

# **Role of Motivation for Enhancing Speaking Skills in ELT Classrooms**

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

**Submitted By  
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**2023**

**Faculty of Education  
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Kathmandu, Nepal  
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## Declaration

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

**Date:**

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### **Recommendation for Acceptance**

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## **Dedication**

This work is affectionately

dedicated to

my wonderful **Family, Gurus and Friends**

for their unconditional sacrifices and being a source of inspiration, wisdom and

proper guidance.

## Acknowledgements

First and foremost, I would like to express my sincere and profound gratitude to my thesis supervisor **Dr. Renu Singh**, Lecturer, Department of English Education, T.U. Kirtipur for her inspiring suggestions, guidance and her readiness to cooperate me. Her kind guidance leads me to grasp the real fruit of my study. I would not have been able to complete my thesis without her active involvement, guidance, encouragement and feedback.

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**Mr. Vijay Kumar Yadav**



## Abstract

The study is entitled **Role of Motivation for Enhancing Speaking skills in ELT classrooms**. The aims of this study were to find out the role of motivation for enhancing speaking skills in ELT classroom. I adopted mixed method research design by using both primary and secondary sources of data. The required data were collected by using class observation, semi-structured interview and a set of questionnaire. The participants of five secondary level English teachers and forty students of different schools of Lalitpur district were selected through non-random sampling method. The data collected through semi-structured interview, classroom observation and questionnaire were analyzed and interpreted thematically and descriptively. It was found that the role of motivation is really significant for enhancing students' speaking skill. Moreover, the use of motivation in ELT classrooms has promoted students for various purposes such as to acculturate in target communities, to get good job in foreign countries, to develop their personality, to develop their understanding capacity and expanding the horizon of knowledge of other subjects. Similarly, it was found that teachers used various speaking strategies like simulation, picture elicitation, language games, project work, drill methods and presentation to motivate and develop speaking skills. Additionally, most of the learners feel difficult to express themselves. Finally, it was concluded that motivation can boost up the proficiency of students' speaking skills.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic which consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definition of the key terms are included. The second chapter includes both theoretical and empirical literature, along with implications of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design of the study, population, sample, sampling strategies, data collection tools, data collection procedures, data interpretations procedures and ethical considerations. The fourth chapter includes analysis and interpretation of the data. Similarly, the fifth chapter presents findings and conclusion of the study, and recommendations. Moreover, it also suggests some pedagogical implications based on policy related, practice related and further research related. This chapter is followed by references and appendices used for the study.

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**Abbreviations**

ELT	:	English Language Teaching
EFL	:	English as a foreign Language
MTI	:	Mother Tongue Influence
ESL	:	English as a Second language
L1	:	Language one
CLT	:	Communicative language Teaching
TL	:	Target Language

## **Chapter I**

### **Introduction**

This study is about **Role of Motivation for Enhancing Speaking Skills in ELT Classroom**. The introduction section includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definitions of the key terms.

Language is considered as an important tool that helps to create cultural ties, friendship and relationship. It is a medium through which we can share our views, thoughts and desires with other person. A common language is a symbol of social solidarity and gives the impression of the cultural kinship. It is a key factor for viable communication and interaction process because now it is possible to share and exchange ideas to and from any parts of the world. Henry Sweet (1993) states, Language is the expression of ideas by means of speech-sounds combined into words. Similarly, Chomsky (1957) describes, language as a set of sentences.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking is closely related to listening as two interrelated ways of accomplishing communication.

Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy & Menoufy, 1997). Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989, p.27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983, p.3).

Developing speaking skills is vital importance in EFL/ESL programs. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varionis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997). Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers. Actually, it was assumed that the interaction nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interaction skills, which involve using the previous skills for the purposes of communication.

As motivation plays vital role in every field, It can have a determining role in students learning of English language. Language learning can be enhanced through motivational strategies. Motivation is the basic psychological process. Johnstone (1999, p.146) argues that motivation as a stimulant for achieving a specific target. Similarly, according to Ryan and Deci (2000) to be motivated means to progress or to be in motion to do something. Similarly, Crumps (1995) believes that excitement, interest, keenness and enthusiasm towards are the main constituents of motivation. The levels and kinds of motivation in any individuals are different from others. Similarly, Ellis (1994,p.715) considers motivation as the attempt which learners make for learning a second language because of their need.



All human behavior appears to arise in response to some form of internal, psychological or external environment stimulation. The behaviors however, are not modern. They often involve some purpose or goal. It is often heard that behaviors take place as well as result of the arousal of certain motives. Thus, the motivation can be defined as the process of activating, maintaining and directing behavior towards a particular goal. The process is usually terminated once the desired goal is attained by the person.

Motivation is one of the key things that can inspire students to learn. According to Harmer (2012, p.98) 'Motivation is some kind of internal drive which pushes someone to do things in order to achieve something, Motivation is an important part of doing things. Motivation is the ability to put a great deal of work into the organizational goals, conditioned on the potential of the effort. To serve any individual need. The motivated person, as Gardner has suggested, is one who wants to achieve a specific goal, makes substantial efforts to achieve that goal, and experiences satisfaction with the activities associated with achieving that goal. Motivation is one of the factors influencing individuals to learn a language effectively. In other words, the outcome of learning would be higher if the incentive is greater. Motivation has been known to be a sequence and converted into the action of thoughts, feelings, and emotions. Motivation is the primary factor in the speed and productivity of language analysis. The first impetus is to be inspired to learn a language as the encouragement would add feelings of happiness to the students, an obstacle to success in learning the language.

The process of initiating action is technically called motivation, directing behavior towards certain goal is essence of motivation. However, motivation is not always observable. It is inferred and used to explain behavior. When we ask what motivates a person to do a particular task, we usually mean why does he behaves as he do in other words, motivation as popularized, refers to the cause or why of behavior. We may tell what a person will do in future. Motives may not tell exactly what will happen but they give an idea about range of activities a person will do. Thus, a person with a need to excel in sports will put in a lot of hard work in the fields, similarly in business and in many other situations. Machintye (1999) believed that a safe classroom climate is necessary for motivation and learners for comfortable to learn a

language in this idea condition. As we know for learning second language environment is the most important factor. So, environment is most important for learning language. Al-Otabit (2004) declared that motivated learners spend much of their time to gain aims in learning foreign language and motivated learners can also learn language more effectively than demotivated ones. On the other hand, when we talk about learning language then positive attitudes towards the second language community is very important in learning the second language. First of all, one must have an altitude towards that community. Although the practice of speaking in the classroom is key element in the development of the second language teaching practices have not always been central in second language teaching methodologies. Teachers managed to integrate various class activities in one lesson. Very few teachers managed to integrate screen activities in lesson according to Kochhar (1992) a good lesson is evaluated basing n the varied activities the teacher used to activity involve the learners and how productive the activities were. Similarly, Al-Hosni (2014) observed the learners have difficulty in learning speaking skills due to lack of oral activities in the text book and reason ended oral activities for instance songs, stories, rhymes, and more practice using language, have fun and to enjoy learning in speaking skills lesson. Similarly, Talley and Huiling (2014) recommend that topics should be creative to allow the teacher to mix various classroom activities for instance videos, songs, role play, and storytelling which help in promoting learner regular inclusion and participation.

Although a classroom activity for instance discussion, role play, speeches, dramatizations, encourage learners to practice using language learners' cultural factors make them passive thus there is need for more effort by both teachers and learners to engage in learners centered strategies. Aahmad Yusuf (2014), in addition to the learners created classroom activities also encourage shy learners to speak by communicating face to face work independently minimal involvement of the learners hence, important their speaking skills through practice. The increasing role of English language as foreign or second language over the world today. The role of motivation as one of the major important factors in learning English language can be regarded as the device the learner of English use it in order to learn English. Researchers have provided empirical evidences printing to emphasis on learner" motivation as an effective device of improving language of learners. It is generally a fact that the second and foreign language learners need more motivation in learning language in

general and in particular in English language. Motivation is the main and key factor for learning a second language. Students who have positive attitudes and motivation in them for learning will surely succeed to attain the goal. Similarly, Oxford and Nyikos (1989) defined motivation to learn the language is the most powerful influence on strategy choice. So, I studied on motivation role in learning speaking skills. Study focuses on how motivation enhances students speaking skills.

### **Statement of the Problem**

English is a foreign language in the context of Nepal. Basically, English is used as a medium of instruction in secondary level. However, it is very complex for the teachers to implement English as a medium of instruction in ELT class room because of being multilingual speakers and lack of motivation. I have experienced that speaking has given less priority in ELT class room. I reckon that if students are motivated by teachers to learn speaking then learning can be easier and effective. So, I think motivation plays significant role in learning speaking skill in ELT classroom. But, the teachers' motivation crisis 'as UNESCO/GMR has put, is the major issue Nepal's education is facing.

Similarly, teachers start teaching without any pre- planning while they go in classroom. They get good training from different sectors as well as from government. Although, teachers teach in traditional way rather than teaching in new pedagogy or learner centered way. Similarly, I have found that teachers are also facing difficulties to implement their strategies because of having large number of students in single class room. Moreover, teachers cannot give equally time to all students so teaching learning is less effective. They cannot keep the interaction going. Inadequate strategies and incompetence curriculum can be another reason as well as for not being able to keep the interaction going. Some of the learners have lack of motivation to speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all. How much energy they devote to it and how long they preserve. Similarly, Littlewood, (1984, p.53) the development of communicative skill can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

Teaching strategies also contribute to this problem as they are inadequate and they do not put emphasis on speaking which results in development of this skill. Besides,

vocabulary items are taught in isolation, and listening materials are not used by motivation of school teachers because of large number of teachers compared with number of cassettes available. Teachers training programs were found to be not very successful in changing the teacher's methodology. Furthermore, all the subjects are in Nepali and English is seen as an academic. Subjects only which means exposure to the English language is insufficient.

### **Objectives of the Study**

The objectives of this study were as follows:

- i. To find out the role of motivation in enhancing speaking skills in ELT classroom.
- ii. To find out the relationship between the students' motivational behavior and the achievement in English
- iii. To suggest some pedagogical implications based on the findings.

### **Research Questions**

The following research questions were addressed throughout the study:

- 1) How does motivation enhance students' speaking skill in ELT classroom?
- 2) What could be other factors that affect in learning speaking English?
- 3) What kind of motivational behavior influences the students' speaking proficiency?

### **Significance of the Study**

In context of learning anything motivation is playing pivotal role. So, the study on Role of motivation for enhancing speaking skills in ELT classroom is significance for those who are novice in the related field. It is beneficial for all because it helps the learners about how to carry out the research, how to form the objectives which design where limitations how to use tools, how to connect and interact the data and it helps the researchers and learners to expend the horizon of knowledge and experiences to tackle the problems in any circumstances.

Speaking skill is one of the most important basic skill but in the context of Nepal. It is ignored in English language teaching scenario. In the context of Nepal most of the teachers use the lectures method where the participants are passive and they try to use their mother tongue and most of the students are remain silent in the classroom. This study will be significant to those personalities who are engaged in English language teaching and learning which will be beneficial for the teachers, students and institutions theoretically and practically.

### **Delimitations of the Study**

The research was limited to the following concerns:

- a) Study was confined to the secondary level student's motivation to learn speaking skill in ELT classroom.
- b) Mix method design was applied to conduct research.
- c) The data for the study was collected from forty students and 5 teachers of Lalitpur district.
- d) The questionnaire was administered to the forty students and semi structured interview was taken with five randomly selected teachers among them.
- e) The study was limited to questionnaire, class observation and semi structured interview, as data collection tools.

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

In this study, the following terms have been used as key terms with the given specific meanings:

**Motivation:** Motivation is the inner desire to do what needs to be done even when you do not feel like doing that.

**Role:** the function assumed or part played by a person or thing in a particular situation.

**Speaking skills:** Speaking skills are defined as skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

**Factors:** A circumstances, fact, influence that contributes to a result. In this study factor means component that influenced second language and foreign language acquisition.

**Strategy:** A plan that is intended to achieve a particular purpose.

## Chapter II

### Review of Related Literature and Conceptual Framework

The purpose of this chapter is to provide a comprehensive review and synthesis of literature to the present study. This chapter includes the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study.

#### Motivation in Learning

Motivation is one of the factors affecting learning process. It is a non-language factor. To be motivated, the learner needs to have something to look to a purpose of related to goal or objective. This objective would be learning an English as foreign language. There must be something that the learner wishes to accomplish or gain, being a target language the vehicle to attain it. The learner's reasons for learning another language could vary from achieving a sense of successful. Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impacts for and direction of action, while action entails efforts: persistence in order to sustain an activity for a long period of time.

