

CHAPTER ONE

INTRODUCTION

1.1 Background

Motivation is the internal drive, interest, impulse and desire to encourage somebody to do something. It arouses interest and readiness of the learners towards a particular goal. Mc Donough (1883, p.142) states that "motivation of the student is one of the most important factors influencing their success or failure in learning the language". It helps to enhance the performance, skill, knowledge and efficiency of the learners. Freud established a theory in 1900, which is called psychoanalytic theory that emphasized the needs as driving force of people. In 1940, Clerk Hull developed Drive theory. Similarly in 1948, B.F skinner first coined the terms stimuli and reinforcement. According to behaviorists, those learners who are awarded learn better than those who are not awarded. Behaviours which are awarded quickly seem to be done again and again.

Following B.F. Skinner, motivation is the super highway to learning. In this matter Harmer (1971) states that motivation is some kind of internal drive that encourages someone to pursue but it depends on one's desire, curiosity and arousing interest in the classroom. Motivation is something that is directly related with human behavior. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate and good teaching enough on their own to ensure student achievement. Gardner and Lambart(1972) emphasize that although language aptitude accounts for a considerable proportion of individual variability in language learning

achievement, motivational factors can override the aptitude effect. In certain language environments, as Gardner and Lambart point out, where the social setting demands it (when the L1 is a local vernacular and the L2 is the national language), many people seem to master an L2, regardless of their aptitude differences. The 1990s brought a marked shift in thought on L2 motivation as a number of researchers in various parts of the world attempted to reopen the research agenda in order to shed new light on the subject. This renewed interest has led to a flourish of both empirical research and theorizing on motivation; while this is a welcome phenomenon, the broadening of the theoretical scope has also led to the adoption of a range of new scientific terms and concepts without sufficient discussion of their interrelationship, thus giving L2 motivation an aura of confusion.

Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher. This diversity, is of course, no accident; as Dornyei(1996a) points out, motivation theories in general; seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naïve to assume any simple and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects and values play in achievement situations. According to Dornyei (2001) learning a second language is not learning a subject matter but the learner has to also engage in learning process. Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will and physical energy; neither is it viewed in strictly behavioural terms as a function of stimuli and reinforcement. Motivation refers to the reasons underlying behaviour." (Guay et al. 2010, p.712).

Dornyei and Ushioda (2013) have discussed about motivation in a very descriptive way. According to their perspective, motivation comes from the Latin verb

'movera' which means 'to move'. It is a powerful tool of the L₂ Achievement. A person may have several needs and desires. It is only strongly felt needs and desire which are firstly fulfilled by the person. It is a process of stimulating people towards their goals or achievement. Motivation is something that is directly related to human behavior. Motivation makes purpose of action clearly visible. Learning a different language is very challenging but if a learner has internal desire to learn any language, he/she can learn and perform better.

In the context of Nepal, English is the most prioritized language but students face many difficulties in learning it. Such as L1 interference, acculturation, lack of exposure, use of punishment, fatigue of learners, etc. Due to such difficulties, learners are de-motivated to learn any language. Students who are coming from private or English medium school are not suffering much to gain knowledge from universities but for those students who are coming from non- English background are suffering a lot and they are less motivated to learn. Most of the books are written in English and the medium of instruction is also in English. The students who are highly motivated learn language easily and better than the students who are less motivated. Teachers, classroom environment, attitude towards English language, target culture, job market, etc are responsible for the motivation and de-motivation in learners. Learners' internal motivation plays vital role in order to learn English language. Brown (2000, p.160) states that "it is easy in second language learning to claim that a learner will be successful with the proper motivation." Gardner (2006, p.241) says that "students with higher level of motivation will do better than students with lower level"

Those people who are working in the field of motivation argue that educational outcome comes from its relationship to achievement and performance in a variety of domains. Teachers can play a vital role for motivating learners. Teachers can make classroom atmosphere more interesting and fearless where students can learn in a very positive way. If students feel de-motivated to study teachers could adopt

the necessary strategy and suitable environment to learn. This is to say, strong motivation in acquiring second language implies that the learner is likely to achieve higher level of second language proficiency. "The degree of expressed motivation to learn the language is the most powerful influence on strategy choice." (Oxford and Nyikas, p.294).

1.2 Statement of the Problem

In Nepal, English is taught as a compulsory subject in secondary level. It is the medium of instruction in schools as a compulsory subject. Some students are so enthusiastic to learn English. They enjoy and feel good to learn English but some students are de-motivated for learning English. This study focused on the different strategies of teachers for motivating the learners. In Nepal, many students learn English as a second language and feel difficulty and face obstacles to talk in a different language. On the other hand, students want to pass the exam to get good marks so they learn language to gain something. In such case a person's motivation and inner desire is significant to learn a language. So, my problem of this study was to investigate what elements can motivate them and what cannot. In the similar way, another problem was to understand teachers' view regarding learner motivation.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out elements motivating the learners for learning English in Nepalese context.
- ii. To find out teacher's view on learners motivation.
- iii. To find out teacher's strategies for motivating the learners.
- iv. To suggest pedagogical implications.

1.4 Research Questions/Hypothesis

- i. What are the elements that motivate the learners for learning English in Nepalese context?
- ii. What is the teacher's view on learners motivation?
- iii. Which strategies are used by teachers for motivating the learners?

1.5 Significance of the Study

This study shows the various elements of motivation in learning a second language. Other researchers, teachers and academician learnt about different factor that motivates the learners from this research. This study also shows the strategies that the teachers follow to motivate the learners. A learner may not get the desired outcome despite of his/her hard work and effort due to the lack of motivation.

This study can be equally fruitful for teachers. Different parts of thesis study have focused many interesting and effective strategies the teachers use for teaching English. Students only learn if they are highly motivated. This nature of learners is a great thing for the learners' achievement. Most of the books are in English medium in private Schools. Besides this, watching English movies, videos can also be effective learning materials as well as teachers' strategies can play significant role in ELT classroom.

Similarly, this study is equally significant for researchers, textbook designers, writers, psychologists, curriculum developers, course designers, learners, teachers as well as ELT practitioners.

1.6 Delimitation of the Study

This study was limited in 4 secondary level English teachers of Sundarharaincha municipality and 40 students of the municipality. Teachers and students were

selected through random sampling. The researcher used questionnaire and test item as a tool of data collection.

Table 1 Sample Population of the study Research

Academic Institutions	School A		School B		School C		School D	
No. of Students	Male	Female	Male	Female	Male	Female	Male	Female
	5	5	5	5	5	5	5	5
	Total 10		Total 10		Total 10		Total 10	
No. of Teachers	1		1		1		1	

1.7 Operational definition of key terms

Intrinsic : Innate, inherent, learners' inner desire to learn

Extrinsic : External, outside of, the external factors that motivate to learn

Instrumental : Acting as an instrument, serving as a medium.

Self-efficacy : Ability to produce a desired effect or outcome oneself.

L2 : It refers to second language(English)

CHAPTER TWO

REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical literature

Motivation refers to reasons that consist of behaviors characterized by willingness and will power to perform a task. It is defined as learners' internal desire to learn something. Educational psychologists have recognized the importance of motivation for supporting students' learning. Harmer (1971) states that 'motivation' is some kind of internal drive that encourages someone to pursue but it depends on ones desires, curiosity and arousing interest in the classroom. Harmer has emphasized personal desires, thinking, opinions and curiosity.

