Using Contextual Factors to Promote Students' Motivation in English Language Teaching

Using Contextual Factors to Promote Students' Motivation in English Language Teaching

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

Submitted by
Deepa Puri

565/S

Department of English Education
Faculty of Education,
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2022

Deepa Puri 2022

Using Contextual Factors to Promote Students' Motivation in English Language Teaching

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

Submitted by
Deepa Puri

Department of English Education
Faculty of Education,
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2022

Using Contextual Factors to Promote Students' Motivation in English Language Teaching

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

Submitted by
Deepa Puri

Department of English Education
Faculty of Education,
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2022

T.U. Regd.No: 9-2-812-11-2013
M.Ed Fouth Semester
Exam Roll No: 7328043/ 073

Date of the Approval of the Thesis Proposal: 02/09/2021
Thesis Submission:22/02/2022

Recommendation for Acceptance

This is to certify that **Ms. Deepa Puri** has prepared this thesis entitled **Using Contextual Factors to Promote Students' Motivation in English Language** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 15/02/2022

……..

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education,

T.U Kirtipur, Kathmandu

Recommendation for Evaluation

This research has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey (Supervisor) ……
Reader and Head (Chairperson)
Department of English Education,
T.U. Kirtipur, Kathmandu

Dr. Ram Ekwal Singh ……
Reader (Expert)
Department of English Education,
T.U. Kirtipur, Kathmandu

Mr.Bhim Prasad Wasti ……
Department of English Education, (Member)
T.U. Kirtipur, Kathmandu

Date: 02/09/2021

Evaluation and Approval

This thesis has been evaluated and approved by the following research committee.

Signature

Dr. Gopal Prasad Pandey (Supervisor) ……
Reader and Head (Chairperson)
Department of English Education,
T.U. Kirtipur, Kathmandu

Dr. Ram Ekwal Singh ……
Reader (Expert)
Department of English Education,
T.U. Kirtipur, Kathmandu

Mr. Resham Acharya ……
Teaching Assistant (Member)
Department of English Education,
T.U. Kirtipur, Kathmandu

Date:22/02/2022

Declaration

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

Date:20/02/2022 ……

Deepa Puri

Dedication

Dedicated

To

Honorable, loving and caring persons of my life

My parents, Mr. Tek Raj Giri (Husband), family members, who devoted their life and helped and guided me in every step to make my path easy to reach where I stand today.

ACKNOWLWDGEMENTS

I would like to express my deep and sincere gratitude to my research supervisor, **Dr. Gopal Prasad Pandey**, Reader and Head Department of English Education, Tribhuvan University Kirtipur, Kathmandu, for giving me the opportunity to do research and provide invaluable guidance throughout this research. His dynamism, vision, sincerity and motivation has deeply inspired me. It was a great privilege and honor to work and study under his guidance. I am extremely grateful for what he has offered me.

I am grateful to **Dr. Anjana Bhattarai**, Professor Department of English Education for her productive suggestions and guidance. In the same, my earnest thanks to **Mr. Ram Ekwal Singh**, Reader Department of English Education, for his supports, suggestions and guidelines in internal proposal viva.

I am equally grateful to **Dr. Tara Datta Bhatta, Mr. Resham Acharya Mr. Guru Prasad Paudel, Mr. Khem Raj Joshi,** and other members of the Department of English Education for their direct and indirect encouragement and suggestions.

I am thankful to all my respondents for their kind cooperation and active participation during data collection. Without their support, it would have not been possible for me to complete this study, I am also grateful to the librarian, the Department of English Education for her help from the very beginning. Similarly, my family members also deserve thanks for taking troubles in managing proper family environment to support my study.

Last but not the least, I would like to acknowledge all those have helped me directly or indirectly in accomplishing the study.

Deepa Puri

Abstract

This study entitled “Using Contextual Factors to Promote Students’ motivation in English Language Teaching” intended to find out the contextual factors that motivate students towards learning English language and suggest some pedagogical implications. Survey research design was used in this study. Fifty secondary level students and twenty teachers were selected as a sample using random sampling procedure. In this study, close- ended and open- ended questionnaires were used as data collection tools and data were analyzed statistically and descriptively to derive findings. It was found that school or classroom environment, teaching style, reward, positive feedback and peer relationship are major motivating factors to students while learning English language. It was also found that boring teaching method, uninteresting teaching materials, inadequate classroom or school facilities are major least motivating factors. Finally, it was found that peer relationship is the most motivating contextual factors for the students.

The study consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, rational of the study, delimitations of the study and the operational definitions of the key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation procedures of the study and ethical considerations. The fourth chapter deals with the analysis and interpretation of the collected data. In the same way, the fifth chapter presents the findings based on the analysis and interpretation of the data, including conclusion derived from the findings and recommendations in policy related, practice related and further research related level. Finally, the references and the appendixes, which are necessary for the validation of the research, have also been presented.

Table of Contents

	Page No.
Declaration	*i*
Recommendation for Acceptance	*ii*
Dedication	*iii*
Recommendation for Evaluation	*iv*
Evaluation and Approval	*v*
Acknowledgements	*vi*
Abstract	*vii*
Table of Contents	*viii*
List of Tables	*x*
List of Abbreviations	*xi*
Chapter 1: Introduction	**1-6**
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Questions	5
Rational of the Study	5
Delimitations of the Study	6
Operational Definitions of the Key Terms	6
Chapter 2: Review of Related Literature and Conceptual Framework	**7-26**
Review of Related Theoretical Literature	7
English as a Global Language	8
Over View of Motivation	9
Types of Motivation	10
Theories of Motivation	13
Factors Affecting Students Motivation	15
Contextual Factors for Motivating Students	16
Review of Empirical Literature	20
Implications of the Review for the Study	24
Conceptual Framework	25

Chapter 3: Methods and Procedures of the Study **27-30**
Design and Method of the Study 27
Population, Sample and Sampling Strategy 28
Sources of Data 28
Data collection Tools 29
Data Collection Procedures 29
Data Analysis and Interpretation Procedures 29
Ethical Considerations 30

Chapter 4: Analysis and Interpretation of Data **31-46**
Analysis of the Data obtained through the Questionnaires 31

Chapter 5: Findings, Conclusions and Recommendations **47-51**
Findings 47
Conclusion 49
Recommendations 50
Policy Related 50
Practice Related 51
Further Research Related 51

REFERENCES

APPENDIXES

List of Tables

	Page No.
Table: 1 Textbook	32
Table: 2 Peer Culture	33
Table: 3 Teachers' Influence	34
Table: 4 Assessment Practice	35
Table: 5 Parental Influence	36
Table: 6 Learning Environment	38

List of Abbreviations

CTE	: Career Technical Education
DMC	: Directed Motivational Currents
EFL	: English as Foreign Language
EG	: Exempli gratia
ESL	: English as a Second Language
ETC	: Et cetera
ELT	: English Language Teaching
IE	: That is
L2	: Second Language
TL	: Target Language
TU	: Tribhuvan University

Chapter 1
Introduction

The present study is the **Using Contextual Factors to Promote Student' Motivation in English Language Teaching** that consists of five chapters. This is the first chapter that consists of background/ context of the study, statement of problems, 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

Context is taken as synonymous with background, circumstances, history, conditions, situation, atmosphere, and environment. Context also refers to the materials, facilities, physical resources like: room, benches, board, environmental conditions. Mahlobo (1999, p.19) defines "Context as the background factors without which the senior secondary school learner's good or poor performance in English cannot be understood." Institutional context may refer to the school regulations, philosophy, materials, facilities, and from broader perspective, can also refers to the atmosphere outside the school, for instance school location, neighborhood, and norms (Cuayahuitl, Carranza, (2015, p. 80). Context of teaching includes anything in the surrounding environment like: physical, social, and personal which influences teaching and learning. Like this, according to Figueiredo (2005, p.128), "Learning context is the set of circumstances that are relevant when someone needs to learn something."

Student motivation is the essential element for quality teaching and learning process. There are different contextual factors that have momentous impacts on student motivation to learn. According to Salili and Hoosain, (2003, p. 60), "Contextual factors does stress the importance of understanding how student motivation within classroom is shaped and constituted by classroom practices and cultures." Tulsian, (2002) mentions "Motivational Factors are necessary to promote strong job satisfaction, strong motivation and good performance." Like this Wentzel and Miele, (2016, p. 4) says, "Motivational factors can promote or hinder the development of students' motivation at school." There are different factors like teacher interaction with students, class environment, parents, peers, assessment, class

size which strongly impact on student's motivation. To motivate students, teachers can use different techniques like: a) Usage of inventive teaching methodologies, b) Devotion of teachers towards their students c) Creation of passionate learning environment for the classroom (Ullah, Sagheer, Sattar and Khan, 2013, p. 92). Like this, Parents and every family member should be involved in motivation of students. The family financial support, encouragement and following up have positive impact on students' performance as measured by their GPA (Hodo, 2016, p. 29). Showing interest to learner's learning material, actively listening encouraging children to complete homework or study also helps to promote student's motivation. As child grow older, he/she influence by their peers. Like others, learning environment another factor that affect students' motivation. Positive school environment makes students feel safe and secure. Students spend a lot of time in school and in home where various contextual factors play an important role in shaping student motivation. Christenson, Reschly and Wylie (2012, p. 201) mention, "Interpersonal relationship in the classroom, among peers and between students and teachers are important elements that help individuals meet their basic needs of belonging and valuing." Affective and motivational factors always promote students to reach the success. Motivational factors always support and provide feedback to the students. Walqui (2000, p. 3) states, "Factors such as peer pressure, the presence of role models, and the level of home support can strongly affect the desire and ability to learn a second language." Learner mostly influenced by their parents, teachers and social environment wherever they live. Learners want to copy their parents, teachers and friends whatever they have done. For example; if parents speak English in home, their children automatically influenced by that language. Nowadays, the importance of English in every field like: Education, technology, communication, in office also English become official language of many country also increase the interest of learner to learn the English language.

There are over 6000 living languages spoken in the world. Among them, English language has recognized as a widely used language for global communication that is continuously increasing as the world rapidly moves towards globalization. There are now more non- native speakers is growing rapidly. In the context of Nepal, many youths go to abroad for higher studies and job opportunities and English can be the contact language for them, so the learners are increasing. As it is used worldwide,

people are attracted to learn it, so that they can achieve their expected goal. Nowadays in Nepal, English language has taught throughout all levels of education. In primary and secondary level, English has taught as a compulsory or requirement subject before graduation. Nowadays, Teaching and learning English will not success, if the learner will not be motivated. The word motivation has derived from the Latin word movere that means to move. It means the desire to do something for a certain reason. Zwemer (2005, p.65) states, “Motivation begins, sustains or carries or and directs one’s activities.” Like this Mukherjee defines, “Motivation is as the process of arousing and sustaining goal directed behavior.” Motivation provides direction and intention to one’s behavior when someone is very hungry, to stop his/ her hunger, at that time, driving force or motivation pushes his/ her finds the food to eat. The reason here eating food is motivation. Like this, the presence of motivation can inspire the learners to achieve their goal. So, motivation is taken as the key path to the success. In the absence of motivation teaching and learning English may not be meaning and successful. So, motivation is taken as a very important element for teaching and learning which makes teaching and learning successful.

Learning often becomes associated with hard work instead of pleasure. Many students are physically present in the classroom but they are mentally absent and therefore they become weak in classroom and their learning experience becomes filled with negligence. In this kind of situation, motivation plays vital role that engage the person in higher order thinking and developing analytical insight in students. Motivation is not all about our real interest, it is about the efforts where contextual factors contain implications of efforts which pupils put into their work. So, active involvement of the students motivates to learn and attain good grades.