Similarly, motivation increases the initiation processing. Motivation actually effects what and how information is processed because motivated students are more likely to pay attention and try to understand the Motivation instead of simply going through the motions of learning in superficial manner. "Motivation is generally considered to be an internal state that initiates and maintains goal directed behavior" (Mayer,2011). Motivation determines what consequences are reinforcing and pushing. For example, student s with a high level of motivation for classroom achievement and high GPAs are receiving a grade of 'A' and they will feel punished if they receive a great of ' F'. Furthermore, the learner must be motivated so that his interest will be directed towards a definite object which will take him far beyond the experiences which are utilized as motivators towards further learning. "Motivation is the process whereby goal directed activity is instigated and sustained" (Pitrich, &Schunk,1996).

Motivation also denotes cravings, incentives, drives, desires, urges or satisfaction. Motivation is effective only when it gives a mantel set towards learning. Similarly, it

has great role in language learning when students are not motivated towards then they cannot learn target language.

### **Theories of Motivation**

Various theories have been elaborated over decades of research to explain the concept of motivation. At the beginning of the twentieth century, behavioral ideas were dominated. However, there appeared a new trend of thought in connection with motivation represented by the cognitive aspect which was against the behavioral view.

### **Behavioral Approach**

From a behavioral perspective, motivation is quite simply “the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for a behavior, we act accordingly to achieve further reinforcement”(Brown, 2007, p.168). Furthermore, according to this view to perform well in any task and have the motivation to do so is likely to depend on the mercy of external forces such as parents, peers, teachers, job satisfaction, and educational requirements.

In education, the behavioral perspective relates learners' motivation with the careful analysis of the incentives, and rewards present in the classroom. Haddad (2009,p.606) defines the reward as follows“ an attractive objector event supplied as a consequence of a particular behavior ...if we are consistently reinforced for certain behavior, we may develop habits or tendencies to act in a certain way”. For instance, if a learner is frequently rewarded for his basketball scoring ration with praise affection, or privileges. Whereas, he receives Chapter One Motivation and Foreign Language Learning 6 less recognition for studying. The impact will be seen when he tries to work longer in his sports class than trying to understand courses in mathematics or another module.

### **The Cognitive Approach**

The cognitive view of motivation claims that people do not respond to external events, but rather to their interpretation of these events. According to Haddad (2009) “cognitive theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished for the behavior in the past” (p.607).

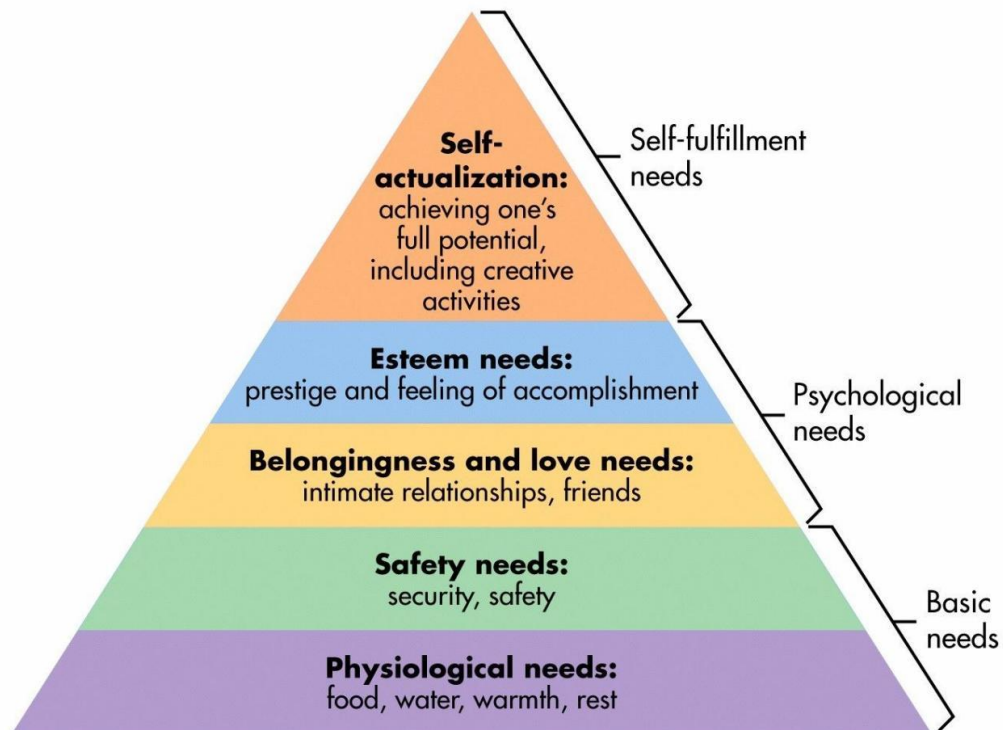


From the cognitive perspective, the main concern about motivation is why people decide to act in certain ways, and what factors influence the choices they make. The cognitive view of motivation stresses on individuals making decisions about their actions. The latter vision contradicts with the idea of being at the mercy of external factors.

### **Humanistic Approach of Motivation**

The need theory or the humanistic theory of motivation focuses on the learner as a whole person, and the relationship between his physical, emotional, and intellectual needs to perform an action. It is illustrated in Abraham's Maslow Hierarchy of Needs which is one of the most influential humanistic theories introduced to the world in the 1950s. Maslow believed that people have several needs to satisfy during their life. He figuratively classified these needs hierarchically in a pyramid from the lowest to the highest. Maslow claims that higher needs may not be appreciated unless lower needs are satisfied. First, physiological needs (the survival needs) are the things that human bodies need to keep functioning; and they include air, food, sleep, and shelter. Second, the safety needs (the needs for security, protection, and stability) are the things people need to feel safe. For example, when somebody goes to work, he needs to be protected in his company. The third Chapter One Motivation and Foreign Language Learning 7 level is belonging needs which are based on human emotion such as needs to belong to and feel loved by important persons like family, friends, and colleagues at school or work. The next level is esteem needs which represent the needs for appreciation, status, confidence, and self-respect. For example, if a learner has more confidence and trust in his abilities, he will reach his goal easily. Maslow classifies the four lower-level needs (survival, safety, belonging, and then self-esteem) as deficiency needs. Haddad (2009,p.609) argues that "when these needs are satisfied, the motivation for fulfilling them decreases". Maslow labeled the other higher-level needs (intellectual achievement, aesthetic appreciation, and finally the realization of personal potential) being needs. When the person met the following needs his motivation does not cease but, it increases to seek further fulfillment. These needs can never be filled. In education is more than obvious that the implications of Maslow's theory. For example, a learner who comes hungry to the classroom is unlikely to become engrossed in academic activities. Also, a learner will not become

an autonomous learner if he has suffered from failure only if he acquires confidence when his teacher will support his capacity and accepts his errors without blame, and when he appreciates his efforts. Haddad (2009) adds “in addition, it seems clear that the well-rested, psychologically secure learner, for example, may seek to master academic skills and even generate questions to pursue independently but the exhausted learner will have little energy for such activity” (p.610).



### Types of Motivation

According to Kendra Cherry (2010) there are two types of Motivation, they are: Intrinsic and Extrinsic Motivation, Intrinsic motivation refers to engagement in behavior that is inherently satisfying and enjoyable.” Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to all for the fun or challenge entailed rather than because of external product, pressures or rewards” (Ryan &Deci, 2000, p.56). It is instrumental in nature, that is intrinsically motivated action is not contingent upon any outcome separable form behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors- running, skipping, jumping for no other reason than because it is fun and innately satisfying. Similarly, intrinsic motivation involves doing something because it's

personally rewarding to you. It means learners are personally motivated towards any language because of their personal interest and pleasure. This type of motivation relies on a person's internal values and reward of feeling good to achieve a positive reaction.

Furthermore, intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest of the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The regard is the behavior itself.

Extrinsic Motivation refers to behavior that is derived by external rewards such as money, fame, grade and praise. This type of motivation arises from outside the individual. It is not only useful for the children but also for the parents to children tasks and responsibilities. It is only given to the students when students are required to motivate. For instance, while they are not paying attention to do such works.

Extrinsic motivation refers to doing something not for its inherent enjoyment, but for separable outcome, such as receiving regards or avoiding punishment. "Extrinsic motivation is a construct that pertains wherever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value." (Ryan & Deci, 2000,p.58). For example, if a child does homework to avoid punishment, the action is caused by external source. He is doing his homework not for enjoyment because of external motivation. Some students are self-motivated. Other requires a certain gift or a reward to keep their motivation game strong.

Extrinsic motivation is an external incentive to engage in a specific activity, especially motivation arising from the expectation of punishment or reward. It is just opposite to the intrinsic motivation. Additionally, engaging in an activity with expectations to receive a reward separate from the activity itself, or to accomplishment something to make an impression on others by showing one's competency. It is given to the students when they are demotivated to learn something.

## **Importance of Motivation in Language Learning**

Learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process. It is no doubt that motivation is an important factor for success in learning. It is the combination of two factors: Learning purpose and attitude; if knowledge is important for the learner, learning occurs without any need to learn it. Teachers are concerned about developing a particular kind of motivation in their students to learn. Many elements make up the motivation to learn. Planning, concentration on the goal, metacognitive awareness of what you intend to learn and how you intend to learn it, the active search for new information, clear perception of feedback, pride and satisfaction in achievement, and no anxiety or fear of failure. Thus, motivation to learn involves more than wanting or intending to learn. It includes the quality of the student's mental efforts. The biggest issue of the class today is that the teacher has no understanding of effective teaching and motivation. Teachers assume that their students are empty buckets to be filled with knowledge. However, students have total personalities and teachers must understand effective teaching and students' features, otherwise, they will not be successful in teaching. First, the student is a dynamic, living, growing, developing and maturing personality. The teacher is not directly concerned with the hereditary factors in the student. By the time the student starts school, he already has a well-developed personality. This means that he/she is organized while it is the individual that has to be satisfied with any need and want. Second, students are also motivated by unconscious and semiconscious needs and wants. Fortunately, many of these can be redirected by proper motivation in formal education. Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning speaking skills and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. (Dörnyei, 1998, as cited in Huang 2007). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact

with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, 1994, as cited in Huang 2007).

Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement.

### **Role of Social Factors in Providing Motivation**

The student's willing to learn is one of the affecting factors in language learning process. Actually, there are other factors which are considered as social: the teacher, the classmates, the parents and the other factors. The Effect of Motivation in Improving Students' Speaking Skill Performance in Laligurans secondary School.

### **Role of Teacher**

Ericksen (1978, p.3) sees that students' motivation to keep learning English in secondary school can highly depend on the teachers' ability to maintain the initial interest that brought the students into the English classroom. In this context, a major importance can be attributed to the teachers' qualifications in the area of English teaching. Teachers need to know and implement teaching techniques and strategies that promote effective learning at the level of the students while at the same time developing interest in the subject matter with materials that are relevant to students' lives and which challenge their knowledge. Kohn, (1993, p.783) states that English teachers should be flexible and imaginative enough in order to find ways to make their lessons more relevant for students and whenever it is possible, to bring their social reality into the classroom. Madsa, (2012, p.4) indicates that the role of teachers is making the class environment appropriate for speaking and encouraging the students to talk by using different ways.

Generally, two factors are affecting students' speaking English. Either they do not find the words to express their thoughts, or they are afraid of making mistakes.

Consequently, students sometimes make mistakes in speaking because of their shyness and nervousness. Therefore, the good environment gives confidence to the students to speak correctly. Thus, the responsibility of teachers is trying to remove their nervousness, fear and anxiety by making it easy for them with supporting words. Organizing the seats of the classroom in a circle or in groups with the students facing

each other allowing them to speak English sitting in their seats so as to become more relaxed, and dividing the students into pairs and groups are ways the teachers should follow to gain the environment that they need to motivate the learners apparently, making a proper atmosphere.

### **Effect of Motivation in Improving Students' Speaking Skill**

Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable in learning process gains importance. Reece & Walker (1997 as cited in Gomleksiz 2001), expressed that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Sometimes students may come highly motivated and the task of the teacher is to maintain motivation of the students. The task of the teacher is to maximize the motivation. Shulman (1986 as cited in Gomleksiz 2001), expresses that students' learning is facilitated most effectively when students are motivated, and that motivation can be enhanced through the creation of a positive affective climate. Crookes & Schmidt (1991 as cited in Gomleksiz 2001), defines the motivation in terms of choice, engagement and persistence, as determined by interest, relevance, expectancy and outcome. Motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction. According to Cooper & McIntyre (1998 as cited in Gomleksiz 2001), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning. It can also be said that the appropriate forms of interaction help the learner solve his or her problems in the learning process.