Gardner and Lambert (1972) invented the framework for knowing about different types of motivation. They found two types of motivation: integrative and instrumental. Integrative motivation reflects learners' interest about the people and culture of different languages. Instrumental motivation happens for some reasons like getting job, good result, bonus, etc.

Brown (1981) has been one of the main proponents of emphasizing the importance of intrinsic motivation in the L₂ classroom. He argues that traditional school settings, cultivate extrinsic motivation, which over the long haul, 'focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and explorations.

Deci and Ryan (1985) had a clear concept about intrinsic motivation: from their perspective intrinsic motivation is: in evidence whenever students' natural curiosity and interest energies their learning for better performance and outcome. When the educational environment provides optimal challenges, rich sources of

stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci & Ryan, 1985 p.245).

In Pintrich and Schunk's view, motivation involves various mental processes that lead to the initiation and maintenance of actions: as they define it, 'Motivation is the process whereby goal directed activity is instigated and sustained' (1996:4). From this process oriented perspective, the main disagreement in motivation, is how these operate and affect learning and achievement and by what means they can be enhanced and sustained at an optimal level.

Dorneyei (1996) points out, motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and straight-forward answer; indeed every different psychological perspective on human behavior is associated with a different theory of motivation and thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene.

On the other hand a few researchers have suggested the following things that come under motivation;

"The knowledge and control children have their own thinking and learning activities" (Cross and Paris, 1988, p.131)

"The monitoring and control of thought." (Martinez, 2006.P.696)

Making decisions and solving problems (Ennis, 1985, Willingham, 2007)

2.1.1. Types of motivation

Richard and Edward (2000) have classified motivation as intrinsic and extrinsic motivation. To them , " the most basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable,

and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p.55). Intrinsic motivation first came out from animal behavior. Intrinsic motivation is something that is connected with learners' self-desire, interest and drive for learning. On the other hand extrinsic motivation is directly related with goals or achievement. There are different types of motivation. Some of them have been mentioned below.

Deci and Ryan (1985, p.245) state " intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich source of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish. Different factors affect students' motivation such as boring classroom environment, lack of exposure of learners, strict classroom environment, reward, etc. The reports of researcher have shown that the students who are highly motivated learn language faster and better in comparison to those students who are de-motivated in ELT classroom. Likewise, the positive attitudes towards English language and target culture also help them in learning.

Gardner and Lambert (1972) created the framework for knowing about different types of motivation. They found two types of motivation: Integrated and instrumental.

Integrative motivation

Gardner, (2012. p.216) states "in the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive and behavioral components comprise four broad categories of variables: motivation, integrativeness, attitudes toward the learning situation and language anxiety". The motivation , which is linked to various modes of achievement, including acculturation with L₂ group, gaining core membership of L₂ and so on, is known as integrative motivation. It has a powerful

influence on the success of ELT classroom and becomes a strong component of learning. Thus, integrative motivation is defined as a sincere and favorable orientation of the second language learners towards the people and target language culture.

Instrumental motivation

Sayedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the undergraduate students to learn English as a foreign language in Bangladesh. Learners can have integrative or instrumental motivation in them. It depends on situation, desire and attitude. Integratively motivated learner performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity. Instrumental motivation is like extrinsic motivation. Learners learn language for job, better salary or, high prestige. The instrumental motivation is thus linked to the personal reputation and achievement. The researchers have pointed out that the instrumental motivation is less effective and weak tool of ELT achievement than integrative motivation. Learners can have integrative or instrumental motivation. It depends on learning environment, desire and goal. One of the important needs present in all human beings is the "need for achievement" or the needs to gain excellence and higher level of work performance. People in whom the need for achievement is strong search difficult work and improve their task performance. They are future oriented and prefer to work on tasks that are challenging. Achievement motivation can be seen in many areas of human endeavour such as job, business, school or sport competition.

Achievement Motivation

One of the important needs present to some degree in all human beings is the need for achievement or the need to attain excellence and higher level of performance. People in whom the need for achievement is strong seek difficult task and improve

their task performance. They are future oriented, aspire for higher goals and persist on a task chosen. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way. Achievement motivation can be seen in many areas of human endeavour such as job, schools or sports competition. The differences in early life experiences are found to be related to the strength of achievement motivation in later stage. The expectations parents have from their children also play an important role in the development of achievement motivation. The degree of achievement oriented behavior depends on many factors. One of these is 'fear of failure'. It inhibits the expression of achievement behaviour.

2.1.2 Hierarchy of Needs

Abraham Maslow, who was a humanistic psychologists, argued that needs are arranged in a ladder-like steps. He proposed a rising order of needs from the level of physiological to self- actualization. The order of needs starts from basic survival or lower order needs to higher order needs. As one level of need is satisfied, another higher order need will emerge and assume importance in life. The hierarchy is shown in the figure.

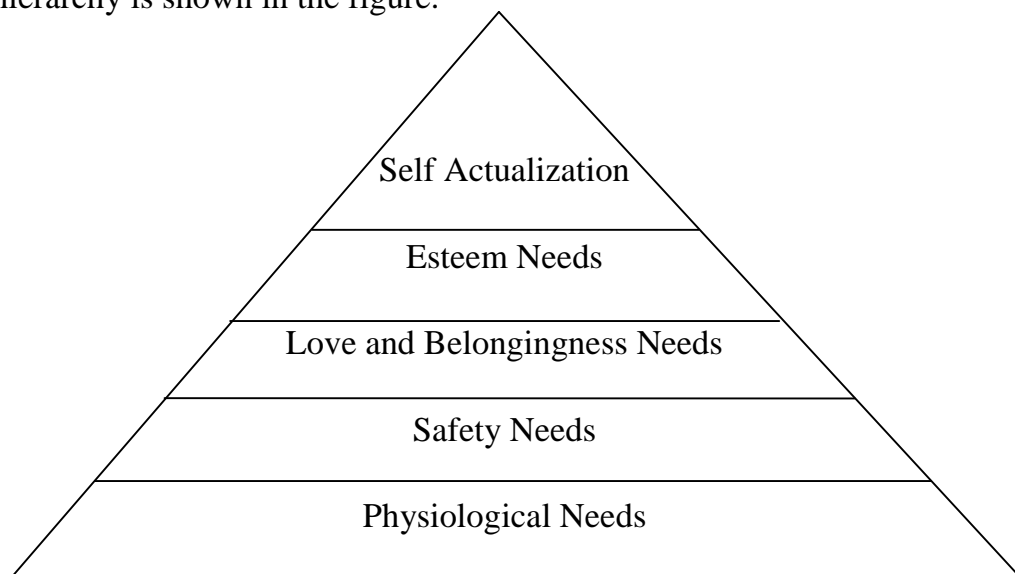


Figure-1: Maslow's hierarchy of needs

Physiological Needs: The most potent and lowest level of all the needs are physiological needs. Thus the needs of hunger, thirst, sex, temperature regulation and rest occupy the lowest step in the ladder. According to Maslow, when these physiological needs are deprived for a long period, all other needs fail to appear we must eat to live. The bio-chemical processes which sustain life get their energy and chemical substances from food. Food deprivation results in contractions in the stomach which are felt by the individuals as hunger pangs. When this happens, the individuals spend energy in trying to get food. Factors like habits and social customs also influence eating behavior.

We can go without of food for week but we cannot live without water for more than a few days. The brain directs the organism to obtain water. Five needs differ in many respects from hunger and thirst. Sex is not vital to the survival of the organism but is essential to the survival of the species.