In the context of Nepal where English language is taught as a foreign language, motivation can be an influential tool in teaching English in Nepal. Most of the students left school because they might not be interest in the content or lack of basic things required for effective teaching and learning. So, to motivate students in content, teachers can employ motivational strategies.

In our context, our mother tongue is Nepali, so most of the students feel difficult to learn speak English. In this situation, contextual factors may help students to learn English language. If students may get good advice and support from family

and teacher, also get peaceful environment, interesting and easily understandable textbook, support from peers, available of interesting teaching learning materials then students may not leave school or showing interest in content. So, teacher can use contextual factors to motivate students in English language learning. Using contextual factors in Nepalese context may help to teach and learn English more easier like English (native language) speaking countries.

In the case of motivating students, contextual factors like, social and economic incentives play a vital role in this regard. If the family provides adequate economic incentives and social support to the student then obviously the student are motivated towards the learning process. Like family and society, there are other different contextual factor that motivates students to learn.

Statement of the Problem

Motivation is taken as a key factor in the success of learners at all stages of their education. Motivation plays one of the important role in education which helps to achieve a specific target. Language teaching and learning can be fruitful only when there is an active participation of both teacher and students in classroom. At that time, motivational factors play very important role to make them active in teaching and learning process.

In the context of Nepal, it is clear that English language is taught and learnt as a foreign language. In school most of the students who came from non- English background and they might have been facing different issues and problem while teaching and learning English as a foreign language, teachers and students are still suffering from problem. Because of facing problem, students drop-out schools. Various literature studies showed that ELT situation in Nepal is not so good. For this connection, motivation is very influencing factor to improve the situation of ELT in Nepal.

In this regard, it is thought to be necessary to study different kinds of contextual factors that play pivotal role in motivation in the case of English language teaching and learning. Most of the researchers have carried out research on student's motivation and so on but no one has carried out research on using contextual factors to promote student motivation in English language teaching. So, researcher will study

on **Using Contextual Factors to Promote Student' Motivation in English Language Teaching**. Researcher aims to find out the factors that contribute to motivate students while doing teaching and learning English Language.

Objectives of the Study

The study had the following objectives:

a) To find out the contextual factors that motivate students towards learning English language.
b) To suggest some pedagogical implications.

Research Questions

This study is oriented to find out the answer of the following questions:

a) What are the contextual factors that affect students learning to be motivated?
b) What are the major motivating factors in learning English?
c) What could be the least motivating factors in learning English?

Rational of the Study

Nowadays, English becomes one of the most important language in the world that's why it becomes an essential part of education. It becomes a compulsory subject in our schools. So that, every student should study it and gain better achievements. To gain better achievements, students have to be motivated to learn English language. The study aims to provide knowledge to the teachers about how to motivate students using contextual factors while teaching and learning English language.

So, the major findings of the research will be useful to all those who are interested in the field of language teaching and learning. Mostly, the study will be beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in English language teaching and learning. Specially, it will be beneficial for language teachers because knowing the factors motivating help to keep their students motivating in learning and making their teaching successful. The finding and the conceptual framework also provide ideas to the curriculum designers and subject experts to formulate the policy relating several variables for better classroom activities. Similarly, this study will highly significant for the EFL

practitioners mainly who want to do research in the field of student's motivation. So, Researcher has taken this study as my topic as research study. At last the finding of the study play significant role to increase the number of student participation in learning English band also will be beneficial for further researches in this field.

Delimitations of the Study

The following were the delimitations of the study:

- The area of the research was delimited to Bankey district.
- The researcher included the higher secondary level ten public schools only.
- The population of this study was limited to the class ten students and teachers.
- The study was limited to only perception of teachers and students towards contextual factors to promote student motivation in English language and learning.
- The data was collected only through the questionnaires.
- Survey research design was used for this study.

Operational Definition of the Key Terms:

The key terms that have been used in this study area as follows:

Context. The situation within something happens and that helps you to understand it.

Contextual Factors. Textbook, peer, teacher, environment, assessment practices, parents come under the contextual factors. Here researcher wants to research the role of contextual factors to promote student motivation.

English Language Teachers. Teacher that are trained to teach English as a second language. They are either university or college trained.

Motivation. Motivation is the process that initiates, guides, maintain, goal orient behavior.

Chapter 2
Review of Related Literature and Conceptual Framework

Literature review is one of the essential and most important tasks to carry out any research. It helps to make the research valid and reliable. This section includes review of related literature, review of related empirical literature, implications of the review of the study and conceptual framework.

Review of Related Theoretical Literature

Language was invented by human beings in order to survive. Language is used by human beings. The signs used by other animals are not language. Use of language makes the human beings different from other animals. Language is most powerful means of communication by which we express our ideas, emotions, thoughts and feelings with each other.

Language is not only the means of communication but the use of a common language also reveals some sort of social or practical unity among its speakers and users. Similarly, it is also a means of human civilization. The movement of people across the world, for example migration has brought change in language. Most of the activities in the world are carried out through it. We cannot imagine the world without English language. It has become compulsory to learn English language. It has become compulsory to learn English language to survive in this world.

English is taking an important role all over the world. It is also taken as standard and prestigious language in the world. Speakers of it increasing day by day. So, teaching and learning English has become vital these days. So, one day it might replace many other languages in the world. The first language or mother tongue is acquired, and the second language is learnt. To learn the second language, learners have to be motivated. Motivation plays very important role in learning language. Motivation is not factor that determine a person to do something. Moya (2013) states “Motivation is the reason or reasons one has for acting or behaving in a particular way.” Motivation pushes the learner to go further, to do something or to learn something.

To conduct this research, researcher will collect information from different sources. In this section researcher has discussed different related literature. Researcher has visited different web-sites, read previous researches, different books, article to prepare review of related theoretical literature.

English as a global language. There are many more languages in use around the world. In the present context, English is not only English but it is a global English. It has achieved the status of international language all over the world. To support this statement, we can cite here Crystal's view (2003, p.3) "A language achieves a genuinely global status when it develops special role that is recognized in every country." To achieve such a status, Language can be used in two ways in this world. Firstly, language can make the official language of country and the secondly, language can be used as medium of communication in such areas as education system, media, government, law.

It has become the language that is spoken by many people all over the world as mother tongue and it is also become as an international language. Harmer says "English is now used more often as a lingua franca than as a native language." There are many more other languages which cannot able to gain status like English language.

English has its worldwide preserve and the spread is unprecedented. The growth of English becomes the world's primary language for wider communication that is rapidly spreading around the world area. It has different status in different countries in the world for example: English as a native language, English as second language and English as foreign Language. The most influential model, by Kachru (1985, as cited in Fang and Yuan, 2011, p.94) includes three circles of English use that are:

- Inner circle: It comprises the native speaker countries like: The USA, UK, Canada as norm providing centers.
- Outer circle: It includes ESL countries like: Singapore, India, Pakistan, as norm developing centers.
- Expanding circle: It includes EFL countries like: Nepal, Japan, Denmark as norm dependent centers.

Now the world has become a global village with the development of science and technology. The speaker of English Language is increasing day by day. Young people find career or opportunity abroad that is possible only because of the knowledge of the English. These days, Tourism sector has flourished and people travel around the world and most often English is the medium language for the travelers. In similar way, the English language has its wider spread in different areas and different purposes as; employment practices, classroom pedagogy, games, medicine and so on.

The importance and use of English language are growing day by day. So, it is impossible to separate ourselves from English language. In this regard, English language is one of the strong mediums to connect ourselves throughout the world and its activities.

Overview of Motivation

Motivation is multifaceted as it has been defined in many different ways by different researchers. The term motivation is said to be derived from the Latin term "mover" which means to move. Thus, etymologically, motivation means to move someone to do something. Ball (2012) says, ´Motivation is as forces acting either on or within a person to initiate behavior." Kost (2005, p.3) says, "Motivation is as an inner state of need or desire that activates an individual to do something that will satisfy that need or desire." Like this, Harmer says, "Motivation is some kind of internal drive which pushes someone to do thing in order to achieve something."

Motivation internally inspires the person to do something. Motivation is a drive of having sense of need or desire that enforces individual to act in a situation. When a person is too much concerned to a certain thing, he is mentally and physically attracted and interested to do the things that is called motivation. Motivation encourages a person to act upon something. Person's need, desire, and stimulation strengthen the motivation. If the person needs or desires to gain something, he is motivated.

The learners get influenced from his community members, seniors, media etc. and he is motivated to learn the language. It means motivation increases the efforts of learner to learn second language.

Motivation is not all to learn language, it is one of the important factors to drive the learners. When a learner is motivated through either intrinsic or extrinsic factors he/she is more interested to learn the language.

Motivation plays a very important key role in person's life, achievements, satisfaction and happiness. Everybody in this earth do something to get something. Nobody does something for nothing. That thing is reward that inspires people to do something. To clarify this statement Illand (2013, p. 17) states, "Motivation is the commitment, will power, or the force that pushes a person to take action and reach a certain goal." Brophy (2004, p.3) further says,

Motives are hypothetical constructs used to explain why people do what they do. Motives are distinguished from related goals (the immediate objective of action sequence) and strategies (the methods used to achieve goals and thus to satisfy motives. For example; a person responds to hunger (motive), by going to a restaurant (strategy) to get food (goal).

Motivation is the willingness to do something and is continued by this actions ability to satisfy some need for the individual. Motivation is the willingness to exert high level of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. People who are motivated exert a greater effort to perform than those who are not motivated. It is commonly believed that people who are highly motivated will learn second language faster and to a greater degree.

From the above mention ideas, we can conclude that motivation is a kind of inner drive that inspires to do something to achieve something.

Types of motivation. Motivation plays a very important role in second language learning. It is the desire of learner to learn language. Learner who is highly motivated learn language faster and better. "Motivation energizes and guides behavior toward reaching a particular goal" Sansone and Hoosain (2000, p.1). Motivation is considered as an integral part in the achievement of any goal. Even if we talk about types of motivation, there we cannot find any uniformity of it. Mahadi and Jafari (2012) say that, the levels and kinds of motivation in any individual are different from others. Not only levels but also amounts of motivation in individuals are different,

their kinds of motivation can be also different. According to Gardner and Lambert (1972 as cited in Brown, 2013, p. 75), there are two types of motivation which are integrative and instrumental motivation. When it was shown that, integrative motivation was stronger linked to success in learning a second language than instrumental motivation. Brown, mentions other two types of motivations which are intrinsic and extrinsic motivation. Brown, (2013, p.76) says that intrinsic motivated behaviors are personal autonomy, self- fulfillment and feeling of competence and self-determination and extrinsic motivated behaviors are carried out in anticipation of a reward from outside and beyond the self.

Intrinsic motivation. Intrinsic motivation refers to rewards provided by an acting itself. It can arise from the self- generated factor that influences people's behavior. It is not done by any kinds of external rewards or punishment. "Intrinsic motivation itself is goal related, therefore it is independent from any kind of external value. The goal can be defined as the desire to accomplish an understanding for any circumstances, which originates from ones own curiosity" Kost (2005, p.3). In the words of Illand (2013, p. 20) "Intrinsic motivation is known to have the high motivation power, since the force is personally aroused, grown and sustained."

According to Deci (2012, p.23) "In intrinsic motivation, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward." When intrinsically motivated, a learner moves to external pressures or rewards. It originated inside a person. There is no reward except the activity itself.

Thus, intrinsic motivation arises from internal factors such as a student natural feeling of curiosity. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not sure goal that is achieved at the end or because of the activity.

Extrinsic motivation. Extrinsic motivation arises when things are done for the persons to motivate them. These include rewards such as money, fame, grade, praise, promotion or it might be punishment. Extrinsic motivation can have an immediate and powerful effect, but it will not necessarily long-lasting effect. People who are extrinsically motivated will continue to perform an action though the task might not be interested and itself rewarding. Illand (2013, p. 25) says, "Extrinsic motivation is

the kind of motivation where the stimulus comes from an external source. It works just a dog who is motivated to do a trick in exchange for a treat."