The importance of the teacher factor in having a high level of motivation in second language acquisition cannot be neglected. The success of a teacher in second language acquisition in school affects directly the success of learners. Cooper & McIntyre (1998 as cited in Gomleksiz 2001) underline the importance of the teacher factor in

students' achievement. They add that the more successful the teacher is in focusing and facilitating effective pupil calibration, the more effective the teacher will be in facilitating effective pupil learning.

### **Role of Students and Classmates**

Students and classmate roles are playing significant role for learning speaking skills. They learn theoretical knowledge inside the classroom or from different sources but ,they can not get much opportunities without their classmate. Phan,(2010, p.58) states the students in the class make relationships among themselves via influencing each other. Apparently, the students are motivated by their classmates to learn. Some researchers agree that the learners affect each other in the classroom. She also adds that “a classmate praises his peer; he/she is actually helping that one to be brave and speak”. Classmates have the principal effect in learning. That shows in obtaining praise from group members, helping, and exchanging opinions that motivate learners. On the other hand, the Competition between students can be another supportive way.

Harmer (1978) as cited by Madsa, (2012,p.3) argues that students are more involved in their studies with teachers, peers, and people of society who may influence them. That is, in order to acquire a language, students may use internet to chat with native speakers, or watching movies and listening to a radio to obtain the correct pronunciation. Therefore, teachers would help while to meet his/ her students with people who at least have lived abroad where they were exposed to English to increase motivation of their students to speak.

### **Role of Parents**

Parents might be the reason to inspire the students to learn since they have the critical role in supporting students' learning. Therefore, the first provider of value, involvement (i.e. love) and autonomy support are parents. Wentzel, (1998, p.202) sees that parents have a crucial role in motivating their students' learning in general which in turn implies that without sufficient support from their parents at home with respect to their academic achievement students will next count on themselves followed by their teachers. That only demonstrates respectively the fraternal relationship that exists between sons and parents and a personal self-concern. But when they rank their teachers in the third place and not, for example, their classmates which especially at

early adolescence are regarded as having a great influence in students' school life, they attribute teachers an increased responsibility in their scholastic lives.

Parents have a natural role of supporting their students during examination periods, building a student's self-esteem, providing support in schoolwork, monitoring homework, visiting the school and attending parent-teacher meetings and sporting activities. This is in agreement with Shumane, (2009, p.32) who states that "parents can make a consequential contribution to school activities, especially in those activities that fall outside the expertise of education. Parents who attained qualifications or higher degrees and reside in the community close to the school may be invited to the school to provide assistance using their respective expertise and knowledge to boost teaching and learning. This may contribute to the achievement of a higher pass rate in the school. Other parents who do not have specific qualifications or higher degrees can help the school using their manual skills in maintaining school buildings, working in the school garden, among other tasks that will benefit the school.

### **Role of another Factor**

Murcia, (2001, p. 460-461) sees that the use of media in language teaching can assist teachers in their jobs, bring the outside world into the classroom and make the task of learning language a more meaningful and exciting one. She also adds, media can help teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom. They can help students process information and free the teacher from excessive explanation, contextualization and a solid point of departure for classroom activities. Technology should assist the teacher in creating a collaborative learning environment. Koc, (2005, p.5) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Developments in technology gave scope for innovative practices in the classroom. Practical improvements in the creation of visual aids for classroom use have been remarkable. Good and Brophy, (2008, p.123) see that using modern technology can enhance the learning process; it is assumed that the



appropriate use of computer help in the progression of students learning. They also state that technology can be quite useful if it used appropriately to teach content; it can be useful for many reasons, it allows us to do things quickly, precisely and represent them better with color and sounds. Goldstein, (2011, p.21) indicates that the use of new technology in teaching and learning English as a foreign or a second language is very important to students because it can stimulate their activity in the teaching process. One states that whenever teachers can teach with some learning aids, their students get more stimulated because the learning aids help them to become more attentive. In addition, they have positive attitude that generate more interest for the material which is taught by teachers, as a result students participate better in class activity. Instructional media such as audio visual aids are very important in classroom; it helps teachers to teach effectively; In addition it improves students' motivation efficiently. He also adds that instructional media used to deliver material to the learners. It makes English language more interesting for student.

### **Language Learning Strategies**

Everyone learns his or her first language and the process of learning one's first language seems almost effortless. When, it comes second language or additional language then everyone has their own way of learning language. Some students seem more successful than others due to their own strategies. The research focus on what successful learners do to learn language soon. According to this paper the good learners is always willing to learn language with their interest and with their heart. In the field of learning strategy research, language learning strategies can be defined as "Strategies that contribute to the development of the language system which the learner constructs and effort learning directly"(Rubin,1987, p. 23) The learning strategy is categorized into three types. They are: Metacognitive strategies, cognitive strategies and socio-affective strategies. Metacognitive strategies are used to plan for learning reflection on the learning process monitoring one's production or comprehension, and evaluating learning, after an activity is completed (Purpura, 2007). Cognitive strategies are employed while learners carry out specific learning tasks. Socio-affective strategies are concerned with social mediating activity in interaction with others. As such, some of the socio-affective strategies can also be referred to as communicative strategies. Metacognitive strategies for planning and

monitoring learning, affective strategies for controlling emotions and motivation and social strategies for cooperation with others in language learning. Similarly, in ELT class room teacher or student both use different types of strategies to learn language faster. Discussing these disciplined approaches to language learning, several participants emphasized the need for repetition.

The students are strong believers of repetition. Similarly, in language learning persistency in English language study is crucial for getting mastery in language. Other participants also argued that continued repetition and conscious efforts to study good expression and texts was very effective. Regarding to this study strong learner autonomy as the participants exhibited the ability to take control of their learning. Furthermore, learners' persistence is the most key factor to get success in learning language. Secondly, several participants reported that they have made conscious efforts to memorize expressions and incorporate them in English competence. Similarly, listening to the audio of different dialogues and speech of different people twice a day until we are able to learn properly. Similarly, other said I found good expressions and collections and read and wrote them as many times as possible. Similarly, we should have to memorize expressions, sentences and even as whole speech and activity utilized various written texts as a source of language input. Similarly, other said I spent more than 90 percent of my time in reading. He also said that I read newspapers, articles, manuals, email newsletter and even notices.

### **Speaking as a Skill**

According to Newton (2009) speaking is part of the meaning-focused output, that is to say, it has to do with the production part of the language. Nevertheless, speaking is also considered Part of the learning process, which means that its production is not the end of the learning Process, but it is part of it since it helps learners practice the knowledge they have acquired through the learning process. In other words, the attention of the learners focuses on the ideas and messages conveyed by the language. He also states that meaning-focused output strand Involves learning through speaking and writing, i.e., using language productively. Chaney (cited in Febriyanti, (2013) points that speaking is an interactive process of constructing meaning which involves producing, receiving and processing information. He recognizes that speaking is the process of building and sharing meaning through the use of verbal and non-verbal

symbols, in a variety of contexts. However, despite its importance in the teaching process, it has been undervalued, as Febriyanti observes, many teachers only teach Speaking with repetition drills or memorization of dialogues. Boonkit,(2010) places speaking as a necessary skill for effective communication. He further claims that it is mainly necessary in the world of internet. The importance of speaking in the classroom is vital, considering the role it plays in the English teaching process. Therefore, the time invested in it should be quality time to get optimal results. Nunan (2003) as cited by Boonkit, 2010) affirms that speaking requires that the learner should be aware of the importance of mastering specific points in a language such as pronunciation, grammar, Vocabulary, etc. All these abilities have to do with (“linguistic competence”). He also emphasizes that students should know when, why, and in what ways to outcome language, this deals with sociolinguistic competence.

### **Speaking Sub-skills**

#### **Fluency**

Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that is easy to understand and shows how comfortable you are with the language. Moreover, fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

#### **Accuracy**

Accuracy refers to the production of grammatically correct spoken or written language. While it is important to learn the correct forms of the language, accuracy does not guarantee the ability to communicate fluently

Accuracy, on the other hand, demonstrates your ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at). This skill is particularly important for written assignments at university, such as essays and lab report.

## **Appropriacy**

All the time people cannot use accurate language in all the way because “To err is human” So, we can understand that human makes mistake many times. When, human gets knowledge about language properly at that time human used accurate language. But all people don’t have knowledge about language. So, they cannot speak very accurate language. So, at that to communication with other people human needs language what is understood by other people or listener. By using language human express his self or communicate with others and listener should understand the sense of speaker what he wants to say by using language. So, without using the accurate language human communicate with each other and express his sense to listener. So, without accuracy the sense of communication can be understood. Sometimes speaker does not know the perfect grammar but he knows vocabulary or general things about language. I may be aid of speech so, means to say that approvable is also useful to speak language and by appropriacy we can understand the general sense of communication. So, we can say that appropriacy is more helpful then accuracy. So, appropriacy also important way to express the thought and feeling with each-other. Appropriacy means speak to suitable situation or language used by suitable words. So, we can understand that appropriacy means that used language to suitable situation. By vocabulary we can delivered our thoughts or feeling and our speech to other people. In this world few people used accurate language to give speech and now we can understand that how can people used appropriate language. Which is important to deliver the sense of speech by the general language the sense of communication most important matter in language appropriacy is more important than accuracy.

## **Turn taking skill**

Turn taking is an important part of communication development for young children. When children learn to take turns, they learn the basic rhythm of communication, that back-and-forth exchange between people. They also learn about taking turns and communication through serve and return interactions. Think of it like a game of tennis, your child serves the ball by looking at you and babbling, and you return the ball by looking at and talking to your child. When children are actively engaged with adults and practice taking turns, they learn the foundation for conversational exchanges.

## **Discussion**

Discussion is the most common activity used in teaching speaking. Discussion activity “can provide some enjoyable and productive speaking in the language classroom” (Harmer, 2007, p.351). In this activity, the teacher can form a group of students. It is preferable to be four or five students in each group, then provides them with controversial sentences, for instance, people learn best when read vs people learn best when they travel. This kind of discussion is called “Group Discussion”. The students work on their topic for a given period and present their opinion in the class. In order to succeed in such activities, the teacher should encourage the students to speak spontaneously without being afraid of their errors which make them reluctant to express their opinion in front of the whole class. Discussion activity can give every student a chance to express himself with his classmates. Moreover, discussion helps EFL students develop their communication abilities in an organized manner. In the discussion, the students learn how to express themselves politely though, they may disagree with each other during the debate. Yet, it enables them to reach a conclusion in a polite way.

## **Role play**

One of the major activities that make students immersed in the target language is the role-play activity. More precisely Ur (1991) comes to define it as follows “role plays is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom sometimes playing the role of someone other than themselves and using the language appropriate to this new context” (p.131).

Learners pretend that they are in various social situations and have different roles, and they act according to this role. As Livingstone (1985) claims “role play is a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom” (p.6). Among the advantages of role play is that it gives the students a chance to use language in new contexts, it is also a fun activity that gives empathy as they examine new ideas. Doff (1988) presents those advantages saying that role-play gives a chance to use language in new contexts and for new topics. It encourages students to use natural expressions and intonation, as well as gestures.

## **Simulation**

Some scholars consider simulation, and role play as two related activities. “ from the language teaching point of view there is little difference between embarking on a role play, a simulation involving role play” Livingstone (1985, p.2). The major difference between role play and simulation is that the latter is more elaborate than the former. Indeed, in the simulation activity, the students can bring items to create a realistic environment.

## **Storytelling**

Storytelling is one of the traditional techniques that can be used to enhance proficiency language level to EFL learners. “Storytelling is the act of narrating a tale from memory rather than reading. It is one of the oldest of all art forms” (Dujmović, 2006, p.1) In storytelling, the students tell a story or a tale to their classmates that they heard it from somebody else. Furthermore, educators argue that it is not obliged to tell long stories or tales. Yet, riddles, jokes are also included in a storytelling activity. It helps students to improve their English language by telling stories in a creative idea. Kayi (2006) suggests that one of the examples is opening the session by narrating a short joke or tale in English by some students every time. Storytelling fosters students' creative thinking, imagination, as well as their ability to develop their English speaking skill.

## **Information Gap Activity**

Information gap activity is a communicative task where information is exchanged either between teacher\learner or learner\learner, according to Davies (2004) “this is when one speaker knows information the other speaker does not” (p.43). This activity allows students to work in pairs. This activity has several benefits, it permits students to share information, it helps the students to encounter the problem solving issue, and it allows the students to speak in the target language.