Safety Needs: When the physiological needs are satisfied safety needs become the dominant force in life. Safety needs are mainly concerned with maintaining order and security, to feel secure, safe and out of danger.

Love and Belongingness Needs: These are the needs of making intimate relationship with other members of the society. People want to become an accepted member of an organized group, need a familiar environment such as family. These needs are dependent on the fulfilment and satisfaction of physiological and safety needs.

Esteem Needs: Maslow further classifies esteem needs into the following categories.

(a) Needs related to respect from others like reputation, status, social success, and fame. The need of self evaluation occurs in those persons who are comfortably situated and satisfied with the fulfilment of lower order needs. For example, a

competent professional who has established a high reputation and does not have to worry about getting a job, may become quite choosy about what type of work he/she would accept.

(b) Self esteem, self respect, and self regard

The other type of esteem needs include need to achieve, to be competent, to gain approval, and to get recognition. The need to feel superior to others also falls under this category. For fulfilling this, a person may buy good quality and costly clothes.

Self actualization needs: Self actualization refers to the desire to utilize one's personal capacities, to develop one's potentialities to the fullest and to engage in activities for which one is well suited. One should realize and be satisfied that he or she has achieved what one is capable of.

In this hierarchy it is assumed that the lower order needs dominate people's lives until that level is fairly satisfied; then comes the next one and so on. However, Maslow explains that every individual does not follow this hierarchy step by step; exceptions do arise. An individual sometimes risks his life to save someone or to save a valued object by defying his own safety needs. There are certain examples in Indian history when women sacrificed their lives to save their honour. There have been freedom fighters who starved themselves to death fighting for the cause of the freedom of the country.

2.2 Review of Empirical Literature/previous literature

Though some studies have been carried out on motivation and ELT classroom, there are no researchers who carried out research on the learners' motivation in ELT classroom. No any significant and marvelous research has been carried out on it in department of English Education.

Awasti (1979) carried out a research entitled "A study of attitude of different group of people towards English language in secondary level of Kathmandu district". The main objective of the research was to identify the attitudes of the different groups particularly being limited in the secondary level within Kathmandu valley. Six different sets of questionnaire had been used as a tool selecting altogether 207 samples, he used stratified random sampling procedure. The sets of questionnaire were based on different aspects (subject, teaching, learning, opinions, positive and negative) including alternatives to the English language if any. He found out that the different groups of people had positive attitudes towards English language and they were in favour of continuing English as a compulsory subject in schools up to SLC. And also the majority of the people did not want English to be any other UN languages.

There is a research that has been carried out internationally to investigate learners' motivation and attitude towards the English language. In Malaysia, for example, Vijchulata and Lee (1985) reported on a study that investigated the students' motivation for learning English in University Putra Malaysia (UPM). Based on Gardner and Lambert's research (1972), the researchers developed a questionnaire to elicit the data required. The questionnaire was administered on approximately a thousand students from all the different faculties in UPM. The finding revealed that UPM students are both integrative and instrumentally oriented towards learning the English language.

Karki, (1989) carried out research to find out the attitude of students of different levels towards English language. They observed the students of Campus Level, Secondary level, PCL first year and higher secondary level respectively. He used interview and questionnaire as research tools. The finding for them all was common that their students are found having positive attitude towards English language and its teaching in Nepal.

In Japan, learners' motivation and attitude towards the English language were also of concern for many researchers. One of the most relevant studies was that of Benson (1991) who surveyed over 300 freshmen to assess their motivation towards learning English. The results demonstrated the importance of integrative and personal goals as factors in motivation among Japanese college students as he stated.

Another study by Sarjit (1993) attempted to explore the language needs of consultants at a company. The name of the organization was not mentioned as the consultants did not allow the researcher to explore their identities. Learners' motivation was of concern in the study. The research sample consisted of 26 consultants, 4 directors and one instructor. In her study, Sarjit (1993) employed different techniques to gather information such a questionnaire, interview and field observation. The study found that the main reason for learning the language was personal motivation.

In Papua New Guinea (PNG), a related study was undertaken by Buschenhofen (1998). He sought to access the attitudes towards English among year 12 and final-year university students. To collect the data, he administered a questionnaire on approximately 50% of year and first-year university students in PNG. Both groups were contrasted in terms of their tolerance towards the use of English in variety of contexts. The results indicated (i) a generally positive attitude by both groups towards English and (ii) Some significant attitudinal differences in relation to specific English language context.

In the Yemeni Arabic EFL context, Al-Quyadi (2000) carried out a comprehensive study to investigate the psycho-sociological variables in the learning of English in the faculties of Sana's in Yemen. One of the main objectives of his study was to study the nature of the psychological variables in the learning of English by Yemeni EFL learners in terms of attitudes and motivation as

measured by English majors at the Department of English faculties of education at Sana's University. The only research tool used was a questionnaire. The study sample consisted of 518 students representing seven faculties of education. Generally, the results showed that the students had a high level of both instrumental and integrative motivation toward the English language. With regard to their attitudes, the findings indicated that the students had positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts.

Arani (2004) investigated in Iran the language learning needs of medical student at Kashan University of medical sciences. One of the primary objectives of the study was to identify the students' attitude towards learning English as a school subject. The researcher consisted of 45 medical students who enrolled in the first and second year of the study to collect the data different kinds of questionnaires were administered to the sample at the beginning, in the study. To collect the data different kinds of questionnaires were administered to the sample at the beginning, in the middle and at the end of the English for Medical Purposes (EPM) courses. The results showed that most of the subjects had positive attitudes towards both learning English and English language teachers.

With regard to Arab EFL learners, some studies have been undertaken to investigate learners' motivation and attitudes towards the English language. For instance, Qashoa (2006) conducted a study among secondary school students in Dubai. The study aimed at i) examining the students' instrumental and integrative motivation for learning English and ii) recognizing the factors affecting learners' motivation. Two research tools were used: questionnaire and interview. The sample, for the questionnaire consisted of 100 students. For the interview, on the other hand, the sample included 20 students, 10 Arab English teachers and 3 supervisors. The result revealed that students have a higher degree of instrumentality and integrativeness.

A study has been carried out by Karahan (2007) in the Turkish EFL context. The motive of the study arose from the complaints raised by learners, teachers, administrators, and parents about why most of Turkish EFL students cannot attain the desired level of proficiency in English. Therefore, he conducted a study to find out the relation between language attitudes and language learning which is a missing point of discussion on the problems of teaching English in Turkey. More specifically, Karahan tried to identify the interlaced relationship among language attitudes, the starting age of language learning, and the place where the individual started to learn language within Turkey EFL context.

