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**The Use of Motivational Strategies in English Classroom**

Narayan Kharal

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

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**Submitted by  
Narayan Kharal**

The Use of Motivational Strategies in English Classroom

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

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## Dedication

*Dedicated to my parents Mr. Maniram Kharal and LaximaKharal*

*for their exceptional love, endless support and sacrifices.*

## Declaration

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

Date: 30/06/2023

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**Narayan Kharal**

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## Abstract

The present study entitled **The Use of Motivational Strategies in English Classroom** was carried out to investigate on the motivational strategies used by English teachers and to explore on the assistance of motivational strategies during teaching and learning in the English classrooms. The study was based on survey research design in which five secondary level English teachers teaching in Katari Municipality, Udayapur were selected through purposive sampling strategy. In the study, the data was collected through observation and interview. This qualitative research is descriptive in nature and interpretation of the data is done based on item analysis. The research found that the teachers used motivational strategies such as; application of reward and punishment, creating a relaxed atmosphere, use of pictures and, increase the learner's self-confidence, pair work and group work activities, encourage students for further learning. The teachers had successfully used the motivational techniques with appropriate teaching methodologies in the classroom. They were able to fulfill their objectives of using the motivational techniques and also the students were actively taking part in classroom activities with greater enthusiasm.

This thesis has been divided into five chapters. The first chapter gives an overview of the thesis along with background and context of the study, purposes of doing the research, significance of the research, delimitations of the study and operational definitions of the key terms whereas, the second chapter contains the relevant literature review, implications of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedures followed to collect data for this study and instruments used to collect the data. While, the fourth chapter encompasses analysis and interpretation of the data. It presents the responses of the participants about the issues of the research. The fifth chapter provides the discussion on the result of the study that was analyzed in Chapter Four. It also contains recommendations for the policy level, practice level and further research level. In the final section, references and appendices are included.

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## Chapter I

### Introduction

This study **The Use of Motivational Strategies in English Classroom** tries to explore the motivational techniques used by teachers in classroom. This introductory chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### Background of the Study

The demand for efficient instructional approaches has been influenced by the global adoption of English language learning. The need for effective teaching strategies, including strategies designed to motivate students, has become a part of ELT educational models. Since motivation has been identified as a crucial component of learning a second language (L2), motivation theories have been developed and put to the test during the past 60 years (Dornyei, 2001) Some of the most important theories of motivation include: Maslow's Need Hierarchy Theory, Herzberg's Motivation Hygiene Theory, McClelland's Need Theory, McGregor's Participation Theory and Vroom's Expectancy Theory. These motivational theories provide insights into the way people behave and what motivates them. L2

motivation is needed to help learners apply themselves and persist in their efforts during the learning process, which may extend over a long period of time. It is believed that without sufficient motivation even the cleverest learners are unlikely to persist long enough to attain any really useful language proficiency, while most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions (Cheng & Dornyei, 2007). When learning outcomes are taken into account, motivation is one of the most important factors of all individual differences in language learning compared to learning style, aptitude, and age. Motivated individuals are more likely to enhance organizational process and perform as compared to those who are not motivated. Researchers have recognized, though, that there are a number of different ways to motivate individuals and varied forms of motivation that can impact the success of any leadership plan (Sucuoglu, 2017).

Motivated individuals are more likely to enhance organizational process and perform as compared to those who are not motivated. Researchers have recognized, though, that there are a number of different ways to motivate individuals and varied forms of motivation that can impact the success of any leadership plan. Regarding the value of motivation in learning, Mayer (2011) says, "Motivation is

generally considered to be an internal state that initiates and maintains goal directed behavior." It means motivation is the internal readiness that guided our goal towards behavior. It is an internal preparation for learning. Motivation is a kind of feeling that positive motivation we can revive the positivism energy and apply it in performing tasks. Apart from that individual with self- motivation always can find a motive and intensity without expecting encouragements to complete a task even though the task is challenging. In academic field, motivation plays a key role to create interest in learning. It is one of the crucial components for students. It encourages students to take an active role in their education. Additionally, it aids in the academic and professional development of both teachers and students. The motivation is also an internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or to make an effort to achieve their goal. From the 1990s, research on motivation for second (ESL) and foreign language (EFL) learning has evolved from focusing and describing the composition of students' motivation to a detailed list of practical suggestions in assisting teachers to boost their students' motivation (Williams and Burden, 1997). Motivating students is not as easy in practice as in theory. Since human behaviours are complex, these strategies are not applicable to every individual and in every context of learning. However, every teacher must adopt the basic strategies such as:

setting the goals, carrying out the researches, getting support from administration and colleagues, stay positive towards the profession and engaging in professional development courses. In fact, teachers should select the most suitable strategies to be employed in their own classrooms. With this in mind, this study aims to investigate how teachers in a specific study site, through their teaching strategies, build and maintain their students' motivation.

### **Statement of the Problem**

Motivation plays an essential role in the success of teaching and learning a second language as it is the driving force to maintain these processes. It should be considered in the process of second language learning because it has been used to explain the success or failure of a learner and several studies associated motivation as the key to learning (Watt and Richardson, 2015). An essential element of effective classroom instruction is motivation. The absence of academic motivation is also likely to be reflecting in students' negligence in learning. Therefore, the teacher needs to motivate their students to make the teaching learning effective.

My interest in motivational strategies arose from my own teaching experience and my struggles to understand the importance of using motivational strategies while teaching in secondary classrooms. Additionally, I have realized that the use of effective motivational

strategies help to make students easily comprehend the lessons. Hence, it is appealing to explore on the motivational strategies used by secondary EFL teachers. The topic is worth researching as the motivation strategies used by teachers in teaching needs some further investigation in secondary level. Therefore, in my thesis I shall try to explore the motivational strategies used by English teachers at the secondary level.

### **Objectives of the Study**

The objectives of the study were:

- i. To investigate the motivational strategies used by English Teachers at Secondary Level.
- ii. To explore the assistance of motivational strategies during teaching and learning in the English classrooms.

### **Research Questions**

The study addressed the following research questions:

- i. What are the various motivational strategies used by English teachers in their classrooms?
- ii. How do motivational strategies assist the secondary level English teachers during their teaching learning process?

### **Significance of the Study**

The study, 'The Use of Motivational Strategies in English Classroom' is a significant work as it attempts to investigate on the motivational strategies used by EFL Teachers in the classrooms at Secondary Level.

The study can be significant for the teachers as it helps them to develop their positive attitude in the teaching and learning process. Similarly, it will be significant for the researcher as they can review the empirical literature and also can take the reference for the related researches. Furthermore, it will be significant for the students in order to solve the problems that arise during learning process. Likewise, it will be very useful for textbook writers and the related administrative bodies.

### **Delimitations of the Study**

- ) This study was confined to explore the motivational techniques used by EFL teachers in the secondary classes.
- ) The study was based on survey research design.
- ) The population of this study were secondary level English teachers teaching in Katari Municipality, Udayapur.
- ) The study was limited to five public schools.

) The data were collected through interview and classroom observation.

### **Operational Definition of Key Terms**

*EFL classrooms.* The classrooms in the countries where English is not an official language but only is used for some specific purposes.

*EFL teachers.* The teachers who teach English in such countries where it is not considered primarily for the official purposes.

*Public school.* A school that is owned and run by government.

*Secondary schools.* An institution that provides Education till grade 12, however data for the research have been collected from grade 9 and 10 only.

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

## Chapter II

### **Review of Related Literature and Conceptual Framework**

This section represents the literatures on teacher motivation. First, it talks about the theoretical literature on motivation. Second, it focuses on previous studies related to teacher motivation. Then, it presents conceptual framework of this study.

### **Review of Theoretical Literature**

L<sub>2</sub> motivation theory has gone through different stages, starting with the social-psychological period, cognitive situated period, and the process-oriented period (Dörnyei&Ushioda, 2011). During the social psychological period, Gardner's integrative-instrumental motivation dichotomy was prevailing for quite a while. However, during the 1990s, L<sub>2</sub> motivation research witnessed the development of more complex theories based on cognitive situated perspectives that called for a more 'practitioner-validated' concept of L<sub>2</sub> motivation (Crookes & Schmidt, 1991) and focused on analysing motivation in specific classroom settings. Throughout this period, more development took place regarding other theories that focused on the link between L<sub>2</sub> motivation and other factors such as self-efficacy attribution, intrinsic and extrinsic motivation, self-determination, and autonomy (Brown, 2000 &Dörnyei, 2001).

**Motivation.** Simply, motivation is a factor of determining the extent of people's desire to do an activity. More specifically, it can be defined as the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile (Johnson and Johnson, 2003). It means motivation comes from individual's interest, their effort that sets, to achieve their desired goals. In this regard, motivated individuals are more likely to enhance organizational process and perform as compared to those who are not motivated.

The term motivation is used quite broadly in the field of education. Motivation in the EFL classroom is something that is needed to encourage and stimulate the students to develop their learning. In relation to second/foreign language learning. Gardner (2001) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive. Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal. Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it. Dornyei and Otto (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby

initial wishes and desires are selected, prioritized, operationalized and acted out" (p.64). Williams and Burden (1997) explains that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals. Regarding motivation, Gass and Selinker(2007) say, "A social- psychological factor frequently used to account for differential success in learning a second language is motivation." It means motivation is a criterion that makes learners different from each other. Dealing with the notion of motivation Harmer (2001, p.98) defines, "Motivation is some kind of internal drive which pushes someone to do something in order to achieve something. "It is the most important factor for successful teaching and learning. Motivations always focus the learners to do better or to get better result with a very high excitement and very enthusiastically. It also helps them to energize internally and became a more progressive.