In the same way, Mahadi and Jafari (2012) define that, "Extrinsic motivation is a motivation to do work or an activity as a means or way to achieve a target." According to Baker and Jones (1998, p. 651), "Extrinsic motivation refers to the degree of effect a learner expends to learn a second / foreign language in order to attain some extrinsic reward or to avoid punishment."

Extrinsically motivated behaviors are carried out to get an instrumental end such as earning a reward from outside and avoiding a punishment. In another words, extrinsic motivation is a kind of motivation to do a work or an activity as a means or way to achieve a target. So, this motivation arises from the use of external rewards such as grade, praise, promotion.

Thus, motivation is the key to all learning. Presence of motivation can increase learning behavior. So, motivation is one of the important factors in the process of teaching and learning.

Integrative and instrumental motivation. According to Gardner and Lambert (1972 as cited in Mahadi and Jafari, 2012) there are two types of motivation that are integrative and instrumental and they have made the distinction between integrative and instrumental motivation. According to Garder and Lambert, (1972 as cited in Kumaravadivelu, 2006, p. 1779), "Integrative motivation refers to an interest in learning a second language in order to socio culturally integrate with members of the TL community where as instrumental motivation refers to an interest in learning a second language for functional purposes such as getting a job or passing an examination."

There are different factors that motivate learners, like: culture, community. When a learner gets motivated for job, social prestige, and some personal advantages which is call instrumental motivation. To support this, Oxford (1996, p.3) states, "Instrumental motivation is a kind of motivation to learn the language for an instrumental purpose, such as getting a better job, earning more money, entering a better college." Besides, the learner may have strong desire to learn second language for knowledge is called integrative motivation.

Furthermore, Baker and Jones (1998, p. 651) also asserts that instrumental motivation arise to acquire or preserve a language is mostly self-oriented, individualistic, related to achieve or success and integrative motivation is about social or interpersonal reasons for second language learning or minority language activity. Similarly, instrumental motivation learners are studying a language in order to further career or academic goal and in integrative motivation the learner is pursuing a second language for social and or cultural purposes (Brown, p. 75).

Thus, Instrumental motivation involves perception of purely practical value in learning the second language such as increasing occupational or business opportunities, enhancing prestige and power or higher status in community. Beside this, integrative learner's desire is to learn more about cultural community of the target language and to incorporate with target community.

Theories of motivation. It is important to ensure that every students of a school are motivated. There are various psychologists who have studied human behavior and have formalized their findings in the form of various motivation theories. These motivation theories help to understand that how people behave and what motivate them. According to Haque, Haque and Islam (2014, p. 63) explained about main three theories which are discussed below:

Maslow's hierarchy of needs. Maslow said that a person will be motivated when his needs are fulfilled. People have a pyramid hierarchy of needs that they will satisfy from bottom to top. Their need starts from the lowest level basic needs and keeps moving up as a lower basic level need is fulfilled. Maslow said that if people's lower needs unfulfilled, he/ she can not climb to the next step.

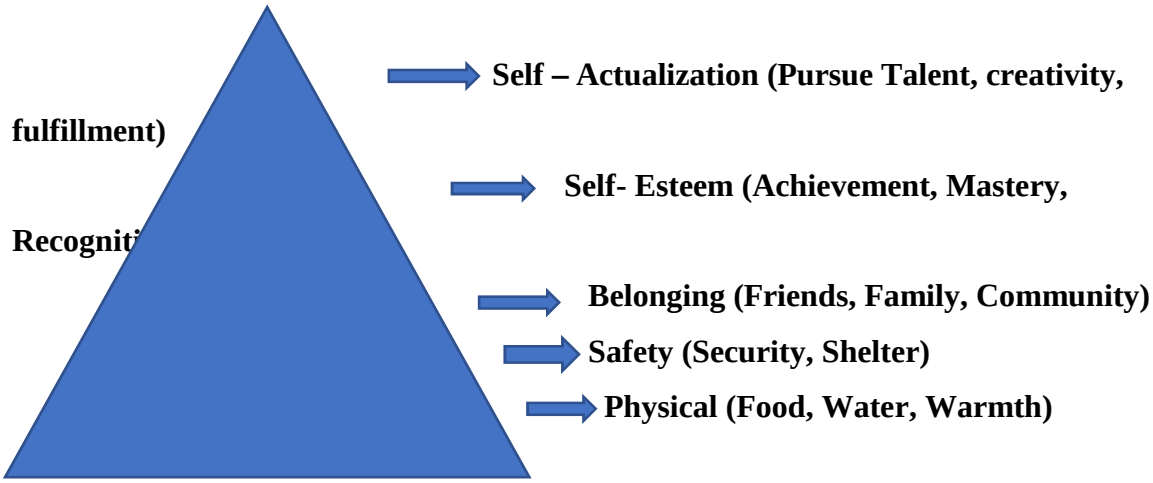


Figure: Haque, Haque and Islam (2014, p.65)

Herzberg motivation/ hygiene theory. Herzberg motivation/ Hygiene theory is also known as the two- factor theory. And the factors are hygiene factors and motivating factors. This theory is also most widely used in business. According to Ball (2012) “Hygiene factors are related to pain- avoidance and lead to dissatisfaction where they are not satisfied. And motivation factors are related to the ability to achieve and experience psychological growth.”

Motivators	Hygiene Factors
Achievement	Supervision
Recognition	Company Policy
Work Itself	Relationship with Supervisor
Responsibility	Working Conditions
Advancement	Salary
Growth	Relationship with peers
	Personal Life
	Status
	Security

Figure: Haque, Haque and Islam (2014, p.65)

These two factors are related with each other. In the absence of each other another factor does not work so well.

Expectancy theory. This theory was originally formulated by Vroom and it separates efforts from performance and outcomes. According to Vroom as cited in Haque, Haque and Islam (2014, p. 65)

“Where an individual chooses between alternatives which involve uncertain outcomes, it seems clear that his behavior is affected not only by his preferences among those outcomes to be possible.”

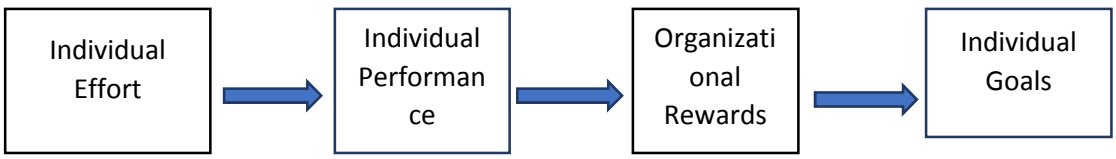


Figure: Armstrong 2006, p.p.259- 260 as cited in Haque, Haque and Islam (2016, p.66)

Vroom stated that people will be motivated to do a high level of effort when they believe that there is strong relationship between the efforts they put forth, the performance they achieve and the outcomes, rewards they receive.

Factors affecting students motivation. Motivation cab be created in classroom, home or at the level of school administration. Students must have strong desire to acquire knowledge. In this case, if teacher comes as a passable leader than students will be more motivated towards learning process. So, teacher is one of the most important factors which helps to motivate students. Like teacher, Ekiz and Kulmetov (2016, p.23) mention other factors which affect learners' motivation in English language which are mentions below:

Teacher attitudes. If language teachers are going to teach learning skills, they have to do much more than just teach the language system. They have to plan their teaching program and they have also far wider responsibility. The role of the teacher is very important in motivating his/ her learners because teacher must widen both the curriculum which he/ she teaches and the way in which he/she motivates learners to achieve the new goals.

To motivate students, teachers must be supported with appropriate guidance and advice. So, students' learning motivation is directly affected by the teacher and his/her technique to support student. Appropriate guidance and advice help learner to get knowledge from teacher. Teacher's cooperative attitudes, patience, wide interests, sense of humor, interest in learner's problem, providing positive feedback create a good relationship between teacher and students where that directly affect student motivation. These kinds of activities of teacher that acts as a driving force to encourage the learner to learn.

Parental factors. It is said that learning begins in the family. So, kids' education starts from home. Parents are taken as a first teacher of their child. That's why they have a key role in shaping up their character. Butler, op.cit, as cited in Ekiz and Kulmetov (2016, p. 23) says:

Parent- oriented inspiration was a novel sort of inspiration, unmistakable from extraneous and inherent inspirations and that it exceptionally clarified the beneficial outcomes of parental contribution on the students' accomplishment.

Parental encouragement had played a crucial role in successful learning of students. Parents role is not limited to home but involvement in school activities too. If parents actively involved in their child education then such child are known to show great interest to get or learn higher learning courses.

Classroom features/ environmental factors. The classroom environment also taken as an important motivating factor that makes teaching and learning easy. To motivate student are not an easy job. It requires some effort. Like teacher and parental factors, environmental or classroom factors also affect student motivation. Environmental factors refer to the environmental conditions of classroom such as classroom size, order of desks, technological learning tool in the classroom climate, weather, condition. According to Akomolafe and Adesua (2015, p. 17) for effective teaching and learning process to occur within the school environment, there must be provision of effective teaching and learning process to occur within the school environment, also there must be well painted classroom, adequate chairs, moderate distance from an industrial area to prevent unwanted noise and a well experienced teacher.

If the classroom environment is good, the students will be more motivated to learn. That's why environmental factors come as a driving force to increase the interest of students to get knowledge. So, if they get adequate materials according to their interest and also peaceful environment than they will be motivated.

Contextual factors for motivating student. Motivation, as some kind of inner drive that encourage learners and their learning process. It plays vital role in language learning. Motivation is a kind of strength that influence people to behave in certain ways. Motivation is the desire to continue learning and achieving the best. Motivation can come from different factors which helps learners to learn English language.

Insufficient motivation on the part of English language learner might be the most challenging problems for teachers. In our context, students take English as a foreign language. So, most of the student feel difficult to learn English language. In that case, contextual factors play very important role to motivate students. Contextual factors that can have a profound impact on students' motivation, like; teachers student relationship related to student motivation to achieve academic and social outcomes at school. Dennis, Phinney and Chuateco (2005, p. 224) mention, "Face to face interaction with, and support from, family members and peers are among the most common and important proximal process for adolescents and young adults and play an important role in academic outcomes." According to Prichard and Sawyer (1994, p. 40), "Students motivation is determined by the reciprocal and dynamic interactions among context, faculty member, and students in a college course." Loero, Nakamoto, Oh, Rueda (2013 p.2) state, "Small learning communities emphasize environmental factors including a context and classroom culture where social learning, mentorship, and scaffolding opportunities interact and enhance youths' academic achievement."

Contextual factors which influence students' intrinsic or extrinsic motivation for language learning or gaining knowledge that also can increase the performance or activities of students. According to Muho and Dangalli (2014, p.p. 65-67), the most important contextual factors influencing students are Curriculum, Peer culture, Teachers' influence, Assessment practices, Parental influence, The Learning influence.

Curriculum. Curriculum is one of the important factor that affect student interests and experiences, including their lives at home and in the community. According Williams (2019) mentions that curriculum standardizes the learning goals for an entire school and provides a clear path for students to progress from one grade to another. Curriculum has to design according to students' interests and experiences, including their lives at home and in the community. Curriculum has greater emphasis on learner development and skills mastery. While designing curriculum, curriculum designers have to take note on that how students learn, what motivates and engage them.

In our context, curriculum is devised by curriculum development center and textbook are written on the basis of curriculum. So, researcher will use “Textbook” instead of curriculum.