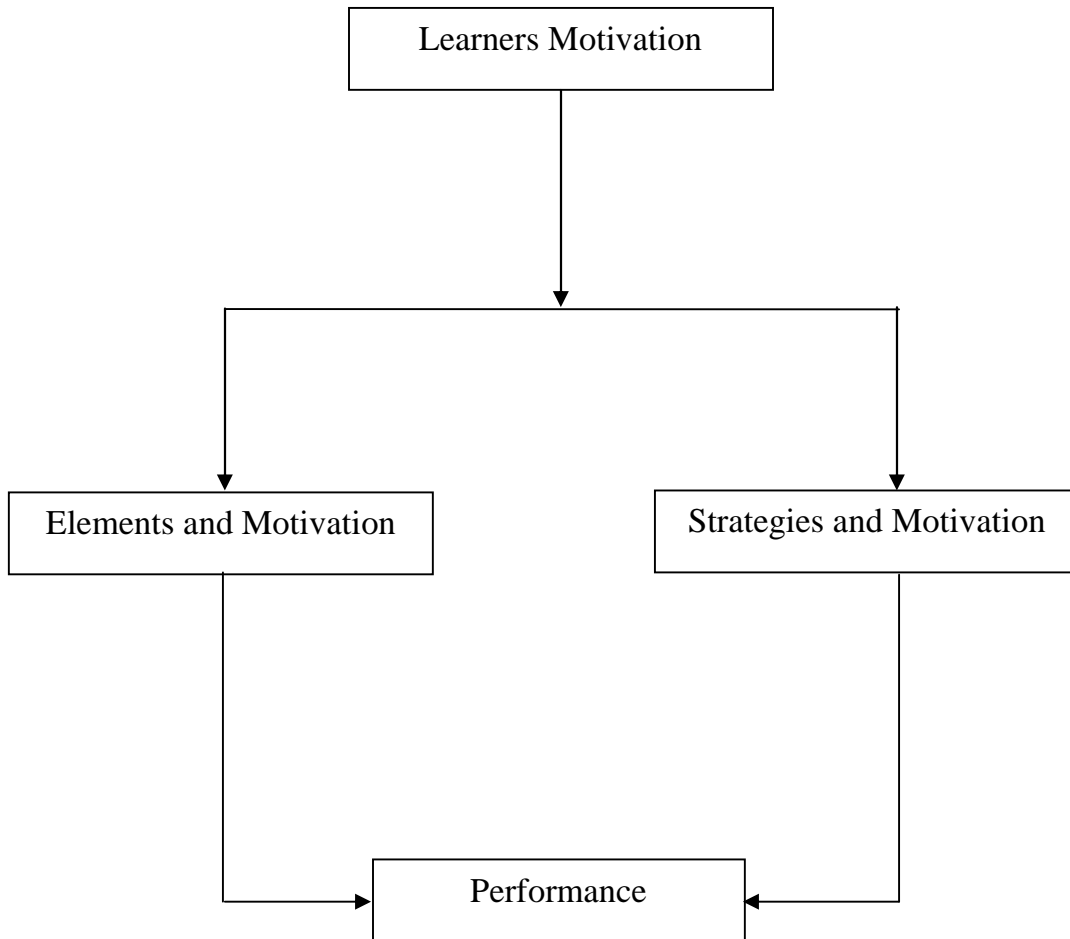
2.3 Implication of the Review

All the researches are built on the concept of previous research. Review of literature is, therefore essential and considerable about the research study which serves as indicator of researches in the selected area or issue.

Motivation is a key factor of learning. Language learning depends on the level of learners' motivation. When we think about motivation we often try to locate its sources whether it is internal to the persons or external to his/her. Understanding and doing a given tasks may be motivated by promise, reward or some kind of gain which is external to the drive desires as well as their interest.

The previous study helped to step down the obstacles on the path of my research study. From the aforementioned literature review, the researcher got ideas in the selection of topic, formulation of objectives, research methodologies and structure of thesis to accomplish this research. They also helped me to cope up with the research problem, broaden the knowledge regarding the research area and analyze and interpret the collected data in systematic way.

2.4 Theoretical/ Conceptual framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

3.1 Design and Methods of the Study

This study was designed to derive both qualitative and quantitative information. In this research Questionnaire and checklist have been used for surveys. So this study was principally the survey in its design.

In order to obtain essential information for the research, survey method has been used. Primary data was collected through questionnaire and checklist which ensure that questions were responded properly and there was no haphazard fill up the questionnaire and checklist due to unwillingness.

3.2 Research Setting

Respondents were selected from four private and community schools of Sundarharaincha municipality. They were teachers teaching English as foreign language and students were of basic level and Secondary level, i.e. class 1 to 12. The research has been carried out through structured questionnaire and checklist which were responded and checked by the respondents (teachers and students).

3.3 Population and Sample

The population of this study was 40 students and 4 teachers of Sundarharaincha Municipality. The sample respondents were selected from four schools. Those teachers and learners were directly related with a second language teaching and learning process. The researcher selected sample population through random sampling technique. 40 students and 4 teachers were selected for the study.

Among 40 students, 20 students were male and other 20 were female. 5 male and 5 female students were sampled from each school. 5 male and 5 female from Gyan Jyoti Secondary School, 5 male and 5 female from Sukuna Higher Secondary

School, 5 male and 5 female from Panchayat Secondary, 5 male and 5 female from Janata Secondary School were selected as a sample population through random sampling. They were individually asked a set of questions.

3.4 Tools for Data Collection

In this research, researcher used questionnaire and checklist for collecting data from the informants from private and community schools in Sundarharaincha municipality. There were questions in the questionnaire for the students and teachers and statements in the checklist which they had to tick using their own personal judgement. Those statements were based on learners' motivation and teachers' strategies in motivating the learners. The researcher distributed questionnaire and checklist for the teachers and students in order to find out the factors and strategies for motivation in ELT classroom. The statements were helpful to get the detail information and opinions from the teachers as well as students.

3.5 Data Collection Procedure

A structured questionnaire and checklist were given among the different students and teachers of secondary schools. The data was collected for 10 days from different schools. The survey of the study was done in four private and community schools. Students were selected and one/one English teacher was selected for the study. The researcher took two hours in each day for the survey of four different secondary schools to obtain the data and necessary information for the study.

3.6 Data Analysis and Interpretation Procedures

The survey of the study was done in four Secondary schools. Students were selected randomly from the school. Questionnaire and checklist were given to the teachers in order to find out the different strategies used by them for motivating the learners. In order to make the study more objective, the analysis has been done descriptively and statistically by using the tools and survey research design.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data

In order to identify the learner's motivation towards learning English language, they were asked a set of questions in order to find out different factors motivating them to learn English. They were requested to answer the questions on whether they are interested and motivated in ELT classroom. All the motivating factors were taken from the informants and the researcher made a table to identify the level of motivation (strongly agree, agree, disagree, neutral). Table 2 shows their responses to the former question and their opinions (strongly agree, agree, disagree, neutral) upon the factors affecting motivation in ELT class responded by them.

4.1.1 Reasons for Learning English

In order to find out various factors that motivate learners in ELT classroom, students were given questionnaire. Based on their opinion on motivation, checklist was designed and given to the students in order to find out level of motivation i.e. strongly agree, agree, disagree and neutral. The following factors affected them to learn English.

-) Because it will enable me to get the job.
-) Because it helps in my further studies.
-) For a personal development.
-) Because it will enable me to carry my tasks.
-) It helps to be familiar with the foreign culture.
-) English language speaking people have high prestige in the society.

Aforementioned factors that motivate the students in ELT classroom was found out from the students. Students' response for reasons behind learning English and level of motivation in such factors has been presented in the given table.