To conclude, motivation is a persuasive feeling that provides the motive for the human beings to react and fulfill their needs. It can also be defined as the process to make a start, guides and maintain goal oriented behavior. It leads individuals to take an action to achieve a goal or to fulfill a need or expectation. To make teaching learning effective at first the learners should be well motivated towards learning that triggers them to involve in learning activities. The will power

associates students with academic activities. Besides that, student's level of motivation reflects on their engagement and contribution in learning environment.

**Types of Motivation.** The following section presents different types of motivation and a light description of them and their implications.

*Instrumental and integrative.* Instrumental motivation involves the perception of purely practical value in learning the L2 such as increasing occupational or business opportunities enhancing the prestige and power accessing scientific and technical information or just passing a course in school or campus. On the other hand, integrative motivation means learning the language with the intention of participating in the culture of its people. Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it example for romantic reason or because of an intention to participate or integrate in the L 2 using speech community; in any case emotional or effective factors are dominant.

The concept of integrative and instrumental motivation as stated in Harmer (2015) mentions that "...The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. The

latter is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Instrumental motivation is therefore when “...we are learning because we think it will have an instrumental benefit - we will get a new job or be able to live somewhere new...” (Harmer, 2015, p. 90) the motivation and the work is going to be rewarding for us in the future. Instrumental motivation is what helps us reach our goals. In contrast, integrative motivation, on the other hand focuses more on the language that is learnt through personal growth (Lightbown & Spada, 2015, p. 87). Integrative motivation can also come from a place of cultural enrichment (Lightbown & Spada, 2015, p. 88), where the language learning comes “...through contact with speakers of the other language” (Lightbown & Spada, 2015, p. 87). There has always been a debate about what motivation strategy is most effective. For a long period of time integrative motivation was “...considered to be the stronger predictor of successful learning (Lightbown & Spada, 2015, p. 88). However, instrumental motivation was, in some context, considered to be a better predictor. The instrumental motivational subsystem consists of well-internalized extrinsic motives (identified and integrated regulation) centered around the individual's future career endeavors” (Dörnyei, 1997, p. 279)

***Extrinsic and intrinsic.*** Extrinsic motivation is an external influence that impels people to act or behave in a specific way such as accomplishing a task or job but can also be a personal goal such as losing weight. External influences include rewards, promotions, prizes, etc. Where a teacher might reward a student with a prize for winning a debate, an individual might reward themselves with a new album for sticking to a diet. Whereas, Intrinsic motivation refers to an internal motivation, which is subjective but believed to occur as a result of actions aligning with values or with pleasure for performing a task. This type of motivation, though subjective, can be accessed in a variety of ways such as providing rewards that reflect value such as “employee of the month” or giving out a coffee mug printed with “best salesmen.” The key to understanding internalized motivation is the relation to a person’s values or desires. People tend to place higher value on the boss saying things like “Good job,” then being given a bonus at the end of the year. However, intrinsic motivation is subjective and can be difficult to balance and utilize depending on the workforce and what appeases the staff or individuals.

To fully understand motivation and working towards having a high validity one needs to review the different theories that have been researched in the topic. Alkaabi et al., (2017, p. 195) states that motivation is not a singular entity, but more so a “...collection of

different types...". Two of the most significant distinctions are extrinsic and intrinsic. Extrinsic motivation is argued to be "...rewards and punishments may act as extrinsic motivators and result in positive short-term outcomes, even to the extent of motivating people to develop competencies." (Alkaabi et al., 2017, p. 194). When acting from extrinsic motivation, people are expected to be rewarded for the work, or because they feel like they must do it (Harmer, 2015, p. 90). Intrinsic on the other hand is the more powerful motivation of the two. It has its origin in what people wish to do, and they therefore act from intrinsic motivation (Alkaabi et al., 2017, p. 194). Henry and Lamb (2020, p. 2) explain the intrinsic motivation can "... can show how behaviors pursued for their own sake, and activities that are carried out because they generate inner satisfaction are intrinsically motivational, and therefore foster sustained engagement". Both theories are common in the school setting today. Researchers argue that even if many students are driven by extrinsic motivation, to get rewarded for the work they have done, this method is the most short-lived one and that it creates a short-term memory of learning. However, they also discuss that intrinsic motivation is the most effective, and long-lived motivation, and therefore the most rewarding to be driven by. Dörnyei (1997, p. 274) would simply explain it like this; "Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With

intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity)".

The four motivational strategies instrumental, integrative, extrinsic and intrinsic that are mentioned and explained above will be the outline of this study. The study will be based on these four strategies and what has been written about them previously, in association with motivational strategies by other authors.

**Components of motivation.** A variety of relevant motivation types and its components described in accordance with the earlier claim that L2 motivation is an eclectic multifaceted construct. In order to target, language has the various components, it is necessary to introduce different level of motivation. Some motivational components are:

***Course specific motivational components.*** These components are concerning the syllabus, the teaching material, teaching method and learning task. These components were mainly based on Kellers'(1987) motivational system, which is particularly relevant to classroom learning.

Likewise, Crookes and Schmidt (1991) postulate four major motivational factors to describe L2 classroom motivation.

*Interest.* The first category, interest is related to intrinsic motivation and centered on the individuals' inherent curiosity and desire to know more about them and their environment.

*Relevance.* It refers to the extent to which the students feel that, the instruction was connected to important personal needs, values or goals. At macro level, this component coincides with instrumentality: at level of the learning situation. It refers to the extent to which the classroom instruction and course content are seen helpful to achieving the goal that is mastering the L2.

*Expectancy.* It refers to the perceived chances of success and is related to the learners' self-confidence and self-efficacy at a general level.

*Satisfaction.* It concerns the outcomes of an activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride.

***Teacher specific motivation.*** Concerning the teachers' personality, teaching style, feedback, and relationship with the students are the most important teacher related motives that have been identified in educational psychology as affiliative drive which refers to students need to do well in school in order to please the teacher (or other super ordinate figure like parents) whom they like and appreciate

(Harris, 2010). The motivational aspect of the teacher is their role in direct and systematic socialization of students' motivation that is whether they actively develop and stimulate learners' motivation (Wallen, 2006).

According to Kher and Brophy (1994), there are three main channels for the socialization process

*Modeling.* The process through which conduct is learned is regarded as modeling (Brophy, 2004). When a person observes the behavior of another and then imitates that behavior, he or she is modeling the behavior. This is also known as observational learning or social learning.

*Task presentation.* Proficient teachers call students attention to the purpose of the activity they are going to do, its potential interest and practical values, and even the strategies that may be useful in achieving the task, thus raising students' interest and met cognitive awareness (Brophy, 2004).

*Feedback.* This process carries a clear message about the teachers' priorities and reflects in the students' motivation Kher and Brophy (1994). There are two types of feedback informal and formal. Informal feedback occurs in classroom to build a rapport with students

and formal feedback is planned and systemically scheduled in to the process (Brophy, 2004).

***Group specific motivational components.*** Classroom learning takes place within groups as organizational; these units are powerful social entities with a "life of their own", so that group dynamics influences student affects and cognitions. In addition, group goals and the groups' commitment do not necessarily match with those of the individual but may reinforce or reduce them with respect to L2motivation. Morvin (1981) defines, four aspects of group dynamics, which are particularly relevant;

***Goal oriented.*** Groups are generally formed for a purpose, but the "official goal" may not be the only group at all. For example, the goal of group of students may be to have fun rather than to learn (Brown, 2000). To extent to which the group is attuned to pursuing, its goal (in our case l2 learning) is referred to as a goal-orientation.

***Norm and reward system.*** It is one of the most silent classroom factors that can affect students' motivation. It concerns extrinsic motives that specify appropriate behaviors required for efficient learning (Brophy, 2004).

***Group cohesion.*** It is the strength relationship linking the members to one another and to the group itself. In a cohesive group,

members want to contribute to group success and the group's goal oriented norms have strong influence over the individual (Crookes and Schmidt, 1991).

*Classroom goal structures.* In competitive structure, students work against each other's and only the best ones rewarded. In a competitive situation, students work in small groups where each member shares responsibility for the outcome and equally rewarded (Dörnyei, 2001). In individualistic structures, students work alone, and one's probability of achieving a goal or reward neither diminished nor enhance by some capable others.

**Importance of motivation.** Motivation has a significant contribution to academic performance and achievement in learning a second language. It is an internal impulse that brings us to complete an action (Brown, 2000). Without motivation, there is no action. To take action at first the person may motivate from internally. Learning cannot take place properly without motivation. Motivation is a source to move the person to the task. It is also a willingness to do something and continued by the actions ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action, which they expect to achieve those goals.

Motivation is very important because it encourage us to look actively for resources and to guarantee our success. Motives keeps us

motivated to do activities learn. It is the impulse that brings us to carry out, achieves what we purpose, and plays a large role in learning. It helps to improves persistence and effort of student. Motivation helps to improves initiatives, the cognitive processing skills and improves the overall performance of the learners (Dörnyei, 2001).

According to Dörnyei (2001), roles of teacher in teaching English motivational classroom can be explained in following ways:

*Creating students' interest in L2 learning.* The teachers should show the students that they value L2 learning as a meaningful experience that produce satisfaction and enriches your life. Sharing the teachers' personal interest in L2 and L2 learning with the students and taking the students learning process and achievement can be an effective tool.