## **Interview**

The interview is another activity through which students can develop their speaking skills. According to Sianpair and Supardi (2015), The objective of the interview is to know information about a specific topic. So that, the class may have the opportunity

to respond to this information. Students can conduct interviews with other people on various topics. Although the teacher can provide students with a rubric to have an idea about the types of questions that should be asked, the students themselves are responsible for choosing their questions. The interview technique can be beneficial for students in terms of practicing their speaking ability inside and even outside the classroom. Furthermore, it helps them to be more socialized. In conclusion, this chapter has focused on the importance of enhancing speaking skills for EFL.

### **Importance of Speaking Skills**

English language is used as an international language. This language is also regarded as a powerful language of the world and used globally as a Lingua franca. It is spoken, learnt in those countries where English is not the native language. It is playing a vital role in many sectors as medicine, engineering, education, advance studies, business technology, banking, computing and tourists. Similarly, as so many websites are also written in English rather than any other languages. It is also taught and learnt all over the world as second and foreign language.

The people are learning this language for different purposes such as to get higher class job, to study in foreign country for higher education, to expand the horizon of knowledge of their sector. As we know to be mastery over the language we have need to be good in each skill as listening, speaking, reading and writing. However, speaking skill is totally different than any other skills. To learn speaking skill or to be good in speaking, we have needed to do a lot of practice rather than only having theoretical knowledge. Language is a vital tool for communication.

Speaking is a skill through which we can share our ideas, thought, feeling, desire and willingness with others to build relationship and cultural ties. As we know that those who are good in speaking they are always regarded as a knowledgeable person in each corner of the world. Teaching Speaking skill in English language using Classroom is really tough. As we know, English is used globally as a contract language or Lingua franca in all over the world. However, globally there is debate that majority of the high school graduates cannot speak English language properly. Even the bright students who get high scores in written examinations are unable to express themselves orally in English language. It is found that they have lack of linguistics and communicative competence. Even though, students are talking with their colleagues

or teachers. Similarly, some Students are shy and preferred remaining silent in the classroom because they were unable to express themselves orally in English language Classroom. It is found that who have no linguistics competence often speak slowly and take too much to compose utterances. Their spoken language does not sound like natural, have poor grammar and pronunciation. Moreover, there are so many factors that are affected to learn English language, first instance use of mother tongue outside and inside classroom environment, low status of English in a country and learners' negative attitudes towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology in the Classroom and passiveness of the nature in the classroom.

According to Bueno, Madrid, and McLaren (2006, p.321), "Speaking is one of the most difficult skills language learners have to face". Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years.

### **Situation of Speaking Skills in Secondary level**

In the context of Nepal, English is used as a foreign language and it has been taught as a compulsory subject in government schools. But at present, the role and status of English in Nepal is higher than ever as it is a medium of instruction and curriculum in education institutions. As a number of English learners are growing up, different teaching methods have been experimented to see effectiveness of English language teaching. In some countries, teaching English language because of loaded curriculum. When we talk about the status of speaking skills in context of Nepal then most of the boarding schools' students are good in speaking. On the other hand, government schools' students are found poor in speaking skills. I think this is only because of medium of instruction and least English medium curriculum in government schools. Even though, students are good in any other skills. Moreover, students are worried about making mistakes fear of criticism or simply shy. They do not have any motivation to express themselves, only one participant can talk at a time because of large classes and tendency of dominate while other speak very little or not. On the other hand, students of English medium schools are good in overall skills because of their English as a medium of instruction and having all curriculums in English medium. Similarly, teachers are also so strict in schools for using English language in



classroom. And they have also good environment to learn English with their friends and teachers.

Moreover, teachers are using different methods and strategies to make them good in speaking skills. They are using different methods and techniques as dramatization, discussion, debating, speeches, storytelling, role playing, oral narratives, poem recitation, songs and tongue twisters. Others say that we use different activities according to the situations and topics. As we know that motivation is an important factor which determines the rate at which learners undertake the activities. According to Littlewood (1984, p.53) Motivation is the crucial force which determines whether a learner remark in a task at all, how much energy he/she denotes to it, and how long she/ he preserve; This is indicated that communicative skills are developed when the learners are motivated. Teachers should have to provide them opportunity to practice using language in context and make them such types of environment to speak in the classroom or outside of the classroom with their colleagues. Teachers should endeavor to explain to the learners' importance of learning English language in order to develop internal motivation. In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language.

Essentially, the class manifests student-centered backdrop rather than teacher centered. Teachers are to prepare classroom activities that are denoted and best facilitate speaking exercises. Teachers should also use different types of strategies and techniques to make them able to speak and make them able to rehearsals. Similarly, they should give them feedback when they respond. On the other hand, students should also interact with their colleagues as well as teachers. They should exaggerate as a teacher and copy actions or way of speaking. Moreover, they should have to develop their vocabularies by writing in copy and using them in daily life. They should also have developed their self-esteem, self- confidence to interact with their teachers and colleagues. They should try their best to speak in public as well as in front of their colleagues and need to be participate in speech, debate competition of the school.

## **Review of Related Empirical Research**

Various research studies have been carried out in different literary genres in the context of Nepal. The available and studies literatures of the studies are as follows:

Laudari (2014) Carried out research entitled “Motivation and Learning English : A study on Nepalese Public High School Learners’”. The objective of the study was to find out the role of motivation in Learning English in public high of Nepal. To conduct of this study, he selected 609 boys and 648 girls from three districts, Kathmandu, Lalitpur and Bhaktapur of Nepal. All of these students have been studying English from the 1st grade as one of their compulsory subjects. These participants were chosen in the belief that they would perfectly represent the population as the learners come from public schools set in rural area of the valley and also from well facilitated private schools. Questionnaires were adopted to collect data and study. It consisted of two different sections. First section consisted of 64 Likert type, ranging across 12 motivational variables covering a broad range of theoretical issues. 9 of 64 items were questions with 5 points, very much (5) to not at all (1), and the rest were statements with 6 points strongly agree (6) to strongly disagree (1). The study is revealing in that motivation can be an influential tool in teaching English in Nepal. Teachers must employ motivational strategies to motivate their students and set those future selves as a learning goal in present. Moreover, it was found that students learn English to communicate in English with the people from other countries, their desire to extend their friendship with them, their interest to know about international community and international affair seem to have motivated them to invest effort in learning English.

Oli (2019) carried out a research entitled " Role of Motivational Strategies in Developing Students' Speaking Skill,,. The objective of this study was to explore the roles of motivational strategies as role play, picture describing, and presentation in developing students speaking skill. To conduct of this study, he selected specially 10 class community school students of Banke district. Test items and observation were used as the tools for collecting data. Twenty students of Shiva Shakti High School were selected using non-random purposive sampling procedure to fulfill the objectives of research study. The evidence showed that the total score of pre-test was 161 i.e. 40.25% and total score of post-test was 259 i.e. 64.75%. The increased mark

of the post-test was 98 i.e. 24.5%. The overall percentage of the post-test indicates that students' level of speaking proficiency is higher than that of pre-test. It showed that students had better performances on given tasks related to speaking tests after teaching through communicative activities in the classroom. Therefore, motivational strategies were effective and fruitful for teaching speaking skill to develop students' speaking ability in the classroom.

Singh (2008) carried out a research on 'Role of motivation in English language proficiency'. The objectives of his study were to identify interactively and instrumentally motivated students, to explore their English language proficiency, and to analyze the role of motivation in English language proficiency. He purposefully selected two T.U. constituent campus and two private campuses from Kathmandu valley through fish bowl sampling procedures. He mainly used motivation survey questionnaire and test items to gather required information. The study was on the bachelor first year student of faculty of education. From the study, he found that the number of the interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. This study was limited to explore only the reading and writing proficiency of students not listening and speaking skills. Shah (2010) studied on "Role of Intrinsic Motivation in English Language Learning,, His major objective was to analyze the of intrinsic motivation in English language learning. To conduct of this study, he had selected sixty students using random sampling procedure and three teachers purposively from three private colleges of the valley; twenty students and one teacher from each campus were selected. The students were selected through fishbowl draw and teachers were selected purposively. Tools comprise the major weapons to carry out the research. I mainly used two tools for gathering required information, viz. the motivation observation forms and a set of questionnaire having objective type of questions i.e., close ended questions. The motivation observation forms had ten questions with five options: Strongly agree, Agree, Uncertain, Disagree, Strongly Disagree and the set of questionnaire had sixteen questions with three options: 'Yes', 'No' and 'Uncertain. It shows that approximately 100 percent students want to learn English for extra knowledge and to improve its skills. In other words, the majority of students of grade eleven are highly intrinsically motivated to learn English as a foreign language to get extra knowledge and improve their English language skills.

B.K (2012) Carried out a research entitled "Motivation Techniques used by English Teachers at Secondary Level" The objective of this research was to find out the motivational techniques used by English teachers to motivate their students at the secondary level. To conduct of this study, the data were taken from the teachers and students of secondary level. Both the teachers and students were provided questionnaire two classes of every teacher were observed by the researcher with the help of pre-prepared observation checklist. From each school, two English teachers teaching at secondary level were selected. The main findings of the study are: all forty teachers greeted to the class, out of forty teachers, only ten teachers warmed- up the class, ten teachers scolded their students to motivate them, most of the teachers ( 36 out of 40) made their voice commanding to motivate the students, motivation techniques differed according to the situation of the class. Mostly used motivation techniques were: making the voice commanding, using body language, showing interest in his/her students, using gesture, asking students if they got the point or not, paying attention to the whole class, review of the previous lesson, telling jokes and short stories and solving students' problems. All the teachers were agreed that students must be motivated before starting the class. All the teachers replied that motivation techniques differ according to the nature and situation of the class.

Mahara (2015) carried out research entitled "Motivation of Higher Secondary level Students Towards Learning English" The objective of the research was to find out the motivation of higher secondary level students towards learning English. To conduct of this study, he selected 50 students from 10 higher secondary school of Kailali district; 5 students from each school. He used survey research design to fulfill the objective of this study. Questionnaire was used as a tool to collect required data. Using purposive non-random sampling procedure technique used to select population. On the basis of the rigorous analysis and interpretation of the data, it was found that most of the learners have absolutely positive attitude and perception towards English language. Students are extrinsically and intrinsically motivated towards learning English. Majority of the learners want to introduce themselves as a good English learner. This shows that they are intrinsically motivated towards learning English. Most of the learners seem to have positive attitude towards learning English language, English language classes, scope English language teaching learning environment. Moreover, it

was found that majority of the learners learn English for enhancing their economic status so, students of grade twelve are highly extrinsically motivated.

Neupane (2013) carried out a research entitled “Motivation of Secondary Level Teachers towards Teaching English”. The main objectives of the study were to find out whether teachers are motivated towards teaching English or not and to find out the cause of motivation or demotivation for teaching English. Populations of the study were selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. A set of questionnaire was used as the tool for data collection. Close-ended and open-ended questions were included to gather the information. The finding was that most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language, teaching learning environment. Handling the challenging situation in the classroom and outside the class has made the teachers exhausted. However, the study has not been clearly shown the cause of demotivation for teaching English as mentioned in the objectives of the study.