Table 2: Students' responses for learning English

Reasons for Learning English	Total number of Students	strongly Agree	Agree	Disagree	Natural
Because it will enable me to get the job	40	65%	35%	-	
Because it helps in my further studies	40	62%	38%		
For a personal development	40	48%	52%		
Because it will enable me to carry my task.	40	60%	40%		
It helps to be familiar with the foreign culture	40	55%	35%		10%
English language speaking people have high prestige in the society	40	75%	25%		

The table shows the various factors for learning English. 65% students strongly agreed that they learned English because it enables them to get the job. So, job factor is the main factor for learning English. 35% students agreed on these factors. Similarly, 62% students strongly agreed and 38% students agreed that English helps them for their further study. 48% students strongly agreed and 52% students agreed to learn English for personal development. 60% students strongly agreed and 40% students agreed to learn English because it enables them to carry their tasks. 55% students strongly agreed and 35% agreed that they learn English to be familiar with the foreign culture. Similarly 75% students strongly agreed and

48% students agreed that they learnt English because English language speaking people have high prestige.

4.1.2 Factors of Learner Motivation

Motivation in the context of the classroom is a dynamic state that originates from children's perceptions of themselves as well as from their perceptions of the surrounding environment. It is these perceptions that will lead children to select an activity and participate actively in ELT class. An important questions to them, is what factors might play a role in influencing and motivating students in learning. Their response for learning English has been presented in the pie-chart.

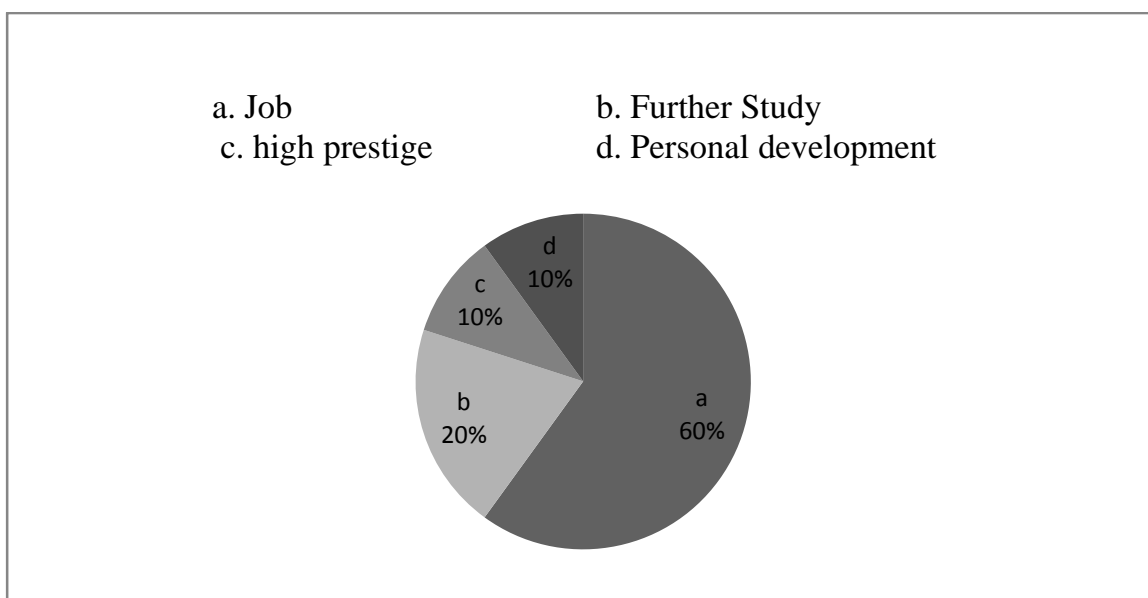


Figure2: Learners' motivation

Figure-1 describes learners' opinion about learning English. There were four options for the learners. Most of the students opined that learning English is their job. The figure shows that 60% students learnt English for job, 20% students learnt English for further study, 10% students learned for high prestige and 10% students learnt for personal development.

4.1.3 Learners Feeling in ELT Class

Learners motivation is affected by their attitude and feeling in the classroom environment. The teacher, therefore strive to provide an atmosphere of warmth and affection for his/her students. Such an atmosphere helps them to feel at ease when participating in classroom activities. Teachers who are both kind and nurturing are able to create a feeling of positive partnership between the learners and themselves. This partnership helps to enhance learners' motivation for learning. Given bar-diagram shows learners feeling and attitude in ELT classroom.

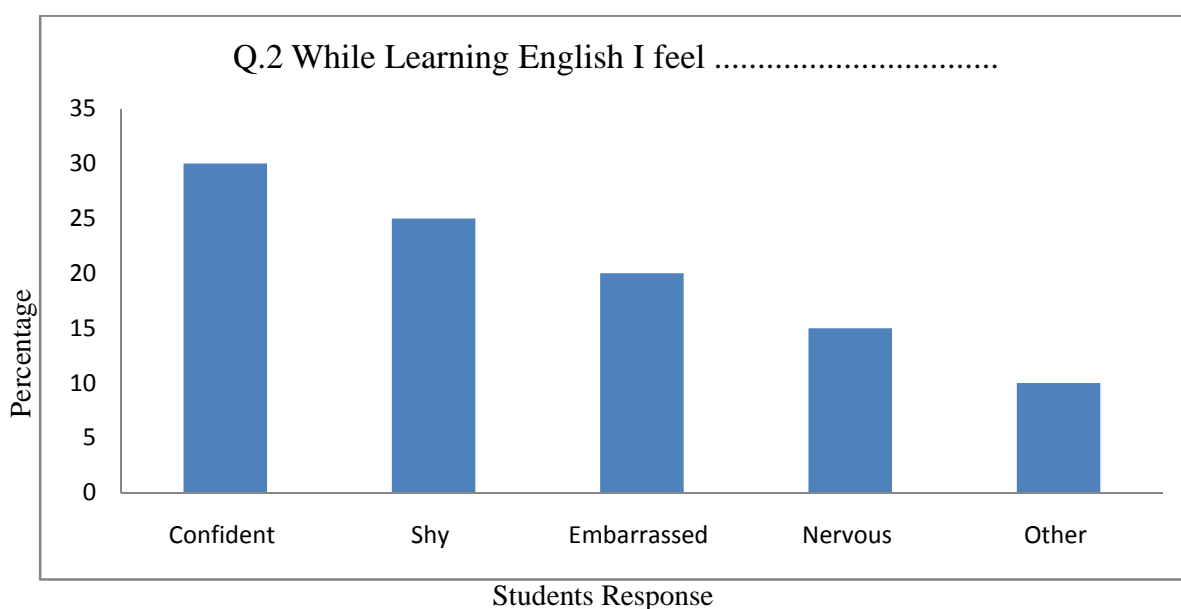


Figure 3: Students feeling in ELT classroom

Figure 2 is about learners' personal feeling about learning English. The questions were asked to forty students and their opinion was as follows. 30% students felt confident to learn English, 25% students felt shy, 20% students felt embarrassed. Similarly 15% students felt nervous and 10% students had other feeling which are not mentioned here.

4.1.4 Improvement of English Proficiency

Teaching and learning is a dynamic process. Students want to upgrade and increase the domain of skill, knowledge as well as language proficiency. Students generally progress through the same series of developmental stages they do so at their own individual pace. Furthermore, teachers respect individual differences in terms of their intelligence and ability. This pie-chart helps to find out elements that motivate the learners in learning English. Given pie-chart shows the reasons for improving English proficiency by the learners.