Peer culture. Peer culture is also one of the most important contextual factor in motivation which plays very important role than teacher and parents. Peers might encourage involvement in learning activities, also support in completing assignment, seeking good grades, and doing homework. Students do not learn in isolation their learning is situated in social and cultural context. Xie and Ke (2010) state, “Students motivation and their knowledge construction reflected through the discussion context.” Nelson and Backer (2008), “Perceiving that a best friend values academics and having an intimate and caring friendship with a best friend were positively related to adaptive achievement motivation.” So, students who perceived being valued and respected by peers were more motivated in learning.

Teachers’ influence. Teachers can impact youths’ personal academic and social development through strong relationship. Teacher support has been found to play a critical role in increasing student school engagement.

Anvarovna (2019), “A teacher’s positive energy could lead to the students becoming more motivated. If the students see that the teacher is happy to be in the classroom and excited to teach them, then the students can learn by examples.” Positive energy is a most important for a successful learning atmosphere. If the teacher is resourceful and skillful to motivate his/her students, the teacher uses group work, pair work, collaborative learning to participate student in the lessons.

Motivation is very essential in classroom. When students motivated, the teacher can perform his/her job the best. A teacher can do a lot to motivate students or participate student in different lessons or tasks.

Assessment practices. There is the very important role of assessment in student’s motivation. In assessment environment, both teacher and students are participated. Assessment is taken to know the strength and weaknesses of students, for grading, evaluating instructional effectiveness, and reporting to parents. Harlen and Crick (2010) say,

Tests and examinations indicate standards: that high standards can be demanded that they exemplify to students, that students will put effort into school works in order to pass tests; that this will be the case for all students.

Students wants to pass the exam, get high score or good report. For this kind of achievement assessment motivate students.

Parental influence. Nowadays, Parents involvement in student's school life increased. There is the strong correlation between parental involvement and student success. Parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, and seek opportunities at home to discuss and apply what children are learning in school, among other activities (Ronald Ferguson 2007 as cited in Usher and Alexandra, 2012, p.2). Further Usher (2012) states, "Parents who are actively involved in their children's education and provide a stimulating learning environment at home can help their children develop feelings of competence, control, curiosity, and positive attitudes about academics." So, parental involvement in student's school life might be very beneficial for them which might motivate students to learn.

Learning environment. There are numerous factors that help to promote students' motivation to learn one of them is learning environment. The learning environment refers to the social, psychological, and pedagogical context in which learning occurs and which affects students cognitive, motivational, emotional, and behavioral outcomes (Fraser and Fisher, 1982; Ludtke, Robitzsch, Trauteein and Kunter, 2009 as cited in Gherasim and Butnaru, 2011). Shernoff (2013, p. 18) states, "Learning environment is educational or learning environment that engage youth in learning or skill building." Lin and Wong (2013) mention, "Classroom learning environment that provides students with choice, accepts different ideas, boots of self-confidence, and focuses on students' strengths and interests promotes student creativity."

Safe and positive learning environment makes good rapport between a teacher and his or her students. When learning environment might be safe and positive, students feel comfortable asking questions, making mistakes and taking risks in order to learn something new.

Review of Empirical Literature

This part provides the review of previous researches that related to my study that helps to explore what has done previously. There are many researches that have been carried out in various aspect of motivation in the department of English Education T.U, Kirtipur. However, there has no research been carried out on the topic of "Role of Contextual Factors to Promote Students Motivation in English Language Teaching." Here, the following researches have been reviewed closely related to my study:

Ullah (2013) carried out a research entitled "Factors Influencing Student Motivation to learn in Bahauddin Zakariya University, Multan (Pakistan). The objective of this study was to reveal diverse factors to acquire good academic grades. Cross sectional Survey research design was used by the researcher to accumulate the data from three hundred respondents through multistage sampling technique. Questionnaire was used as a research tool. Descriptive statistics, Correlation method, Analysis of variance and Reliability Coefficients were used by the researcher to appraise the relationship among the study variables. Researcher found that usage of effectual teaching methodologies, adequate learning environment in the classroom and self- motivated involvement of the students to slot in knowledge acquisition are the foremost determinants that can increase the student motivation for learning process.

Lakandri (2014) carried out a research on "Affecting Factors to Students' Participation in Learning English." The objectives of his study were to find out affecting factors to students' participation in learning English and to list some pedagogical implications on the basis of the findings of the study. The students of grade nine and secondary level English language teachers of Morang district were the population of the study. Forty students were selected from four different secondary schools and secondary schools were selected using non-random sampling. He used questionnaire as a data collection tool. In this study, he found that there are lots of affecting factors such as family background, economic condition, educational status, cultural factors, social factors, environmental factors, teachers and student activities in the classroom etc. which affect directly or indirectly to students' participation in learning English. And the number of students can be increased in learning English

language if the teachers have good knowledge about those influencing factors to second language in teaching learning process.

Muho and Dangalli (2014) conducted a study on "Using Contextual Factors to Promote Student' Motivation in English Language Teaching," The aim of this study was to find out the effect of individual and contextual factors in promoting motivation. This study was undertaken in five high schools of Durres, Albania. 500 students and 20 English teachers were part of this study, they were chosen randomly. Interviews, Questionnaires and teachers' reflections were taken as data collection instruments. The finding of this study was contextual factors critically affect student motivation to learn. This study also implied that self- and peer assessment are effective tools in motivating students to learn. Self- and peer- assessment familiarize students with the success criteria. So that, they know better how they can close the gap between their current performance and the expected outcome.

Mahara (2015) carried out a research on "Motivation of Higher Secondary Level Students towards Learning English." The objectives of his study were to find out the motivation of higher secondary level students learning English and to suggest some pedagogical implications. Populations of the study were all the students who are studying in class twelve of Karnali district. Fifty students were selected from ten private and government aided schools as a sample. Ten higher secondary schools were selected through purposive non- random sampling. Fifty students were selected from ten higher secondary school of Karnali district: five students from each school. She found that most of the learners have absolutely positive attitude and perception towards English language. Students are extrinsically and intrinsically motivated towards learning English. But majority of learner are motivated by the intrinsic factors like getting prestige from society as an English learner, their aim to be a good English learner, its scope, opportunities and its importance of English Language in all over the world.

Timsina (2015) carried out research entitled "The Role of Extrinsic Motivation in English Language Learning." The objectives of his study were to find out student's perceptions on extrinsic motivation, to analyze the role of extrinsic motivation in English language learning and to identify the factors that direct extrinsic motivation. He selected eighty four students from M.Ed. first year and M.Ed. second year as the

sample of the study. Forty two students from M.Ed. first year and forty two students from M.Ed. second year were selected through non- random judgmental sampling procedure. He used questionnaire consisted of both closed- ended and open- ended questions as the research tools. He found that most of the students had positive attitudes and high level of enthusiasm towards English language learning and they were aware of extrinsic motivation. And students were extrinsically motivated towards English language learning. Students think that their participation in the activity is the results of the external rewards rather than their own internal appreciation of the behavior.

Ekiz and Kulmetov (2016) have concluded a study on “The Factors Affecting Learners’ Motivation in English Language Education”. The present research investigated the role of motivation and factors affecting students’ motivation in teaching/ learning English as foreign language. Parental, environmental, and teacher’s attitude- related factors were examined. Participants were forty first grade students studying in English Language Teaching department. The participants were given a survey that consisted of several statements related with the mentioned factors. The current study showed that there were strategies and behaviors that motivate students but learners were more motivated when their parents supported and encouraged them to learn English. The research also revealed that reinforcing the learner beliefs also motivated students and they were more motivated when they worked with their friends. Furthermore, the findings of this study suggested many behaviors and strategies which motivate learners.

Thapa (2016) conducted a research entitled “The Role of Extrinsic and Intrinsic Motivational Factors in Learning English.” The objective of his study to find out the factors that motivated students to learn English and to suggest some pedagogical implications. He selected forty students from two government schools, they are Amarjyoti secondary schools jimali-6 of Salyan districts sample through non-random sampling. He used questionnaires as data collection tool. This research found that majority of learners are motivated by the intrinsic factors like the prestige getting from society as an English learner, their aim to be a good English learner.

Chemjong (2019) carried out a research entitled “Influencing Factors of Motivating Students in Learning English.” The objectives of her study were to find

out the factors that motivate secondary level students towards learning English and suggest Some pedagogical implications. The population of the study were the secondary level students of kirtipur municipality, Kathmandu. Eighty students were selected as a sample. She used questionnaire and checklist as a research tool. She found that most of the learners seem to have positive attitude towards learning English language. English language classes, scope, English language teaching learning environment.

Magar (2019) carried out a research entitled "Motivating and Demotivating Factors in Learning English." The objectives of his study were to explore the factors motivating the secondary level students towards learning English, to find out the factors demotivating the secondary level students towards learning English and to suggest some pedagogical implications. Populations of the study were all the students of the public school of Gorkha district. Forty students of class nine were selected as a sample through purposive non- random sampling. He used close- ended and open-ended questionnaire as a research tool. He found that maximum numbers of the students are motivated to learn English for getting job, for gaining high status or for their future secure than just for enjoying themselves and for knowing only the cultures of the way of lifestyle of the native speakers. He also mentions that external pressure are the most affective motivating factors comparing to the internal attitude and enjoyment of the learner. He found that teacher's unpleasant behavior towards learners' mistake, uninteresting instructional materials, difficult nature of the subject, too big group in a single class are the main demotivating factors.

Sak (2019) published an article "Contextual Factors that Enhance and Impair Directed Motivational Currents in Instructed L2 Setting." The objectives of this study were to examine the contextual factors that affect learners' DMC induced motivational trajectory either positively or negatively in L2 classroom and to provide further evidence on the validity of DMC model. The research tool was interview and the data was collected for four weeks. And the sample of this research study were two focal EFL learners and each studying in a different language classroom in a private university in Turkey. While analyzing data, data were examined using qualitative content analysis and thematic analysis. The finding of this study shows that DMC experience is enhanced and impaired by a wide range of micro level factors in the

classroom which could be examined under two main themes: classroom climate and exam pressure.

All above mentioned researches are directly or indirectly related to find out the role of contextual factors to promote student motivation in English language teaching. This research might help to increase the number of students in English language teaching.

To summarize, the afore mentioned studies have their own value and importance in their respective fields. It is clear that different people have their own perspectives on factors to promote student motivation. The area of my research study is somehow similar to the above mention studies but the researches carried out in Nepal are only based on extrinsic and intrinsic motivation. They have not focused on role of contextual factors to promote student motivation. But, many foreign researchers carried out research in contextual factors that may not be suitable in our context. So, it is different in the sense that it is closely related to the role of contextual factors to promote student motivation in English language teaching. The researcher made a choice to research on this topic because it is necessary to know the role of contextual factors, whether it motivates student to learn English language or does not motivate or decrease the learning level of students.

Implications of the Review for the Study

The review of the literature is a milestone for any research. The purpose of literature review is to expanded and explore upon the context and background of the research. Researcher also reviewed many sources from which I got lots of ideas regarding the student motivation. Review of many sources or researches became helpful to my research study. Researcher found, there are various studies which have carried out in student motivation in Nepal and also in outside the country. These studies are related to my study in various respects. After reviewing these words, Researcher learnt more about situation of English language in Nepal, student motivation, how contextual factors helps to motivate students in learning language.