*Use motivating feedback.* By making the feedback informational rather than controlling; giving positive competence, feedback, pointing out the value of the accomplishment; and not overreaching to errors.

*Increase the groups- goal oriented.* By initiating discussion with students about the group goals and asking them from time to tie to evaluate the extent to which they are approaching their goals.

*Value the students' effort.* It is important to value the students' effort than the final product. Teacher should concentrate on students learning process, encourage, and reward them for working hard.

*Keep the children involved.* If the children feel useful and involved themselves for learning, they will feel responsible and more motivated.

*Changing up.* Students get bored, if they are not adequately stimulated in classroom, so teacher should use different technology and stimulation games.

*Do not talk down.* Teacher always tries to avoid some negative things and instead talk to about their strength.

*Help to manage anxiety.* Many children have a hard time staying motivated because they are anxious and worried that they will fail or perform poorly. Be calm and make sure them to know that failure is not necessarily a bad thing. Making mistakes helps you to learn better and think of new ways to solve a problem.

To conclude, motivation is one of the determinants for a meaningful and successful learning. It helps to arouse the interest of the students. The students who are highly motivated may learn better and faster. Thus, the importance is inevitable for teaching learning activities.

**Motivational technique/strategies.** Motivational teaching strategies have significant contribution to academic performance and achievement in learning a second language. Motivation has a several effect on students' learning and behavior. It directs the behavior towards particular goals. Dorneyei(2001) states, "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects." The motivational strategies are the techniques and style that help to keep the students active and draw their attention to achieve the learning goals. They are employed by teachers in their teaching process in order to facilitate students' motivation to learn second language and achieve their goals.

The motivational strategies in teaching a second language are usually "grounded in sound theoretical consideration" (Guilloteaux and Dorneyei,2008, p.56). Implementation of motivation strategies is very personal and depends on the teacher's personality and professional expertise. It involves a wide variety of learning experience for the students. Since motivation seems to play an important role in teaching. It is important for teachers to become familiar with various aspect of motivation. Teaching strategies are steps or techniques employed by teachers in their teaching practice to facilitate students' motivation in learning a second language.

Brown (2000, p. 79) has offered various techniques in relation to extrinsic motivation. He writes that school's curriculum, parental expectation, society's expectation/conformity, tests and exams, immediate gratification, make money, material and reward, competition, and fear of failure play the greater role for the learning achievement. The techniques suggested by him for the better learning output are suggested below.

*Co-operative learning activities.* Learner should be provided with co-operative learning environment, if they co-operate with each other during learning process, there have chance to share their ideas frequently and it helps for mutual understanding (Guilloteaux and Dorneyei,2008, p.56).

*Group work:* In learning process, two heads are better than a single head. If we divide the students in different groups, they get a chance to interact with each other (Brown, 2000). By creating a group and engage, them in discussion can develop their communicative skills and helps to achieve their goals.

*Letting students set long-term goals.* When the teacher directs and motivates the students to theactivities for setting their goals and improve strategies, it appeals to the deeper causes of motivation. They get needs and drive at self-control at a balanced realistic

perception of self and even at the simple joy of learning for its own sake (Doroneyi, 2001).

*Allowing sufficient time for learning.* In learning process, the learner should get sufficient time. If the students themselves engage for their task for a long time, the learning becomes effective and sustainable (Crookes and Schmidt, 1991).

*Viewing the class as team.* The teacher should always have a thought that the class is as a team where different learners are there for learning. In order to have a successful learning environment, the teacher is regarded as a team guider (Crookes and Schmidt 1991).

*Content-centered teaching.* The teacher should try to provide content knowledge at first. If s/he goes beyond the text, the learner may confuse and they are unable to gain even the knowledge of content (Doroneyi,2001).

*English for a specific (vocational/professional) purpose.* English is not only for single purpose but it has multiple purposes, like business, academic, professional, purpose etc. (Thomas, 2008). As the area of English is so specific, it becomes most necessary language in the world.

*Allowing risk-taking behavior.* It is important to getting learner to take calculated risk in attempting to use language, both productively

and receptively. If learners recognize their own ego fragility and develop the firm belief that they can indeed do it, then they are ready to take that necessary risk Richard and Rodgers (2005). They are ready to try out their newly acquired language, to use it for meaningful purpose, to ask question and to assert them.

*Rewarding innovation and creating.* In learning process, reward plays a vital role. Rewarding the learners' means, to motivate them to do better in their related field very energetically (Brown, 2000). It encourages and motivates them. Rewarding means giving respect to their hardworking, their creation and encouraging them to be more energetic and best.

*Creating students interest in L2 learning.* The teachers should show the students that they value L2 learning as a meaningful experience that produces satisfaction and enriches the student's life. Sharing the teachers' personal interest in L1 and L2 learning with the students and taking the students in learning process and achievement can be an effective tool (Harmer, 2015).

Similarly, Dornyei (1997, p.280) presents the framework of motivational teaching practice in the L2 classroom. The framework has included following notions:

*Socio-cultural component in L2 syllabus.* This component shares positive L2-related experiences in class, showing films or TV recording, playing relevant music, and inviting interesting native speaking guest.

*Learners' cross-cultural awareness systematically.* By focusing on cross-cultural, a similarities and differences, using analogies to make the strange familiar and using "culture teaching" ideas and activities.

*Students' contact with L2 speaker.* Here, to promote learners L2 speaking, providing or arranging the learners meeting with L2 speakers. If possible organizing school trips or exchange programs to L2 community or finding friend on social media. Develop learners' instrumental motivation

*Learners instrumental motivation.* By discussing the role, L2 plays in the world and its potential usefulness both for themselves and their community.

*Students' self-confidence.* By trusting them and projecting the belief that students will achieve their goal regularly by providing praise, encouragement, and reinforcement making sure that students regularly experience success and saves achievement to help remove the uncertainties about their competence and self-efficacy by giving relevant positive examples.

*Students self- efficacy with regard to achieving learning goals.*

Teaching learning students and communication strategies, as well as strategies form information processing, problem-solving helps them to develop realistic expectations of what can be achieved in a given period, and telling them about your own difficulties in L2 learning.

*Favorable self-perception of competence in L2.* Highlighting what students can do in the L2 rather than what cannot do, encouraging the view that mistakes are a part of learning, pointing out that there is move to communication that not making mistakes or always finding the right word, and talking openly about your own weakness in L2.

*Students' anxiety:* Supportive and accepting learning environment in the L2 classroom, that avoids hypercritical or punitive treatment and playing special anxiety reducing activities and techniques.

*Motivation-enhancing attribution.* Help students to recognize links between effort and outcomes that attribute past failure to controllable factors such as insufficient effort, confusion about what to do, or the use of inappropriate strategies, rather than to lack of ability, as this may lead to learned helplessness

*Syllabus of the course.* Make the syllabus of the course relevant by basing on its needs, analysis and involving the students in the actual planning of the course programme.

*Attractiveness of the course content.* Using authentic materials that are within students' grasp, unusual and exotic supplementary materials, recording and visual aids.

*Students' choice for teaching material.* The course both textbooks and supplementary materials pointing out their strong and weak points in terms of utility, attractiveness and interest.

*Curiosity and attention.* Introducing unexpected, novel, unfamiliar and even paradoxical events; not allowing lessons to settle into regular a routine, periodically breaking the static character of the classes by changing the interaction pattern and the seating in formation and by making students get up and move from time to time.

*Student interest and involvement in task.* Designing or selecting varied and challenging activities; adapting tasks with student's interests; making sure that something about each activity is new or different; including game features, such as puzzles, problem solving, avoiding traps, overcoming obstacles, elements of suspense, hidden information and so forth.

*Difficulty of task with students' abilities.* Task should be match with the students' ability and level so that the students can expect to succeed if they put reasonable effort.

*Students' expectancy of task fulfillment.* Familiarizing students with the task, sufficiently preparing them for coping with the task content, giving them detailed guidance about the procedures and strategies that the task requires, making the criteria for success clear and "transparent" and offering students ongoing assistance.

*Students' satisfaction.* By allowing students to create product that they can perform or display, encouraging them to be proud of themselves after accomplishing a task, taking collection from time to time of their general progress, making a wall chart of what the group has learned and celebrating success.

*Learner autonomy.* By allowing real choices about alternative ways to goal attainment; minimizing external pressure and control threats and punishments; sharing responsibility with students for organizing their time, effort and the learning process; inviting them to design and prepare activities themselves and promoting peer- teaching, project work.

*Internalization of classroom norms.* Internalizing classroom norms help student to be well motivated. A teacher can internalize by

establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students, agreement and even involving students in formulating norms.

**Factors influencing student's motivation.** Different factors influence the students' motivation level including: Environmental factors e.g. cleanliness, climate, and surrounding conditions, Mood, Level of interest, Teachers' behavior and Environment of classroom etc. Sources for students' motivation can be different i.e. internal or external. These sources play a very important role in affecting, either by increasing or by decreasing, the students' learning motivation. Thomas (2008) asserted that teachers (being an external factor) have a greater impact on students' motivation. In other word we can say that instructor, his behavior and teaching style are the main sources which affect the motivational quality of students positively as well as negatively.