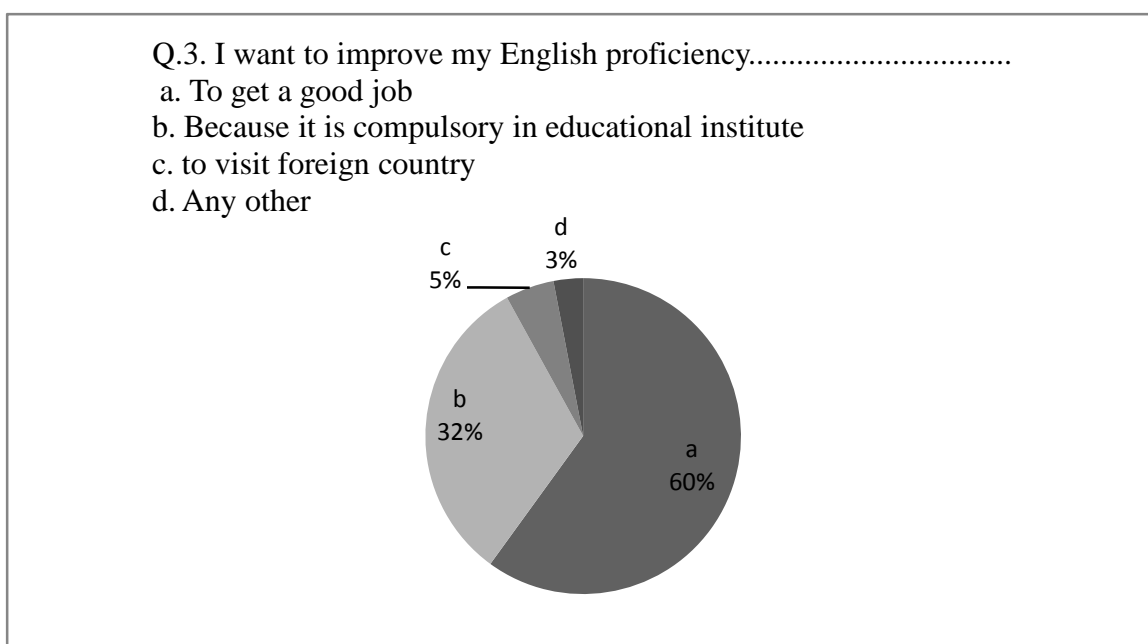


Figure 4: Reasons for improving English proficiency

Figure 3 shows the findings of extrinsic motivation. 60% of the students agreed that they want to improve their English proficiency for getting a job. Similarly, 32% students learn for educational purpose. 5% students learn to visit foreign country.

4.1.5 Teachers Perception on Learners Motivation

Highly motivated students provide a great source of satisfaction for us all. They learn more, learn faster and create fewer discipline problems than do poorly motivated students. Highly motivated students allow teachers to spend more teaching, less time on classroom management problems. Their enthusiastic approach to learning makes teaching learning activities enjoyable, fruitful and effective. On the other hand, when the learners are reluctant and demotivated, they themselves feel helpless and frustrated.

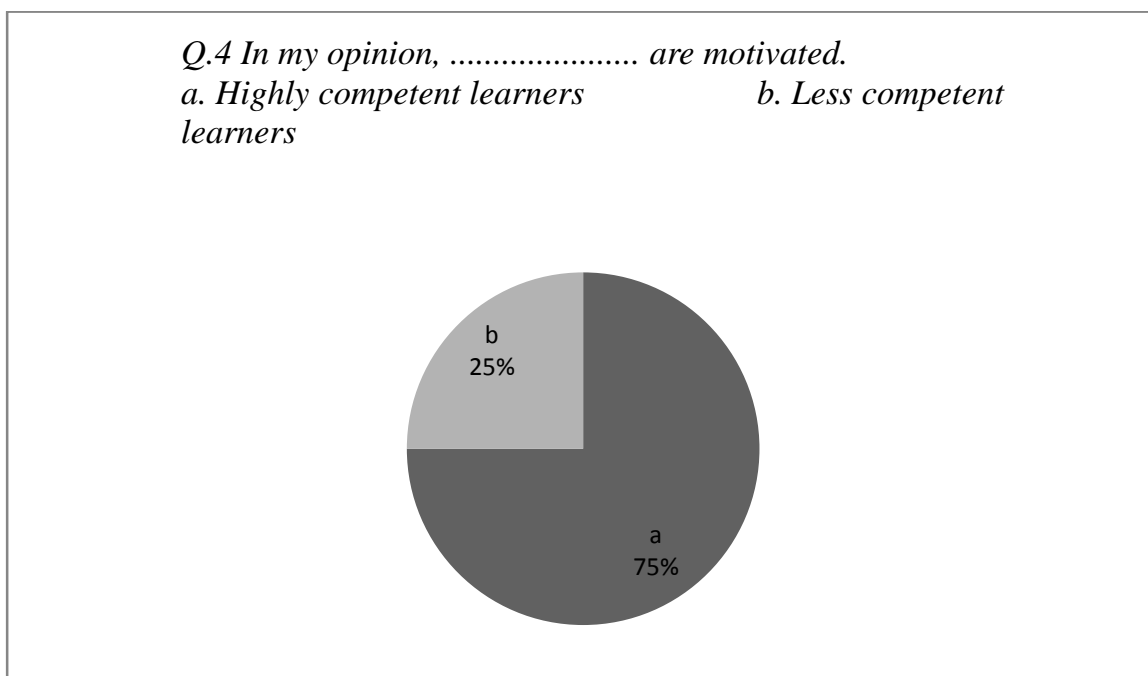


Figure 5: Teachers opinion (in percentage) on learners' motivation in terms of their competence level.

Similarly, a set of questionnaire was asked to the teachers to find out their views on learners' motivation in ELT classroom. 75% teachers strongly agreed that the highly competent learners are more motivated in comparison to less competent learners. 25% teacher i.e. one English teacher of Secondary Level agreed that the less competent learners are also motivated in ELT classroom.

Figure 4 shows the opinion of teachers on learners' motivation in terms of their competency level. 75% secondary level teachers opined the highly competent learners are motivated in ELT class. Similarly, 25% teacher opined that the less competent learners are highly motivated in ELT class.

Teachers use different strategies in order to motivate the learners in English languages classroom. According to them, different strategies are used in different classroom depending upon their classroom situation level of learners. Table 2 represents the teachers' strategies in ELT classroom and level of their agreement i.e. strongly agreed, agreed or neutral.

4.1.6 Teachers Strategies for Learners Motivation

Teachers adopt various strategies for motivating the learners. Students in the classroom need constant motivation from the teachers so that optimum use of their talents is made for their development. The needs are the basis of motivation. Teachers own praise and encouragement enhances in better learning outcomes. Teaching is like lightening the fire where -the spark between the child and learning process is to be provided by teacher. The researcher found the following strategies applied by teachers in ELT classroom.

-) Use of teaching materials.
-) Use of rewards.
-) Classroom management.
-) Presentation of teachers.
-) Pair work and group work.
-) Use of OHP.
-) Use of punishment.

Developing student motivation towards learning is one of the most important and challenging skills that teacher possesses. Motivation is an emotional force and inner drive that makes someone do or want something. The table shows the strategies used by teachers and how strongly they are in favor of such strategies.