Zwemer (2005), Christenson, Reschly and, Wylie (2012), Walqui (2000) helped me to write general background and definitions. Muho and Dangalli (2014) “Using Contextual Factors to promote Student Motivation in English Language

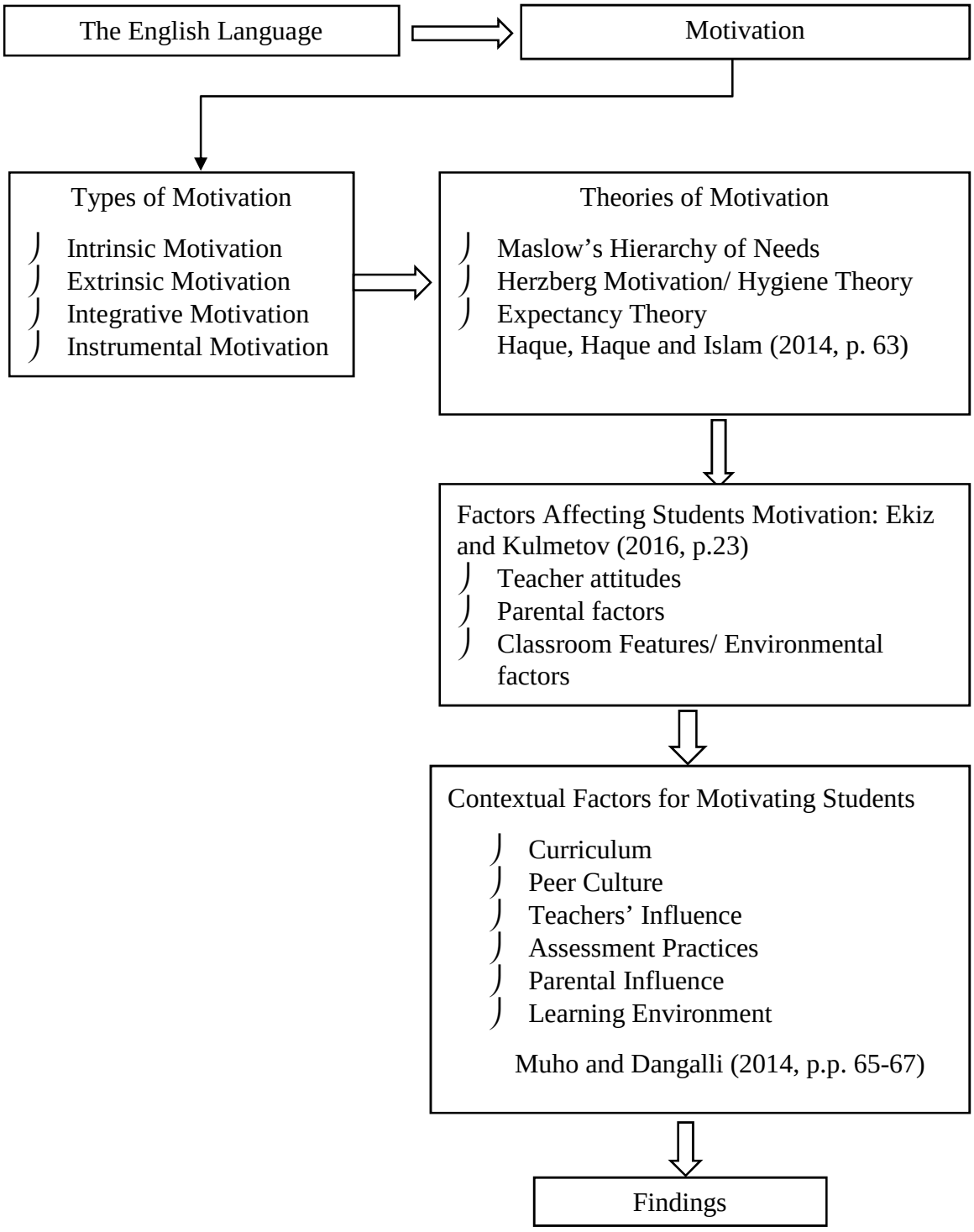
Teaching" helped to select the topic and made easy to write objectives. In the same way Brophy (2013), Ball (2012) helped in theoretical review. Thapa (2016), Muho and Dangalli (2014), Sak (2019) helped to write empirical review and make conceptual framework. Likewise, it also helped to select appropriate research methodology, make the appropriate sample size, design, appropriate research tools, and sampling procedure.

Conceptual Framework

Conceptual Framework is a theoretical mental picture of the researcher towards proposed research and it also shows how and what will be done in a research. It is taken as a pathway or roadmap of research that explains relationship between variables or themes of the study.

This present research study, generally concerns with role of contextual factors to promote student motivation in English language Teaching. More Specially, it deals with various factors which should be taken into consideration while motivating student who has been involved in English language teaching. So, there are various contextual factors responsible to motivate student. It is much crucial to motivate learners in language learning because without proper motivation one cannot learn language effectively. If learners are well motivated, educational quality can be enhanced sufficiently. So, student motivation is much relevant.

The study on "Using Contextual Factors to Promote Students Motivation in English language Teaching" is based on the concept presented below:



Chapter 3
Methods and Procedures of the Study

This chapter deals with the methodological procedure for data collection during the study. This chapter consists of design and methods of the study, population, sample and sampling strategy, sources of data (primary and secondary), data collection tools, collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Methods of the Study

Design and methods of the study is a way to accomplish research objectives and investigate the answers of the research questions. For this research, the researcher adopted to the survey research as a research design. Survey is a research design that is widely used in social and educational researches which is very old and a very popular. Survey research design is the procedure of quantitative research in which researcher carried out this research in the large numbers of population to find out attitudes, opinions, behavior, or characteristics of particular group of people or an individual as well. Stockemer (2018, p. 23) mentions that survey research involves the systematic collection of information from individuals using standardized procedures.

In this research, the researcher used different tools to collect data. The researcher collected quantitative numbered data through personal (e.g. interview) or impersonal means (questionnaires, mails, telephone to describe response of questions and to test research questions.

Some of the characteristics of survey research presented by Cohen, Manion and Morrison (2006, p.206) are as follows;

a. It collects data on a one- shot basis and hence is economical and efficient
b. Represents a wide target population
c. Generates numerical data
d. Gathers standardized information
e. Captures data from multiple choice, closed questions, test scores or observation schedules

Akhtar (2016, p. 69) mentions that the survey research design should be able to provide answer of the following research questions:

a. What is the study about and, what type of data is required?
b. What is the purpose of the study?
c. What are the sources of needed data?
d. What should be the place or area of the study?
e. What time, approximately, is required for the study?
f. What should be the amount of materials or number of cases for the study?
g. What type of sampling should be used?
h. What method of data collection would be appropriate?
i. How will data be analyzed?
j. What should be approximate expenditure?
k. What should be the specific nature of the study?

Population, Sample and sampling Strategy

The population of this were twenty teachers and fifty students of class ten of ten community schools of Bankey district. Twenty English teachers and fifty students were selected from ten public schools as a sample by using random sampling procedure.

Sources of Data

Data are the characteristics or factual information that helps to discuss, justify, analyze the research questions and suitable findings. In research data, may be person, newspaper, photos, figures, books. Normally datum has divided into two categories; primary sources and secondary sources. And researcher used both of them to find out appropriate findings.

Primary Sources. Primary sources of data are more reliable and factual for the research because they are first handed data for any research. Researcher collected data from secondary level teachers and students for the primary source by taking their original information through questionnaire as the research tool.

Secondary Sources. Different books, journals, articles and various work done by different scholars like; Crystal (2003), Illand (2013), Brophy (2004), Prichard and Sawyer (1994), Muho and Dangalli (2014) were secondary sources of data for my research.

Data Collection Tools

Researcher used questionnaire for student to elicit the require data. The framework of questionnaire were both close- ended and open-ended. The questionnaires were design to get perception of teachers and students towards role of contextual factors to promote motivation.

Data Collection Procedure

For the data collection procedure, the researcher used the following steps:

1. At first, required questionnaires were formulated as a tool for data collection.
2. Then, the selected schools of Bankey district were visited and explained briefly on the purpose and process of the research.
3. After getting permission, researcher was built good rapport with concerned teachers and students.
4. Using non- random purposive sampling procedure, researcher selected the population required for study.
5. Then after, questionnaires were distributed to them.
6. Then, distributed questionnaires were collected from respondents and researcher thanked to the informants and other school authority for their help and kind co- operation.

Data Analysis and Interpretation Procedures

The collected data were analyzed and interpreted under this chapter. The data were collected with the help of both open ended and close- ended questionnaires. The collected data from respondents, data were analyzed, interpreted and presented descriptively and systematically with the help of statistical tools. Collected data were analyzed and interpreted by qualitatively and quantitatively. Qualitative data were

analyzed by using simple statistical tool like percentage and tabulated it and qualitative data were analyzed and interpreted descriptively.

Ethical Considerations

Ethical consideration is one of the most important factor while doing research. So, in this research also the researcher maintained the ethical consideration. First of all, researcher conducted survey research by taking permission of concerned authority. Researcher used materials to support her research but she did not mention them as her own. Researcher has presented reference, cited to them. And researcher did not misuse the responses of respondents and the researcher made them sure that their privacy was kept secretly.

Chapter 4
Analysis and Interpretation of Data

After collecting all the questionnaire, the data were processed, analyzed and interpreted. The main focus of the study was to explore **Role of Contextual Factors in Motivating Students'** of class ten. Teachers were provided open ended questionnaire and students were provided both open ended and close ended questionnaire with alternative 'Yes/No' to express their opinion to the given questions. Responses were counted and tabulated. The close ended responses were analyzed and interpreted in terms of percentage. Similarly, open- ended responses were interpreted descriptively on the basis of objectives of this study.

To find out role of contextual factors to motivate students in English language teaching, government schools of Bankey district were visited for collecting data. The questionnaires were used as data collection tool. Both open ended and close ended questionnaires were used to get teachers and students response towards motivating factors. Both open ended and close ended questionnaires were analyzed separately.

First of all, closed ended questionnaires were analyzed by using simple statistical tool like percentage and then tabulated it. To analyze the close- ended questions, different items were analyzed separately and open-ended questions were also interpreted separately which indicated secondary level students' and teachers' opinion on motivating factors in learning English.

Analysis of the Data Obtained through the Questionnaires

This section includes the results extracted from close-ended questionnaires obtained from students.

Contextual factors to promote motivation. *Textbook.* Tabulation of responses on every question of this topic is given below:

There were three questions under the topic textbook which tries to find-out students' perceptions towards textbook as a motivational factor.

The responses and their analysis are presented in table 1:-

Table 1: *Textbook*

Responses	**Responses**	**No. of Students**	**Percentage %**
a. Does a textbook provide the guidelines for learning?	Yes	50	100%
	No	-	-
b. Does a textbook save the time and energy of your in searching information?	Yes	50	100%
	No	-	-
c. Does a textbook appropriate material to learn English pronunciation?	Yes	40	80%
	No	10	20%

Among fifty students, 100% chose ‘Yes’ option that textbook provides the guidelines for learning where no one chose ‘No’ option on this question. So, this shows textbook is a best way to get guidelines for learning.

Regarding the question ‘Does a textbook save the time and energy of your in searching information?’ Among 50 students, (i.e. 100%) chose ‘Yes’ option for this question. So, all students agreed that textbook saves the time and energy in searching information.

Regarding the question ‘Does a textbook appropriate material to learn English pronunciation?’ out of fifty students, 80% chose ‘Yes’ and 20% chose ‘No’. Significant number of students agreed that textbook is appropriate material to learn English pronunciation.

It can be concluded that a textbook motivates and helps students' in learning. According to the most of the student textbook provides guidelines for learning, saves time and energy of students.

Peer culture. Peer culture is one of the factor affecting in motivation. This gives an essential support to the student for learning.

Regarding the peer culture, the researcher has given four questions related to peer culture to show agreement and disagreement of the students. The responses of the responders are presented below:

Table 2: *Peer Culture*

Questions	Responses	Number of students	Percentage %
a. Does peer work helpful for English language learning?	Yes	50	100%
	No	-	-
b. Do your peers help you to do homework?	Yes	50	100%
	No	-	-
c. Do peers encourage you to involve in extra curricular activities?	Yes	42	84%
	No	8	16%
d. Do you collaboratively work with peers to give and receive feedback?	Yes	42	84%
	No	8	16%

This table presents the role of peer in motivation. In the first question it was found that, among 50 students, 100% chose 'Yes' option on the first question. In the second question also 100% chose 'Yes' option that peers help them to do homework. In the third question, 84% chose 'Yes' option and 16% chose 'No' option. The maximum respondents were agreed that peers encourage them to involve in extra-curricular activities. In the fourth question, 84% chose 'Yes' option and 16% chose 'No" option. It can be said that maximum number of the students agreed that collaboratively work with peers help to give and receive feedback.

