

CHAPTER ONE

INTRODUCTION

This study was based on what the role of motivation in enhancing the reading comprehensibility of the students. This section consists of seven interrelated chapters viz. background of the study, statement of the problems, objectives of the study, research questions, and significance of study, delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Language can be viewed as one of the most essential aspect of human beings. Human existence has been possible due to the existence of language as it transfers the heritage of one generation to another. Language has been so as it is the most important means of communication. It is the means of expressing emotions, feelings, ideas and perspectives of human beings.

Sapir (as cited in Lyons 2003, p. 3) defines language as “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”

Language is a body of words and the system for their use common to a people who are of the same community or nation the same geographical areas or the same cultural traditions. In course of defining language Robinson (1964, p. 14) views that a language is a symbol system based on pure or arbitrary convention indefinitely extendable and modifiable according to the changing need and condition of the speaker.

So, language is a purely human communication system which includes a set of vocal sound which is arbitrarily and voluntarily produced to convey certain type of meaning. It is actually a social institution and a form of cultural behavior. It is a medium to share thought emotions, ideas etc. to each other.

Today, English language has been the cry of the day. More than 4,000 million speakers from different circle including the inner, outer and expanding circle use the English for different purposes. According to Kachru's concentric circle all most all the countries use English but their purpose of uses differ according to these three circles:

- i) Inner circle
- ii) Outer circle
- iii) Expanding circle (Kachru, 1987)

Though about one-third of the worlds' population use English language for different purposes the history of English in our country Nepal is not so long. It only traced back in 1854 A.D after the establishment of Durbar High School by 'Shree Tin' Janga Bahadur Rana. Since English is an international and global language, it is being taught as one of the compulsory subject from primary to certificate level. English is taught and learnt as foreign language. So it falls under the expanding circle according to Kachru (1987)'s concentric circle.

So, English is being taught and learnt all over the world but learning and teaching of English differ greatly individual to individual. English language has become the craze of the society. Every young generation is eager to learn English language. In course of teaching and learning the English language many methods, approaches, techniques have been introduced in the field of English language teaching. But all the effort become worthless if the learners themselves don't have internal and external drive for learning. There are four language skills that we go while learning English so, here this study shed light on what effect does the motivational techniques have in developing reading comprehension of the students.

1.2 Statement of the Problem

English language teaching and learning has become the essence of the day and vast number of effort is invested in the field of English language teaching.

Various factors encounters in course of teaching and learning of English. Mainly four language skills viz. reading, writing, speaking and listening. Reading is regarded as one of the receptive skills through which we possess some knowledge into our mind. Reading is not just looking on the printed graph but also extracting some information from it. Many teachers centered and student centered methods and techniques are used for reading comprehension of the students but students are failing to drag the meaning from the text. So, following key issues and problems will be taken into consideration.

Great amount of effort has been invested in teaching and learning of the English but outcome is not satisfactory. Among the four language skills reading skill is receptive skill but students are not receiving what our course content assume to extract. Many techniques and approaches are being used in reading skill but students reading comprehension is low. Only making the students to look open the graphics symbol doesn't work well.

1.3 Objective of the Study

The following were the objectives of this study:

- i) To find out the effectiveness of motivational techniques in developing reading comprehension.
- ii) To suggest some pedagogical implication.

1.4 Research Question

This research work is carried out with the expectation of attempting to identify the effectiveness of motivational techniques in developing reading comprehension of the students. It has the following research questions:

- i) What effect does motivational techniques have in the development of reading skill?
- ii) Does motivation affect students' understanding of the reading comprehension?

1.5 Significance of the Study

English language has become the essence of the day since it is an international and global language, more and more attention is on how can the English be taught and learnt effectively. Since the main objective of the study was to find out the effectiveness of motivational techniques in developing reading comprehension of the students, this study would be beneficial for students, teachers, parents, and trainer, educationist and policy makers. Moreover, this study would also be facilitative to genuine people, text book writer, syllabus designer, methodologists, historians, anthropologist, language planner and others.

1.6 Delimitation of the Study

Every work and study has their own coverage and area so this study had also some limitations. They were:

- i) This study was limited to Kathmandu valley.
- ii) This study was also done only with grade eight students.
- iii) The data was collected only through tests items.
- iv) This study was done in private school.

1.7 Operational Definition of the Key Terms

The following important terminologies are used throughout the study:

Interpretation	:	It is the explanation of collected data in different terms.
Post-test	:	It is the test which is given /administered after learning
Pre-test	:	It is the test which is given before learning has occurred

- Reading Comprehension** : Understanding of the written text and extracting the conclusion
- Technique** : It refers to the Skill and approach applied in the classroom for better learning
- Time-on-task** : It refers to the test administered after teaching a particular language lesson.
- Intervention** : It is the action when someone involved for the improvement.
- Lecture method** : It is the method of teaching where teacher are often tends to play dominant role while teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Many research works have been done in the field of second language acquisition (SLA). Different scholars have different view regarding the teaching and learning of second language, i.e. English. Learning English is not an easy task. Many factor play significant role in course of learning language. Here, no work has been done to find out the role of motivation and developing the reading comprehension of the students. This chapter consists of the review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual frame work.

2.1 Review of Theoretical Literature

These sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associate with the English language development of the students. The theoretical review of the related literature is mentioned as below:

2.1.1 Teaching of Language

When teaching a language, we spend very little of our times in giving the meaning of words and whenever we have done so we should ask ourselves if it was really necessary. The teacher's first and most argent task is to give his pupils the opportunity to hear words used to hear them used and significantly enough for the sounds and the patterns of sounds to form in their minds and make durable impression that stands for something when they are repeated. As soon as he sees that this is beginning happen. The teacher should give his pupils the opportunity to use the sounds themselves to explore. The situation they are in with these new tools of perception. In this regard, Billows (1961, p.3) says “Students most experience language, live in it, merely understand it, every movement, every process, every wish, every need must be followed by

words and dismissed by words. But action should always come before expression. The words themselves beginning as an accomplishment of action like the tail of a comet or a cock, may end by being the most significant and memorable characteristic of the action in the classroom. Language teaching must be situational. The need for expression in language must raise from the need to realize and deal with the situation we are in; the fascination of bringing new language tools to bear as the familiar circumstances we live among must be exploited to the fact. The mind must be passed to and fro over the well-known landscape dressed in the disguise of a new language. Thus, the success of language teaching depends upon the special attention paid to the students. There is a danger of the learners being frustrated or discouraged by the teacher expecting too much from them too soon.

2.1.2 English Language Teaching Situation in Nepal

In the context of Nepal, though there exist different type of schools, two types of schools viz; government/ added public school and institutional school have the dominant role (Bhattarai, 2006). In case of institutional schools, all the subjects except the national language Nepali are taught in English whereas in government added public schools, all other subject except English are taught in national Nepali as a medium of instruction. However, both these streams meet finally, at the same point; compete for the same when students seat for school leaving certificate examination at the end of twelfth grade.

Although approximately four lakh students appear in each of these national examinations every year, only half of those go to university level examination. And alarming number of students from the Nepali medium school fail because they cannot secure pass mark in English which is the huge wastage in resource (Bhattarai, *ibid*).

Usually, classes in Nepal are large in size. It is a great challenge for teachers to manage large classes with mixed ability students. Individual differences, learning ability of the students and personal strategies are to be taken into

consideration in the classroom instruction. Most of the language classes are conducted in large classes and the lecture method as a common tool of the instruction is used in the classroom (Budhathoki, 2010). Students involved in rote learning and low priority is given to active participation of the students (Shrestha, 2013). National Curriculum Frame Work (2063) clearly mentions that the medium of instruction of English subject should be in English. Conversely, it is not implemented satisfactorily in all the cases. Some private schools in certain places teach their students through English. Besides these places translation, paraphrasing and lecture method are popular.

By and large, language is a means of communication and system of system too. It is revealed that the present trends of teaching and learning of English is true to communicate in English in certain circumstances but in reality there is very little progress in communication be it written or verbal. Poudel (2013) through his research work found out that the English language teachers in the context of Nepal are using communicative method learned/ communicatively.

2.1.3 Teaching Language Skills

We can use a language in its all modes and manner. And these modes and manner in which language is used are known as language skills .We use language in terms of four skills, viz. listening, reading, speaking and writing and sub skills. The four languages skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types; receptive and productive.

Harmer, (2007) says as cited in Pokhrel, “Receptive skills are a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing skills students actually have to produce language themselves”.

It is certainly the case that when we speak or write we are producing language and when we listen or read we are trying to extract meaning of what we have

read or listen to. However, listening and reading also demand considerable language activation on the part of the listener or reader. We cannot access meaning unless our brain are respect the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of the listener and reader. Thus, the teaching activities of listening and reading skills should be focused on production as well as on comprehension and perception.

The purpose of teaching language is to enable the students to communicate in that language. It is essential therefore that every second of every language class is directed to equip students with the language skills they really need. Haycraft (1978, as cited in Sharma and Phyak, 2009, p.197) says, "to be able to use the language; to convey thought, intension, wishes, information, etc. a person needs a mastery of various elements". A language is basically used in real life situation in order to receive information. To grasp information, we have to listen to someone or something or read a written text. Therefore listening and reading are referred as receptive skills. On the other hand a language is used to express our feeling, thoughts and so on in terms of speaking and writing. Therefore speaking and writing are known as productive skills. These four language skills are specified skills by the specialist to learn the language systematically and properly. As English is a foreign language in Nepal all skills should be taught in an integrative way.

2.1.4 Teaching Receptive Skills

Listening and speaking of language involved receiving messages and are therefore often referred as receptive skills. The receptive skills involve active participation of listener or reader. Sub-skills of receptive skills are:

-) Predictive skills
-) Extracting specific information
-) Getting general understanding
-) Extracting detailed information
-) Recognizing function and discourse pattern

) Deducing meaning from the context

Likewise, Harmer (1991), suggests the following methodological principle for teaching receptive skills:

) Principle of receptive and productive skills

) Principle of authenticity

) Principle of receiving and doing

) Principle of teaching receptive skills

) Principle of purpose, desire and expectation

2.1.5 Teaching Reading Skills

Reading is the third language skills from the point of view of natural order. We read in order to obtain information which is cognitive or referential or affective. We read referential materials in order to obtain factual information with which to operate on our environment. We read materials whose content is intellectual rather than factual as a way of arguing or developing our own intellectual skills. Good reading test also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and to study language (e.g. vocabulary, grammar and idioms). Reading then is a skill which is highly valued by students and teacher alike (Richards and Renandya, 2002, p. 273).