### **Implications of the Review for the Study**

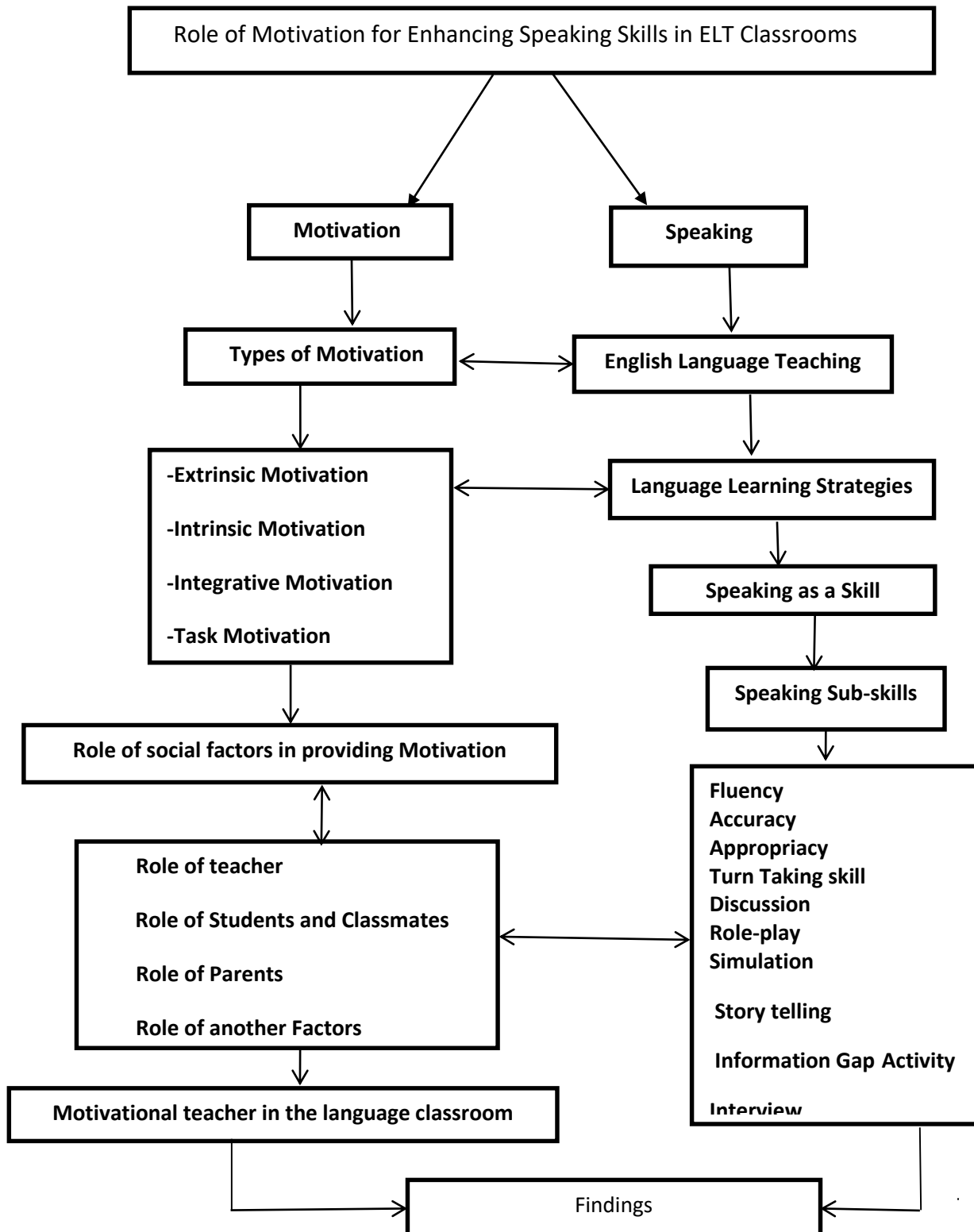
The review of related theoretical literature and empirical literature play a very significant role in any research to build up theory, and it helps the researchers to be familiar with the current trends and practices of related study. Theoretical and empirical literature review help to clarify the detail information about my topic. After reviewing all above research works, I got much knowledge and information for my studies. By reading Laudari (2014) study I became able to know that motivation can be an influential tool in teaching English in Nepal. Teachers must employ motivational strategies to motivate their students and set their future themselves as a learning goal in present. Moreover, it was found that students learn English to communicate in English with the people from other countries, their desire to extend their friendship with them, their interest to know about international community and international affair seem to have motivated them to invest effort in learning English. Similarly, Oli (2019) study helped me to know that students are motivated to learn English to have better performances on given tasks related to speaking tests after teaching through communicative activities in the classroom. Therefore, motivational

strategies were effective and fruitful for teaching speaking skill to develop students' speaking ability in the classroom. Similarly, from the study of Singh (2008) I became able to know that the students who are highly motivated towards learning English have high level of proficiency in speaking in comparison to other learners. Similarly, Sah (2010) Study helped me to know that approximately 100 percent students want to learn English for extra knowledge and to improve its skills. In other words, the majority of students of grade eleven are highly intrinsically motivated to learn English as a foreign language to get extra knowledge and improve their English language skills. Similarly, B.K (2012) study helped me to find out how the motivational techniques influence the students in learning language. All the teachers agree that students must be motivated before starting the class. All the teachers replied that motivational techniques differ according to the nature and situation of the class. Similarly, Mahara (2015) study helped me to know that teacher plays pivotal role to make students good speakers by providing different tasks. Intrinsic motivation can help the students to learn English rather than extrinsic. Students are more motivated due to personal interest and to enhance their economic status. Similarly, Neupane (2013) Study helped me to know that most of the teachers seem to have positive attitude towards teaching English language due to extrinsic motivation. To sum up, it helps to make it accurate, clarify and focus on the research problems, improved methodology and conceptualized the findings. It is also helpful to examine and to evaluate what has been said before on a topic On the other hand, what has not been said yet for finding new area for further study or research.

## Conceptual framework

Conceptual framework is the mental picture of the process of research what will be done. Thus, it is taken as the metal image of researchers towards proposed research.

The conceptual framework of my study is as follows:



### **Chapter III**

#### **Methods and procedures of the Study**

This chapter deals with methodology which was adopted in present study. This chapter consists of design and methods of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

#### **Design and Method of the study**

To make this study systematic and attain the objectives of the study, I used Mixed-method design. Mixed method design is an approach to inquiry involving collecting both qualitative and quantitative data, integrating the two forms of data and using distinct design that may involve philosophical assumption of this form of inquiry is that the combination of qualitative and quantitative approach provides a more complete understanding of a research problem than either approach alone.

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

The population of the study was 40 students, English language learners from five different schools of Lalitpur District. The sample of the study includes eight students from each school. I administered the questionnaire to the forty learners and conduct semi structured interview and class observation of five teachers of different schools. The sample of the study was selected through purposive non-random sampling procedures.

#### **Research Tools**

Tools are the most important elements for any study. For this study, I administered semi structured interview and classroom observation. Cohen & Crabtree, (2006) In- depth interview is a type of interview which is the process of extracting required responses from the participants for the attainment of the objectives of the research. It gives the interviewer a great deal of flexibility, as well as the interviewee some degree of power and control to make judgment about particular psychological constructs. Therefore, I was taken interview with all the students of English language learners and five different teachers of different school to know about their interest and ways



of motivation to teach and learn speaking skill. Then after, I distributed two set of questionnaire. The first set of questionnaire was open ended. The second set was consisted couple of questionnaires, one of 'look and write type' and other of 'look and choose the correct one, (a multiple-choice answer set will be provided for it)

### **Sources of Data**

I used both primary and secondary sources of data for this study.

#### **Primary Sources of Data**

Primary data was collected from the forty English language learners and five English teachers from secondary schools of Lalitpur district. The primary data was obtained from the questionnaire, class observation and semi-structured interview with the English language learners and teachers.

#### **Secondary Sources of Data**

The Secondary information was derived from different printed and electronic materials like books, articles, journals, and documents related with the study.

#### **Data Collection Procedures**

For the purpose of collecting required data for my study, I followed pre-determined procedures. First of all, I planned for the collection of data considering the nature of objectives. Then, I selected some of the students purposively from English Language teaching and learning classroom. Additionally, I introduced my research study and its objectives. Similarly, I developed rapport with the participants by meeting and phoning as necessary. Similarly, I prepared the data collection tool i.e. In-depth interview and classroom observation for collecting required data. Finally, I took interview with them individually and record it in mobile phone with their permission. Then after, I distributed the questionnaire to the respondents and request them to fill up the questions and respond the question answers. I asked them to return after a week. After one week, I collected the questionnaire with responses from the respondents.

## **Data Analysis and Interpretation Procedures**

The process of data analysis was started after the collection of raw data from questionnaire and semi-structured interview. To analyze the data, I used thematic approach. Thematic analysis is one of the most common forms of analysis in mixed research. Being a mixed method research design, it has the characteristics of both qualitative and quantitative analysis. So, the collected data were analyzed and interpreted both qualitatively and quantitatively. The obtained data were presented statistically, i.e. tabulation form and descriptively on the basis of responses made by English learners. According to Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Similarly, Dumaguit (2017) defines, thematic approach as the process of integrating and linking multiple elements of curriculum in ongoing exploration of many different aspects of a topic or subject. Themes refer to the main idea of a research which is formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I was transcribed the recorded data into written form to extract the information obtained from each of the participants. Then, I was organized and build story of each. Similarly, I was coded the main idea of each participant. On the basis of the similarities and interconnectedness of the ideas, I was integrated them into different thematic notations. Finally, after building relevant themes, I was interpreted them systematically and logically.

## **Ethical Considerations**

Ethical consideration is an important matter in the research. Every respondent has their right to privacy. They have informed the purpose of the study and value of their participation in it. They have been assured that there are no any activities which may harm in their personal career and in intuitional reputation. In the process of data collection, time and place determined on the basis of their approval. I had made sure to participants will not use the data for other purposes. They will be assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. Similarly, as participants may wish, the secrecy of the information will be maintained. The plagiarism will be avoided by showing citation and references. Moreover, every steps

of the research will be conducted under the guidance of supervisors of English Education Department, Tribhuvan University, Kirtipur, Kathmandu.

## **Chapter IV**

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

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The qualitative data collected through the observation checklist and classroom observation have been analyzed thematically and descriptively.

#### **Analysis of Data and Interpretation of the Results**

This study aimed at analyzing the effectiveness of speaking practice exercises due to motivation in students. As it is one of the most crucial and learning-oriented aspects in the language. The entire study was based on the classroom observation, semi-structured interview and questionnaire. I was collected the data from different 5 teachers and 40 students of public schools of Lalitpur district.

#### **Results and Discussion of Classroom Observation**

This chapter deals with presentation, analysis and interpretation of collected data in detail. The data has been analyzed thematically and descriptively. After the analysis of data in detail how, the role of motivation is used for developing speaking skill is analyzed. This chapter consists of classroom observation and second part deals with interpretations of the results obtained from interview. I carried out my research from four different teachers and forty students of different schools of Lalitpur district. I took the data with the help of observation and interview. The analysis and interpretations of data have been presented under the following headings.

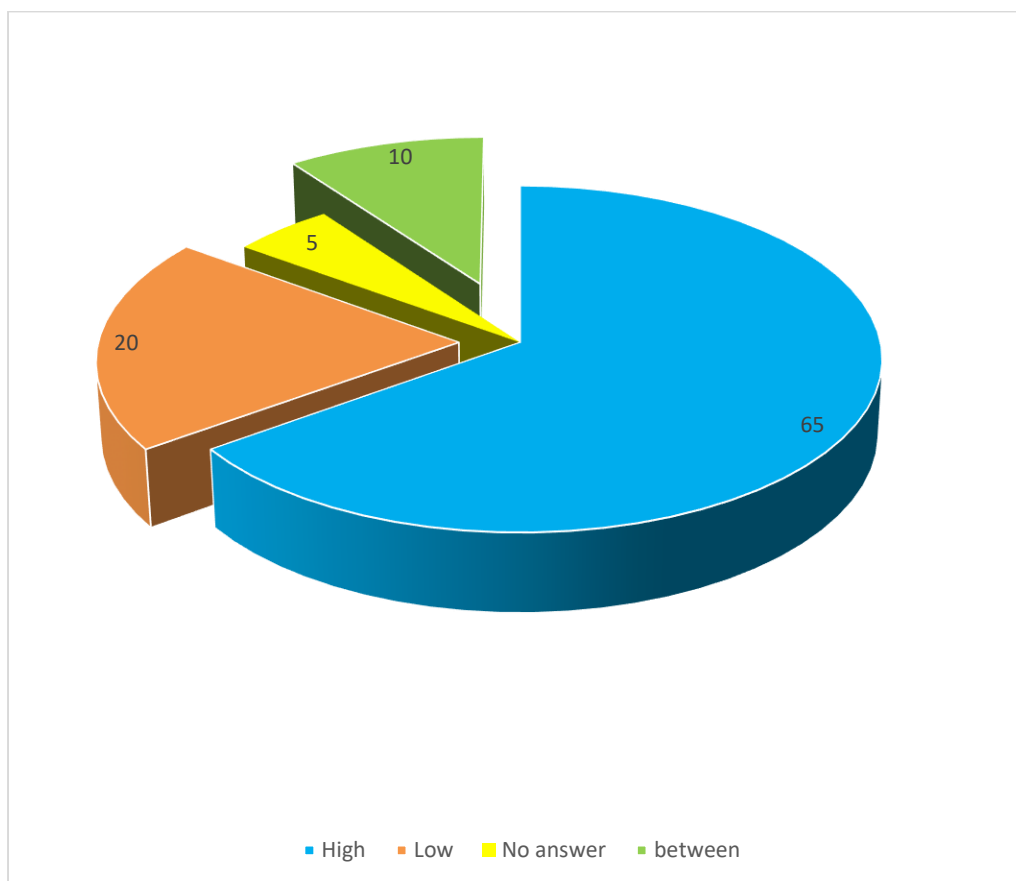
#### **Analysis and Interpretation of Students' Response**

##### **Section One**

This section aims at getting general information about the participants, it contains questions that help to draw a general picture of the learner's background.

