

# **LEARNERS MOTIVATION IN ELT CLASSROOM**

**A Thesis Submitted to the Department of English**

**Sukuna Multiple Campus, Sundarharaincha, Morang**

**In Partial Fulfilment for the Master's Degree in Education**

**Submitted by**

**Hari Prasad Ghimire**

**T. U. Regd. No.: 9-2-214-215-2011**

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**Faculty of Education**

**Tribhuvan University**

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**Sundarharaincha, Morang, Nepal**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hari Prasad Ghimire** has prepared this thesis entitled **Learners Motivation in ELT Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DEDICATION**

This research work is dedicated

to

**MY PARENTS AND MY ENTIRE FAMILY**

## **DECLARATION**

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

**Date: 20<sup>th</sup> March, 2018**

**Hari Prasad Ghimire**

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**Hari Prasad Ghimire**



## ABSTRACT

The thesis entitled 'Learners Motivation in ELT classroom' is an attempt to find out factors affecting learner motivation and strategies used by teachers for motivating the learners in ELT classroom. The researcher aims to investigate English Language Learner motivation and learning of English and the ways teachers support the students' motivation and learning in ELT classroom setting. There were 40 informants of four schools of Sundarharaincha Municipality and one/one English teacher from each school. Questionnaire and checklist were used as research tools. The six factors that motivate the students in ELT classroom have been identified. They are: to get the job, plus point for further study, for personal development, to carry tasks, to be familiar with the foreign culture, and to have prestige in the society.

The thesis comprises five chapters. In the first chapter, there is the description about the introduction, which focuses on the origin and literal meanings of motivation, statement of the problem, research questions, and significance of the study, delimitation of the study and operational definition of the key terms. Second chapter deals with review of theoretical literature, types of motivation, Maslow's hierarchy of needs, implication of the review and conceptual framework. In the third chapter, there is the description of methods and procedures of the study. It is an attempt to find out different factors motivating the learners, teacher' view on learners motivation and different strategies used by the teachers for motivating the learners. This chapter focuses on population, sample and sampling strategy and study area. Data were taken from primary and secondary sources. In the fourth chapter, there is the analysis and interpretation of results. It is about analysis of data, and summary of findings. The fifth chapter is about the conclusion and recommendations of the research.

Recommendation has been further divided into three categories, policy related; practice related and further research related recommendations. Besides main chapter, the supportive materials such as references, list of table, lists of charts, abbreviation and appendices have been incorporated.

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**LIST OF ABBREVIATIONS**

B.C.	:	Before the birth of Christ
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
EPM	:	English for Medical Purposes
ESL	:	English as a Second Language
OHP	:	Over Head-Projector
PCL	:	Proficiency Certificate Level
PNG	:	Papua New Guinea
UN	:	United Nations
UPM	:	University Putra Malaysia