Reading is important for learners in many respects. Reading test provide learners with grammatical, lexical as well as discourse resources that may help them to process and produce the well-formed L₂ utterances and tests. However reading is sometime said to be limited to the passive sub-skills such as perception (or reception). It is not a convincing argument. What is true about reading or listening is that these are receptive skills but highly active, creative, interactive and critical. These engage people in thinking, responding, understanding, following, doing (or acting) and so on.

About the importance of reading, Carrell and Grave (2002, in Schmitt) have said that interest in second language reading research recognition that reading abilities are critical for academic learning. In L₂ learning the learners are intended to be better readers so that they can speak and write better with the help of knowledge they receive from reading. Reading is important from both prospective: learning textual information or message and learning language features of the text.

Different views on reading as a receptive skill can be viewed as a combination of specialists' skills and the readers' success of understanding content depends to a large extent on their expertise in using these specialist skills:

-) Predictive skill
-) Extracting specific information
-) Extracting detailed information
-) Getting the general picture or gist
-) Recognizing discourse function and patterns
-) Deducing meaning from the context

2.1.6 Reading and Reading Comprehension

In general sense, reading refers to understand written texts. In other words, reading means extracting the required information from the texts. In the simple way we can define reading as understanding or making sense of given text. This means the meaning of reading texts not merely lies in the text waiting to be passively observed instead while reading a text, the reader should be actively involved and work to get the meaning of the text. Khaniya (2005, p. 139) opines , “In usual way, reading is handled as reading comprehension. Then instead of defining reading it is useful to deal with reading comprehension”.

Reading comprehension has been defined in many ways. Grellet (1981, p.3) defines reading comprehension as “extracting required information from it as

efficiently as possible”. Reading varies according to the purpose of reading and type of text. For example we read advertisement given in a newspaper is different from the ways we read an academic article. There is a great controversy between the scholars in defining reading comprehension. Some argue that it is a single competence. On the contrary, other claims that it is not a single competence instead it is an inclusive term which incorporates several sub skills. In this connection, Khaniya (2005, p.139) argues, “while dealing with reading comprehension, there is also a debate on whether it is a single competence or it is composed of several reading sub –skills”.

Reading comprehension involves making meaning of words, phrases, clauses, sentence and the whole text. It means to comprehend the text; the reader needs to interpret the total organization of the whole text which requires many sub-skills. Munby (1978, as cited in Sharma and Phyak, 2009, PP. 232-233) notes the following variety of skills in reading:

-) Recognizing the script of language.
-) Deducing the meaning and use of unfamiliar lexical items.
-) Understanding explicitly stated.
-) Understanding conceptual meaning.
-) Understanding the communicative value (function) of sentences and utterances.
-) Understanding the relation within the sentences.
-) Understanding relation between parts of a text through lexical cohesion devices.
-) Understanding cohesion between parts of a text through grammatical cohesion devices.
-) Interpreting text by going outside it.
-) Recognizing indicators in discourse.
-) Identifying the main points or important information in piece of discourse.

-) Distinguishing the main idea from supporting details.
-) Extracting salient points to summarize (the text, idea, etc)
-) Selecting extraction of relevant point from a text.
-) Basic reference skills.
-) Skimming.
-) Scanning to locate specifically required information.
-) Transcoding information to diagrammatic display.

In nutshell, reading is the most important skill to gain more knowledge. The more one reads the more knowledge he or she gains. That is why we can say that the most pleasant and efficient way to learn language and to gain new knowledge is reading.

2.1.7 Types of Reading

A reader may read for different purposes like for pleasure or for getting information. Types of reading can be referred as the categorization of reading or strategies of reading. Reading can be categorized on the basis of various factors. They are as follows:

a) On the basis of general purpose

There are two types of reading on the basis of general purpose of reading. They are:

i) Extensive reading

Extensive reading is inspired highly by the consumption of top-down approach to discourse processing. Readers feel no pressure at all in extensive reading, since they are motivated towards reading for pleasure. This is a fluent activity mainly involving global understanding. “The purpose of extensive reading program will be to train the students to read directly and fluently in the foreign language for his enjoyment, without the aid of the teachers” (River,1968, p.229). It means extensive reading is the ultimate aim of teaching reading.

ii) Intensive reading

Intensive reading is inspired by the assumption of bottom-up approach to discourse processing. The text for intensive reading is usually shorter and teacher-directed and the purpose of reading is to extract specific information from the text and to focus largely on the text features. Intensive reading is the reading generally at a slower speed and requires a higher degree of understanding. It involves in –depth reading passing, regression and reflection of the text. It is also called study reading which involves close study of the text. It plays a vital role to further progress in language under the teachers’ guidance

b) On the basis of focus of attention

There are two types of reading on the basis of focus of attention during the reading. They are:

i) Skimming

When we read for the purpose of getting general picture of the texts, it is known as skimming. We look quickly through texts just to get a general idea of what it is about, in other words, the gist. It entails the reader’s ability to pick our main points rapidly disregarding what is not essential or relevant to that general idea of the text. Listeners often need the same skill to listen for main message and disregarding the repetition fall stars and irrelevant that are often features of spoken language.

ii) Scanning

When we read a piece of written text for finding some specific information, for example looking through a telephone directory for a specific number or a sport article. For the result of a specific soccer game this type of reading is known as scanning. It focuses its attention to see whether a particular point is present in the text or not and locate it. It involves checking of specific items and can also be called as “item check reading”.

c) On the Basis of Noise

Silent reading and loud reading are the types under the noise basis. A brief description of these two types is mentioned below:

i. Silent Reading

Silent reading refers to understanding the required information from graphic symbols with the help of our eyes. It involves mental process without making use of organs of speech. Experiment has proved that more comprehension achieved only through silent reading. A good silent reader does not allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to walk their heads. It is useful for self- study and library reading.

ii. Loud Reading

Loud reading involves both physical and mental process. It changes the graphic symbols into in the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and reading for others who are blind and illiterate. To read aloud, the readers should bare the good knowledge of supra-segmental features, i.e. stress, intonation, rhyme, etc. Therefore, reading aloud is a difficult skill. In some cases if the reader cannot maintain the supra-segmental features while reading the text loudly, the reading may convey another meaning. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The students are unable to concentrate adequately on the meaning of the text while reading loudly.

2.1.8 Stages and Activities of Teaching Reading

Three successive stages are generally recommended to teach reading by engaging students in more realistic and interesting practice activities. These usual stages for teaching reading are

i) Pre-reading Stage

This is the preparatory stage before entering into the exact reading. This stage aims to stimulate and activate the students' schematic as well as linguistic knowledge. Hedge (2002), suggest that during the pre -reading phase learners can be encouraged to do a number of things: become oriented to the context of text; establish a reason for reading; express an attitude about the topic; review their own experience in relation to the topic; activate existing cultural knowledge and become familiar with some of the language in the text.

Different kind of pre-reading activities to follows are:

-) Talking about pictures, figures and charts accompanying the text;
-) Predicting the content through titles or headlines;
-) Answering a set of pre-reading question may be about personal experiences, stories, etc;
-) Listening ideas and information that they have in relation to the topic;
-) Discussing the topic;
-) Having a small debate related to the issued of topic and so on.

i) While-Reading Stage

While reading, is the stage for actual reading. At this stage students are reading text to accomplish the task that they have been given. This stage of teaching reading is intended to help the learners understand the text from different perspectives such as content, language author's intension, socio-cultural context, power ideology and so on.

While reading activities are influenced by various thoughts and assumptions related to reading skills. For example, when reading is assumed to be interactive process, the activities used in while reading stage should be focused on making students as active as possible. So, that they can interact with the given texts from the different perspectives.

Some common types of while reading activities which have various purpose and theoretical back-ups are given below:

-) Answering to the texts related question;
-) Scanning items from the texts;
-) Completing table, chart, sentences;
-) Making lists, notes of information;
-) Doing language exercises;
-) Fill in the information-gap;
-) Choosing the right information;
-) Identifying facts;
-) Labeling the picture, map and figure and map;
-) Making halves;
-) Choosing information about writer's intention and so on;

ii) **Post-Reading Stage**

In the post-reading stage, the content are elaborated and the readers employ higher level table below summarizes the general features and activities involved in the pre, while and post reading stages.

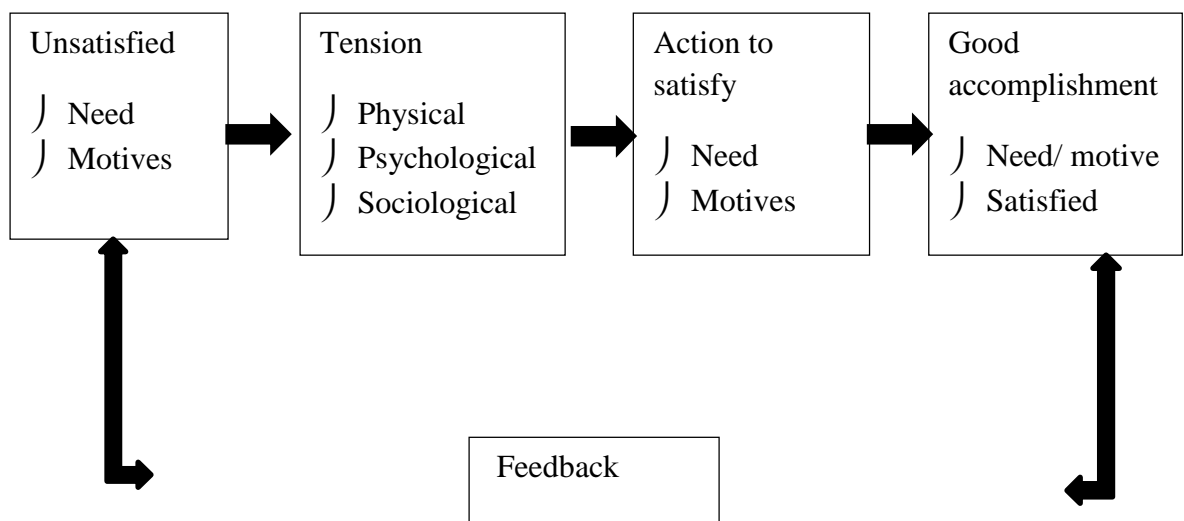
In this way, post reading stage is important for elaborating, clarifying, connecting and contextualizing the text that student have read in the while reading stage. Despite being for a relatively shorter duration, the post reading phase is also important for consciousness raising of linguistic features and for the integration of language skills. A number of activities are recommended for post reading phase, some of them are:

-) Discussing the major issue of the text;
-) Writing reports, summaries and interpretation of the text;
-) Connecting text critically with ideology;
-) Debating on the controversies topic in the text;
-) Role playing, doing project work based on the text;

) Doing language work and so on.

