:

Table No. 6

Schools	Freq. of Pictures	Per.
Government	26	43.34
Private	34	56.66
Total	60	100

The above table displays that 43.34% of the pictures was used in government aided schools whereas there was use of pictures 56.66% in Private schools. There was use of pictures 8 times initially, 14 times medially but there was no use of it finally in case of private schools. Similarly, the teachers of government aided school use pictures 8 times initially, 6 times medially but they did not use finally as the teachers of private schools.

3.1.7 Use of drawing

The frequency and the percentage of use of drawings are presented in the following table:

Table No. 7

Schools	Freq. of drawings	Per.
Government	14	30.43
Private	32	69.57
Total	46	100

The above table displays that 30.43% of the drawings was used by the teachers of government aided schools whereas 69.57% was used in private schools. The government aided teachers used drawings twice initially, 6 times medially

whereas the teachers of private schools use 6 times initially, 10 times medially and twice finally.

3.1.8 Use of cutouts

The frequency and the percentage of use of cutouts are presented in the following table:

Table No. 8

Schools	Freq. of cutouts	Per.
Government	8	26.67
Private	22	73.33
Total	30	100

The table exhibits that 73.33% of the cutouts was used in the private schools whereas 26.67% of the cutouts was used in the government aided schools. The teachers of government aided schools used cutouts 14 times initially, 10 times medially and 8 times finally whereas the teachers of private schools used cutouts 14 times initially, 18 times medially and 4 times finally.

3.1.9 Use of question-answer

The frequency and the percentage of use of question-answers are presented in the following table:

Table No. 9

Schools	Freq. of question-answer	Per.
Government	38	61.30
Private	24	38.70
Total	62	100

The above table displays that question-answers were used 38 times i.e. 61.30% in government aided schools and 24 times i.e. 38.70% in private schools. They were used 10 times initially, 8 times medially and twice finally in government aided schools. But the teachers of private schools used 6 times initially, 4 times medially and 4 times finally.

3.1.10 Use of satire

The frequency and the percentage of use of satires are presented in the following table:

Table No.10

Schools	Freq. of satire	Per.
Government	6	100
Private	-	-
Total	6	100

The above table displays that the satires were used 6 times i.e. 100% in government aided schools but the teachers of private schools did not use it even a single time. Similarly, the teachers of government aided schools used satire twice medially but they did not use it initially and finally.

3.1.11 Use of clues

The frequency and the percentage of use of clues are presented in the following table:

Table No. 11

Schools	Freq. of Clues	Per.
Government	10	100
Private	-	-
Total	10	100

The above table exhibits that the teachers of government aided schools used clues 10 times i.e. 100% and it was used 4 times initially, twice medially and finally. But the teachers of private schools did not use clues even a single time to motivate their students.

3.1.12 Use of role play

The frequency and the percentage of use of role plays are presented in the following table:

Table No. 12

Schools	Freq. of role play	Per.
Government	6	100
Private	-	-
Total	6	100

The above table displays that the frequency of role play was 100% in government aided schools. It shows that there was no use of role play in private schools. The teachers of government aided schools used role play twice medially but they did not use it initially and finally.

3.1.13 Use of pair work

The frequency and the percentage of use of pair works are presented in the following table:

Table No. 13

Schools	Freq. of Pair work	Per.
Government	4	22.23
Private	14	77.77
Total	18	100

It is clear from the above table that the teachers of government aided schools used pair work 4 times i.e. 22.23% and the teachers of private schools used it 14 times i.e. 77.77%. Further more; the pair work was used 6 times medially in private schools but they did not use it initially and finally. Similarly, it was used twice medially in government aided schools but they did not use it initially and finally.

3.1.14 Use of realia

The frequency and the percentage of use of realias are presented in the following table:

Table No. 14

Schools	Freq. of realia	Per.
Government	-	-
Private	4	100
Total	4	100

The above table shows that the realia was used 4 times i.e. 100% in private schools. Similarly, it was used twice medially but not initially and finally. But there was found no use of realia in government aided schools.

3.1.15 Use of games

The frequency and the percentage of use of games are presented in the following table:

Table No. 15

Schools	Freq. of Games	Per.
Government	4	100
Private	-	-
Total	4	100

It is clear from the above table that the teachers of private schools did not use games even a single time whereas the teacher of government aided schools used it 4 times i.e. 100%. Similarly, it was used twice medially but no initially and finally.