Han and Yin (2016) state, " there are many ways that can be used to increase motivation e.g. learning of students, self-confidence and the other norms of their schooling." There are many techniques that teachers can adopt to motivate students towards learning like Maximize your concern on the student's current needs, Allow or ask students to contribute in the discussion actively, engage them in different learning activities, Engage students in discussion and analysis

of factors that make the learning environment more or less motivated for them (Nunan, 1998). He further asserted that teachers' teaching behavior is the greatest cause of change in students' learning motivation level. To enhance the motivation level of students, teachers should follow the given practices: Teacher should not over expect or anticipate unrealistic goals from students; rather they should help their students in setting reachable goals, teach passionately as well as try not to create an extreme level competition between the students in classroom. Following all this will cause an increase in students' self-motivation. A big step towards increasing students' motivation followed by teachers is to put more autonomy and more emphasis on the students' work and their experiences.

Richard and Rodgers (2005) also asserted on different techniques that teachers can adopt to drive their students towards a particular path, they said that teachers should suggest students to follow concept of effort rather than luck (so as to make them to be intrinsically motivated) and build a sense of group work among them rather than competitive ethos. They also demonstrated that teachers should establish such an environment in which students can learn more things i.e. there should be an environment of affection, coordination, participation as well as respect. Encouraging group work efforts involves students to participate, share their experiences, make

sure that course material relates to students' life and tell the ways that help in applying the related learning approach in real state of affairs. If you motivate students then reward those students who attain success, boost the learners while giving lecture and do not discourage them, emphasis should not be on grades but on learning and participation.

**Some activities and ideas for motivating students.** Harris (2010) proposed different ideas that motivate students: elaborative learning, Reward, Care are students counseling, make students participate, teach inductively, satisfy students' need, make learning visual, use positive emotions to enhance learning and motivation. Fraenkel and Wallen (2006) linked teachers' support to other educational commitments including the involvement in behaviors, emotions and cognition. Whereas Larsen (2008) discussed that incremental impact of enhanced student teacher, relationship ultimately builds motivation as cited by Larsen (2008). Another point emphasized by Doff (2004) is that the teachers who only try to teach but do not inspire their students with a desire to learn get nothing. For this, it is must for the teachers to be self-motivated for the subject so that they can cause an increase in student's learning motivation. In conclusion, the researches show that the universally accepted factor of motivation represents the students' inner force compelling to involve in their own

education. On the other hand, the analysis of different factors of motivation revealed that the teachers play a very vital role and have a greater impact on the students' academic career, which in turn affects their professional career.

### **Review of Related Empirical Literature**

While reviewing the related literature, I found different national and international researches, which have been carried out in connection with motivational techniques. The available literatures are summarized as follows:

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

Bhattarai (2009) conducted a research on "Teachers Practice of Motivation in Teaching English". The primary purposes of this study was to find out the ways of creating motivation in the English language classroom and to identify the inherent difficulty in creating better motivation in teaching English. She selected eight schools of Rupandehi district purposively and observed the two classes of each of the sixteen English teachers in grade ten. She concluded that every teacher must know the significance of motivation and his/her role in its creation. Teacher can use illustrations from local teaching materials and keep good rapport with the students. Finally, she suggested that equal chance of participation in the class to the individual students is useful. Similarly, the management of the classroom also play vital role in learning.

Nyakundi (2012) carried out a research on "Factors Affecting teacher motivation in public secondary schools in Thika West District, Kiambu Country." The main objective of this study was to find out the influence of job on teacher motivation in public secondary schools in Thika west district. This study was based on descriptive survey design. The total population for the study was all the principals and teachers of sixteen public secondary schools in Thika west district. The sample of the study was 14 principals and 112 teachers of the target schools. Purposive sampling technique used to sample teachers.

Questionnaire and interview schedules use as instruments for data collections. It was found that the influence of job satisfaction, effect of reward system, professional training and development, work situational factors affect the teacher motivation in public secondary schools in Thika west district.

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

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

teaching in +2 and colleges were taken as the sample of the study. The sample were selected by nonrandom purposive sampling procedure. She used questionnaire. As her data collection tool in the study. The findings of this study showed that majority of the respondents were highly motivated by intrinsic reason as: interest in teaching sector, love towards the English language and because of their academic qualification.

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

Khanal (2016) carried out a research entitled "Motivational techniques used by basic level English language teacher". Main objective of this research was to find out the motivational techniques used by basic level English teacher. He used survey research design

to conduct this research. The data were collected through questionnaire and checklist. The population of the study was selected through purposive non- random sampling, School of Kathmandu valley. As the tool for data collection, he used a questionnaire including closed and open-ended questions. The major finding of the study was the teachers followed the student centered techniques and involved them in different activities to encourage the students and in order to make the teaching learning more effective.

Kalmari(2017) carried out a research on " Motivational strategies used by English teachers: Students' opinions " in the EFL context in Finland. The main objective of the study was to explore students' opinions on Dörnyei's (2001,p. 137-144) motivational strategies that the English teacher could use to motivate them. The study was conducted on Finnish upper secondary school. The researcher followed the mix - method research design and collected data from sixty-one students of secondary level. Questionnaire was used as the data collection tool in the study. The finding of the study showed that the students' favourite motivational strategies included the teacher giving them regular experiences of success (Strategy 23) and the teacher giving grades in a motivational manner (Strategy 35) and the students' least favourite motivational strategies were the teacher making them sign contracts about their learning goals (Strategy 22), the teacher talking to their

parents about their studies (Strategy 4) and the teacher making them do group work (Strategy 28).

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

Chalaune(2021) conducted a research on "Motivational Techniques Used in Teaching English at Basic Level" that aimed to find out the different motivational techniques used in basic level and to explore the teachers' perception on the role of motivation to basic level language learners. For this study, three English language teachers were selected from Kathmandu district and five classes of each teacher (i.e. 15 classes) were observed. The sample of this study was selected through purposive non-random sampling procedure. Interview and classroom observation were used as the main tools for data collection. The collected data from field were analyzed

qualitatively. The major finding of this study included that basic level teachers used different motivational strategies like group work/ pair work, praising, use of teaching materials, rewarding to motivate their students in learning, involving them collaborative, communicative skills as well in creative and productive task. In the same way, basic level teachers faced some challenges like over crowded classroom with different ability students, lack of sufficient time, ignorance of guardians to their children learning activities, lack of teaching resources while teaching English subject in community school. All the teachers are in the favor of effective, appropriate, applicable and practical motivational techniques were use in the classroom to improve the students' academic performance and achievement.

All of the above-mentioned studies were somehow related to motivational techniques. However, not closely and directly related to motivation techniques used in English language teaching classes at secondary level. Therefore, my study will be different from them. Since its study area and sample size are too different, it is also different from other studies.

### **Implication of the Review for the Study**

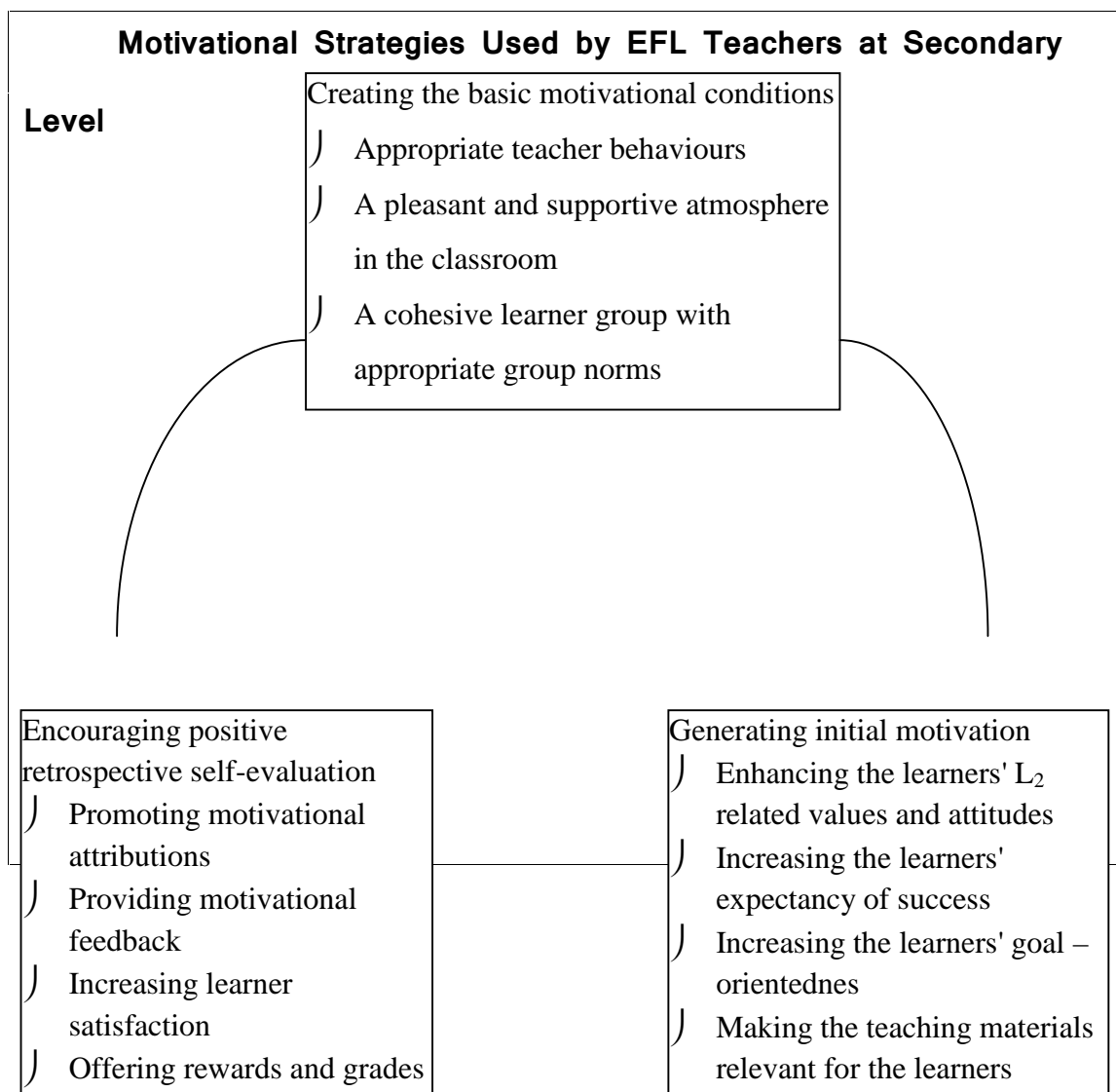
Literature review is one of the essential tasks to conduct any research. It provides guidance in the various stages of the study. Through the empirical and theoretical review, I got information about

the various procedures needed to conduct my research study. I gained valuable information on research methodology, sampling strategies, use of tools, data analysis and interpretation procedures and to contextualize the findings from these works.