2.1.9 Motivation: An Introduction

Motivation is an internal drive for doing something. The word motivation is derived from the Latin word 'movere' which means 'to move'. Thus etymologically motivation means to move someone to do something. Motivation is psychological process. It is important in understanding individual behavior. It gives purpose and direction to behavior. Motivation is the act of energizing willingness to exert high level of efforts. It is an interstate within the individual that energizes, directs and sustains behavior towards goal achievements. Motivation starts with need. And need is psychological or physiological deficiency. Needs activate drives. The drives and goals are the foundation of motivation process. Harmer (1991, p.3) says, "motivation is some kind of internal drive that encourage somebody to pursue of a course of action" and drive is "an energizer, some process that provides the energy of movement". Likewise, Agrawal (2005) in his book 'Human resource development in Nepal', presents the following process of motivation in the following way:



2.1.10 Classification of Motivation

Motivation in language learning plays a vital role. It is motivation that produces effective second language communicators by planting in them the

seeds of self-confidence. It has a great intuitive appeal and makes sense that individuals who are motivated will learn a language faster and to greater degree. Gardner and Lambert (1959), divided the motivation into two types viz. instrumental motivation and integrative motivation.

i. Instrumental vs. Integrative Motivation

According to Gardner's socio educational an integrative motivation involves of sincere and personal interest in the people and culture represented by the other language group Lambert (1974), p.98. It contrasts with instrumental motivation which concerns the practical value and advantages of learning new language. Motivation lastly determines the level of effort which learner expands at various stages in their L₂ development often a key to ultimate level of proficiency. Integrative motivation is based on interest in learning L₂ because of a desire to learn about or associate with the people who use it example for romantic reason or because of an intention to participate or integrate in the L₂ using speech using community; in any case emotional or affective factors are dominant. Instrumental motivation involves perception of purely practical value in learning the L₂ such as in increasing occupational or business opportunities enhancing the prestige and power accessing scientific and technical information or just passing a course a in school or campus.

Similarly instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical materials, translation and so forth. Krashen (2000), defines instrumental motivation as the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to interact with L₂ speakers in order to achieve certain ends.

ii. Intrinsic vs. Extrinsic Motivation

Intrinsic motivation means that the individuals' motivational stimuli are coming from within. The individual has the desire to perform a specific task because its result is in accordance with his belief system or fulfills a desire and

therefore importance is attached to it. Intrinsic motivation is very powerful and is likely to lead to deep learning because and intrinsically motivated learners will take every opportunity to satisfy the internal desires. The exclusively intrinsically motivated learners may not pay sufficient attention to a program or organization to pass necessary hurdles or not to take full advantages of the teaching program.

Extrinsic motivation means that the individuals' motivational stimuli are coming from outside. In other words our desires to perform a task are controlled by an outside source. In other words motivation that derives from the some kind of external incentives such as desire for some kind of external benefits example increased pay, job enhancement, getting a long foreign society, meeting academic or organizational requirement.

2.1.11 Motivation as an Affective Factor in Learning

A number of non-language factors which affects learning process and teaching procedures have been identified by the authors and researchers of SLA. The factors are basically related with learners' affect cognition and style. These are the factors that encourage the teachers to consider the role of learner's differences. It is important to understand that the learners differs in ways that need careful thought when making decision about course contents and methodology (Hedge, p.16).The major factors that make learners differences and that affects the process of learning and teaching are:

-) Aptitude
-) Learning skills and strategies
-) Affective factors
-) Motivation

Motivation is also known as L₂ investment. Saville Troike (2006), argues that another factor which is frequently cited to explain why some L₂ learners are more successful than others is individual motivation. Motivation largely

determines the level of efforts which learners expend at various stages in their L₂ development.

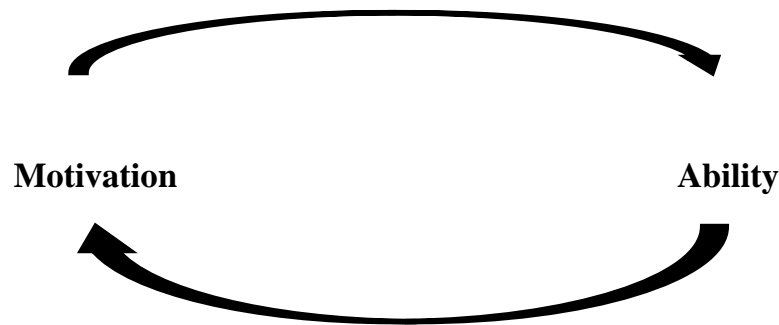
Gardener and Lambert (1972) define motivation in terms of overall goal and orientation of L₂ learners to acquire the L₂. The ultimate goal of L₂ acquisition is linked to the learners' social and personal proficiency and achievement. According to the nature of goal or orientation of the learners, the motivation also varies in degree and in its type. For example, the learners, who have high expectation related to the social reputation with the help of the L₂ knowledge and skills, will be intrinsically motivated towards learning L₂ learning. They will achieve relatively greater success than those who are less motivated. Many learners have an instrumental motivation that's why they want to learn the L₂ in order to achieve some other goal such as completing a school graduation, requirement or being able to read scientific publication but not really for any social purposes. In contrast, those learners who have an integrative motivation who want to learn L₂ for social purposes, in order to take part in the social life of a community using that language and to become an accepted member of that community. It is worth noting that those who experience some success in L₂ communication are among the most motivated to learn. So motivation may be result of success as a cause. This type of motivation that is generated in the learners through a result of previous success is known as result of previous success is known as resultative motivation.

2.1.12 Sources of Motivation

The sources of motivation are of prime important in language teaching and learning. The importance of this is highlighted by this statement “without knowing where the roots of motivation lie how teachers can water those roots?” (Oxford and Shearin, 1994, p.15, as cited in Abisamra, 2002). Knowledge of motivation status of the students to the teachers is of vital importance to successful language teaching and learning. Educational psychologist point to three major sources of motivation in learning.

The learners' natural interest: intensive motivation.

- i) The teacher institution employment: extensive reward.
- ii) Success in the task: combining satisfaction and reward.



Abisamra (2002), expresses his view about the sources of motivation in this way while teachers and school system have drawn on both of the first two sources of motivation, the third source is perhaps under-exploited in language teaching. This is the simple fact of success and the effect that this has on our view of what we do. Feelings of failure particularly early on in a student's school career, can therefore lead to a downward spiral of a self-perception of low ability- low motivation-low effort –low achievement and so on.

Thus the teacher has the main responsibility to identify the sources of motivation and work on them to make the students effectively participate in fruitful language teaching and learning. The sources of motivation tabulated below are diagrammatically presented:

1) Behavioural

-) Elicited by stimulus associated, connected to innately connected stimulus.
-) Obtain desired, pleasant consequences (reward) or escape, avoid undesired, unpleasant consequences.
-) Imitative positive models.

2) Biological

-) Increase/ decrease stimulation (arousal).
-) Activate senses (taste, touch, smell, etc).
-) Decrease hunger, thirst, discomfort, etc).
-) Maintain homeostasis balance.

3) Affective

-) Increase/ decrease affective dissolance (inconsistency)
-) Increase feeling good
-) Decrease feeling bad
-) Increase security of or decrease threats to self –esteem
-) Maintain level of optimism and enthusiasm

4) Cognitive

-) Maintain attention to something interesting of threatening.
-) Develop meaning or understanding.
-) Increase/decrease cognitive disequilibrium; uncertainty.
-) Solve a problem or make a decision.
-) Figure something out.
-) Eliminate threat or risk.

5) Conative

-) Meet individually developed/ selected goal.
-) Obtain personal dream.
-) Take control of one's life.
-) Eliminate threats to meeting goal obtaining dream.
-) Reduce others control of life.

6) Spiritual

-) Understand purpose of one's life.

-) Connect self to ultimate unknowns.

2.1.13 Motivational Techniques by the Teachers

Motivation is internal drive for learning language. So, it plays vital role in teaching and learning process. In this regard, Harmer (1991, p. 983) defines motivation as “it's most basic level; motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

Reading is as skill through which one grabs the ideas and information that the text tend to give. It is not just looking and for reading it is for getting something from written graphic symbol. Since reading and extracting the method message through the passage is reading comprehensive. Since, comprehension indirectly the understanding of the text, the reader should be aware and attentive, curious to grab the message given on the text. So, teacher play significant role for making the students ready for getting message. For this, he or she can use the various techniques to arouse readiness on them. Some of the motivational techniques that can be used for reading comprehension are listed below:

-) Warming up activities: starting the class with previous lesson or describing the picture and discussing about the difficult words.
-) Giving student the signpost questions.
-) Giving the background information.
-) Extracting the difficult vocabulary.
-) Relating the topic with cultures.
-) Applying some student center technique.
 - Forming Group
 - Discussing in group
 - Workshop method
 - Allocating time limitation
-) Discussing about some pictures related to the text.