3.1.16 Use of songs

The frequency and the percentage of use of songs are presented in the following table:

Table No. 16

Schools	Freq. of songs	Per.
Government	-	-
Private	2	100
Total	2	100

The above table shows that no songs were used in government aided schools but there was use of songs twice i.e. 100% in private schools. The songs were used twice initially but they were not used medially and finally.

3.1.17 Use of riddles

The frequency and the percentage of use of riddles are presented in the following table:

Table No. 17

Schools	Freq. of riddles	Per.
Government	-	-
Private	-	-
Total	-	-

The above table exhibits that both the teachers of government aided and private schools did not use riddles even a single time i.e. riddles were neglected by the teachers of both types of schools.

3.2 Analysis of Questions Related to the Study

I analyzed different questions by observing the classes on the basis of the frequency of seventeen warm-up activities. The questions are analyzed with the help of different tables.

3.2.1 Does the teacher motivate the students?

After the observation of the classes of grade IX and X of both government aided and private schools, I found that the most of the teachers motivated their students by using different warm-up activities. So I analyzed the above question in terms of ‘Yes’ or ‘ No’ which is presented in the following table:

Table No. 18

Government aided Schools	Freq. of classes	Per.	Private School	Freq. of Classes	Per.
Yes	22	44	Yes	34	68
No	20	40	No	16	32
No use	8	16	No use	-	-
Total	50	100	Total	50	100

On the basis of the above table it is clear that 22 classes i.e. 44% of the government aided schools were found motivated and 20 classes i.e. 40 % was found unmotivated. Similarly, the 34 classes i.e. 68% of the private schools was found a motivated and 16 class i.e. 32% was unmotivated. 8 classes of government aided schools were found no use of warm-up activities.

3.2.2 Relevancy of warm-up activities to teaching lesson

Different activities like songs, rhymes and pictures help the teachers to motivate their students towards the teaching lessons. Some of them were directly relevant to teaching lessons and some were not. Those activities were relevant or not to the teaching lessons were analyzed in terms of 'Yes' and 'No', which are shown in the following table:

Table no. 19

Government aided Schools	Freq.	Per.	Private Schools	Freq.	Per.
Yes	34	68	Yes	44	88
No	8	16	No	6	12
No Use	8	16	No use	-	-
Total	50	100	Total	50	100

The above table displays that 68% of the warm-up activities was relevant to the teaching lessons in government aided schools and 16% was not. Similarly, 88% of the warm-up activities were relevant to the teaching lessons in the private schools and 12% was not. Similarly, 8 classes i.e. 16% was found no use of any activities.

3.2.3 Do those activities help to achieve the objectives of the lessons?

The teachers use the different techniques, methods and activities to motivate their students' attention towards the teaching lessons. Likewise, various activities used by the teachers in the classroom help to achieve the objectives of lesson. I found most of the activities were beneficial for the students. Here I analyzed the whole warm-up activities whether they were helpful to achieve

the objectives. The above question is also analyzed in terms of ‘Yes’ and ‘No’ in the following table.

Table No. 20

Government aided Schools	Freq.	Per.	Private Schools	Freq.	Per.
Yes	34	68	Yes	40	80
No	8	16	No	10	20
No Use	8	16	No use	-	-
Total	50	100	Total	50	100

Table-21 displays that 68% of the warm- up activities helped to achieve the objectives of teaching lessons in government aided schools and 16% of the activities was not helpful to achieve the objectives. Similarly, the teachers of private schools used various activities which was 80% helpful to achieve the objectives of the teaching lessons but 20% was not helpful.

3.2.4 Do the students enjoy those activities?

Naturally, warm-up activities help the students to learn the lesson interestingly. So, most of the students enjoy with those activities. During the observation of different classes, I found most of the students enjoyed and only a few did not enjoy, which is shown in the following table:

Table No.21

Government aided Schools	Freq.	Per.	Private Schools	Freq.	Per.
Yes	38	76	Yes	42	84
No	4	8	No	8	16
No Use	8	16	No use	-	-
Total	50	100	Total	50	100

The above table exhibits that 76% of the students enjoyed in government aided schools whereas 8% was not found enjoyed and 8 classes i.e. 16% was found no use of warm-up activities. Similarly, 84% of the students enjoyed activities in private schools and 16% was not.