**Table:1 Students' Motivation to Study English**

Options	Frequency	Percentage
High	60	65 %
Low	26	20%
No answer	4	5%
In between	8	10%
Total	98	100%

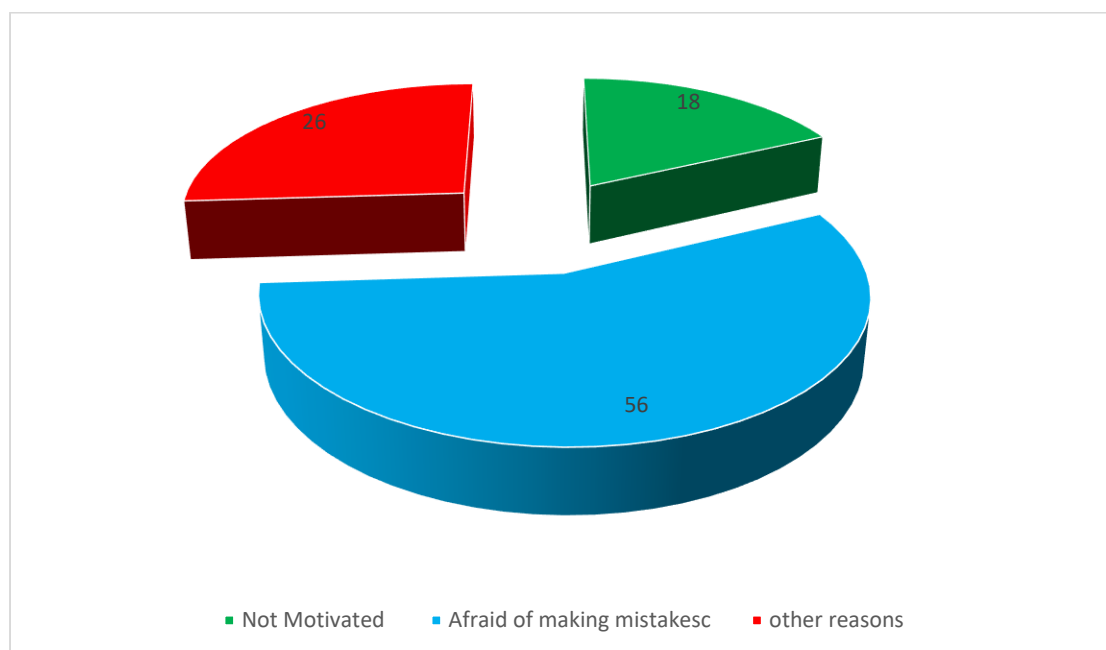
**Motivation to study English**

In Figure -1- above it shows that the majority of students who represent 65% of the whole population are highly motivated to study English. It is not the case for the remaining 20% of the whole population who describe their motivation to learn English as being low. 5% of students did not answer this question. Only 10% students

of the sample express their motivation as being neither high nor low, but in between. These results show at least one important thing which is that most students have a high desire to study English to get good job opportunity in foreign country.

**Table : 2 Participation in Oral Conversation**

Options	Frequency	Percentage
Not motivated	17	18%
Afraid of making mistakes	52	56%
Other reasons	24	26%
<b>Total</b>	<b>93</b>	<b>100 %</b>

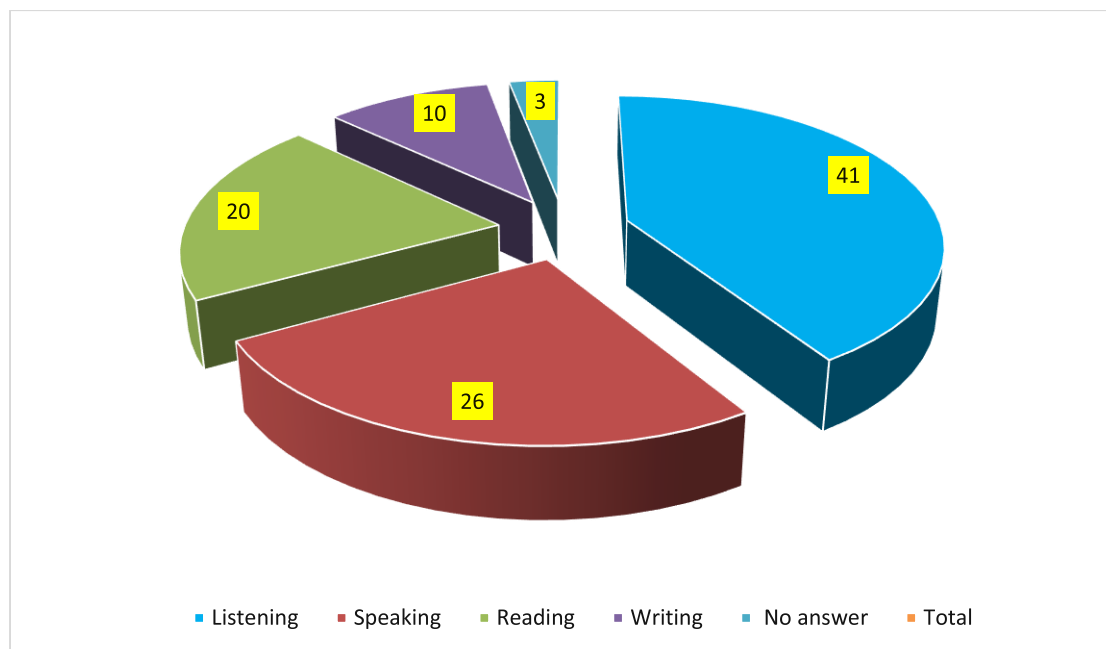


The results shown in the chart above indicated that only 17 respondents (18%) stated that they are not motivated enough to learn the English language, whereas the majority which is 52 students who represented 56% of the whole population are afraid of making mistakes. The other 24 participants claimed that they do not participate in class conversations because of many reasons, among which is the lack of vocabulary, the difficulty in using English, the teacher attitudes. However, other students declared

that they always participate in oral class, and others preferred to give their friends a chance to speak.

**Table: 3 Classification of the Four Skills in terms of Importance**

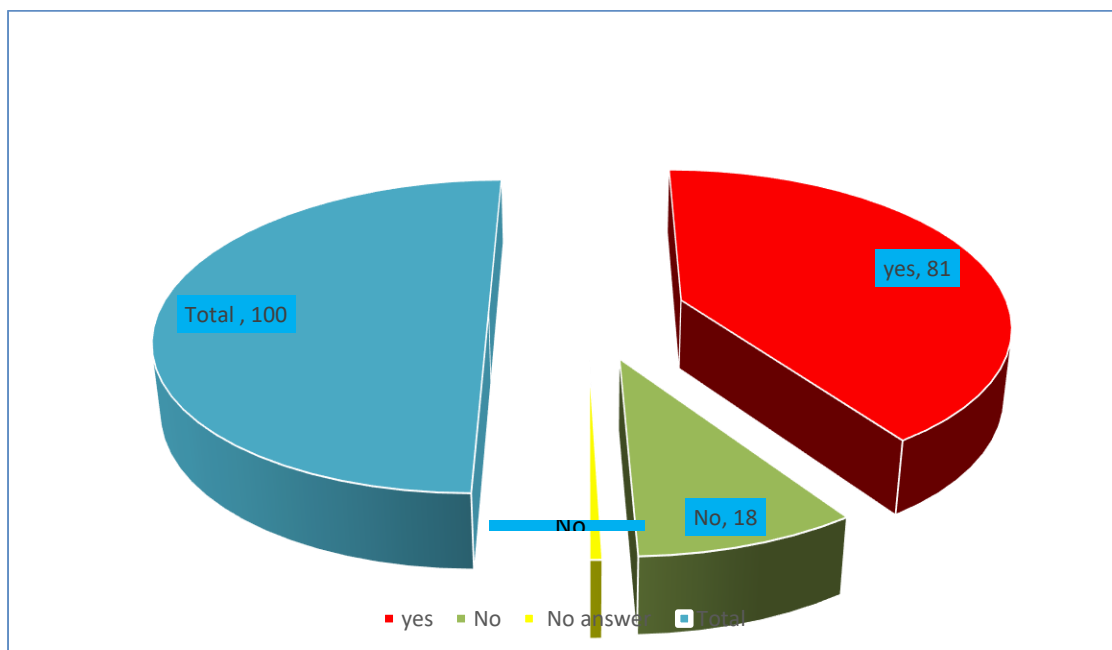
Options	Frequency	Percentage
Listening	38	41%
Speaking	24	26%
Reading	19	20%
Writing	9	10%
No answer	3	03%
Total	93	100%



This question aimed to investigate what were the skills that EFL learners prefer compared to other skills. As for the result, the majority of the participants (38 students) classified the listening skill as the most important one. For 24 participants, the speaking skill was important, and 19 students selected the reading skill as their first choice, whereas only 9 others considered the writing skill as an important one. This study shows that listening skill takes the lead in terms of importance for the students, and this may help them to improve their speaking skill as EFL learners.

**Table: 4 Teachers' Encouragement for Students to Speak English**

Options	Frequency	Percentage
Yes	69	81%
No	21	18%
No answer	03	1%
Total	93	100%



The objective of this question was to investigate whether the teachers gave the opportunity to their students to speak in the oral expression class. The answers showed that 69% students who represent the majority of the sample answered with “yes” Which means their teachers allowed them to speak in the oral expression class. The remaining students are divided into two 21 students who responded that their teachers did not give them this opportunity and three others were neutral without answering this question.



**Table: 5 Participation of Students in Oral Expression Sessions**

Options	Frequency	Percentage
Often	58	63%
Sometimes	24	25%
Rarely	7	8%
Never	3	4%
<b>Total</b>	<b>92</b>	<b>100%</b>

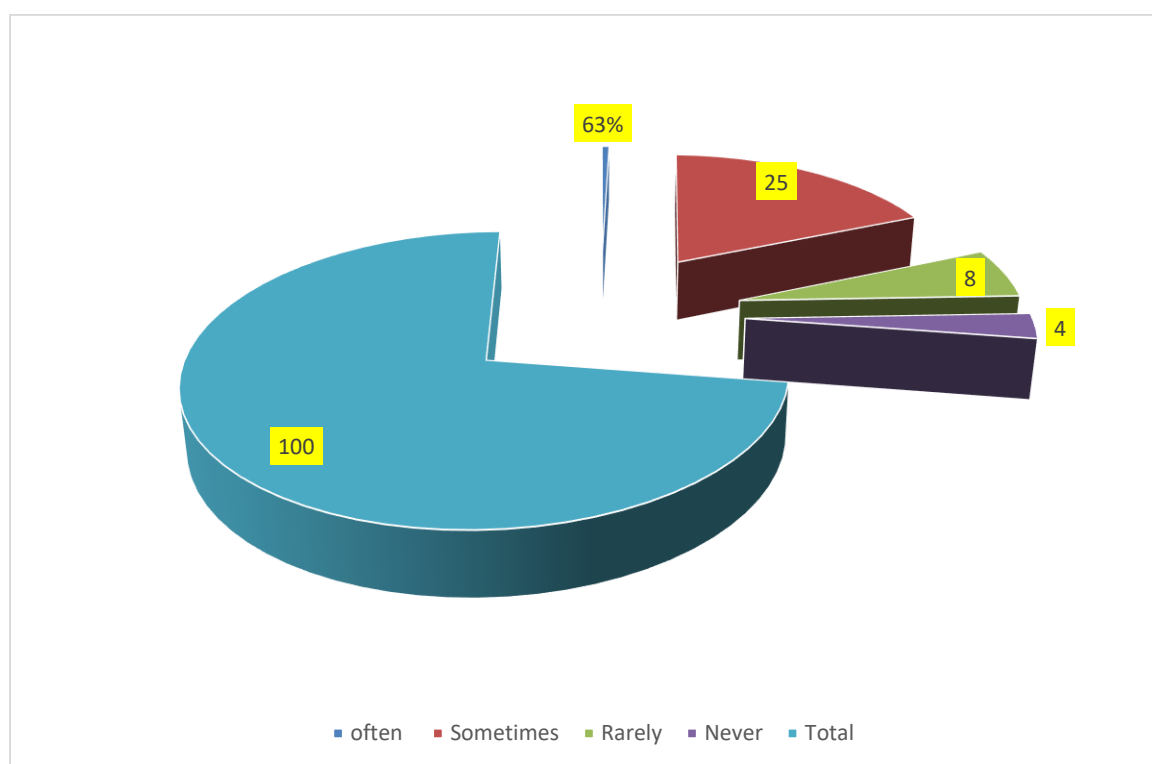
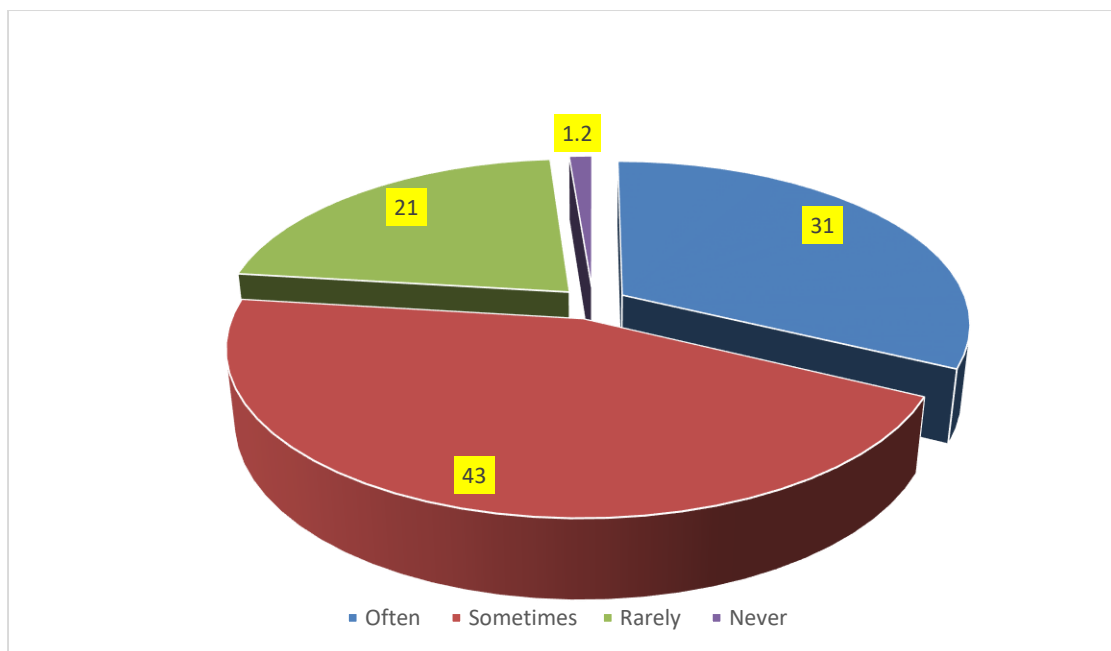