-) Contextualizing the vocabulary.
-) Making the student to scan the text.
-) Giving the timeline to read the text for the students.

2.2 Review of Empirical Literature

A number of research study have been carried out to find out the effectiveness of different methods, approaches and techniques in teaching reading comprehension in the department English education T.U., such kinds of research studies have been carried out in other universities of Nepal as well. I have tried to review some of the researches related to the present study as follows:

Joshi (2006) carried out a study entitled “Effectiveness of Signpost Approach in Teaching Reading Comprehension”. The prime purpose of the study was to find out the effectiveness of signpost approach in teaching reading comprehension. Questions tests were the tools of data collection. The study found that teaching reading comprehension with signpost approach was effective than without signpost approach.

Gyanwali (2007) carried out a research entitled “English Teachers’ motivational Technique. A case for Selected School in Dang Deukhuri”. His purpose was to find out the existing Technique of teachers to create motivation in English language classroom. He used observation check list and an in depth interview as the tool for study. He found out most of the teachers have been found teaching English without materials and warm up activities in class which cause of lack of motivation.

Kafle (2008) carried out a research work entitled “Effectiveness of Stripe Story in Teaching Reading Comprehension”. The main objective of the research was to find out the effectiveness of stripe story in teaching reading comprehension. He used tests items as the research tools. From this study it was found that the experimental group performed relatively better than controlled group.

Roka (2009) conducted the thesis entitled “Effectiveness of Interaction Technique in Teaching, Reading Comprehension”. The main objective of the study was to find out the effectiveness of interaction technique in teaching reading comprehension. She used the question tests items as the tools for data collection. Her finding was that group with interaction performed better than controlled group.

Tamang (2013) conducted study entitled “Role of the Motivation in the Degree of Achievement of English by Limbu Students”. Her objective was to explore the role the motivation in the achievement of the Limbu students in learning. She used questionnaire as the tools of data collection and her findings was that motivation play vital role in the achievement of English by Limbu students.

B.K. (2012) research entitled “Motivation Techniques Used by English Teachers at secondary level”. His main objectives of the study were to find out the motivation technique used by English teachers to motivate their students at the secondary level. He used observation, checklist and questionnaire at the tool for data collection. His finding was most of the teachers made their voice commanding to motivate the learners and few teachers used the warm up activities as the techniques to motivate the students.

Likewise, Sharma (2015) carried out the research entitled “Effectiveness Group Work Technique in Teaching Communicative Functions”. Main objective of his study was to find out the effectiveness of pair work technique in teaching communicative function. She used the question tests as the sources of data collections. The study found that pair works technique in teaching communicative function really enhance the students’ progress.

Similarly, Dulal (2016) carried out the thesis entitled “Effectiveness of Group Work Technique in Teaching Speaking”. Main objective of the study was to find out the effectiveness of pair work technique in teaching speaking. In order to find out the results she used the question test as the tools for data collection.

Her findings were that pair-work technique results far better than conventional lecture method.

Through the intensive study of the aforementioned and other related literature, that the researcher pin pointed the fact that the previous researcher missed the investigation on the role of motivation to develop the reading comprehension of the students which after all the important factor in learning and the language. Hence, this research work is different from the aforementioned researches in a sense that it will uncover the role of motivation to develop the reading comprehension of the students.

2.3. Implication of the Review for the Study

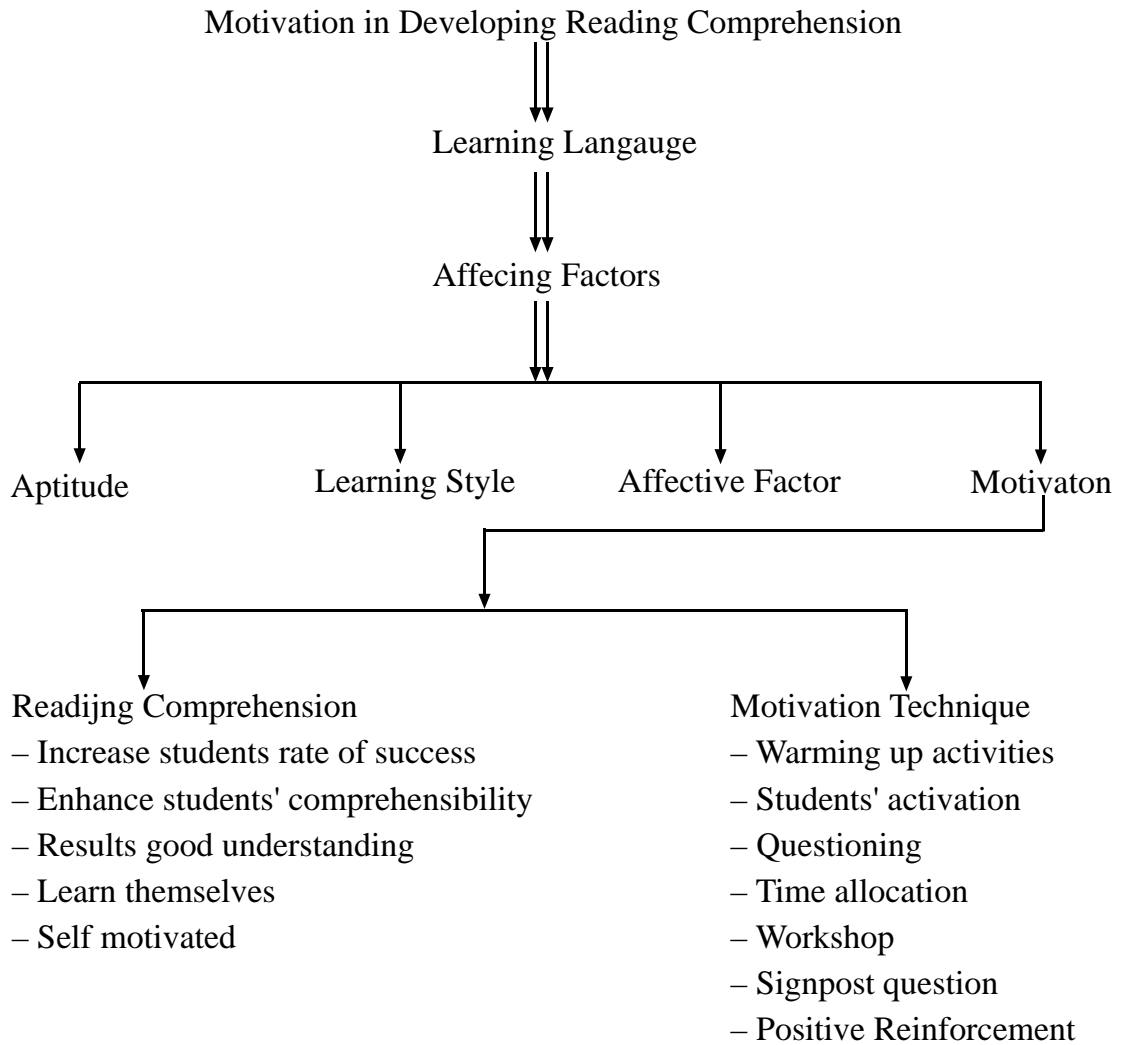
As we know, in literature review our central focus was to examine and evaluate what had been done before and established the relevance of this information to our own research .It is very important task for any researchers while conducting the research work in any topic or subject matter. For conducting the research work successfully, the research can be reviewed from various resources like books, journal, magazine, article, report, websites, google, etc. Literature review helps to obtain the theoretical and practical knowledge for the previous researches.

For my research work, I have reviewed some of the previous research works from many scholars like B.K (2012), Kafle (2008), Shah (2010), Tamang (2013), Roka (2009), Humagain (2006), Gyanwali (2007), Bhatt (2015), and Dulal (2016), etc. These works helped me to conduct the present research practically. Moreover, these previous researches helped me to formulate objectives, to make research questions, to improve methodology and contextualize the findings. Likewise, they provided me the perfect index to select sampling population and select sampling procedures. Finally, the aforementioned research works have significant value to make this research scientific, systematic and consistent.

2.4 Conceptual Framework

Through the review of the related literature mentioned in the previous section, the researcher is curious enough to carry out the study to investigate whether the motivation really increase the rate of reading comprehension or not.

Following will be the conceptual frame work of my study:



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

To achieve the objective of this research, I adopted following methodologies and procedures.

3.1 Method of the Study

Research is a multidimensional activity that is done to cover the truth. It is a learning and interactive process. Kumar (2005), says that research is a way of thinking. It is the process of describing a series of sequential steps, beginning with the identification of a research problem or questions than to a statement of a concept, model, data collection and finally analyst and a conclusion. Nunan (1992) says that research is a systematic process of formulating questions, collecting relevant data relating to such question, analysis and interpreting the data and making the result publicly accessible.

There are many research designs which are used to find out the answer to a problematic question. Among them experimental research is one of the research design. As any research title is “the role of motivation in developing reading comprehension”. I have followed the experimental research design.

Experimental research is the most popular design in the field of natural science. The experimental method is a systematic and scientific approach to research in which the researcher manipulate one or more variable and controls and measures any changes in other variable.

Best and Kahn (2002, p. 133) define it as “the most sophisticated exacting and powerful method for discovering and developing an organized body of knowledge”. In the words of Cohen, Manion and Morrison (2010), "the essential feature of experimental research design is that investigators deliberately control and manipulate the condition which determine the events in

which they are interested, introduce the intervention and measures the difference that is marked”.

3.1.1 Design of Experimental Research

There are many designs of experimental research. The following are some of the designs that can be applied in educational research.

1. The Post-test Only Equivalent Group Design

There is no any pre-test taken in this design. Both the group most has similar level of proficiency.

R x O₁

R C O₂

2. The post-test Only Equivalent Research Design

There is no any pre-test taken but both group are treated with new methods

R X O₁

R X O₂

3. The pre-test post-test Equivalent Group Design

In this design, both pre-test and post-test are taken. One group is treated with new method and next is with the traditional method

R O₁ X O₂

R O₃ C O₄

4. The Soloman Four Group Design

Design is named after the Soloman who use this design for the first time. Pre-test and post-test is taken in regular interval of time.