3.2.5 Participation of students in warm-up activities

While observing the classes of both government aided and private schools, I found different situations in case of the participation of the students. The participation of different students is given in the following table:

Table No.22

Types of Students	Government aided schools		Private School	
	Freq.	Per.	Freq.	Per.
Excellent students	8	16	4	8
Poor students	4	8	2	4
Both types of students	30	60	44	88
No Use	8	16	-	-
Total	50	100	50	100

The above table displays that 16% of the excellent students and 8% of the poor students participated in warm-up activities respectively in government aided schools. Likewise 60% of the both types of students (excellent and poor) participated. But the case was different in private schools, 8% of the excellent students were involved in warm-up activities and only 4% of the poor students participated. Similarly, 88% of the both types of students were actively involved in warm –up activities.

3.2.6 Are the warm-up activities beneficial for the students?

I found warm-up activities were beneficial for the students. In each and every class, there are two types of students i.e. poor and excellent. I analyzed this

question in terms of benefit for students of only excellent, only poor and both types with the help of the following table:

Table No. 23

Types of Students	Government aided schools		Private Schools	
	Freq.	Per.	Freq.	Per.
Excellent students	6	12	4	8
Poor students	6	12	2	4
Both types of students	30	60	44	88
No Use	8	16	-	-
Total	50	100	50	100

The above table shows that 12% of the excellent students, equal percent of the poor students and 60% of the both types of students were benefited by warm-up activities in government aided schools. Similarly, 8%, 4% and 88% of excellent, poor and both types of students were benefited by the warm-up activities respectively. This shows that the students of both schools were highly benefited by the use of warm-up activities in the English classrooms.

3.2.7 Are those activities suitable according to the level of students?

I found some of the teachers used the warm-up activities according to the suitability of the students' age, class, interest and level whereas some were not suitable which is shown in the following table:

Table No. 24

Responses	Government aided schools		Private Schools	
	Freq.	Per.		
Yes	40	80	44	88
No	2	3.714	6	12
No use	8	16	-	-
Total	50	100	50	100

The above table shows that 80% of the warm-up activities was suitable and 4% was not according to the level of students in government aided schools.

Whereas the teachers of private schools used warm-up activities 88% suitable and 12% was not. This shows that the most of teachers of both schools used warm-up activities according to the age, interest and the level of students.

3.2.8 Does the teacher use those activities relevantly?

Different teachers used the warm-up activities differently: some used those activities relevantly to the lessons and some were not, which I analyzed in the following table:

Table No. 25

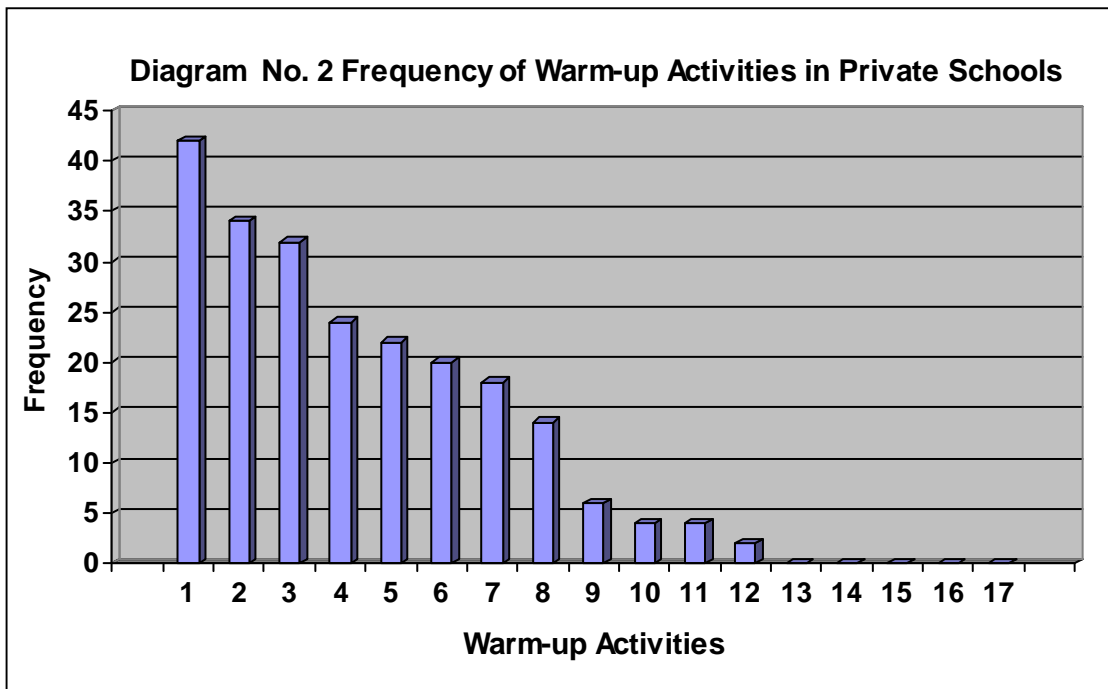
Relevancy	Government aided schools		Private Schools	
	Freq.	Per.	Freq.	Per.
Relevant	30	60	36	72
Not Relevant	12	24	14	28
No Use	8	16		
Total	50	100	50	100