Keeping the importance of review of related literature in my mind I observed Morvin (1981), Kher (1986), Crookes (1991), Brown (2000), Dornyei (1997) Dornyei (2001), Singleton and Straits (2005), Harmar (2008), Kongnyuy (2015) and so on. These observations took in depth of the theoretical as well as practical aspects of conducting research. In the same way, I reviewed some empirical literatures with the objective of citing for the empirical literatures. The researches Gyanwali(2007), Singh (2008), Bhattarai (2009) , Nyakundi (2012), Neupane (2013) ,Bhandari (2014), Mahara (2015), Karanjeet (2020) assisted me to obtain information on motivation and different aspects of motivation. Similarly, they also helped me to formulate objectives, make research questions, design research tools and decide for data collection and interpretation procedures.

### **Conceptual Framework**

Conceptual framework is representation of the understanding of the theories by researchers and his conceptualization of the relationship between different variables. The conceptual framework of this study will be as follows:



## Motivational Strategies

### Maintaining and protecting motivation

- ) Making learning stimulating and enjoyable
- ) Presenting tasks in a motivating way
- ) Setting specific learner goals
- ) Protecting the learners' self-esteem and increasing their self-confidence
- ) Allowing learners to maintain a positive social image
- ) Creating learner autonomy
- ) Promoting self-motivating strategies
- ) Promoting cooperation among the learners

Based on the strategies suggested by Brown (2000) and Dornyei (2001)

## **Chapter III**

### **Methods and Procedures of the Study**

Methodology refers to overall plan for conducting a research work. In this chapter the researcher has discussed about the design of this research study, population and sampling strategies, data collection tools, data collection and analysis procedures and ethical considerations.

#### **Design and Method of the Study**

I adopted survey research design under mixed method approach to complete my study. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Craeswell (2012, p. 376) writes, "Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations." It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (1998, p. 140) says:

The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is most commonly used descriptive method in educational research, which is from large scale investigations to small scale attitudes.

From the above mentioned definitions, it can be said that data is collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group. In other words, surveys are used mostly in scale researches where a huge population is required to be include in research.

Survey research is a popular and widely used design in the field of education. Similarly, Bryman (1989 as cited in Sapkota, 2012, p. 138) writes, "Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association." From the above discussion, we can conclude that survey is the important research design in the field of educational research. I have strongly maintained

the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives

Step 2: Identification of the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identifying survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

I implemented the survey research design with qualitative approach as it is better suited to answer my research question. The survey assisted me to identify specific respondents and appropriate location from where I can collect the data. In conclusion, my study is based on survey design because it includes the samples from a large population group and the finding of the result can be generalized to the entire population.

### **Population, Sample and Sampling Strategy**

The population of the study were EFL teachers teaching at secondary public schools in Katari Municipality in Udayapur district. As a sample of the study, I interviewed 5 English teachers and observed

three classes. I implemented purposive sampling strategy to select the sample of the study.

### **Research Tools**

Interview and classroom observation were used as the data collection tools and diary writing was also used as the supportive tool when necessary.

### **Sources of Data**

I used both primary and secondary sources of data to fulfill the objectives of the study.

**Primary sources of data.** As a primary source, I interviewed 5 teachers and also observed three classes of each teacher.

**Secondary sources of data.** Different journals, books and researches were used as the secondary sources of data in the study.

### **Data Collection Procedures**

Firstly, I visited the specified high schools of the Municipality with the official letter from the department and asked for the permission with the principal. Secondly, I built rapport with the respondents and clarified the objectives of the study. Then, I interviewed five teachers i.e. one from each schools. After that, I

observed three classes of each teacher with their consent. The information that was obtained from the teachers while interviewing was recorded and noted down in the diary whereas the observation results were filled and ticked in the observation sheet.

### **Data Analysis Procedures**

The acquired data is analyzed and interpreted by using the qualitative approach.

### **Ethical Considerations**

In the research period, I was highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. Most importantly, I have strictly avoided plagiarism while processing the data.

## **Chapter IV**

### **Analysis and Interpretation of Data**

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives. This section is concerned with the presentation, analysis and interpretation of the collected data. The collected data have been interpreted under two themes as: holistic analysis and individual case description.

### Holistic Analysis of the data

I observed three classes of each teacher in order to investigate on the motivational strategies used by them in the classroom and also to explore the assistance of those strategies during teaching and learning activities. The table below shows the holistic data obtained from the respondents. A qualitative technique has been used to convey the information gathered from the respondents.

Teacher	Date	Lesson	Motivational strategies
A	2 <sup>nd</sup> May, 2023	<i>Poon Hill Yoga Trek in Nepal</i>	Creating a friendly classroom atmosphere by showing pictures of page 1 and telling them to describe.
A	7 <sup>th</sup> May,2023	Recipe Writing	Varying the activities students take part in in the classroom by talking them about disco.
A	9 <sup>th</sup> May,2023	Dance	Providing clear explanations regarding the content, bringing humour into the classroom
B	25 <sup>th</sup> April,2023	Thomas and Jerry	Assessing students' knowledge through role-plays.
B	3 <sup>rd</sup> May, 2023	Dance	Developing friendly relationship with the students.
B	8 <sup>th</sup> May, 2023	Making Requests and offer	Introducing the topics through short videos on projector. Providing positive feedback for learning efforts.
C	26 <sup>th</sup> April,2023	Poon Hill Yoga Trekin Nepal	Introducing the topics through images and short videos.
C	4 <sup>th</sup> May,2023	Thomas and Jerry	Praising the students, rewarding the students.
C	12 <sup>th</sup> May,2023	Making Requests and offer	Giving students choices in deciding the activities and their roles.
D	26 <sup>th</sup> April,2023	Open Letter to UN Secretary- General Antonio Guterres	Creating a threat-free environment by allowing them to interact and cracking a joke
D	10 <sup>th</sup> May,2023	Battle of the Oranges	Greeting the students with a smile

			and telling the teacher was glad to see them, Using ICT tools, Providing feedbacks to the students
D	16 <sup>th</sup> May,2023.	Reported Speech	Involving students in group and pair work activities
E	28 <sup>th</sup> April,2023	Recipe Writing	Giving students responsibility, showing a personal interest in students' work
E	12 <sup>th</sup> May,2023	Battle of the Oranges	Encouraging, self-reflection
E	15 <sup>th</sup> May,2023	Reported Speech	Rewarding students in different ways such as; inspiring, praising and so on.

During my observation period I found motivation played a crucial role in helping students concentrate on their goals, cultivate an interest in learning, direct their attention toward learning, encourage increased engagement in learning, assist students in setting goals, and give them the strength to overcome obstacles. The use of reward and punishment, creating a pleasant classroom environment, using pictures, gestures, and actions, building strong relationships with the students, encouraging students to continue learning and to participate in pair work and group work activities were the most frequently used motivational strategies by the teachers during their classroom teaching.

**Case I: Teacher 'A'.** I observed three classes of Teacher A on May 2,2023 May 7,2023 and May 9,2023 respectively. On May 2,2023 he taught a reading text, *Poon Hill Yoga Trek in Nepal* of Unit I: Reading I, on pg. 2 of grade 9 English textbook. The teacher started teaching the text by defining the word Trek and discussing about the

culture and possibilities of trekking in Nepal. During the time of discussion, he questioned some students randomly whether they had watched any video or documentary related to trekking and also asked some students if they had taken part in the trek. Then, he made some other students explain about the following picture of page 1 getting started based on two questions mentioned below the pictures.

**Look at the pictures and talk about them.**



- a. What are these pictures of?
- b. Which place do these pictures indicate? And, what are the significances of the places?

He did not use any specific instructional materials but made the proper use of the textbook. As a first activity he asked the students to describe the pictures. Following it, he assigned some students reading aloud as a second activity. After each student

completed their reading turn, he explained the meaning of difficult words and also explained the text. Finally, after reading session was over he started question- answer session by encouraging the participation of the students. He created a very friendly environment and encouraged the students for the participations such as; talking about the trek experiences, describing the pictures, making the sentences of difficult words and discussion on question's answers.