R O₁ X O₂

R O₃ C O₄

R X O₅

R C O₆

NOTE:

R = Random assignment of the subjects

O= Tests

X= Experimental group

C= control group

Among these designs I followed research design number three that is i.e. the pre-test post-test equivalent group design.

3.1.2 Process of Experimental Research

The process of experimental research refers to a way of carrying out the experimental research which as follows:

-) Framing the topic
-) Specifying the objectives
-) Constructing the hypothesis
-) Expanding the theoretical knowledge
-) Writing research proposal and pre-paring research tool
-) Collecting required material for experiment
-) Going to the field
-) Establishing rapport with authority and subject
-) Assigning subject randomly into two group
-) Giving a pre-test
-) Marking the answer-sheet
-) Listing the raw score
-) Calculating the mean(average) of both group

-) Finding out the differences and adjusting it
-) Starting the treatment or experiment
-) Giving post-test
-) Checking answer-sheet
-) Listing raw score
-) Calculating the means of both group
-) Comparing the means of both group
-) If the finding is not very clear then the special statistical process called t-test is used

3.2 Sources of Data

I made use of both primary and secondary sources for the data collection for my research study. Thus this study based on the following sources of information.

a) Primary Sources

As primary sources provide the first hand information, Students of 9th graders were the primary source of data.

b) Secondary Source

And other relevant journal, books, thesis, online sources were the secondary sources of data of my study.

3.3 Population, Sample and Sampling Strategy

All the students of 9th grade of private school were the population of my study. Sample of forty students were selected through simple random sampling procedures and fishbowl technique was used.

3.4 Data Collection Tool and Technique

Test items were the main tool for data collection. They consist of open ended and close ended question types.

Close ended question

- | | | |
|----|----------------------|----|
| 1. | Fill in the blanks. | 10 |
| 2. | Sentence arrangement | 10 |
| 3. | vocabulary items | 10 |

Open ended question

- | | | |
|----|-----------------|----|
| 1. | Sentence making | 5 |
| 2. | Question answer | 15 |

For open ended question marking scheme were as follows:

- | | | |
|----|-------------------------|-----|
| 1. | Correctness of language | 0.5 |
| 2. | Content | 0.5 |
| 3. | Organization | 0.5 |
| 4. | Creativity | |

3.5 Data Collection Procedures

For collecting the data for research work, the following procedures were followed:

- 1) First of all, appropriate test item was prepared on the basis of the text book of 9th grade.
- 2) The researcher divided the students into two groups and groups were named as Experimental and Controlled group viz. group A and group B respectively and pre-test was administered.
- 3) The researchers taught the 9th graders for 28 days one group, i.e. experimental group was taught with great exposure of motivation and another group, i.e. controlled group was taught with traditional lecture method.
- 4) After 28 days of teaching, post- test was administered to both groups.
- 5) Then scores of the both groups were calculated and tabulated.

Lastly, the data was compared to determine the role of motivation in developing reading comprehension.

3.6 Data Analysis and Interpretation Procedures

By and large, most of researches are qualitative and quantitative in nature it is because purely quantitative and qualitative research is almost impossible. So this study also based on both the qualitative and quantitative in nature researchers has analyzed the obtain data descriptively and statistically. Simple statistical tools such as average frequency percentile are used to record, analyze and to interpret the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of collected data. Raw data are analyzed both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in a narrative form contrary to it, the quantitative data were analyzed and interpreted using simple statistical tools such as measure of frequency and percentile.

4.1 Analysis of the Data and Interpretation of the Results

This section deals with the analysis and interpretation of the data, which were collected from the primary sources. This study was carried out to find out the effectiveness of motivational techniques in developing reading comprehension. To accomplish the goal of the study, the researcher selected forty students of Reed Model Higher Secondary School Shoyambhu, where she taught twenty-eight lessons applying motivational technique. Individual test scores obtained from pre-test and post-test have been analyzed and interpreted. Since the main objective of the thesis was to find out the role of motivational technique, fourteen seen and fourteen unseen texts were used as a reading texts to manipulate reading skill. In this chapter, the researcher has tabulated, analyzed, interpreted and compared the data in the following order:

- i. Holistic Comparison of Pre-test and Post-test
- ii. Student-wise Analysis and Interpretation of the Test Score
- iii. Item-wise Analysis and Interpretation of the Test Score

4.1.1 Holistic Comparison of Pre- test and Post-test

The average marks and percentages obtained by the students of both group, group A and group B in both pre- test and post- test items along with their progresses are presented and compared in this section. Following tables shows the details:

Table No. 1

The Results of Holistic Comparison

Group	Pre-Test		Post-Test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	21.9	43.8	37.67	75.3	15.77	31.54
B	22.15	44.3	30.98	61.96	8.83	17.66

Above table shows the average scores and percentages of both groups in pre-test and post-test. It shows that group A has the average score of 21.09 or 43.8% in the pre-test and the average score of 37.67 or 75.5% in post -test respectively. This group has increased its marks 15.77 in average or 31.54%. On the other hand, group B has the average score 22.15 or 44.3% in the pre-test and 30.98% or 61.96% in the post test. This group has also increased its marks by average score 8.83 or 17.66%

Hence, both groups have improved their average score but the progress of group A is better than group B. This result logically asserts that motivational technique in teaching reading comprehension was more effective than other traditional lecture method.

After calculating and analyzing the whole data, it can be said that group A has performed better than group B in all items. However, the ratio of progress of both groups is not the same in all the items.

4.1.2 Student-wise Analysis and Interpretation of the Test Score

In this section, the individual scores of the students on pre-test and post-test have been analyzed, interpreted and compared.

4.1.2.1 Pre test

Before starting the actual teaching, a pre-test was administered to know the current level of the students. Then, researcher recorded their scores to analyze and interpret further with the aim of developing the level of understanding in reading. Thereafter, the researcher taught the students for twenty-eight days through motivation of technique to help them develop their reading skill. Two progressive tests were also administered to determine how much their reading skill has been developed. The researcher used the same test items in the pre-test and post- test. The pre-test and post-test consisted of 5 types of items (vocabulary item, fill in the blanks, arranging the sentences, question answer and sentence making); the items were consisted of 10, 10, 10, 15 and 5 marks, hence, 50 marks, respectively.

The result of the pre-test and post-test has been recorded in the following tables;

Table No. 2
Individual Scores of Controlled Group in Pre-Test

S. N.	F. M.	Scores on Pre-test (x)	No. of Students in Pre-test (f)	Percentage in Pre-test	Sum(fx)
1	50	13	1	5%	39
2	50	17	1	5%	34
3	50	18	1	5%	36
4	50	20	4	20%	140
5	50	21	4	20%	147
6	50	22	2	10%	110
7	50	25	.2	10%	100
8	50	26	2	10%	104
9	50	27	1	5%	81
10	50	30	2	10%	90
Total			20	100%	443
Pre-Test Average Score= $fx/n=22.15$					

The average score of pre –test is 22.15. Highest marks obtain by the students is 30 and only 2 students have scored that score that is only the 10% of the total percentage have scored that marks. Most of the students are under the average range, i.e.13 students out of 20 students are under the average level

This in average covers 65% of the total percentage. Students have even obtained 13 marks out of 50 full marks which is very miserable.

Table No. 3
Individual Scores of experimental group in Pre-Test

S. N.	F. M.	Scores on Pre-test (x)	No. of Students in Pre-test (f)	Percentage in Pre-test	Sum(fx)
1	50	13	2	10%	26
2	50	17	1	5%	17
3	50	18	1	5%	18
4	50	20	3	15%	60
5	50	21	3	15%	63
6	50	22	3	15%	66
7	50	25	2	10%	50
8	50	26	2	10%	52
9	50	27	2	10%	56
10	50	30	1	5%	30
Total			20	100%	438
Pre-Test Average Score= $fx/n=21.9$					

Average score of the experimental group is 21.9 which is 43.85% of the total percent. And most of the students are under the average score, i.e. thirteen students are under the average score. Which is a 65% student are under the average score. Thirteen is the lowest marks and 30 is the highest marks.

4.1.1.3 Post-test

Results of post- test of both group was presented in the following tables;

Table No. 4
Individual Scores of Control Group in Post -Test

S. N.	F. M.	Scores on Pre- test (x)	No. of Students in Pre-test (f)	Percentage in Post-test	Sum(fx)
1	50	18	2	10%	36
2	50	26	2	10%	52
3	50	28	3	15%	84
4	50	31	2	10%	62
5	50	32	4	20%	128
6	50	33	1	5%	33
7	50	34	2	10%	68
8	50	37	1	5%	37
9	50	38	2	10%	76
10	50	40	1	5%	40
Total			20	100	616
Post-Test Average Score= $fx/n=30.98$					
Difference= post- test– pretest=8.83					

The table shows that the pre-test average score is 30.98. Eleven students are under the average score, which is 55% of the total students. Nine students are above the average score in the post-test, which is only 45% of the total students. The highest score obtained in the post-test is 40. Only one student has scored highest mark, which is 5% of the total student and 18 marks is the lowest score of the post-test. Two students had scored 18 marks, 10% which is of the total students. And average score of post- test in control group is 30.98. The different between post- test and pre- test is 8.83.which is not so much satisfactory.

Table No. 5**Individual Scores of Experimental Group in Post -Test**

S. N.	F. M.	Scores on Post-test (x)	No. of Students in Post-test (f)	Percentage in Post-test	Sum(fx)
1	50	30	3	15%	102
2	50	32	3	15%	105
3	50	34	2	10%	80
4	50	38	3	15%	123
5	50	40	3	15%	126
6	50	43	3	15%	135
7	50	44	2	10%	92
8	50	47	1	5%	48
10	50				
Total			20	100%	752
Post-Test Average Score= $\frac{fx}{n}=37.67$					
Difference= post-test– pre- test=15.77					

Average score of post- test in experimental group is 37.67 and average score of pre- test is 21.9 .The difference between pre- test and post- test is 15.77.