Table: 3 Teachers Strategies for motivating learners in ELT class room

Teachers' Strategies for motivating learners in ELT class room	Strongly agreed	Agreed	Disagreed	Neutral
Use of teaching materials	75%	25%	-	-
Use of reward	75%	25%	-	-
Use of punishment	-	-	75%	25%
Classroom management	75%	25%	-	-
presentation of teachers	100%	-	-	-
Pair work and Group work	75%	25%	-	-
Use of OHP	100%	-	-	-

The table shows teachers' strategies for motivating the learners in ELT classroom in secondary level 75% teachers strongly agreed that use of teaching materials is one of the effective strategies for motivating the learners. 25% teacher agreed in the use of materials in ELT class. 75% teachers strongly agreed and 25% teacher agreed that the use of reward motivates learners to learn English. 75% teachers disagreed, 25% teacher remained neutral in the use of punishment. Similarly, 75% teachers strongly agreed and 25% teachers agreed in classroom management as a teaching strategy for motivating the learners. All four teachers strongly agreed in the presentation of teachers. Similarly, 75% teachers strongly agreed and 25% teacher agreed and all four teachers strongly agreed in the pair work and group work and the use of over-head projector respectively.

4.2 Summary of Findings

From close, careful, scientific and systematic analysis of the data, the following points have been discovered:

1. The following seven factors that motivate the students in ELT classroom have been identified in ELT class. The data collected for this research also confirms their fact. They are: to get the job, plus point for further study, for personal development, to carry tasks, to be familiar with the foreign culture, to have prestige in the society and for personal development.
2. Similarly, 60% secondary level students were motivated in ELT classroom for doing job, 20% students were motivated for further study, 10% students for high prestige and 10% students were motivated in ELT class for personal development.
3. Likewise, another question was asked to the students in order to discover their feeling about learning English. Their opinion showed that 30% students felt confident in learning English, 25% students shy, 20% felt embarrassed, 15% felt nervous and 10% students and other feelings.
4. Similarly, another question was asked having four options in order to find the reasons behind learning English to the students of Secondary level. 60% learnt English for getting job, 32% students learn English because it is compulsory subject in educational institute, 5% students learn to visit foreign countries and 3% English for other purpose.
5. In order to find subject teachers view towards learners' motivation, a question was asked. The finding was 75% teachers opined that the highly competent learners are highly motivated. Similarly, 25% teacher opined that less competent learners are highly motivated in ELT classroom in secondary level.
6. Similarly, the findings teachers' strategy for motivating learners is as follows. 75% teachers strongly agreed and 25% teachers agreed that the use of teaching

materials in one of the effective strategies for learners' motivation, 75% teachers strongly agreed and 25% teacher agreed in use of reward, 75% teachers disagreed in the use of punishment as motivation strategy. Likewise 75% teachers strongly agreed and 25% agreed in the classroom management as a teaching learning strategy. 75% teachers strongly agreed and 25% teacher agreed in the group work and pair work and 100% teachers' i.e. all four teachers strongly agreed in the use of OHP in ELT classroom for motivating the learners in ELT classroom.

To sum up, all the researchers agreed that motivation is the key factor for learning a second language. Most of the students learn English for job, for further study, personal development, doing the tasks, knowing foreign culture, prestige and development of personality. Teachers play a major role for the motivation of students. Teacher-student relationship should be friendly and interactive for the learners' motivation. Similarly, use of OHP, pair work and group work, and use of teaching materials also play vital role for motivation.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Thesis writing is a part of English education which is very essential in one's life. Thesis writing enables every research essential in one's life. Thesis writing helps every research to develop insight theory and principles of learning that is done during thesis period. Thesis writing is nothing without research, systematic and scientific procedure. So, thesis writing is the result of writing with creative mind and using thesis methodology. Every research is encouraged to complete with proper guidance inspected by a trained supervisor. Thesis is writing is guided and inspected by the supervisor with proper guidance and counseling. In the first chapter, there is the description about the introduction which focuses on the origin and literal meanings of motivating, types of motivation. Similarly it also deals with some objectives which are related to factors affecting learner's motivation, different strategies used by teachers for motivating the learners in ELT class. Second chapter deals with statement of problem, objectives, research questions, and significance of the study.

In the third chapter, there is the description of methods and procedure of the study. It is an attempt to find out the different factors motivating the learners, teachers view on learners' motivation and different strategies used by the teachers for motivating the learners. This chapter focused on population, sample and sampling strategy and study area.

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 in validity managed to show as conclusion. It also quotes policy related, practice related and further research related study.

At last, the conclusion is in this way very important part of this thesis work.

5.2 Recommendations

The following recommendations have been made on the basis of the above findings.

1. As there are a number of factors that affect the learners' motivations in English language teaching classroom in secondary level. So, English learning students should pay special attentions and interest in ELT classrooms.
2. This study helps to find out the effect of intrinsic and extrinsic motivation in students' performance. Teachers should know the strong influence of intrinsic and extrinsic motivation in second language teaching and learning classroom m.
3. Another main purpose of the study was to investigate the role of motivation for effective teaching-learning activities.
4. Teachers should try to remove the afraid of the students. Students can learn better if they know about the purposes of the learning.
5. It is the duty of teachers to motivate the students by showing the outcomes or the purposes of learning.
6. Teachers should adopt various strategies such as use of teaching materials, use of reward, classroom management, presentation of teacher, pair work and group work and use of OHP in ELT classroom for motivating the learning which helps in the better performance and outcome of the students.

5.2.1 Policy Related Recommendations

Thesis is a result of systematic and procedural policy of writing. The policy makes the researcher go through the English research and reach in the conclusion for further research and policy making of government. Policy makes the researcher overviews the subject matter according to the research guide by oneself. Policies work with guide and go through a methodology of thesis. Everyone has aim at a research for what the policy encouraged one to compel to write. Tribhuvan University is one of the universities of Nepal which encourages the students of masters' degree second year to give something useful, relevant and informative to the university during academic session.

5.3 Practice Related Recommendations

The thesis entitled "learners motivation in ELT classroom" is a study which is a study of different factors motivating the learners in ELT class room and various strategies used by teachers.

Writing a thesis is a way to know about doing something. It makes the new researchers discover thought and hope about various practices in teaching learning activity. Every researcher finds a new thing about what she/he is going to write which is called thesis. This work compels every researcher to carry out practice related research and practice himself/herself.

"Learners motivation in ELT classroom" is the title of this research because it helps to find out different factors affecting the learning and different strategies used by the teachers for motivating the learners. It will be very useful for the teachers, students and curriculum developers as well as psychologist as a useful guidance in teaching learning activities.

5.3.1 Further Research Related

This topic deals with the further relation to the researcher policy with the related research works on policy making. Since the researcher has applied the newly prescribed methods of research writing of T.U. and the fellow researchers get vast ideas in research writing procedures. This study will equally be an asset to the upcoming researchers in terms of theoretical literature and background. Hence, this research work can be a fruitful entity to anyone who is keen to know about factors affecting learners' motivation and strategies used by teachers for motivating learners in ELT classroom. Practice related research work for practice of the findings of the research work in the field of teaching and learning. The topic deals that a research is helpful to another research work which can be carried out on one's thought and theory when applied. Linguists mustn't don't take rest when they have knowledge of writing a thesis because the theses carried out previously give a proper guideline to write a next one. It is said that travelling never ends. So the research work will help to increase motivation level of learners and it is equally helpful to carry out other immense and useful research.

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APPENDIX-I

Question for student

Name of student: Rupak Bhattacharai

School's Name: Gyan Jyoti secondary school

Q.1. What are the factors that motivate you to learn English?

(i) For further studies

(ii) For higher prestige

(iii) For job.

(iv) For personal development



APPENDIX-II

Question : for student

Name of student: Youworgj shrestha

School's Name: Sukung Secondary school

Q.1 What are the factors that motivate you to learn English?