On 7<sup>th</sup> May, 2023 he taught *Recipe Writing* of Unit II/ Writing II on pg. 25 of grade 9 English textbook. The teacher wrote the topic on the board after he entered in the classroom. Then he asked the students to raise the hand if they could prepare any food item. All the students raised their hands. He asked second question what they could prepare. The common item everyone could prepare was tea. Following it, he asked the third question. It was to raise the hand if they could prepare any food item except tea. In response to the question only 25 % of the hands were raised. After that he wrote the name of four food items as; MO:MO, Chow Mein, Rice Pudding and Samosa on the white board and then asked to raise the hand on their favorite food item out of four. Then, he formed four groups based on their favorite food and instructed to prepare the recipe of each food item. He applied group work and the students were taken part in

varied activities based on their interest. As a result, the students were found comfortable to learn in a team.

On 9<sup>th</sup> May, 2023 the teacher taught the reading text; *Dance of Reading II, Unit III/ Grade 9: on pg. 34*. First, he wrote the topic on white board and shared his first time experience of the dance at a disco. Second, he asked some of the students to share their first time dance experience. Then, he reminded the students about the recent picnic taken from the school and reminded who danced how. After that he wrote some questions on white board and instructed the students to read quickly and find out answer from the text. When the students were busy in finding the answers, he was roaming around the class and facilitating. After assigned time for reading was over, the teacher summarized the text and provided clear explanations regarding the content. The teacher taught with humour and students were found very happy and excited to listen the first time dance experiences which were shared in the classroom.

After I observed the classes of Teacher 'A', I interviewed him on 9<sup>th</sup> May, 2023. During the interview the teacher said motivation helps students to focus their attention on their goal. He added, when students are motivated, they will not have distractions towards their learning. The teacher thinks the applause, reward and surprising gifts help students to strive for better score. The teacher frequently used

motivational strategies such as; application of reward and punishment, creating a pleasant atmosphere in the classroom, using pictures, gestures, actions to make concepts clear, encouraging students to interact, cooperate and share their personal information and thoughts and relating the subject matter to the everyday experiences and background of the students. While the least used motivational strategies were; allowing students to choose classroom activities, listening to students when they have problems, introducing new topics through games, songs, quizzes and videos etc., sharing as much responsibility to organize the teaching-learning process with the students as possible. The teacher believes that home schooling and cultural practices of the students sometimes create the challenges while motivating the students as there is gap between the thoughts of teacher and the students.

**Case II: Teacher 'B'.** I observed three classes of Teacher B on 25<sup>th</sup> April, 3<sup>rd</sup> May and 8<sup>th</sup> May, 2023 respectively. The first class was observed on Apr 9. On this day, he taught a story '*Thomas and Jerry*' of Unit III/ Reading I, pg. 27 from Grade 9: The teacher stated the lesson discussing about the previous lesson. After discussing on the previous lesson, he instructed all the students read the story silently. Then he asked some questions to the students in order to confirm whether the they have understood or not. After that, he made the

students understand the story by summarizing. Following it, he assigned two of the students the role of father and son and assisted for role play. After the students played their role, he again made some other students to play the role. During his class he assessed the students' comprehension through role-plays. The teacher made the learning more realistic and relevant and students were excited to watch short drama and participated in the question-answer session voluntarily.

His second class was observed on 3<sup>rd</sup> May, 2023. On this day he taught another reading text '*Dance*', pg. 34 of Grade 9: Unit III/ Reading II. He started his class explaining about the types of dance according to places such as; at a dance bar, at a dohorighar, in concert and during the outings and picnics. Then he shared a story of ancestors, how male and female used to take part in a dance competition and later on used to get married. After that he wrote some questions on the board and told the students to find out the answers by scanning the text. The teacher developed a very friendly relationship with the students. The students were participating in the activities happily as the teacher was able to bring positive and supportive environment in learning.

The third class was observed on 8<sup>th</sup> May, 2023. On this day the teacher taught a grammar lesson *Making Requests and offer* of Grade

9: Unit III/ Grammar II, pg. 37. He started his lesson by displaying a video <https://youtu.be/HmRfMmYzju4as> as a warm up activity.



Then, he wrote five sentences of making requests and five making offers. He explained the use of those sentences and context. After that he assigned pair work activity for the students. The classroom interactive; little bit noisy too, however the students were happy to learn in pairs. They made the sentences in a correct structure and also were able to communicate in pair.

After observing his three classes on the third day of his observation on 8<sup>th</sup> May, 2023 I had an interview with him. The teacher said motivation has a greater role as when the students are motivated they develop their interest in learning. Regarding the role of reward and punishment, he thinks it is necessary as he himself had experienced because of the rewards and punishment; the students have been more enthusiastic in learning. The most common

motivational strategies used by him during his classroom teaching were; creating a relaxed atmosphere in the classroom, using pictures, gestures, videos, actions to make concepts and content clear, developing a good relationship with the learners, making the language classes interesting, encouraging students for further learning, encouraging for the participation on pair work and group work activity, whereas, the least frequently used motivational strategies by the teacher during classroom teaching were; promoting learner autonomy, allowing students to choose classroom activities and sharing as much responsibility to organize the teaching-learning process with the students as possible. The teacher also said that while motivating his students in the classroom he faced challenges as he wanted to employ a variety of teaching strategies and methods that he assumed to be motivational while teaching in the class, but I found obstacles to implement the ideas. Actually his problem was a particular strategy could not fit the nature of the course or the students' expectation.

**Case III: Teacher C.** I observed three classes of Teacher 'C' on 26<sup>th</sup> April, 2023 4<sup>th</sup> May, 2023 and 13<sup>th</sup> May, 2023 respectively. During his first class on 26<sup>th</sup> April, 2023 he taught a reading text Poon Hill Yoga Trek in Nepal, pg. 2 of Grade 9: Unit I/ Reading I. During the lesson, he used motivational strategy as introducing the topics through images and short videos. The strategies were used aiming to enhance

the students' learning and to develop their critical thinking skills. The teacher used intensive reading and discussion as the methodologies to teach. The teacher started his lesson through a picture from the text book and a Youtube video <https://youtu.be/FnwEdPHr4Sg> as shown below.

### Reading I

Look at the picture and answer the questions.

- What is the man in the picture doing?
- Have you heard about Yoga holiday?
- Are you planning to go on a holiday this summer?



POOM HILL YOGA TREK IN NEPAL



Himalayan Yoga Trekking with Goro Birko

The teacher critically examined the understanding level of the students while assessing reading skills. Above all, the students were excited to learn as they saw a photo and video related to the content.

On his second class on 4<sup>th</sup> May, 2023 he taught *Thomas and Jerry*, Reading I / Unit III, pg. 27, of Grade 9. During the lesson, he used motivational strategies as praising and rewarding the students. He used Reading aloud methodology. He made some of the students read aloud in the turn. The objective of making the students read aloud was to encourage the students for better reading skills. The student who could read well were rewarded by the teacher while the students who could not read well also were also expected to be

motivated as they would see their friends getting reward, however, the students who could not read well were found to be felt ashamed and discouraged.

The teacher on his third class on 12<sup>th</sup> May, 2023 taught a grammar lesson *Making Requests and offer* of Grade 9: Unit III/ Grammar II, pg. 37. He started his lesson deductively. Firstly, he described why and how to make requests and offers and then he shared some sample conversation writing on the white board. He made his students copy the examples and instructed the students to make their pairs and practice speaking the conversation. Though, he was teaching grammar, he linked grammar with speaking skills. During the lesson, he used motivational strategy giving students choices in deciding the activities and their roles. The objective of using his strategy was to give the students more opportunities for improving speaking skills. During my observation, I found bright students had control over the class while below average students did not take part in the activities.

After observing his three classes on the third day of his observation on 13<sup>th</sup> May, 2023, I had an interview with Teacher 'C'. In the interview, he told that the students increase engagement in learning when they are motivated in learning. He was most frequently practicing the scheme of reward and punishment in his teaching and

learning process. He said he was doing so because he had experienced that when the teacher does not provide rewards and punishments anymore, students do not put any interest on studies. The most common motivational strategies used by him during his classroom teaching were; application of reward and punishment, developing a good relationship with the learners, increasing the learner's self-confidence and encouraging the students to interact, cooperate and share their personal information and thoughts. When he was asked about the least frequently used motivational strategies during classroom teaching, he shared the strategies such as; Promoting learner autonomy, letting students suggest the class rules, introducing new topics through games, songs, quizzes and videos etc. and sharing as much responsibility to organize the teaching-learning process with the students as possible. When he was asked the question about the challenge he had experienced while motivating the students in the classroom, he answered, '*It is not possible to motivate all students in each class as each student is different to other in numerous ways.*'

**Case IV: Teacher D.** I observed the classes of Teacher 4 on 26<sup>th</sup> April, 2023 10<sup>th</sup> May, 2023 and 16<sup>th</sup> May, 2023. In the first class of his on 26<sup>th</sup> May, 2023 he taught a reading text; *Open Letter to UN Secretary- General Antonio Guterres* of pg. 10, Unit I/ Reading II from

Grade 10. He entered the class with pleasing personality, greeted the students and cracked a joke. He started his lesson defining the meaning of open letter. Then, he gave an example of open letter relating to the letter, 'Lincoln's letter to his son's teacher'. After that he instructed the students to read the text quickly and gather the gist of the text. He said to underline the important information of the text and find out the main idea. The teacher used motivation strategies such as; creating a threat-free environment, greeting the students with a smile and telling the teacher was glad to see them. The purpose of using his motivation technique was to enable the students learn on their own pace. I witnessed that the students tried to learn the assigned work independently. In this sense, motivation worked but most of the students were not able to comprehend the text.