Twelve students have scored more than average score that is 60% students have scored better marks and eight students have scored less than average marks that is 40% students. Highest marks obtain is 47 and one student scored highest marks.30 is the lowest marks and 3 students have scored lowest marks i.e. 15% students have scored lowest marks. It means student have increased their score by 15.77 in average. From the above examination it is proved that motivation in teaching reading comprehension is really worked.

4.1.3 Item-wise Analysis and Interpretation

In this section, the result has not just been analyzed and interpreted as a whole just to show the progress in each test within the period of research, but each test item has also been analyzed and interpreted further to determine the students' progress and proficiency in each separate item.

Five kinds of test items (vocabulary items, fill in the blanks, sentence arrangement, sentence making and short answer question) were used as a research tool. Ten questions were included under short answer question which were of 15 marks and there were 20 sets of vocabulary items which covered 10 marks, there were arrangement question which covered 10 marks, fill in the blanks covered 10 marks and sentence making item covered 5 marks.

4.1.3.1 Pre-test

The following table shows the item wise responses of each item in the pre-test;

Table No. 6
Item -wise Responses on the Pre-test

S.N.	Responses	Test Items									
		Vocabulary items		Fill in the blanks		Arranging the sentences		Question answer		Sentence making	
1.	Correct Responses	150	37%	173	43.25%	193	48.25%	198	49.5	83	41.5%
2.	Incorrect Responses	250	62.5%	227	56%	207	51.75%	202	50.5	117	58.5%
Total		400	100%	400	100%	400	100%	400	100%	200	100%

As the above table shows, there were 5 items in the test; each carrying 10 marks apart from short answer question and sentence making which carries 15 and 5 marks. Arranging the sentence has the highest number of correct responses (i.e. 48.25%), which is just above 51.75%, out of 400 responses. Fill

in the blanks item has 43.25% correct numbers of responses, which is the second highest number of responses that becomes 173 correct response. The vocabulary item has the lowest number of correct responses, which is 37% of the total responses. Therefore, obviously, there are the highest numbers of incorrect responses in percentage, than correct responses. In overall, the sentence making items and vocabulary item have high number of incorrect responses in percentage. The total number of correct responses is 797 out of 1400 responses, which is 44.28% of total responses. This table shows that 9th grade students' understanding in reading texts is not satisfactory. Because their responses to vocabulary items, fill in the blanks, sentence arrangement question and sentence making item, which needs the high level of understanding of reading text.

4.1.3.2 Post –test

At the end of the classroom teaching, a post-test was conducted. It consisted of the same test item as in the pre-test. It was the final test to determine the students' actual progress in developing reading skill through motivational technique.

Table No. 7
Item-wise Responses on the Post-test

S.N.	Responses	Test Items									
		Vocabulary items		Fill in the blanks		Sentence arrangement		question Answers		Sentence making	
1.	Correct Responses	266	66.5%	297	74.25%	315	78.75%	300	75%	160	80%
2.	Incorrect Responses	134	33.5%	103	25.75%	85	21.25%	100	25%	40	20%
Total		400	100%	400	100%	400	100%	400	100%	200	100%

The above table shows that sentence making item has the highest number of correct responses, i.e. 80%, and second highest score is 78.75% , i.e. sentence

arrangement item whereas, vocabulary items and fill in the blanks has lowest correct response, i.e. 66.5% and 74.25% respectively which is quite satisfactory. Therefore, despite all these drawbacks, students of grade 9 could reduce the number of incorrect response, which proves that application of motivational technique can develop reading comprehension.

4.2 Summary and Findings

This study entitled “Effectiveness of Motivational Techniques in Developing Reading Comprehension” was an exploration of motivational technique in enhancing reading comprehension. This study was conducted at Reed Model H.S.S. of Kathmandu district. For the fulfillment of the study, background of the study, statement of the problems, research questions and delimitation of the study, signification of the study and operational definition of the key terms are presented in the first chapter.

The review of the theoretical and empirical literature was done to develop the theoretical backup for this study. Empirical literature of the former studies scaffolds a lot to conduct this study. Hence, empirical literature provided with the clear pictures of what had been done before hands. The conceptual framework gave the route of researching to the study.

The study was an experimental study, to collect data for study; two items were used, i.e. pre-test and post-test as research tools. The sample of the study was 40 students of grade 9. They were divided into experimental group and controlled group. Experimental group was taught by using motivational technique to find out the role of it in developing reading comprehension. Similarly, the controlled group was taught by using teacher centered technique, i.e. lecture method or technique.

The result of the pre-test was not satisfactory. However, the results of the study showed that the students had progressed in the post-test. The progress has not seen abrupt. The progress was found slowly and gradually. The students

participated actively in the study. The results of the post-test improved from the former test. At the end, motivational technique was seen effective in developing reading comprehension.

After analysis and interpretation of the raw data, the researcher came to find out that motivation is one of the affective factors in learning. It really affect the success and rate of learning it is because when the students were taught applying the motivational technique they scored good marks for example they increase their marks by 15.77 and it is really incredible but students who were taught without exposing motivation does not score significant marks after teaching. For example, they increased their marks by 6.8. And most of the students are under the average range .Hence it can be proved that motivation really play the vital role in developing reading comprehension. When the learner themselves ready to learn, there is low barrier and it increase the intake chance. Though the experimental group commit mistake in question answer and vocabulary items but their level of understanding is really high .And most of the students are above the average range. From the experiment and continuous analysis of the data, the results have been drawn which are mentioned below:

- i. The use of motivational technique was found to be more effective in developing reading comprehension. The experimental group made better progress than controlled group.
- ii. In the holistic comparison, both the group showed the progress in comparison with the pre-test but the progress of group A was found far better than the group B it was marked that group A excelled group B by 6.69. It was proved that motivational technique has better impact in developing reading comprehension as a whole.
- iii. Group A made better progress than group B, it was marked that the difference between pre- test and post- test of group A in

average score is 15.77 and difference between pre-test and post-test was 8.83.

- iv. The best progress was made in sentence making item with 160, i.e.80% in the post- test which was only 83 i.e, 41.55 in the pre-test.it is proved that students' comprehensibility really can be enhanced through motivational technique.
- v. The students are more eager to learn in latter experimental days than previous phases of learning.
- vi. In a nutshell, motivational technique was found more useful in developing reading comprehension. That is to say, the performance of group A students in question answer, fill in the blanks, arranging the sentences, vocabulary items and sentence making items was better than group B. Group B has also progressed but in comparison to Group A it has less progress. So, for developing reading comprehension, the motivational technique is more appropriate than any conventional lectured method.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This is the last chapter of this study. It deals with the conclusion and recommendation or pedagogical implications of the study:

5.1. Conclusion

This study was carried out to find out the effectiveness of motivational techniques in developing reading comprehension. First chapter was of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms. And second chapter is on review of related literature and conceptual framework of the study. Likewise, the third chapter deals about the method and procedures of the study. And fourth chapter is analysis and interpretation of results and finally, last chapter, i.e. chapter 5 is on about the conclusion and recommendation of the study.

All the learners were found to have better improvement in reading comprehension. From the analysis and the comparison of the results of pre- test and post –test of group A, i.e. experimental group, the total score of pre- test was 438 and which is 43.8% of the total score. And total score of post- test was 752, which is 75.3% of total score. Average score of pre -test was 21.9 and the average score of post- test was 37.67, the increased average score is 15.77 from the above examination it can be said that there was vast different between pre-test and post-test. Similarly, the controlled group (Group B) also showed the progress, i.e. their total average score of pre-test was 22.15 or 44.3% and the average score of post- test was 30.98 which is 61.96% of the total marks. Likewise, total score of pre- test was 443 and the total score of post- test was 661 and the different was 218 which was 32.98%. It showed that the group A excelled group B by 220 marks. This result showed that students enhanced better performance on the given tasks related to reading comprehension

through motivational techniques. The motivational techniques were seen to be effective in order to develop reading comprehension to the students.

5.2. Recommendations

On the basis of the findings of the present study the following recommendations pedagogical implications have been made:

5.2.1 Policy Level

Policy is an action of government to systematize the activities of the people belonging to the particular area. It is the long term vision of the nation. The study conducted on the role of motivation in developing reading comprehension formulates policies related to English language teaching. The major implications of the study in policy level are given below:

-) Syllabus designers, methodologist, language teachers, textbook writers are requested to follow, focus and explore group work activities or techniques in course of teaching and learning to the greater extend as far as possible.
-) The ELT, ESL and EFL personalities should launch and programs for exploring motivational technique to enhance the reading comprehension of the language learners.

5.2.2 Practice Level

The implication in the research study in the practical field or day to day life is kept under the practice level. Following points are suggested or recommended to the practice level:

-) Based on the analysis and interpretation of the results it was found that motivational techniques are far more effective in enhancing the students' reading comprehension. Therefore, the teachers should use the motivational techniques in teaching reading comprehension.

-) Motivational techniques should be used in the English language classroom and students should be exposure with great amount of motivation.
-) Various motivational techniques like students' activation, signpost question, workshop, time allocation, questioning, should be used.
-) Motivational technique is very much effective for developing healthy competition, readiness for learning, self-confidence, positive interdependence. Therefore, it should be used by all teachers of English.

5.2.3 Further Research

This present study was carried out in one of the private school of Kathmandu district. The result of the single study is insufficient to decide the role of motivational technique in developing reading comprehension in all the conditions. So that, more experimental, action research, survey researches, should also be carried out.

Other researches which will help to increase reading comprehension such as pair work technique, group work technique, dramatization, display technique etc. should be carried out.

-) Researchers can carry out this type of research including more samples and different types of school from other parts of educational sector of the countries.
-) This research is only limited to develop reading comprehension. So, the findings may not be suitable in teaching other aspect or skills of the language. Therefore, other researches in unexplored areas are suggested.

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APPENDIX-A: TEST ITEMS

Pre-Test, Post-Test Items

Effectiveness of Motivational Texts in Developing Reading Comprehension

Class-9 (Question-Set)

Class: 9

Full Marks: 50

School: Reed Model H.S.S

Time: 1:30 hrs

Text One

Text-A

The wind and the leaves

“Come little leaves” said the wind one day
“Come over the meadows with me and play
Put on your dresses of red and gold
For summer is gone and the days grow cold”

Soon as the leaves heard the wind’s loud call
Down they came fluttering, one and all
O’er the brown field then they danced and flew
Singing the soft little songs they knew.