- (i) For job
- (ii) For personal development
- (iii) For further studies
- (iv) For high prestige
- (v) To know the foreign culture

APPENDIX-III

Checklist for students:

Name of Student: Rupak Bhattacharai

School's Name: Gyanjyoti Secondary School

Q.1 Tick (✓) the best options in the box in your opinion.

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.	✓			
ii) Because it helps in my further studies.	✓			
iii) For a personal development.		✓		
iv) Because it will enable me to carry my tasks.		✓		
v) It helps to be familiar with the foreign culture.		✓		
vi) English speaking people have high prestige in the society.	✓			

Q.2. _____ motivates me to learn English.

a. Job.

b. Further studies

c. High Prestige

d. Personal development

Q.3. While learning English I feel _____.

a. Confident

b. Shy

c. Nervous

d. Embarrassed

e. Any other

Q.4. I want to improve my English proficiency _____.

a. To get a good job.

b. Because it is a compulsory subject.

c. To visit foreign country

d. Any other

APPENDIX-IV

Checklist for students

Name of student: Youwaraj shrestha

School's Name: Suxuna Secondary School

Q-1. Tick (✓) the best options in your opinion.

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.		✓		✓
ii) Because it helps in my further studies.	✓			
iii) For a personal development.		✓		
iv) Because it will enable me to carry my tasks.		✓		
v) It helps to be familiar with the foreign culture	✓			
vi) English Speaking people have high prestige in the society	✓			

Q-2. _____ motivates me to learn English.

- a. Job ✓ b. further studies
c. high prestige d. personal development.

Q-3. While learning English I feel _____:

- ✓ a. Confident b. Shy c. Nervous
d. Embarrassed e. Any Other

Q-4. I want to improve my English proficiency _____:

- a. To get a good job. ✓ b. Because it is a compulsory subject
c. To visit foreign country d. Any Other

APPENDIX-V

Checklist for students

Name of student: Sharmila Thapa

School's Name: Janata Ma. Vi.

Q.1 Tick (✓) the best options in the box in your opinion.

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.	✓			
ii) Because it helps in my further studies.		✓		
iii) For a personal development.		✓		
iv) Because it will enable me to carry my tasks.		✓		
v) It helps to be familiar with the foreign culture.	✓			
vi) English language speaking people have high prestige in the society.		✓		

Q.2. _____ motivates me to learn English.

- a. Job b. Further study
c. high prestige d. Personal development.

Q.3. While learning English I feel _____.

- a. Confident b. Shy c. Nervous
d. Embarrassed e. ~~Nervous~~ Other

Q.4. I want to improve my English proficiency _____.

- a. To get a good job. b. Because it is a compulsory subject.
c. To visit foreign country d. Any other.

APPENDIX-VI

Checklist for students:

Name of student: Sujan Choudhari

School's Name: Panchayat Ma. Vi.

Q.1. Tick (✓) the right options in the box in your opinion.

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.		✓		
ii) Because it helps in my further studies.	✓			
iii) For a personal development.	✓			
iv) Because it will enable me to carry my tasks.	✓			
v) It helps to be familiar with the foreign culture.		✓		
vi) English language speaking people have high prestige in the society.		✓		

Q.2. _____ motivates me to learn English.

- a. Job b. Further study
c. high prestige d. Personal development.

Q.3. While learning English I feel _____.

- a. Confident b. Shy c. Nervous
d. Embarrassed e. Other

Q.4. I want to improve my English proficiency.

- a. To get a good job. b. Because it is a compulsory subject.
c. To visit foreign country d. Any other.

APPENDIX-VII

Checklist for students

Name of student: Rajesh Khatori

School's Name: blyan Jot Jyoti English School.

Q.1 Tick (✓) the right options in the box in your opinion.

students

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.		✓		
ii) Because it helps in my further studies.	✓			
iii) For a personal development.		✓		
iv) Because it will enable me to carry my tasks.	✓			
v) It helps to be familiar with the foreign culture.			✓	
vi) English language speaking people have high prestige in the society.		✓		

Q.2. _____ motivates me to learn English.

- a. ~~Job~~ b. Further study
c. high prestige d. Personal development

Q.3: While learning English I feel _____.

- a. Confident b. ~~shy~~ c. Embarrassed
d. Nervous e. Other

Q.4: I want to improve my English proficiency _____.

- a. ~~To get a good job.~~ b. Because it is a compulsory subject
c. To visit foreign country. d. Any Other

APPENDIX-VIII

Checklist for students:

Name of student: MIKISHA KHADKA

School's Name: SUKUNA SECONDARY SCHOOL

Q.1. Tick (✓) the right options in the box in your opinion.

students' response for learning English

Reasons for Learning English	Strongly Agree	Agree	Disagree	Neutral
i) Because it will enable me to get the job.		✓		
ii) Because it helps in my further studies	✓			
iii) For a personal development	✓			
iv) Because it will enable me to carry my task		✓		
v) It helps to be familiar with the foreign culture.	✓			
vi) English language speaking people have high prestige in the society.		✓		

Q.2. _____ Motivates me to learn English.

- a. Job b. Further study
c. high prestige d. Personal development

Q.3. While learning English I feel _____.

- a. Confident b. Shy c. Embarrassed
d. Nervous e. Others

Q.4. I want to improve my English proficiency _____.

- a. To get a good job b. Because it is a compulsory subject
c. To visit foreign country d. Any other

APPENDIX IX

Question for Teacher

Name of Teacher: Som Chamlagain

School's Name: Sukuna Ma. Vi.

Q. I: What are the things that you use to motivate the students in ELT classroom?

- i. Use of OHP
- ii. Pair work and Group work
- iii. Classroom management
- iv. Presentation of teacher

APPENDIX-X

Question for Teacher

Name of Teacher: Jayandra Bhattarai

School's Name: Gyan Jyoti Secondary School.

Q. 1: What are the things that you use to motivate the students in ELT Classroom?

- i. Use of rewards.
- ii. Use of teaching materials
- iii. Pair work and group work.
- iv. Use of O.H.P.

APPENDIX-XI

Checklist for teachers:

Name of Teacher: Som Chamlagain

School's Name: Sukung Ma. Vi.

Tick (✓) the best option in your opinion.

Q.1. In my opinion, _____ are motivated.

a. Highly competent learners b. Less competent learners.

Q.2.

Teachers' strategies for motivating Learners in ELT classroom	Strongly Agreed	Agreed	Disagreed	Neutral
i) Use of teaching materials	✓			
ii) Use of rewards.		✓		
iii) Use of punishment.			✓	
iv) Classroom management.	✓			
v) Presentation of teachers.		✓		
vi) Pair work and Group work		✓		
vii) Use of OHP		✓		

APPENDIX- XII

Checklist for teachers:

Name of Teacher: Jayandra Bhattarai

School's Name: Gyan Jyoti Secondary School.

Tick (✓) the best option in your opinion.

Q.1. In my opinion, _____ are motivated.

a. Highly competent learners

b. Less Competent Learners

Q.2.

Teachers' Strategies for motivating learners in ELT classroom	Strongly Agreed	Agreed	Disagreed	Neutral
i) Use of teaching materials	✓			
ii) Use of rewards		✓		
iii) Use of punishment			✓	
iv) Classroom management	✓			
v) Presentation of teachers	✓			
vi) Pair work and Group work		✓		
vii) Use of OHP	✓			