To sum up, according to the most of the students' peer work is also motivational factor where peer work helps them in learning English language, to do homework, encourage to involve in extra- curricular activities and also provides feedback.

Teachers' influence. This section presents one of the most important contextual factors i.e. teachers' influence. It includes three questions related to this factor. The result has been presented in Table 2:-

Table 3: *Teachers' Influence*

Questions	Responses	Number of Students	Percentage%
A. Do teachers give individual work to the students?	Yes	35	70%
	No	15	30%
b. Do teachers use puzzles, games, special speakers and visit museums?	Yes	16	32%
	No	34	68%
c. Do teachers show a preference towards certain students on use derogatory and humiliating language?	Yes	15	30%
	No	35	70%

The table shows regarding the questions 'Do teachers give individual work to the students?', out of 50 students, 70% chose 'Yes' option that teachers give individual work to the students and 30% chose 'No' option to that question. Thus, it can be interpreted that teachers give individual work to the students.

Regarding the question 'Do teachers use puzzles, games, special speakers and visit museum?' out of 50 students, only 32% chose 'Yes' option that teachers use puzzles, games, special speakers and visit museum and 68% chose 'No' option regarding this question. In conclusion, teachers don't use puzzles, games, special speakers and visit museums.

Regarding the question 'Do teachers show a preference towards certain students and use derogatory and humiliating language?, out of 50 students, 30% chose

'Yes' option that teachers show a preference towards certain students on use derogatory and humiliating language and 70% Chose 'No' option regarding this question. From this discussion, it can be sum up that teachers don't show a special preference towards certain students on use derogatory and humiliating language.

Finally, it can be concluded that teachers give individual work to students that can promote students' involvement in educational activity but teachers' negative behavior like humiliating language to some students de-motivates them to learn and teachers also do not use any kind of game, puzzles, special speaker to motivate them.

Assessment practice. Tabulation of responses on every question of this topic is given below: There were two questions asked to fifty students. The responses and their analysis are presented in table 4:

Table 4: *Assessment Practice*

Questions	Response	Number of Students	Percentage%
a. Do teachers take class test in English classroom?	Yes	30	60%
	No	20	40%
b. After assessment do teachers provide the regular feedback to the students?	Yes	35	70%
	No	15	30%

Regarding the question 'Do teachers take class test in English classroom?' out of fifty students, 60% chose 'Yes' option that teachers take class test in English classroom and 40% chose 'No' option regarding this question. From this discussion, it can be sum up that teachers take class test in English classroom.

Regarding the question 'Do teachers provide the regular feedback to the students after assessment?' out of fifty students 30% chose 'Yes' option that after assessment teachers provide the regular feedback to the students and 30% chose 'No' option regarding this question. So, it can be concluded that teachers provide the regular feedback to the students.

In conclusion, according to the most of the student assessment helps to promote students' engagement where assessment helps students to get feedback from teachers.

Parental influence. This section presents one of the most important contextual factors that is parental influence. It includes five questions related to this factor. The result has been presented in Table 5:-

Table 5: *Parental Influence*

Questions	Response	Number of Students	Percentage%
a. Do your parents show interest in your learning materials?	Yes	42	84%
	No	8	16%
b. Do they actively listen to you?	Yes	44	88%
	No	6	12%
c. Do they help you in your specific tasks or skills that teach at school?	Yes	41	82%
	No	9	18%
d. Do they attend parents' meeting?	Yes	40	80%
	No	10	20%
e. Do they encourage you to complete your homework or study?	Yes	38	76%
	No	12	24%

Regarding the question 'Do your parents show interest in your learning materials?' out of 84% chose 'Yes' option that parents show interest in their learning materials and 16% chose 'No' option regarding this question. So, it can be concluded that most of the students' parents show interest in their learning materials.

Regarding the question 'Do they actively listen to you?' 88% chose 'Yes' option that their parents actively listen to them and 12% chose 'No' option regarding this question. Thus, it can be interpreted that parents actively listen their children.

Regarding the question ‘Do they help you in your specific tasks or skills that teach at school?’ 82% chose ‘Yes’ option that parents help their children in their specific tasks or skills that teach at school where as 18% chose ‘No’ option regarding this question. In conclusion, majority of the students’ parents help their children in specific tasks or skills.

Regarding the question ‘Do they attend parents’ meeting?’ 80% chose ‘Yes’ option that parents attend parents meeting and 20% ‘No’ option regarding this question. Thus, it can be concluded that parents attend parents meeting at their children’s school.

Regarding the question ‘Do they encourage you to complete your homework or study?’ 76% chose ‘Yes’ option that parents encourage them to complete their homework or study where 24% chose ‘No’ option regarding this question. In conclusion, parents encourage their children to complete their homework or study.

Finally, it can be concluded that parents play crucial role in their child learning where parents fully support their children in learning.

Learning environment. Like other factor learning environment is also affects students’ motivation. It includes four questions related to this factor. The result has been presented in

Table 6: *Learning Environment*

Questions	Response	Number of Students	Percentage%
a. Do you satisfied with your English teacher?	Yes	50	100%
	No	-	-
b. Do you feel confident while participating in different activities?	Yes	44	88%
	No	6	12%
c. Are there adequate facilities in the class?	Yes	31	62%
	No	19	38%
d. Are your classroom materials well organized?	Yes	40	80%
	No	10	20%

Regarding the question 'Do you satisfied with your English teacher?' 100% chose 'Yes' option that they are satisfy with their English teacher. So, according to result it can be said that students are highly satisfied with their English teacher.

Regarding the question 'Do you feel confidence while participating in different activities?' 88% chose 'Yes' option that they feel confidence while participating in different activities and 12% chose 'No" option regarding this question. Thus, it can be summarized that majority of the students feel confidence while participating in different activities.

Regarding the question 'Are there adequate facilities in the class?' 62% chose 'Yes' option that there are adequate facilities in their classroom where as 38% chose 'No' option regarding this question. In conclusion, students said that there are adequate facilities in their classroom which they need.

Regarding the question 'Are your classroom materials well organized?' 80% chose 'Yes' option that their classroom materials well organized and 20% chose 'No'

option regarding this question. From the above discussion, it can be concluded that classroom materials of students are well organized.

In conclusion, it is found that learning environment is also very important factor to motivate students. According to the students, they get adequate learning materials with peaceful environment to upgrade their learning.

Responses and Interpretation of Open- ended questions

In order to make the reason more authentic and reliable, the data was collected by using open- ended questions. Open- ended questions were asked to both teachers and students to get their perception towards role of contextual factors in student motivation. In open- ended questions, students and teachers both presented their own perception and view that what they perceived and explained in their English class.

Open- ended questions for students. Students were asked eight questions related to contextual factors which are interpreted below:-

Textbook is the best way of learning. The question which was asked to the respondents was 'Do you think that textbook is the best way of learning? How?' for the response of this question one of the participant said:

Yes, I think that textbook is the best way of learning because it provides the guidelines for learning, saves the time and energy for searching information.

After analyzing the responses, it can be interpreted that, students thought that textbook is the best way of learning even though there are not pronunciation in English textbook and which is not easy to learn.

Students feel that textbook is the best way of getting information and it saves time and energy. And some of the participants said that textbook provides organized units of work, plans and lessons that need to cover a topic. Like this, some other students said that textbook provides basic framework within which classroom activities occurs. Finally, it can be concluded that textbook is the best way of learning because it provides plan that how to organize classroom activities and also helps in getting information.

Role of textbook to achieve good marks. The question which was asked to the respondents was ‘How does a textbook play major role to achieve good marks?’ for the response of this question one of the participant said:

There is simple and understandable language in textbook which makes the student to learn more easily than other sources. In this way, a textbook plays a major role to achieve good marks.

Majority of the respondents presented their same view under this question. Most of the respondents said that simple and understandable language of textbook help them to understand the content of textbook. And, some respondents have mentioned that textbook helps to increase knowledge, provides the guideline for learning.

Finally, it can be concluded that textbooks provide lots of information, it guides the activities for teaching and learning, it saves the time and energy of both teacher and student in searching information and it also helps student to get knowledge which help them to achieve good marks.

Enhancement through peer learning. The question which was asked to the respondents was ‘How do peer learning enhance your learning?’ for the response of this question one of the participant said:

Peer learning is a good way of learning. We can learn many things by sharing and discussing doubtful questions.

According to the responses from the respondents, with the help of peer they can better understand the subject matter which they feel difficult, students also share and discuss doubtful questions with their peer. Some other respondents said that they interact with their peers to get educational goals, and with the encouragement of peer students get involve in different activities from where they can get benefits. To sum up, interaction with peers promote active learning, while interacting with students feel more comfortable, engaged in extra- curricular activities, discussing with peer can better understand the subject matter.

Role of assessment to learn English language. The question which was asked to the respondents was ‘Is the assessment beneficial to learn English language? How?’ for the response of this question one of the participant said:

Yes, assessment is beneficial to learn English language. It helps to find out our mistakes and we can get chance to improve our mistakes.

After analyzing the responses, it can be interpreted that assessment plays very effective role in English language learning where it motivates students to learn and helps to develop language skill. Through the collected data, it was found that assessment helps to learn and reflect on their own English learning, promote critical thinking. According to some other respondents, assessment helps to find their own mistakes and that helps them to improve their mistakes.

Thus, it can be said that assessment is really very beneficial to learn English language because it motivates students to learn English language because it motivates students to learn and reflect on their own English learning, promote critical thinking. It helps to improve performance, it provides reflective practices in learning English.

Learning environment for motivation. As regards to the question ‘Do you think learning environment is motivating for you? How?’ respondents presented their perceptions that learning environment is motivating for them or not. Learning environment provides a lot of energy to learn and develop their creativity, strengthen their mind to develop and improve their learning, inspire them to gain knowledge and also helps them to focus on subject matter or content.

In conclusion, learning environment is taken as a second teacher for student. Learning environment helps students to be engaged in subject matter. It also increases students’ attention, make them focus on subject matter, inspires them to gain knowledge.

Parents’ support for learning. After analyzing the responses of the question ‘Do your parents support you to learn? In what ways they are supporting you?’, it can be interpreted that students thought that their parents fully support them to learn. Parents provide them different types of essential materials like; books. They encourage their children to study, build up their confidence. Like this, according to

other students, parents support them by creating peaceful environment at home, they fulfill their needs, they provide a place and time at home for homework, also check assignment, projects and talk each day about their school activities. Thus, home is taken as a first school and parents are taken as a first teacher of a child. Child learns many things at their home. So, parents play vital role in students' life. In conclusion, by making peaceful environment, providing place and time, supporting to do homework, assignment, projects, encouraging their children to get aim or goal.

Teachers' role to learn English. By analyzing the responses of the question 'In what ways do your teachers help you to learn English?, it can be interpreted that learning English language is not an easy job for all students. In this condition, teacher become the supporter, helper for them to learn English language. Here students presented their perception that their teacher supports or guides them or not.

Through the collected data, it was found that, teachers create English speaking zone, help to improve word pronunciation, by telling importance of learning English that motivate them to learn English, by telling the meaning the difficult words, by making English speech competition and providing them peaceful environment. Teachers help their student by playing different roles like as; a supervisor, manager, facilitator, evaluator.