Dancing and whirling, the little leaves went.
Winter had called hem and they were content.
Soon, fast asleep on their earthy beds.
The snow laid a coverlet over their heads

-George Cooper

1. Read the poem and do the activities given.

A. Find the words from the poem indicated. (4*0.5=2)

- i. Flop quickly (similar)
- ii. Grassland (synonyms)
- iii. Came (opposite)
- iv. Huge (antonyms)

B. Answer the following questions. (2*1.5=3)

- i. Why were the leaves so satisfied to come down?
- ii. How do the leaves look when they are old and ready to drop?

Text-B

2. Read the following passage and answer the questions given below:

Manechauka : A place that hold a memory

People have memory that are sparked many situation. Places often make people remember experiences from the past. Many any places hold memories for me: the river, school, hills, mountains, terai ,etc. one particular place that reminds me of my childhood is Manechauka bazaar in Tanahun district.

Manechauka bazaar is located near my house. It is very special to me for many reasons. I learned to enjoy the beauty of nature there. The cool streams- Naudikhola and Paudi khola – taught me how to swim. Trees and rocks over there taught me to climb up and downthe hills. The schools, shree shanti Tribhuvan higher secondary school taught me to read and write. People living there taught me to adjust myself in of total harmony.

This very special place is situated in the northern part of Tanahun district. It is peacefully located on the lap of khalte and Ulyahar in Rupakot village development committee. The neighboring district, Lamjung, surrounds it in the north and Sabadi khola in the west. The beautiful green forest adds the beauty of this place. The pure natural drinking water of these streams is another salient feature of Manechauka.

This bazaar is unique for variety of reasons. People from different caste and religions are happily and peacefully living there. Everybody respects each other. They enjoy many different cultural programs. They respect all occupations. Professional farming has also become the part of the people living there. Not only this emphasizing the significance of education, they have established a school and a campus in Manechauka. It has really helped people get higher education whilst living in their homes.

Read the memorial and find the meaning: (4*0.5=2)

- i. Remembrance (synonyms)
- ii. Hardship (antonyms)
- iii. Noticeable (synonyms)
- iv. Less valuable (antonyms)

A. Rewrite the following sentences into correct order: (5*1=5)

- i. Manechauka bazaar is located near his house.
- ii. Everybody respect each other.
- iii. Places have memories that are remarkable by many situation.
- iv. The beautiful green forest adds the beauty of this place.
- v. Trees and rocks taught him how to climb.

B. Answer the following questions: (2*1.5=3)

- i. Why is it unique for the writer?
- ii. What has the writer learned from the place?

C. Read the text again and fill in the blanks: (3*1=3)

- i. Naudi and paudi kholas are two _____ streams.
- ii. People are _____ many facilities.
- iii. _____ and _____ is ornament of multi-culture society.

Text C

a) **Read the following advertisement and do the activities that follows:**

WANTED

Radio Sagarmatha 102.4 F.M., a newly established nationwide FM radio company is seeking dynamic and result oriented personal for the following posts:

Post:1 Radio Jockeys:

Candidates should be graduates in discipline with sound knowledge of music with appealing voice. Female are encouraged to apply. He/she must be smart and have good command in English and Nepali languages. Knowledge of other languages will be an added advantages.

Post: 2 Marketing Executives

Candidate should be MBA with 2-4 years of work experience in the similar position. He/she will need to create a marketing plan og the company.

Knowledge of computer is the most. He/she must be smart and have good command in English and Nepali languages.

Salary and benefits will be provided as per the rules and regulation of the company.

Please apply within 7 days with full personal bio-data, a pp size photograph and reference to

RADO SAGARMATHA 102.4 FM PVT LTD

A. Find the words from the above passage as given in the bracket.

(4*0.5=2)

- i. Stipend (similar)
- ii. Harse (opposite)
- iii. Public (opposite)
- iv. Embolden (similar)

B. Fill in the blanks: (1*3=3)

- i. The range of FM radio is _____.
- ii. _____ should have sonorous sound.

iii. The applicant send their application to _____.

C. Answer the following questions: (1.5*2=3)

- i. What is the minimum academic qualification for the post?
- ii. What are the things to be submitted with the application?

Text-D

3. Read the following application and do the activities that follow:

Shramik Tole, Ward No. 7

Siraha, Nepal

17th Chaitra, 2070

The Mannager,

Nepal Banijya Bank,

Siraha, Nepal

Subject: Application for the post of an Assistant Accountant

Dear Sir,

In response of your advertisement published in 'The Kathmandu Post' on the 15th Chaitra 2070, for the post of an assistant accountant, I have submitted my application as a qualified candidate for the same.

I am 20 years old Nepali citizen. With regard to my qualifications, I passed the S.L.C exam in 2067 B.S in the first division and then I.Com. In the second division from Patan Multiple Campus, Patan Dhoka, Lalitpur. I have also taken a course in type writing and book keeping. I have enclosed my testimonials and would refer you to the Principle of Patan Multiple Campus for my characters and references concerned. If I am given an opportunity to work in your bank, I assure you that I will do my best to satisfy you and the bank as well. I am looking forward to receive your positive response.

Yours Sincerely

Anil Ale

A. Write the meaning as indicated in the bracket. (4*0.5=2)

- i. Testimonials (similar)
- ii. Answer (similar)
- iii. Detached (opposite)

iv. Assistant (similar)

B. Answer the following questions: (2*1.5=3)

- i. What is the applicant's assurance?
- ii. When is the advertisement published?

C. Fill in the blanks: (4*1=4)

- i. _____ are given by the former employer about somebody's abilities or qualifications.
- ii. A public notice offering asking for goods and services in an _____.
- iii. A _____ provides financial services.
- iv. In a _____ campus, one can study varieties of subject.

Text- E

4. Read the passage and answer the following questions:

Socrates needed so little money for his simple life that he was able to give us most of his time to his great object, and that was to 'seek truth' in his own way. He was a moral philosopher; problems of his life and conduct were the subject of his thought. he Wanted to find to help, and to help others to find a clear idea as to why we do certain things, why we eat in a particular way and to find also the meaning of goodness, justice and similar ideas which seem so simple, but which are so difficult to define. His method was to confess his own ignorance, and so lead someone to try to explain these familiar things love, justice and so on to him, then Socrates would ask searching questions about these simple matters, and his companion would find himself more and more unable to answer these questions, until it was proved to him how little he really knew of the subjects he professed to know all about.

A. From the text above, find the words which are similar to the following words in meaning: (4*0.5=2)

- i. Aim
- ii. Admit
- iii. Fairness

iv. Claimed

B. Rewrite the following sentences in the correct order: (5*1=5)

- i. He led someone on to try explaining about love, justice and so on.
- ii. His method was to confess his own ignorance.
- iii. He wanted to find and help others to find clear idea and real meanings of simple things.
- iv. The subjects of Socrates thought were problems of the life and conduct.
- v. He was a moral philosopher.

C. Answer the following questions: (2*1.5=3)

- i. How was Socrates able to devote time to seek truth?
- ii. What were the subjects to his thought?
- iii.

Text -F

D. Make sensible sentences using these words: (5*1=5)

- i. Justice
- ii. Collapsed
- iii. Skillful
- iv. Deputy'
- v. Harse

Lesson Plan-1 (Experimental Group)

Class: 9

Date:07/3/19/5

Teaching Topic: Memorial

time: 45 min

Teaching item: Manechauka

Specific objective:

On the completion of this lesson, students of nine grade will be able to:

- a) Say the meaning of the following vocabs:
Memorial, hardship, significance, emphasize, noticeable.
- b) Arrange the sentences in the chronological order based on the text.
- c) Answer the questions based on the text.

Instructional materials

1. Daily used materials
2. Hands out
3. Flash cards

Teaching learning activities

- I. First of all, the teacher started the class with revision of the previous class and distribute the hands out to the students.
- II. After that I asked them to go through the text themselves for this I allotted 3 minutes time and asked them to find out the topic.
- III. Then I again provide them the time to read the hand out and asked them to find out the features of Manechauka bazaar.
- IV. After that I wrote the five sentences on the board and asked them to arrange them based on the text.
- V. Then I facilitated them in their confusion with the help of flash cards.

Evaluation:

- J Answer the following questions
- i) Why is the place unique for the narrator?
 - ii) What has the narrator learn from the place?

Lesson Plan-1 (Controlled Group)

Class:9

Date:07/3/19/5

Teaching Topic: Memorial

time: 45 min

Teaching item: Manechauka

Specific objective:

On the completion of this lesson students were able to:

- i) Say the meaning of following words.
Memorial, hardship, noticeable, emphasis, significance
- ii) Answer the questions based on the text.
Instructional material
 1. Daily used material
 2. Flash card

Teaching learning activities:

- i) First of all the teacher starts the class with revising the previous lesson and read the lesson aloud.
- ii) Then she asks the students to go through the lesson and find out the difficult vocabulary they faced.
- iii) After that she explains the meaning of those words through flash cards.

Evaluation:

-) Answer the following questions
- i) Why is the place unique for the narrator?
 - ii) What has the narrator learn from the place?
-) Make sensible sentences using these words:
- i. Hardship
 - ii. Significance
 - iii. memorial

Lesson Plan -2 (Experimental Group)

Date: 7073\9\6

Class: 9

Time: 45 min

Topic: Reading comprehension

Title: Ganesh Man Singh

Specific objectives

On the completion of this lesson, the students will be able to:

- a) Answer the questions related to the text.
- b) Make sensible sentences of the difficult words.
- c) Explain the contribution of Ganesh Man Singh of their own.