Figure -5- shows that the majority of respondents, making 63% of the entire population, say that they “often” participate in class during the oral expression session, whereas 24 other students (representing 25%) state that they “sometimes” participate in oral expression sessions. However, 7 participants, representing 8% of the sample, admitted that they “rarely” do so. The remaining three students (representing 4%) state that they never participate in oral expression. Learners-learners interaction has a great role in speaking improvement because learners feel freer when talking to each other than when talking to their teacher.

**Table: 6 Students' Frequency of Using English Outside the Classroom**

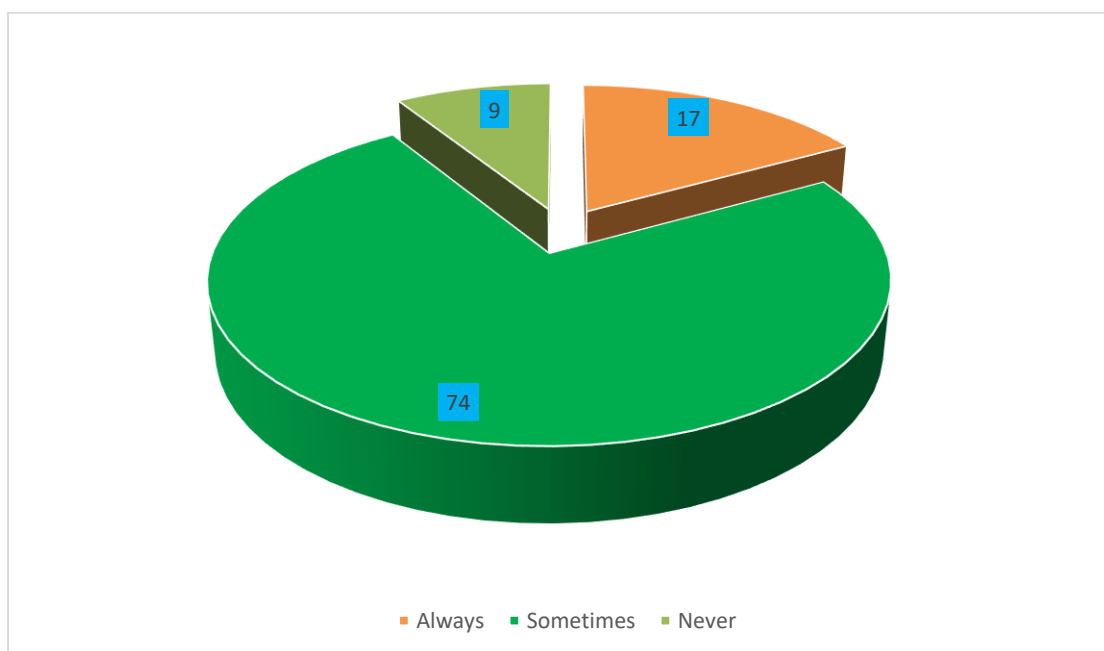
Options	Frequency	Percentage
Often	30	31
Sometimes	42	43
Rarely	20	21
Never	4	5
Total	96	100



According to the answers of interview question 13, 42 participants interacted in English outside the classroom, while 20 students stated that they rarely did. The number of students who answered "often" were 31 students. The remaining six students responded that they never talked in English outside the classroom. Students who practiced English outside the educational setting were usually more motivated and more likely to improve their spoken English.

**Table: 7 The Frequency of Learner-Learner Interaction Inside The Classroom Using English.**

Options	Frequency	Percentage
Always	16	17%
Sometimes	69	74%
Never	8	09%
Total	93	100%



Through this question, it was aimed to know how often the EFL students used English with each other inside the classroom. The answers showed that the majority of the sample, 69 informants representing 74% from the whole population, said that they "sometimes " interacted using English inside the classroom. Those who chose "always" were only 16 students, representing 17% of the sample. However, 8 participants representing 9% of the sample admitted that they "never" interacted with their classmates during the class, and reflects a lack of interest and motivation.

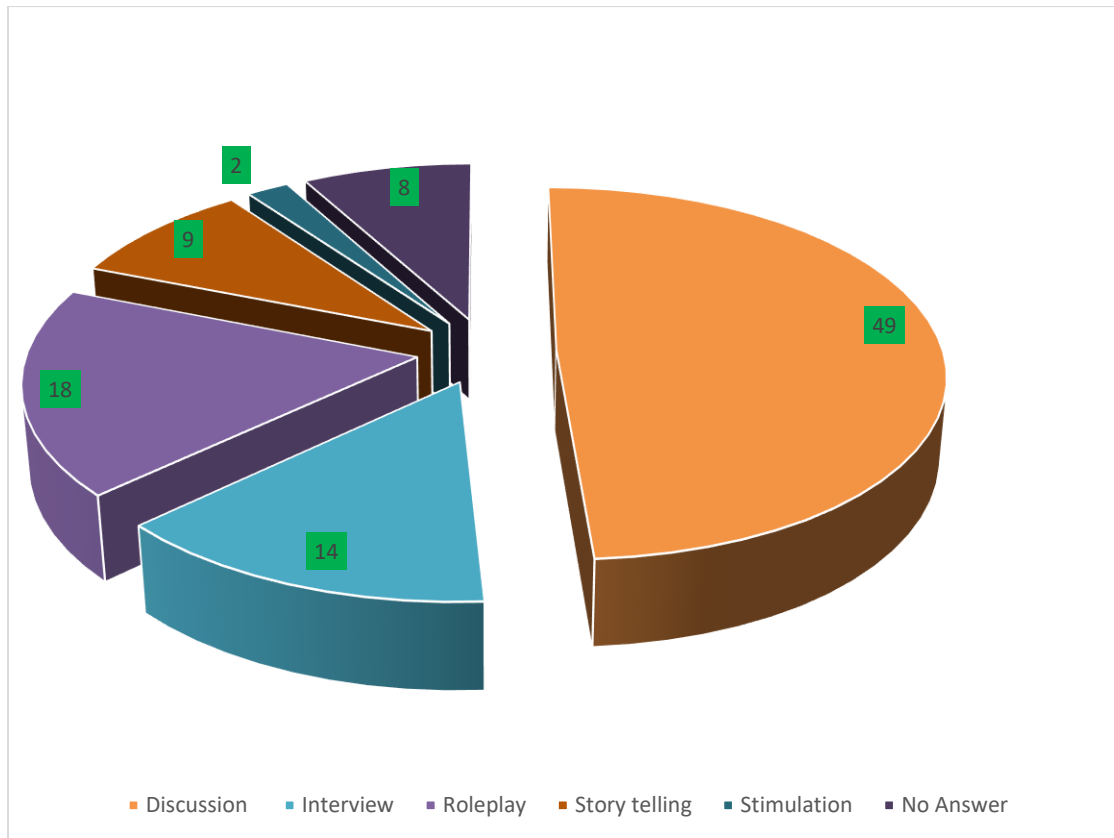
**Table:8 Students' Justification about Their Frequency of Using English Outside The Classroom.**

<b>Options</b>	<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Often</b>	<b>1.To develop their in English</b>	<b>14</b>	<b>15%</b>
<b>Sometimes</b>	<b>1.They don't have anyone to speak with outside the school</b> <b>2. They find difficulties in speaking English.</b>	<b>49</b>	<b>53%</b>
<b>Rarely</b>	<b>1. They lived with other people who are not interested in English.</b> <b>2. Lack of English vocabulary</b>	<b>24</b>	<b>26%</b>
<b>Never</b>	<b>1. Because it is not necessary to speak it outside the school.</b> <b>2. Because he hated it.</b>	<b>6</b>	<b>06%</b>

**Table: 9 Students' Preferable Speaking Activities**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Discussion</b>	<b>46</b>	<b>49%</b>
<b>Interview</b>	<b>13</b>	<b>14%</b>
<b>Role play</b>	<b>17</b>	<b>18%</b>
<b>Storytelling</b>	<b>8</b>	<b>09%</b>
<b>Stimulation</b>	<b>2</b>	<b>02%</b>

<b>No Answer</b>	<b>7</b>	<b>08%</b>
<b>Total</b>	<b>93</b>	<b>100%</b>

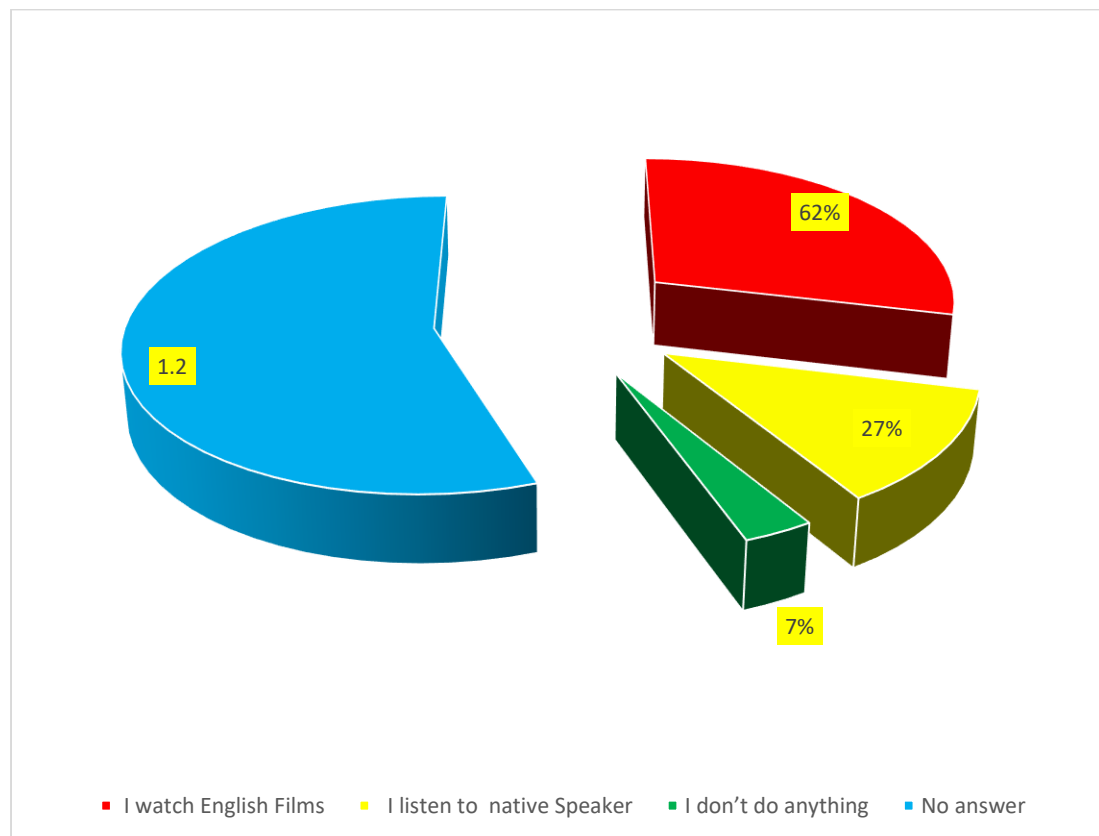


The purpose of this question was to show the preferred speaking activities for learners. Most answers showed that 49% of the students preferred discussion, while nearly half of this proportion (17 students representing 18%) preferred role play. The interview was another activity that the students preferred, as 13 of them representing 14% of the whole population chose it among the suggested ones. Storytelling was also preferred by 8 participants representing 9% of the respondents, while the minority (only 2 students representing 2% of the sample) preferred simulation, and 7 informants representing 8% did not prefer any activity.