The above table exhibits that 60% of the warm-up activities was used relevantly and 24% was not by the teachers of government aided schools whereas in private schools, 72% of the warm-up activities was used relevantly and 28% of the warm-up activities was not used relevantly.

3.3 Comparison of Warm-up Activities between Government aided and Private Schools

The above analysis proved that there are difference in using warm-up activities between government aided and private schools. All the eighteen activities included in this chapter are shown separately with the help of the following diagrams:

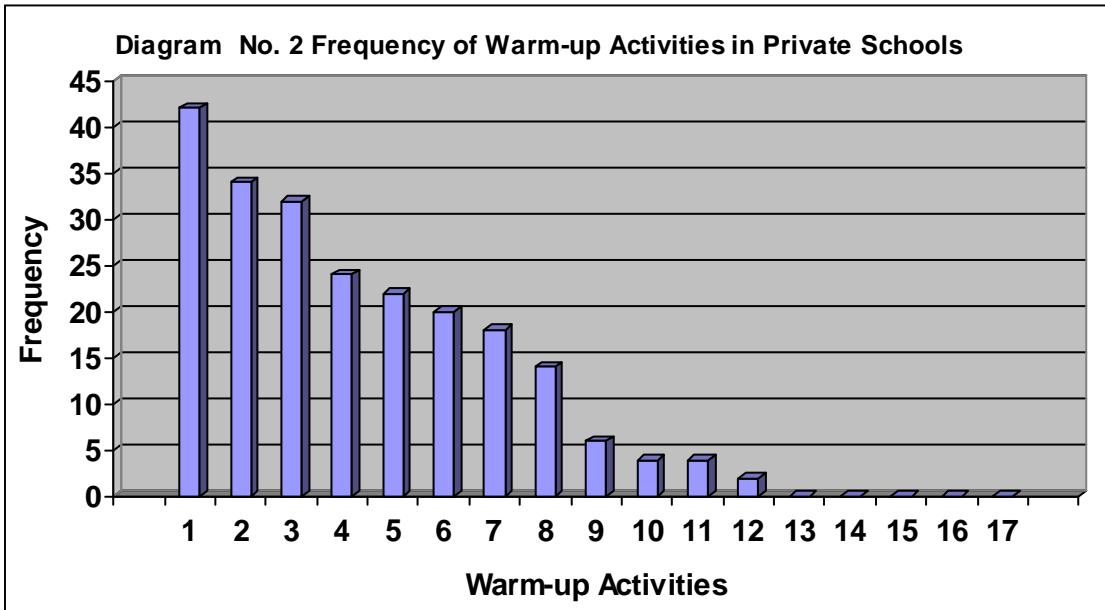
Government aided Schools



1. Question-Answer
2. Picture
3. Jokes
4. Story
5. Drawings
6. Matchstick figures
7. Clues
8. Cutouts
9. Satire
10. Role-play
11. Games
12. Pair-work
13. Rhymes
14. Poem
15. Riddles
16. Realia
17. Songs

The above diagram exhibits that question- answer occupies the highest frequency as warm-up activity in the classes of government aided schools but there were no use of rhymes, poems, riddles, realia and songs.