Instrumental materials

- a) Daily used materials
- b) Picture of Ganesh Man Singh
- c) Xerox copy of the text
- d) Flash cards

Teaching learning activities

- a) Warming up activities
 - i) First of all, the teacher starts the class by showing the picture of Ganesh Man Singh.
 - ii) Then she asks the students to explain the picture.
 - iii) She then relevant the situation by explaining about B.P Koirala.
 - iv) After that she asks the sign post questions.
- b) Presentation
 - i) Teacher first distributes the Xerox copy to the student.
 - ii) Then she asks them to go through the text within 10 minutes and ask them for suitable topic.
 - iii) After that she again asks them to go through the text and find out the characteristics of Ganesh Man Singh.
 - iv) And she asks them for the difficult words.
 - v) Then she picks up the words and explains them with the help of flash card.

- c) Practice
- i) Teacher again allocates the certain time for the reading and asks them to fill in the blanks charts.
- ii) Then she conducts the cross questions answer session for the students.
- iii) She provides the difficult words for them for making sensible sentences.

Evaluation

- i) Answer the following questions.
 - a) From where did he complete his I.S.C?
 - b) Why was he sentenced to life long jail?
 - c) When did he join Pragya Parisad?
- ii) Make sensible sentences using these words.
 - a) Arrested
 - b) Military
 - c) Democracy
 - d) Expelled

Homework

Write a paragraph of your own about Ganesh Man Singh.

Lesson Plan-2 (Controlled Group)

Date: 2073|9|6

Class: 9

Time: 45min

Topic: Reading comprehension

Title: Ganesh Man Singh

Specific objectives

On completion of this lesson, the students will be able to:

- a) Answer the questions listed in evaluation.

Instrumental materials

- a) Daily used materials
- b) Flash card

Teaching learning activities

- a) First of all, she enters into the classroom and asks the students to go through the text.
- b) Then, she asks them to find out difficult words from the text.
- c) She then explains the difficult vocabulary with the help of flash cards.

Evaluation

Answer the following questions.

- a) Where was Ganesh Man Singh born?
- b) Why was he sentenced to life long jail?
- c) When did he join the Pragya Parisad?

Homework

Write a paragraph about Ganesh Man Singh.

Lesson Plan-3 (Experimental group)

Date:7073\9\7

Class:9

Time:45 min.

Topic: Reading comprehension

Title: A memorable Journey

Specific Objectives

On completion of this lesson the students will be able to:

- a) Answer the question listed in evaluation.

Instructional Materials

- a) Flannel board.
- b) Flash cards.
- c) Daily used materials.

Teaching Learning Activities

- a) Warming up
 - i) First, the teacher shows the picture of village and asked the students to describe the village.
- b) Presentation
 - i) Teacher asks the students to read the passage silently within 10 minutes and asks them for suitable topic.
 - ii) Then again she asks them to find out the characters from the passage.
 - iii) After that she/he asks the students about the difficult words they encounter during reading.
 - iv) She picks up the words and explains the words in context through the help of flannel board and flash cards.

Practice

- i) Teacher again allocate certain time for the reading and asks them to fill in the blanks charts.
- ii) Then she conducts the cross question-answer session for the students.
- iii) She/he provides the difficult words for them and asks them to make sentences.

Evaluation

i) Make sensible sentences using these words:

- range
- inhabitants
- scenery
- picturesque

Homework

i) Write about the GhaleGaun in 150 in your own way.

Lesson Plan-3 (Controlled Group)

Date: 7073\9\7

Class: 9

Time: 45 min

Topic: Reading comprehension

Title: A memorable journey

Specific objectives

On completion of this lesson the students will be able to answer the questions related to the text.

Instructional materials

Daily used materials.

Teaching learning activities

- a) Teacher first enters into the classroom and asks the students to read the text silently. The teacher asks the students to pick out the difficult vocabularies from the text. The teacher explains the text with the meaning of difficult vocabularies. Then the teacher asks the students to read the passage and the teacher asks question from the text.
- b) The teacher asks the students to pick up the difficult words from the text.
- c) Then the teacher explains the text with the meaning of difficult words.
- d) At last, she asks the students to read the passage and the teacher asks questions from the text.

Evaluation

Answer the following question.

- a) Where is Ghale Gaun located?
- b) What are the beautiful aspects of Ghale Gaun?

Homework

Write a paragraph about GhaleGaun.

Lesson Plan-4 (Experimental Group)

Date: 2073\9\8

Class: 9

Time: 45 min.

Topic: Reading comprehension

Title: Socrates

Specific objectives: by the end of the students will be able to:

- i) Make sensible sentences of the following words; confess, ignorance, philosophy,
- ii) Answer the following question.
 - a) How was Socrates able to devote time to seek truth?
 - b) What were the subjects to his thought?

Teaching materials

- i) Daily used material
- ii) Picture of Socrates
- iii) dictionary

Teaching learning activities:

- i) First of all, the teacher tags the photo of Socrates on the board and asks the students if they know. Then she asks the students to describe the picture, she helps the students to describe.
- ii) After that she explains the background of the Socrates in details then she asks the students to go through the text themselves and then she asks them to find out the subject of socrate' thought.
She then asks the students to consult the meaning of difficult word helps them to find out the meaning of difficult word.
- iii) And she writes 5 sentences on the board and asks them to arrange in chronological order.
- iv) At last she provides the time to discuss about the text in group and facilitates them if they face any problems.

Evaluation

- i) Make sensible sentences of the following words; confess, ignorance, philosophy,
- ii) Answer the following question.
 - a) How was Socrates able to devote time to seek truth?
 - b) What were the subjects to his thought?

Lesson Plan-4 (Controlled Group)

Date: 2073\9\8

Class: 9

Time: 45 min.

Topic: Reading comprehension

Title: A memorable Journey

Specific objectives:

By the end of the class the students will be able to:

- i) Make sensible sentences of the following words; confess, ignorance, philosophy,
- ii) Answer the following question.
 - a) How was Socrates able to devote time to seek truth?
 - b) What were the subjects to his thought?

Instructional material:

- i) Daily used material
- ii) Flash cards

Teaching learning activities:

- i) The teacher first warms up the student telling the background knowledge about the topic.
- ii) Then she explains the text aloud and ask the students to listen to her carefully
- iii) After that she tells the meaning of the difficult words with the help of the flash cards.
- iv) Then she makes the sentences of of difficult words of her own and at last she asks the students to memorize the text for 6-7 minutes.

Evolution

- i) Make sensible sentences of the following words; confess, ignorance, philosophy,
- ii) Answer the following question.
 - a) How was Socrates able to devote his time to seek truth?
 - b) What were the subjects to his thought ?

Lesson Plan-5 (Experimental Group)

Date: 2073\9\11

Class: 9

Time: 45 min.

Topic: advertisement

Title: RJ wanted

Specific objectives: on the completion of the lesson the students will be able to:

Write the meaning as indicated in the bracket

i) Testimonials (similar)

ii) Answer (similar)

a) Detached (opposite)

b) Assistant (similar)

b) Answer the following questions:

i) What is the applicant's assurance?

ii) When is the advertisement published?

c) Fill in the blanks:

i) _____ are given by the former employer about somebody's abilities or qualifications.

ii) A public notice offering asking for goods and services in an _____.

iii) A _____ provides financial services.

iv) In a _____ campus, one can study varieties of subject.

Instructional material

- I. daily used material
- II. dictionary
- III. cut outs of advertisements

Instructional instructions

- I. Teachers first, warms up the students with the display of cut out vacancy advertisement. She shows the cuts out and asks the students if they have seen the vacancy announcement in the newspaper and she disperse the cut outs to all students.

- II. Then she asks the students to find out the element of the vacancy announcement.
- III. After that she allots 3 minute for the students to go through the text.
- IV. And she gives two questions for them. She facilitates the students to pick up the difficult vocabulary and find the meaning with the help of dictionary.
- V. She again provides 4 minute time for reading and writes the question on the board and asks the students to fill up the blanks.
- VI. At last she writes the word on the board and asks them to find the words which is similar in their meaning.

Evaluation

Write the meaning as indicated in the bracket

- i) Testimonials (similar)
 - ii) Answer (similar)
 - iii) Detached (opposite)
 - iv) Assistant (similar)
- b) Answer the following questions:**
- iii) What is the applicant's assurance?
 - iv) When is the advertisement published?
- c) Fill in the blanks:**
- i) _____ are given by the former employer about somebody's abilities or qualifications.
 - ii) A public notice offering asking for goods and services in an_____.
 - ii) A _____ provides financial services.
 - v) In a _____ campus, one can study varieties of subject.

Lesson Plan-5 (Controlled Group)

Date: 2073\9\11

Class: 9

Time: 45 min.

Topic: advertisement

Title: RJ wanted

Specific objectives: by the end of the lesson the learners will be able to

a) Write the meaning as indicated in the bracket.

- i) Testimonials (similar)
- ii) Answer (similar)
- iii) Detached (opposite)
- iv) Assistant (similar)

b) Answer the following questions:

- i) What is the applicant's assurance?
- ii) When is the advertisement published?

c) Fill in the blanks:

- i) _____ are given by the former employer about somebody's abilities or qualifications.
- ii) A public notice offering asking for goods and services in an _____.
- ii) A _____ provides financial services.
- vi) In a _____ campus, one can study varieties of subject.

Instructional material

- i) Daily used materials
- ii) Flash cards

Teaching learning activities

- i) First of all she starts the class with short review of previous lesson then she talks about the advertisement that asks for vacancy.
- ii) After that she asks the students if they have seen any advertisement in the newspapers and then she reads the vacancy announcement aloud and explains it.

- iii) She then asks for difficult vocabs they went through and help them with flash cards.
- iv) At last she allotted the little time for about 6-7 minutes to read and memorize the answer.

Evaluation

- a) Write the meaning as indicated in the bracket
 - i) Testimonials (similar)
 - ii) Answer (similar)
 - iii) Detached (opposite)
 - iv) Assistant (similar)
- b) Answer the following questions:**
 - i) What is the applicant's assurance?
 - ii) When is the advertisement published?
- c) Fill in the blanks:**
 - i) _____ are given by the former employer about somebody's abilities or qualifications.
 - ii) A public notice offering asking for goods and services in an_____.
 - ii) A _____ provides financial services.
 - vii) In a _____ campus, one can study varieties of subject.