In the second class of Teacher D on 10<sup>th</sup>May,2023 he taught another reading text of Grade 10: *Battle of the Oranges*, Unit II/ Reading I, pg. 18. On this day after revising the previous chapter he applied intensive reading methodology. Then, he conducted a discussion session on difficult vocabulary and question- answer by involving students in group and pair work activities. He made the students learn in a stress free environment where the students were not scared of making the mistakes and taking part in the learning activities voluntarily. He used motivation technique as involving the

students in group and pair work activities with the objective of providing an opportunity to learn from the partners and team members.

In the third class of Teacher D on 16<sup>th</sup> May,2023 he taught *Reported Speech* to grade 10 which was on pg. 22 of unit II. On this day he used inductive method to teach Speech by using ICT tools. The teacher used slides and started teaching with examples. The teacher used slides, projector and speaker in order to draw the interest of the students in studies and make learning fruitful. The purpose of using the ICT tools was to introduce the learning opportunities through ICT tools. I found that by the use of such tools the learners were highly motivated and the classroom activities were also organized effectively.

After the completion of observation of three classes of Teacher D on 16<sup>th</sup> May,2023 I had an interview with him. While answering to the role of motivation in learning, he said, "Motivated students are engaged in the learning activities and that can lead to set their goals." He believes that reward and punishment have a greater role to shape learning behavior. However, he doesn't apply such schemes in his classrooms as he doesn't want his students set learning goals being based on a condition or making expectations always. The most common motivational strategies he used during his classroom teaching

were; Making the language classes interesting, encouraging the students for further learning, encouraging for the participation on pair work and group work activity, encourage students to interact, cooperate and share their personal information and thoughts and relating the subject matter to the everyday experiences and background of the students. On the other hand, the least frequently used motivational strategies during his classroom teaching were; allowing students to choose classroom activities, listening to students when they have problems, introducing new topics through games, songs, quizzes and videos etc., and sharing as much responsibility to organize the teaching-learning process with the students as possible. He said that there is a great challenge while motivating the students due to individual differences one motivational strategy could not be effective to all the students.

**Case V: Teacher E.** During my observation, I observed my last case, Teacher 'E' on 28<sup>th</sup> April, 2023 12<sup>th</sup> May, 2023 and 15<sup>th</sup> May, 2023. On the first day of his observation on 28<sup>th</sup> April, 2023 the teacher taught *Recipe Writing* of pg. 25 under Unit II/ Writing II to Grade 9 students. After revising the previous chapter, he wrote a topic 'How to prepare tea'. Then he wrote the guidelines as, servings, ingredients required, utensils required and process. After that he instructed the students to follow the clues in order and write the recipe of tea.

During his teaching he used Guided writing and Discussion method with the objective of developing the sense of autonomy on students. He used the motivational technique; giving students responsibility and showing a personal interest in students' work. Through my observation I found that the teacher tried to make students responsible however half of the students did not show interest in doing the work effectively.

On 12<sup>th</sup>May,2023 while observing the second class of Teacher E, he taught a reading text for Grade 10 *Battle of the Oranges*, pg. 18 under Unit II/ Reading I. He used the methodologies storytelling and narrating. He tried to motivate the students by encouraging and through the process of self-reflection. He used the motivational technique to observe the students' story telling skills and inspire. In the beginning of the class, the teacher told a story of an incident about Holi festival. Then he encouraged the students to come up with the stories of their life events during the festival time. After 5 participants shared the stories of their life events, he narrated the story of battle of the oranges. The students participated in the classroom activities with greater enthusiasm during the lesson.

I observed the third class of Teacher E in grade 10 on 15<sup>th</sup>May,2023. On this day he taught *Reported Speech*, pg. 22 of Unit II/ grammar section. He started teaching speech by giving examples of

direct and indirect speech orally. Then, he wrote some sentences of direct speech and taught the changing process in to indirect speech. After that he started a discussion forum through question- answer method. During the question- answer session, he rewarded the students in different ways such as; inspiring, praising etc. The objective of his motivation was to make students participate in learning process voluntarily and they did it. Actually, they participated in the activities with greater enthusiasm and also tried their best to solve the problems.

I conducted the interview session for Teacher 'E' on 15<sup>th</sup> May, 2023 after the observation of his last class. He thinks motivation provides strength to students in order face challenges. Similarly, it also enables the students to fulfil their potential. He applies reward and punishment regularly in his class and he thinks that they play a very pivotal role in learning. He believes they inspire and regulate the learners in learning and make teaching learning activities more efficient and purposeful. The most common motivational strategies he used during his classroom teaching were; application of reward and punishment, creating a pleasant atmosphere in the classroom, using pictures, gestures, actions to make concepts and content clear, developing a good relationship with the learners and increasing the learner's self-confidence. Whereas, the least frequently

used motivational strategies during his classroom teaching were; creating a supportive classroom climate that promotes risk-taking and mistakes accepted as a natural part of learning, promoting learner autonomy, dividing the students into small groups and ask them to work toward a shared goal and let students suggest other class rules. He said there is necessity of varied strategies and method in order to ensure the engagement of the students and to motivate for learning, but it could not possible due to the infrastructure management in the institution.

## **Chapter V**

### **Findings, Conclusions and Recommendations**

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

#### **Findings**

The teacher perceived the role of motivation to focus the students' attention on their goal, help the learners develop their interest in learning, focus the students be directed towards their learning, encourage the students increase engagement in learning, help the students set their goals and also provide strength to students in order to face challenges. Except a teacher all the teachers used

reward and punishment as a motivational technique in the teaching and learning process. The teachers used reward and motivation as per their convenience. Some used occasionally while other used frequently. Whatever the frequency was but they have used when they felt necessary.

The most common motivational strategies used by the teachers during their classroom teaching were; application of reward and punishment, create a pleasant, relaxed atmosphere in the classroom, use of pictures, gestures, actions, develop a good relationship with the learners, increase the learner's self-confidence, make the language classes interesting, encourage students for further learning, encouraging the students to participate on pair work and group work activity, encourage students to interact, cooperate and share their personal information and thoughts and relate the subject matter to the everyday experiences and background of the students. While, the least frequently used motivational strategies during the classroom teaching were; create a supportive classroom climate that promotes risk-taking and mistakes accepted as a natural part of learning, promoting learner autonomy, divide students into small groups and ask them to work toward a shared goal, let the students suggest the class rules, allowing students to choose classroom activities, listening to students when they have problems, introducing new topics through games,

songs, quizzes and videos etc., and sharing as much responsibility to organize the teaching-learning process with the students as possible.

The teachers had also faced some challenges while motivating their students in the classroom. The challenges were; home schooling and cultural practices of the students, obstacles in implementing a variety of teaching strategies and methods, individual differences among the students and the difficulty of infrastructure management in the institution.

### **Conclusions**

The present study aimed to investigate on the motivational strategies used by English teachers at Secondary Level and to explore on the assistance of motivational strategies during the English classes. The obtained data and findings show that the teachers had successfully used the motivational techniques with appropriate teaching methodology. The teachers were able to fulfill their objectives of using the motivational techniques. The students were highly encouraged to learn in pleasing environment with their active participation. However, the classroom was found noisy may be because they took the advantage of democratic classroom environment. The findings suggest that implementation of the motivational techniques depends on the teachers who decide on the effectiveness of these strategies on their students' language learning. Therefore, the EFL teachers should choose

strategies according to their specific situation in order to achieve the maximum effectiveness of each teaching strategy. Moreover, the teachers should not only consider their own views of prevailing methodologies in foreign language teaching but also determine their student and teachers' feelings about their teaching strategies.

### **Recommendations**

On the basis of the study's results, the following significant recommendations at various levels have been made:

**Policy related.** This study gives a direction for policy makers to improve current policies regarding the use of motivational strategies in the English language classroom. Based on the findings of the some of the policy related recommendations are suggested below.

- ) The findings of this study suggest that the governmental bodies and policy makers must encourage and facilitate the teachers for participation in the trainings on application of motivational techniques in the classroom.
- ) Additionally, the Ministry of Education should appeal to non-governmental organizations, the private sectors and other stake holders to assist in conducting training packages for the teachers on how to use motivation techniques in the classroom.

- ) In order to raise the degree of implementation of the motivational techniques, new policies should be developed in teacher preparation and in-service training programs.

**Practice related.**The following recommendations for practice level are offered based on the study's findings.

- ) There is necessity of varied strategies and method in order to ensure the engagement of the students and to motivate for learning, but it could not possible due to the infrastructure management in the institution.
- ) Motivational strategies are always applied at maintaining motivation dimension. Therefore, they should be supported by the managers of every school.
- ) Teachers should be recognized for their efforts in employing these motivating techniques. Teachers are constantly motivated by rewards; thus they use motivating techniques in their lessons.

**Further research related.**This research can be a footprint for those who are interested in doing research in the same field. Some further research-related recommendations are offered below based on the study's results.

- ) The current study has been limited to secondary level teachers, therefore, other levels should be further investigated in this field.

- ) Similarly, this study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale.
- ) Moreover, this research can be a reference to other researches who wish to conduct a research on the similar area.