Teaching materials that teachers use in the class. After analyzing the responses of the question 'What type of materials do teachers use in the class?', it can be discussed that materials play significant role in motivating students. Materials attract students towards subject matter or content. With the help of material, student easily and clearly understand the subject matter.

According to the majority of students, it was found that most of the teachers use different types of materials like: tape recorder, projector, English dictionary, laptop, textbook, English practice book, English magazine. According to some other respondents; teachers use charts, real objects, photographs, televisions, computers, video. Thus, to motivate students; teachers use different types of printed, audio- visual and electronic materials.

Open ended questions for teachers. Teachers were asked nine questions related to contextual factor which are interpreted below:-

Motivate students in classroom. Regarding this 'Do you motivate students? How do you motivate your students?', the researcher found different ideas from the selected respondents.

By analyzing the responses of respondents, it can be interpreted that most of the teachers give their best performance in classroom to motivate students towards subject matter. According to the respondent teacher motivates their students by using student- centered method, providing positive feedback to the students that helps to increase students learning ability. Some other respondents said that they crack jokes, they also use pictures, playing interesting game, use different types materials. Teachers also provide rewards and praise their students where that make them creative, motivate and attract them towards subject matter.

Thus, teacher uses different types of strategies to motivate their students. Teacher offers rewards allow students to work together, create a threat free environment, encourage students with positive feedback and praise their students.

Use of contextual factors to motivate students. After analyzing the responses of the question 'How do you use contextual factors to motivate student?', it can be discussed that there are various types of contextual factors which are used by teachers to motivate them to teach them English language. According to responses of teacher, contextual factors are used for various purposes to get the goal. According to teachers some of the purposes are; to create atmosphere of reading where students can learn according to their interest. With the help of assessment, teachers can know about the strengths and the weakness of students. By the help of peer and teachers they can participate in every types of activity. Teachers use materials to get the attention of students towards content.

Thus, it can be said that teachers use contextual factors to motivate students for various purposes like: to develop an atmosphere of learning, to find-out strengths and weakness of students, get them involve in task or activity given by teachers.

Other factors that affect student's learning. After analyzing the responses of 'What are the other factors that affect student's learning?', it can be discussed that there are various other factors that affect students' learning. Some of the respondents said, students age, gender, their personal interest, parents' education, company of the

peer group affect students' learning. According to some other respondents cultural background, students mother tongue (first language), physical, mental and social context, students learning ability seems that it mostly affects students' learning. Affect of above mentioned factors, students can not able to gain knowledge which is necessary for them. Thus, students' physical, mental and social factor affect student's learning.

Major motivating factors that help to motivate student. By analyzing the responses of the question 'What are the major motivating factors that help to motivate students?'

it can be interpreted that motivating students towards subject matter or content is not an easy job for teachers. But teachers have to find-out the factors that motivate student towards subject matter. According to respondents major motivating factor that helps to motivate students are reward and recognition.

If teacher provides reward or prize when students do well at their task. Recognizance of students by teachers, when students get leadership in any task, working in group or with their peers, suitable environment where students get adequate facilities which they need in learning activities, positive feedback by teachers.

Thus, there are various factors that help to motivate students in learning language. Among them major motivating factors are classroom environment, teaching style, reward, positive feedback and peer relationship.

Major de-motivating factors that de-motivate students. By analyzing the responses of the question 'What are the major demotivating factors which demotivate students?' it can be interpreted that teaching English is not an easy job for all the teachers. Teachers tried best to motivate students towards content but there are also some de-motivating factors that de-motivate students. Through the collected data, it was found that, most of the respondents have said that teachers do not participate in classroom activities, lack of student centered teaching method.

Similarly, respondents said that un-interesting teaching materials. Some other respondents said that teacher uses impolite language to their students, noisy school

environment and inadequate school facilities are the main de-motivating factors to student that de-motivate them towards subject matter and classroom activities.

Thus, it can be said that boring teaching method, uninteresting teaching materials, inadequate class-room or school facilities are the most de-motivating factors to the students in learning English.

Methods of teaching to motivate students. After analyzing the responses of the question 'What type of teaching method you use to motivate students?' it can be discussed that teachers use different types of method to motivate students. According to the respondents they give different types of group task to students to collaborate with them. They also focus on students- centered learning rather than teacher centered teaching. Teachers do interaction or discussion with students to solve any type of problem.

Thus, it can be concluded that teachers mostly use communicative and discussion method, students centered discussion, problem- based learning, group discussion method to motivate students.

Type of textbook that motivates students to learn English. After analyzing the responses of the question 'What type of textbook motivates students to learn English?', it can be interpreted that While doing teaching and learning activity textbook plays major role to motivate students. Some of the respondents said that textbooks should be in simple language which can be easily understood by learners.

Textbook should also contain colorful pictures, stories based on students' age and interest. Some of the other respondents said that textbook must contains dialogue, real history.

In conclusion, textbook with students age and interest, impressive language, stories, colorful pictures can motivate students to learn.

Type of textbook that de-motivates students to learn English. After analyzing the responses of the question, 'What type of textbook de-motivates students to learn English?' it can be interpreted that, some of the respondents feel that textbook

containing large volume de-motivate students. Looking at the large volume textbook, students feel that it is impossible to study this kind of large book.

Respondents said that unclear and difficult language of the text de-motivate them that they can not able to understand text clearly. And respondents said that textbook with more theoretical than practical activity also de-motivate them. Most of the students want to do practical task that attract them where theoretical de-motivate them.

So, in conclusion, textbook with large volume, unclear language, more theoretical de-motivate students to learn English.

Motivating teaching materials. By analyzing the responses of the question 'What type of teaching materials you use to motivate students?', it can be discussed that materials play significant role to get the attention of students. Proper materials also encourage students to study. Teachers use different types of audio- visual materials to motivate students. They use different types of materials like: words cards, print papers, audio-visual, chart paper, flash cards to get attention of students.

Thus, it can be concluded that teachers mostly use audio (radio, tape recorder), visual (flash cards, computers, televisions, projectors), newspapers to motivate students.

Chapter 5

Findings, Conclusions and Recommendations

This chapter includes the findings derived from the analysis and interpretation of the data. It also includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

In this section, the findings derived from the analysis and interpretation of the data are presented. This study was intended to identify the role of contextual factor to motivate secondary level students in teaching English. Fifty students were taken as the population of this study. Survey research design was used as design of the study. Both close- ended and open- ended questionnaires were used as the major tools for collecting data. Purposive non- random sampling strategy was used to select the population of the study. Finally, the data were analyzed both qualitatively and quantitatively. Participants have the different ideas regarding the motivating factors. After the analysis of the collected data, the study has come up with the following major findings.

Major findings of the quantitative part of the study

- The result shows that 100% students agreed that a textbook provides guideline, saves time and energy to search information.
- In the second, it was found that 100% students thought that peer work is helpful for English language learning and to do homework it means, when you are asked a question the other help you to answer if it is a group and 84% agreed that peers encourage learners to involve in extra- curricular activities and working with peers help them to give and receive feedback. So, Most the student preferred having their peer company in feedback- giving sessions.
- In the third, it was found that most of the students i.e. 70% get de-motivated to learn English language because of teachers derogatory and humiliating language and 68% said that teachers do not use any kind of puzzles, games, special speakers and visit museums.

- In the fourth, it was found that students have positive attitude towards assessment practice. Majority of the students 60% and 70% agreed that teachers take class test in English classrooms and after assessment teachers provide the regular feedback to the students.
- In the same way, it was found that most of the students 84% and 88% said parents show interest in their learning materials. They also actively listen to them. And 80% and 76% said that their parents attend parents' meetings and also encourage them to complete their homework or study.
- In the last one, it was found that they are satisfied with learning environment. Majority of the students 62% and 80% said that there are adequate facilities in the class and also classroom materials well organized.

Major findings of the qualitative part of the study

- Maximum numbers of the respondents mention that a textbook is the best way of learning because it provides plan that how to organize classroom activities and also helps to get information and knowledge and by getting information and knowledge students achieve good marks.
- Similarly, learners' interaction with peers promote active learning, discussing with them can better understand the subject matter.
- Most of the students said that assessment improves learners' performance that provides reflective practices in learning English and learning environment helps to increase students' attention, make them focus on subject matter, inspires them to involve in learning activities.
- Majority of the students said that their parents play important role in their life where their parents provide them peaceful environment, place and time, support them to do different types of assignment, homework and also encourage them to accomplish their ambition.
- Like parents, learners' teachers also help them as being their supervisors, managers, facilitators, evaluators.
- Most of the respondents said that students are motivated by using different strategies like: they offer rewards, create a threat free environment, praise their students.

- Teachers use contextual factors to develop an atmosphere of learning, to find-out strengths and weakness of students, get them involve in task or activity.
- Similarly, the other factors that affect students' learning style are; students' physical, mental and social factors.
- The major motivating factors that help to motivate students are; classroom environment, teaching style, reward, positive feedback and peer relationship.
- The major de-motivating factors that de-motivate students are: boring teaching methods, uninteresting teaching materials, inadequate class-room or school facilities.
- Maximum number of respondents said that they use different types of teaching methods like; communicative and discussion method, problem- based learning, group discussion method.
- Similarly, textbook with students age and interest, easily understandable language, stories, colorful pictures can motivate students to learn English.
- And a textbook with large volume, unclear language, more theoretical than practical de-motivates students to learn English.
- Most of the respondents said that they use different types of teaching materials like: audio (radio, tape recorder), visual (flash cards, television, projector), newspaper to motivate students.

Conclusion

On the basis of analysis and interpretation of the data, it can be concluded that contextual factors play vital role to motivate students towards learning English language.

It is found that majority of the learners are not motivated intrinsically. They are motivated due to the presence of contextual factors. Such as for receiving reward from school, to get good marks, for getting praise from teachers and parents rather than getting internal satisfaction. On the other hand, before conducting this research the researcher thought that contextual factors only motivate students but after conducting this research, the researcher found that contextual factors also de-motivate learners to learn English language. There are also de-motivating factors such as boring teaching method, uninteresting teaching materials, inadequate classrooms or school facilities that de-motivate student to learn English language.

Major motivating factors that motivate learners are school or classroom environment, teaching style, reward, positive feedback and peer relationship. De-motivating factors are as important as motivating factors. English classes L2 instructors and other authority persons should have knowledge of both motivating and de- motivating factors rather than knowing only the factors motivating.

Finally, this study found that motivation factors are all interrelated with each other and student motivation can not be understood by looking at one factor. Among all these factors, it was found in the research that the most influential contextual factor in students' motivation is 'Peer Group'

Recommendations

The research was conducted in Bankey district and the situation regarding facilities, accessibility and availability of material are different. Hence, the finding of this research may not be applicable for the nation as a whole. However, the findings do not have implication for policy, practice as well as further research.

Policy related

- Most of the students agreed that the humiliating or derogatory behave of the teachers cause them to be de- motivated, the researcher would like to suggest policy makers to conduct teacher training for making them known how to present themselves in front of the learner and how to deal with the students who have different level of the capacity, interest, demand in a single classroom.
- Policy maker should recommend to the government school to have interesting and appropriate instructional materials which motivate the learner to engage in every activity and helps them to understand the subject matter easily.
- Finding of my research show that most of the participants are dissatisfied with the theories based English lessons. In this regard, the concerned authority needs to include more practical content where the students can practice more.

Practice related

- Teachers should be equal, fair, friendly, co- operative with the students and should not use derogatory and humiliating language.
- Teachers should use puzzles, games, special speakers and take students to visit museum to motivate them.
- School authority should provide sufficient instructional materials or adequate facilities which should be matched with the level of the secondary level students.
- School should provide and evaluate the practical knowledge of the learner than the theoretical knowledge.