Private Schools



- | | |
|-----------------------|---------------|
| 1. Jokes | 9. Rhymes |
| 2. Pictures | 10. Poem |
| 3. Drawings | 11. Realia |
| 4. Question-answer | 12. Songs |
| 5. Cutouts | 13. Riddles |
| 6. Matchstick figures | 14. Satire |
| 7. Story | 15. Games |
| 8. Pair-work | 16. Clues |
| | 17. Role-play |

The above diagram displays that jokes occupy the highest frequency as warm-up activity in case of private schools. But there were no use of riddles, satires, games, clues and role-play as warm-up activities in the classes of private schools.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

- i. a) Different warm-up activities were used by the teachers of government aided Schools. The activities were jokes, pictures, drawings, question-answer, cutouts, matchstick figures, story, pair-work, satire, games, clues and role-play. Similarly, the teachers of private schools used jokes, pictures, drawings, question-answer, cutouts, matchstick figures, story, pair-work, rhymes.

b) The majority of the students were found enjoying with the warm-up activities since the teachers motivated both types, poor and excellent, students using those activities relevantly in case of both government aided and private schools. So, both poor and excellent students were found benefited by the use of warm-up activities.
- ii. a) There was the highest frequency of question-answer i.e.61.30% in government aided schools whereas jokes occupied the highest frequency i.e. 61.76% in case of private schools as warm-up activities.

b) All the warm-up activities were mostly used in the initial and middle of teaching and only occasionally at the final stage of teaching.
- iii. The teachers of government aided schools did not use rhymes, poems, riddles, realia and songs even a single time. Similarly, the teachers of private schools did not use riddles, satires, games, clues and role-play

even a single time. So, riddle was neglected by the teachers of both government aided and private schools.

- iv. Eighty eight percentage of the teachers of private schools used warm-up activities according to the relevance of the lesson whereas sixty eight percentage of the teachers of government aided schools used those activities the relevant of the lesson.
- v. I found that most of the students were more active and interested in learning the lessons while the teachers used warm-up activities in the classroom.

4.2 Recommendations

It was found that warm-up activities played a vital role to motivate the students towards learning. But in the context of our country, most of the teachers are unknown about those activities since they are untrained. For better learning, it is necessary to know the role and importance of the warm-up activities. So, on the basis of this study the following recommendations are made:

- i. The teacher should teach the lessons interestingly so that the students would not feel learning as a burden. Therefore, the teachers should use warm-up activities as far as possible.
- ii. Teaching and learning must be objective-oriented, not simply exam-oriented, and the teacher should use different warm-up activities relating with the objectives of the lesson.
- iii. The teacher should use warm-up activities relevantly.

- iv. The warm-up activities should be used according to the age, level, class and interest of the students so that the students would easily be motivated towards learning the lesson.
- v. By creating funny environment and encouraging situation, students must be motivated and encouraged for learning the lesson successfully.
- vi. The teacher should be rigorously trained for using the warm-up activities effectively in their classrooms.

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APPENDIX
(CLASSROOM OBSERVATION)

(To be filled after every classroom observation)

Name of the teacher: Position:
 Name of the School: Period:
 Teaching Class: No. of students:
 Date: Teaching Item:

1.	Does the teacher motivate the students?	Yes	No		
2.	The teacher uses the following activities to warm-up his class:	Yes	No		
	Songs				
	Jokes				
	Rhymes				
	Matchstick figures				
	Story				
	Poem				
	Pictures				
	Riddles				
	Drawing				
	Cutouts				
	gesture				
3.	When does he use those activities?	Initially	Medially	Finally	
	Songs				
	Jokes				
	Rhymes				
	Matchstick Figures				
	Story				
	Poems				
	Pictures				
	Riddles				
	Drawings				
	Cutouts				
	Gesture				
4	How many times does he use those activities?	Once	Twice	Thrice	Four Times

	Songs				
	Jokes				
	Rhymes				
	Matchstick Figures				
	Story				
	Poem				
	Pictures				
	Riddles				
	Drawings				
	Cutouts				
	Gestures				
5	Are the warm up activities relevant to teaching lessons?	Yes	No		
6	Do those activities help to achieve the objectives of the lessons?	Yes	No		
7	Do the students enjoy with those activities?	Yes	No		
8	Only excellent students participated in warm-up activities?	Yes	No		
9	Only poor students participated in warm-up activities?	Yes	No		
10	Both types of students participated actively in those activities?	Yes	No		
11	Are the warm-up activities beneficial for the students?	Yes	No		
12	Are those activities suitable according to the level of students?	Yes	No		
13	Does the teacher use those activities systematically and relevantly?	Yes	No		

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