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## Appendices

### Appendix I Classroom Observation Report

Teacher	Lesson	Methodology	Motivational techniques	Purpose of motivational techniques	Outcome
A	Grade 9: Unit I/ Reading I Poon Hill Yoga Trek in Nepal, pg. 2	Reading Aloud, Question-Answer method	Creating a friendly classroom atmosphere	To encourage the students' participation on discussion.	The students happily participated.
A	Grade 9: Unit II/ Writing II, Recipe Writing pg. 25	Group work	Varying the activities students take part in in the classroom	To make students learn the importance of working in a team.	The students were found comfortable to learn in a team.
A	Grade 9: Unit III/ Reading II, Dance, pg. 34	Summarizing, Question-Answer method	Providing clear explanations regarding the content, Bringing humour into the classroom	To make the students learn in a fun way.	The students were found happy and excited however the classroom was too noisy.
B	Grade 9: Unit III/ Reading I, Thomas and Jerry, pg. 27	Role play	Assessing students' knowledge through role-plays.	To make the learning more realistic and relevant	Students were excited to watch short drama and participated in the question-answer session voluntarily.
B	Grade 9: Unit III/ Reading II, Dance, pg. 34	Scanning, question – answer method	Developing friendly relationship with the students	To bring positive and supportive environment in learning	The environment was participatory but found too noisy.
B	Grade 9: Unit III/ Grammar II, Making Requests and offer, pg. 37	Pair work, inductive approach	Introducing the topics through short videos, etc. Providing positive feedback for learning efforts.	To assess the students' ability to work in pairs.	The students were happy to learn in a pair. They made the sentences in a correct structure and also were able to communicate in pair.
C	Grade 9: Unit I/	Intensive	Introducing the	to enhance the	The students

	Reading I Poon Hill Yoga Trek in Nepal, pg. 2	reading, discussion	topics through images and short videos.	students' learning and to develop their critical thinking skills.	were excited to learn as they saw a photo and video related to content. To some extent they learnt some critical thinking skills.
C	Grade 9: Unit III/ Reading I, Thomas and Jerry, pg. 27	Reading aloud	Praising the students, rewarding the students.	To encourage the students for better reading skills.	The student who could read well were happy to get reward.
C	Grade 9: Unit III/ Grammar II, Making Requests and offer, pg. 37	Deductive method, Pair work	Giving students choices in deciding the activities and their roles.	To give the students more opportunities for improving speaking skills.	The bright students had control over the class while below average students did not take part in the activities.
D	Grade 10: Unit I/ Reading II, Open Letter to UN Secretary-General Antonio Guterres, pg. 10	Skimming	Creating a threat-free environment, Greeting the students with a smile and telling the teacher was glad to see them	To enable the students learn on their own pace.	The students tried to learn the assigned work independently. Motivation worked but most of the students were not able to solve reading activities.
D	Grade 10: Unit II/ Reading I, Battle of the Oranges, pg. 18	Intensive reading, Discussion	Involving students in group and pair work activities	To provide an opportunity to learn from the partners and team members.	The students learnt in a stress free environment they were not scared of making the mistakes.
D	Grade 10: Unit II/ Reported Speech, pg. 22	Inductive method	Using ICT tools, Providing feedbacks to the students	To introduce the learning opportunities through ICT tools.	Learners were highly motivated and the classroom activities organized effectively.
E	Grade 9: Unit II/ Writing II, Recipe Writing pg. 25	Guided writing, Discussion method	Giving students responsibility, showing a personal interest in students'	To develop the sense of autonomy on students.	The teacher tried to make student responsible however half of the students did

			work		not show interest in doing the work effectively.
E	Grade 10: Unit II/ Reading I, Battle of the Oranges, pg. 18	Story telling/ narrating	Encouraging, self-reflection	To observe the students' story telling skills and inspire.	The students participated in the classroom activities with greater enthusiasm.
E	Grade 10: Unit II/ Reported Speech, pg. 22	Inductive method/ Question-answer	Rewarding students in different ways such as; inspiring , praising etc.	To make students participate in learning process voluntarily.	The students tried their best to solve the problem and also participated in the classroom activities with greater enthusiasm.

## **Appendix II**

### **Interview Reports**

#### **Teacher A**

**i) What is the role of motivation in learning, in your perception?**

-Motivation helps students to focus their attention on their goal. When students are motivated, they will not have distractions towards their learning.

**ii) What do you think is the role of reward and punishment in the teaching and learning process necessary? Do you ever apply the technique of reward and punishment in your classroom?**

- I think, the applause, reward and surprising gifts help students to strive for better score. Yes, I do occasionally.

**iii) What are the most common motivational strategies used by you during your classroom teaching?**

-Application of reward and punishment.

**iv) What are the least frequently used motivational strategies by you during your classroom teaching?**

-Application of reward and punishment, creating a pleasant atmosphere in the classroom, using pictures, gestures, actions to make concepts clear, encouraging students to interact, cooperate and share their personal information and thoughts and relating the subject matter to the everyday experiences and background of the students.

**v) What sort of challenges do you face in your classroom while motivating your students?**

-Allowing students to choose classroom activities, listening to students when they have problems, introducing new topics through games, songs, quizzes and videos etc., sharing as much responsibility to organize the teaching-learning process with the students as possible.

#### **Teacher B**

**vi) What is the role of motivation in learning, in your perception?**

-When the students are motivated they develop their interest in learning.

**vii) What do you think is the role of reward and punishment in the teaching and learning process necessary? Do you ever apply the technique of reward and punishment in your classroom?**

- Of course it is necessary. I have experienced because of the rewards and punishment; the students have been more enthusiastic in learning. I apply when I feel it is necessary to do.

**viii) What are the most common motivational strategies used by you during your classroom teaching?**

-Creating a relaxed atmosphere in the classroom, using pictures, gestures, videos, actions to make concepts and content clear, developing a good relationship with the learners, making the language classes interesting, encouraging students for further learning, encouraging for the participation on pair work and group work activity.

**ix) What are the least frequently used motivational strategies by you during your classroom teaching?**

-Promoting learner autonomy, allowing students to choose classroom activities and sharing as much responsibility to organize the teaching-learning process with the students as possible.

**x) What sort of challenges do you face in your classroom while motivating your students?**

-I want to employ a variety of teaching strategies and methods that I assume to be motivational while teaching in the class, but still I find obstacles to implement the ideas. I mean, a particular strategy might not fit the nature of the course or the students' expectation.

**Teacher C**

**i) What is the role of motivation in learning, in your perception?**

-The students increase engagement in learning when they are motivated in learning.

**ii) What do you think is the role of reward and punishment in the teaching and learning process necessary? Do you ever apply the technique of reward and punishment in your classroom?**

- I believe that when rewards are properly applied, the motivation of students can be enhanced. So, of course I apply.

**iii) What are the most common motivational strategies used by you during your classroom teaching?**

-Application of reward and punishment, developing a good relationship with the learners, increasing the learner's self-confidence and encouraging the students to interact, cooperate and share their personal information and thoughts.

**iv) What are the least frequently used motivational strategies by you during your classroom teaching?**

-Promoting learner autonomy, letting students suggest the class rules, introducing new topics through games, songs, quizzes and videos etc. and sharing as much responsibility to organize the teaching-learning process with the students as possible.

**v) What sort of challenges do you face in your classroom while motivating your students?**

- It is not possible to motivate all students in each class as each student is different to other in numerous ways.

#### **Teacher D**

**i) What is the role of motivation in learning, in your perception?**

- Motivated students are engaged in the learning activities and that can lead to set their goals.

**ii) What do you think is the role of reward and punishment in the teaching and learning process necessary? Do you ever apply the technique of reward and punishment in your classroom?**

- Certainly, they are important because I have experienced that when the teacher does not provide rewards and punishments anymore, students do not put any interest on studies. Most frequently I practice.

**iii) What are the most common motivational strategies used by you during your classroom teaching?**

-Making the language classes interesting, encouraging the students for further learning, encouraging for the participation on pair work and group work activity, encourage students to interact, cooperate and share their personal information and thoughts and relating the subject matter to the everyday experiences and background of the students.

**iv) What are the least frequently used motivational strategies by you during your classroom teaching?**

-Allowing students to choose classroom activities, listening to students when they have problems, introducing new topics through games, songs, quizzes and videos etc., and sharing as much responsibility to organize the teaching-learning process with the students as possible.

**v) What sort of challenges do you face in your classroom while motivating your students?**

- There is a great problem in the sense, due to individual differences one motivational strategy could be effective to a child or a group while doesn't fit for the rest others.

**Teacher E**

**i) What is the role of motivation in learning, in your perception?**

- Motivation provides strength to students in order face challenges. It also enables the students to fulfil their potential.

**ii) What do you think is the role of reward and punishment in the teaching and learning process necessary? Do you ever apply the technique of reward and punishment in your classroom?**

- In my opinion, reward and punishment play a very pivotal role in learning. They inspire and regulate the learners in learning and make teaching learning activities more efficient and purposeful. So I apply them regularly.

**iii) What are the most common motivational strategies used by you during your classroom teaching?**

-The most common motivational strategies he used during his classroom teaching were; application of reward and punishment, creating a pleasant atmosphere in the classroom, using pictures, gestures, actions to make concepts and content clear, developing a good relationship with the learners and increasing the learner's self-confidence.

**iv) What are the least frequently used motivational strategies by you during your classroom teaching?**

-Creating a supportive classroom climate that promotes risk-taking and mistakes accepted as a natural part of learning, promoting learner autonomy, dividing the students into small groups and ask them to work toward a shared goal and let students suggest other class rules.

**v) What sort of challenges do you face in your classroom while motivating your students?**

-There is necessity of varied strategies and method in order to ensure the engagement of the students and to motivate for learning, but it could not possible due to the infrastructure management in the institution.