Further research related

- Learner motivation is very important in teaching- learning process it should be followed as a major subject of the study in future.
- This study was conducted only in the Bankey district so the finding of this study may not be applicable in the board area because the perception of secondary level students of Bankey district may differ from the secondary level student of other area so this research also can be conducted in those areas.
- The population of this study were only twenty teachers and fifty students from ten schools thus to make more effective study on student perception, further study can be conducted on different levels and in broad areas.

References

Akhtar, I. (2016). *Research Design. Research is Social Science: Interdisciplinary Perspectives.* Department of Political Science, Faculty of Social Science, Jamia Millia Islamia University, New Delhi

Akomolafe, C. & Adesua, V.O. (2015). The Classroom Environment: A Major Motivating Factor towards High Academic Performance of Senior Secondary school Students in South West Nigeria. Journal of Education and Practice. (6), 17.

Anvarovna, M.M. (2019). *Motivation in the ESL/EFL Classroom*. (36) Retrieved from https://cyberleninka.ru/article/n/motivation-in-the-esl-efl-classroom

Baker, C. & Jones, S.P. (Eds.). (1998). *Encyclopedia of Bilingualism and Bilingual Education*. China: Multilingual Matters.

Ball, B. (2012). *A Summary of Motivation Theories*. Retrieved From https://www.yourcoach.be/blog/wp-content/uploads/2012/03/A-summary-of-motivation-theories

Brophy, J. (2004). *Motivating Students to Learn* (Second Edition). Psychology Press

Brown, H.D. (2013). *Teaching by Principles an Interactive Approach to Language Pedagogy*(Second Edition). Retrieved From https://octovany.files.woedpress.com/2013/12/ok-teaching by principles-h-douglas-brown.

Chemjong, S. (2019). *Influencing factors of Motivating students in Learning English*. An Unpublished thesis of M.Ed. Kathmandu, T.U.

Christenson, S.L, Reschly, A.L. & Wylie, C. (Eds.). (2012). *Handbook of Research on Student Engagement*. New York. Springer Science and Business Media. 201

Cohen, L., Manion, L & Morrison, K. (2006). *Research Methods in Education* (sixth Edition). London: Routledge.

Crystal, D. (2003). *English as a global language*. New York: Cambridge University Press.

Cuayahuitl, E.R & Carranza, C. P. (2015). Influence of Contextual factors on EFL Mexican Teachers' Beliefs and the use of Textbooks. *HOW*, (22), 80.

Deci, E.L. (2012). *Intrinsic Motivation*. New York: Springer science and Business Media.

Dennis, J.M., Phinny, J.S. & Chuateco, L.L. (2005). The Role Motivation, Parental support, and Peer Support in the Academic Success of Ethnic Minority First-Generations College Students, *Journal of College Student Development*, (46), 224.

Ekiz, S. & Kulmetov, Z. (2016). The famous Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology*, (1), 23.

Fang, F. & Yuan, M. (2011). *Asian Englishes: Changing Perspectives in a Globalized World* (L.J. Zhang, R. Rubby& L. Alsagoff, Eds.). Singapore: Pearson Education South Asia Pte Ltd.

Figueiredo, A. D. D. (2005). Learning Contexts: a Blueprint for Research. *Interactive Educational Multimedia*, 128.

Gherasim, L., & Butnaru, S. (2011). The Motivation, Learning and School Achievement. *The international journal of learning*, (17).

Haque,M. F., Haque, M.A. & Islam, M.S. (2014). Motivational Theories – A Critical Analysis. *ASA university Review*, (8), 63-66.

Harlen, W. & Crick, D. R. (2003). Testing and Motivation for Learning. *Assessment in Education*, (10), 170.

Hodo, Z. (2016). Students' Motivation Factors: Albania Case. *IOSR Journal of Research and Method in Education*, (6), 29.

Iland, A. (2013). *Motivation: Unlock Human Potential*. Iland business pages.

Kost, S. (2005). *Motivation and Foreign Language Teaching- strategies for Motivation*. Grin Verlag.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Post-method.* London: Routledge.

Lakandri, T. (2014). *Affecting Factors to students' Participation in Learning English*: An Unpublished Thesis of M.Ed. Kathmandu, T.U.

Lin, S. Y. & Wong, C. K. S. (2013). The Mediating Roles of Intrinsic and Extrinsic Motivation Between Classroom Learning Environment and Creativity among Hospitality Students in Taiwan. *Asia Pacific Journal of Tourism Research*, (19), 915.

Loera, G., Nakamoto, J., Oh, Y.J. & Rueda, R. (2013). Factors that Promote Motivation and Academic Engagement in a Career Technical Education Context. *Career and Technical* Education *Research*, (38), 2.

Magar, (2019). *Motivating and Demotivating Factors in Learning English*: An Unpublished thesis of M.Ed. Kathmandu, T.U.

Mahadi, T. S.T. & Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science* (3), 232.

Mahara, K.K (2015). *Motivation of Higher Secondary Level Students Towards Learning English.* An Unpublished thesis of M.Ed. Kathmandu, T.U.

Mahlobo, E. B. (1999). Contextual and Learner Factors in the Development of English Second Language Proficiency [*Doctor of education, University of South Africa*].

Moya, B. (2013). *Motivation to Physical Fitness*. Booktango.

Muho, A.& Dangalli, L. (2014). Using Contextual to Promote Student Motivation in English Language Teaching. *Lingua Mobilis*. 4, 65-67.

Nelson, R.M. & De Backer, T.K. (2008). Achievement Motivation in Adolescents: The Role of Peer Climate and Best Friends. *The Journal of Experimental Education*, (76),186.

Oxford, R.L. (Ed.). (1996). *Language Learning Motivation:Pathways to the New Century*. United States of America: Natl Foreign Language Resource Ctr.

Prichard, K. W. & Sawyer, R.M. (Eds.). (1994). *Handbook of College Teaching.* London: Greenwood Publishing.

Sak, M. (2019). Contextual Factors that Enhance and Impair Directed Motivational Currents in Instructed L2 Class Setting. *Novitas- RoYAL (Rearch on Youth and Language).*

Salili, F & Hoosain, R. (Eds.). (2003). *Teaching, Learning and Motivation in a Multicultural Context*. United States of America: Information Age.

Sansone, C. & Harackiewicz, J.M.(Eds.). (2000). *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. United States of America: Academic Press.

Shernoff, D.J. (2013). *Optimal Learning Environments to Promote student Engagement*. London: Springer Science and Business Media.

Stockemer, D. (2018). *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata.* Ontario, Canada: Springer.

Thapa, S. (2016). *The Role of Extrinsic and Intrinsic Motivational Factors in learning English:* An Unpublished thesis of M.Ed. Kathmandu, T.U.

Timsina, K.R. (2015). *The Role of Extrinsic Motivation in English Language Learning*: An Unpublished of M.Ed. Kathmandu, T.U.

Tulsian, P.C. (2002). *Business Organization and Management*. India: Pearson Education.

Ullah, M.I., Sagheer, A., Sattar, T. & Khan, S. (2013). Factors Influencing Students Motivation to Learn in Bahauddin Zakariya University, Multan (Pakistan). *International Journal of Human Resource Studies*, (3), 19.

Usher, A. (2012). What Roles Do Parents Involvement, Family Background, and Culture play in Student Motivation? The George Washington University Retrieved From https://www.cep-dc.org/cfcontent_file.cfm?attachment =Usherkober%5fBackground4%Motivation%5f5%2E22%2E12%2E

Walqui, A. (2000). Contextual Factors in Second Language Acquisition. ERIC Digest. *Clearinghouse on Languages and Linguistic Washington DC*. (3)

Wentzel, K. R. & Miele, D.B. (Eds.). (2016). *Handbook of Motivation at School*. Routiedge. New York.

Williams, M. (2019). *Why is Curriculum Important*? Retrived from https://www.classcraft.com/blog/features/why-is-curriculum-important.

Xie, K. & Ke, F. (2010). The role of Students' Motivation in Peer- Moderated as a Synchronous Online Discussions. *British Journal of Educational Technology*, (42), 917.

Zwemer, A.J. (2005). *Basic Psychology for Nursing in India*. Chennai: BI Publications Pvt Ltd.

Appendix A

Questionnaires for Students

Dear Respondents,

These questionnaires are research tool for gathering information for my research entitled **Using Contextual Factors to Promote Students Motivation in English Language Teaching** which is carried under the guidance of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you will co- operate with her to fill up those questionnaires by taking part and provide the data for her research study which will be invaluable contribution to accomplish this research work.

Researcher

Deepa Puri

T.U. Kirtipur

Name of the Student:……..

Class: …….

Name of School:……

Address:……

A. Tick the best answer

1. Textbook

a) Does a textbook provide the guidelines for learning?

. Yes . No

b) Does a textbook save the time and energy of your in searching information?

. Yes . No

c) Does a textbook appropriate material to learn English pronunciation

. Yes . No

2. Peer Culture

a) Does peers work helpful for English language learning?

. Yes . No

b) Do your peers help you to do homework?

. Yes . No

c) Do peers encourage you to involve in extracurricular activities?

. Yes . No

d) Do you collaboratively work with peers to give and receive feedback?

. Yes . No

3. Teachers' Influence

a) Do teachers give individual work to the students?

. Yes . No

b) Do teachers use puzzles, games, special speakers and visit museum?

. Yes . No

c) Do teachers show a preference towards certain students or use derogatory and humiliating language?

. Yes . No

4. Assessment Practices

a) Do teachers take class test in English Classroom?

. Yes . No

b) Do teachers provide the regular feedback to the students after assessment?

. Yes . No

5. Parental Influence

a) Do your parents show interest in your learning materials?

. Yes . No

b) Do they actively listen to you?

. Yes . No

c) Do they help you in your specific tasks or skills that teach at school?

. Yes . No

d) Do they attend parents' meeting?

. Yes . No

e) Do they encourage you to complete your homework or study?

. Yes . No

6. Learning Environment

a) Are you satisfied with your English teacher?

. Yes . No

b) Do you feel confidence while participating in different activities?

. Yes . No

c) Are there adequate facilities in the class?

. Yes . No

d) Are your classroom materials well organized?

. Yes . No

B. Answer these questions

a. Do you think that a textbook is the best way of Learning? How?

……

……

…….

2. How does a textbook play major role to achieve good marks?

……

……

……

3. How do peer learning enhance your learning?

……

……

……

4. Is the assessment beneficial to learn English language? How?

……

……

……..

5. Do you think learning environment is motivating for you? How?

……

……

……..

6. Do your parents support you to learn? In what ways they are supporting you?

……

……

……

7. In what ways do your teachers help you to learn English?

……

……

……

8. What type of materials do teachers use in the class?

……

……

……

Thank you for your kind co- operation !

APPENDIX B

QUESTIONNAIRES FOR TEACHERS

Dear Respondents,

These questionnaires are research tool for gathering information for my research entitled **Using Contextual Factors to Promote Students Motivation in English Language Teaching** which is carried under the guidance of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you will co- operate with her to fill up those questionnaires by taking part and provide the data for her research study which will be invaluable contribution to accomplish this research work.

Researcher

Deepa Puri

T.U. Kirtipur

Name:…….

Name of School:……..

Experience:……..

Please write your opinion as following demands:

1. Do you motivate students? How do you motivate your students?

……
……
……
……....

2. How do you use contextual factors to motivate students?

……
……

……
……

3. What are the other factors that affect student’s learning?

……
……
……
……..

4. What are the major motivating factors that help to motivate students?

……
……
……
……

5. What are the major demotivating factors which demotivate students?

……
……
……
……

6. What type of teaching method you use to motivate students?

……
……
……
……

7. What type of textbook motivates students to learn English?

……
……
……
……

8. What type of textbook de-motivates students to learn English?

……
……
……
……

9. What type of teaching materials you use to motivate students?

……
……
……
……..

Thank you for your kind co- operation