## Analysis and Interpretation of Teachers' Response

**Table: 10 Strategies of Students' to Enhance their English Speaking Skills**

Options	Frequency	Percentage
I watch English films, documents, Programs	58	62%
I listen to native speakers	25	27%
I do not do anything	6	07%
No answer	4	04%
Total	93	100%



It is clear from the data displayed in the pie chart that 62% of the participants said that they watched English films, documents, and programs in order to enhance their fluency in English. 27% of the respondents emphasized the role of the listening skill

in improving their level in English, thereby they tended to listen to native speakers to acquire new words and correct their pronunciation. Six participants declared that they did not make any effort to enhance their English speaking level.

The other 4 participants did not answer this question.

There were some suggestions provided by the students among which was:

- Talking outside the classroom in English and listening to English songs.
- Speaking with the English native speakers when possible.
- Reading books in English and checking the spelling of the word.

**Table : 11 Do the students afraid inside the class for oral expression?**

Options	Answers	The Percentage	The Total
Teacher	51	60	60%
Classmates	26	31	
Lack of preparation	8	9	

The table shows that 60% from the students reply as afraid of teacher and 31% of them comment as afraid of classmates. Meanwhile 9% of them are afraid of lack of preparation. They afraid to speak in front of the classmates and teachers so most of the students are demotivated to speak.

**Table :12 Which one of the three choices does motivate you in oral expression?**

Options	Answer	The percentage	The total
a. Encouragement from teachers	55	60	60%
b. Competing your classmates	28	30	
c. improving your speaking ability	9	10	

It can be seen from this table that 30% from the students feel that competing with classmates is more motivating to them in oral expression and 60% of them feel that encouragement of their teachers is motivating them. Meanwhile 10% of them answer to improve their speaking ability.

**Table: 13 Does your teacher on oral expression correct your errors?**

Options	Answers	Percentage	Total
a. Always	68	80	80%
b. Sometimes	11	13	
c. Rarely	4	5	
d. Never	2	2	

The table shows that 80% from the students answer that teacher corrects the errors during oral expression and 13% of them answer sometimes correct the errors. Meanwhile 5% of them answer rarely that teacher corrects the errors and 2% of them answer never correct the errors during the oral expression.

**Table: 14 What are the most used teaching strategies that the teacher applies in the classroom?**

Option	Answer	Percentage	Total
a. Gestures\ body language	57	67	67%
b. Repetition and chances for practicing	21	24	
c. Using materials (videos and music)	4	5	
d. Group\ pair work	3	4	

According to students choices, we see that 67% from the students choices gestures/ language body and 24% of them choice repetition and chances for practicing. Meanwhile 5% of them choice using pictures and 4% of them choice using group / pair work.



**Table: 15 Most Effective Techniques of Speaking**

There are so many techniques but all are not equally effective. So, I decided to take teachers' view. He gave 5 techniques which are fruitful to enhance students to develop speaking skill. The responses are presented below in the following table.

<b>Teacher's Response</b>	<b>No. of Respondents</b>	<b>Percentage</b>
<b>1. Telling jokes</b>	<b>18</b>	<b>95</b>
<b>2. Telling short stories</b>	<b>19</b>	<b>90</b>
<b>3. Revising the previous lesson</b>	<b>16</b>	<b>80</b>
<b>4. Using pictures and talking about different matters</b>	<b>17</b>	<b>85</b>
<b>5. Singing songs</b>	<b>15</b>	<b>75</b>

The above table shows that most of the teachers tell jokes, tell short stories and revising the previous lesson and use using picture to motivate their students and they find these motivation techniques most effective and fruitful. In the same way, many teachers found telling short stories, revising the previous lesson, using pictures and talking about different matters as most effective and fruitful motivation techniques.

## Chapter V

### Finding, Conclusion and Implications

The present study is about "the role of motivation in enhancing speaking skills in ELT classroom." The main objectives of the study were to find out the role of motivation in enhancing speaking skill in ELT classroom. The study was based on the qualitative research. It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the 40 students of five Secondary school of Lalitpur District. I adopted purposive non-random sampling procedure. As a researcher, I utilized mainly two tools, observation forms and Semi- Structured interview for the data collection. Then I analyzed and interpreted the collected data thematically and descriptively. The findings are as follows:

#### Findings

From the interpretation and analysis of the obtained data, the researcher has come up with following findings:

- a) Sixty-five percent of the whole population is highly motivated to study speaking skills due to their strong desire.
- b) Majority of the students afraid to participate in oral conversation because of teachers' attitudes and lack of vocabulary.
- c) Similarly, the majority of participants (38 Students) classified that the listening skill as the most important one.
- d) Sixty-nine percent students state that we are motivated to learn speaking due to friendly nature teachers. They provide us good opportunity to speak.
- e) Sixty-three percent students of the entire population participate in oral expression session to speak English and make good career.
- f) Forty-two percent participants said that we interact in English outside the class room to improve our spoken power and get high position in society.

- g) Forty- nine percent students prefer to participate in speaking activities because they are intrinsically motivated to be good speaker of English.
- h) Students follow different types of strategies to enhance their speaking skill. Among them 62% participants said that we watch films, documents and English programs in order to enhance their fluency in English.
- i) Most of the students afraid to speak English in front of their classmates and teachers because of not having good command in grammar.
- j) Sixty percent students said that competing with classmates is the most motivating factors in oral expression. They learn speaking skill because they are always encouraged by their classmates and teachers.
- k) Some of the students who do not speak English during classes, have mentioned certain reasons such as fear from making mistakes, lack of vocabulary and hesitation, lack of self- confidence and lack of preparation can hinder their motivation to speak in front of their teachers and classmates.
- l) Teachers say that they basically use good body language, repetition and chances for practicing as strategies to enhance their students.
- m) All four teachers' responses that the teachers should give the chances and encourage to speak English, should create English-Speaking environment inside the school environment, should provide enough materials to both teachers and students, education system should be practical rather only theoretical are the main suggestion for making the teaching speaking effective in ELT classes.
- n) Teachers say that good relationship with students, using different strategies, different methods of teaching and giving opportunities, all positive cases help students to stimulate them.
- o) Teachers say that telling joke is the best way to motivate the students to speak English as well as to teach any subject matters.

- p) Majority of the learner are motivated to learn English language because they want to introduce themselves as a good English learner. So, students are highly intrinsically motivated to learn the English.
- q) Majority of the learner thought that being an English language learner helps to enhance their economic status. So, students are highly extrinsically motivated to learn speaking.

## **Conclusion**

The research was carried out to find out the role of motivation for enhancing speaking skill in ELT classroom. This study highlighted the importance of motivation in development students' speaking skills. The study showed that role of motivation is playing a pivotal role for developing speaking skill to the students. It also revealed that motivation has a great impact on enhancing speaking skill of the students. For developing their speaking, students use different strategies and techniques such as listening to native speaker, watching English films and programs as well as documents, to enhance their oral fluency. Additionally, it was found that most of the students are motivated extrinsically. They are motivated because of developing understanding capacity of subject matter, expanding the horizon of knowledge and to have better job opportunities in foreign country. Similarly, the teacher who uses motivation as a tool for teaching their students learn quite faster in comparison to the other students who are not motivated. Moreover students feel difficult to produce sentences at once. They feel difficult for delivering their oral tasks. So, generally motivation plays an important role for boost up the learners' proficiency level in speaking skill and in the process of learning a foreign language. The result obtained revealed that motivation has a great impact on enhancing to the secondary level students in speaking skill in ELT classroom. Moreover, the result of the observation shows that there is some sort of correlation between intrinsic motivation and oral proficiency. The discussion of the students' questionnaire results demonstrates that majority of the students show a great deal of interest and willingness to participate in oral activities for the sake of improving and developing their speaking skills.

Moreover, the results obtained by the observation affirm that intrinsically motivated students have the chance to achieve oral proficiency better than others since

they are interested to learn and show volition and willingness to participate. This provides them with more opportunities to practice the language and use it. The results obtained from teachers' interview showed that teachers are aware of the value of intrinsic motivation in breaking students' reluctance to speak; providing them with opportunities to speak, this latter helps learners to speak out their thoughts and thus develop their oral skill. As a final point, the hypotheses are confirmed; motivation has an impact on enhancing secondary level students' speaking skills. Although, the students face some difficulties that impede their free communication they are motivated enough to develop their speaking ability by using various strategies to enhance their speaking skills.

### **Suggestions and Implications**

Suggestions and implications taking into consideration the results obtained through the questionnaires designed for both students and teachers, the following implications to EFL teachers and learners are suggested:

Speaking instruction need to be given more attention in our EFL classes, more time and efforts should be exerted to develop this main skill, 2. teachers need to take more discussions in the classroom to give many chances to participate, need to be more creative in their teaching methods and encourage different learning styles, need to be humor to reduce anxiety among students and to be more stimulated. Teachers need to provide interesting subjects and materials such as (videos, pictures, teaching aids), and need to develop techniques that create positive and productive environment in the classroom and 3. Students need to take enough opportunities to practice speaking, need to try harder to speak English without fear of being criticized from their classmates, try also harder to speak English in and outside classroom, and need to cooperate with their teachers to achieve motivated feelings and comfortable atmosphere during oral sessions.

Teachers need to care more about their students' ability to listen and speaking and show them the importance of other skills (reading and writing) to encourage them to participate in oral sessions. Teachers should reduce their time talking in order to increase the speaking time of their students. This will help the learners to progress and develop their speaking skills. The use of technology in the process of learning, such as

tape-recorders, computers, and projectors, by teachers, helps them in motivating the students to improve their four skills. Students who face difficulties must be given more opportunities by their teachers to speak in order to express themselves in the target language. Teachers should encourage their students to use English outside the classroom and provide them with ways to do so. Teachers have to involve all the students in every speaking activity to test the different levels of student participation. Teachers need to be friendly with their students in order to build a good relationship with each other.

### **Policy Related**

This study can be helpful for curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to the role of motivation in enhancing speaking skill in ELT classes. Similarly, it would be helpful for curriculum development center to incorporate different strategies of speaking which can be used in large size ELT classes.

### **Practice Related**

This research is equally beneficial for those who are at practice level. Therefore, I can confidently assert that this research is very much significant for the teachers especially for ELT teachers and students of secondary level who do different activists at practice level. The following recommendations can be made in practice level on the basis of findings of this research:

- Teachers are suggested to use motivation as an essential tool for enhancing speaking skills.
- Teachers must conduct various types of activities like role play, dramatization, interview and debate among students to energize and motivate the students in ELT classroom.
- Academic professionals must apply different strategies to teach speaking ELT classroom which help the students to learn and teachers to teach.
- Teachers of ELT classroom are suggested to conduct students centered activities to develop collaborative and interactive environment in classroom.
- Anxious, shy and hesitant students should be encouraged to speak with their friends.

**Further Research Related**

Nothing is perfect in this world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study at secondary level only. This study will be very useful to the researchers who want to study the teaching speaking techniques to promote speaking ability of the students. This study can be very useful to the teachers and other who want to develop the speaking ability of the students and also beneficial for all who want to study in the related field or subject.

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## Appendices

**Dear participants,**

I am here to collect your valuable ideas that are essential for the research entitled **The Role of motivation for Enhancing Speaking skill in ELT classroom**. I would like to request you all to provide me your ideas freely and kindly. If you like to provide your idea, please show your consent in the space below with your name and signature. Thank you.

**Signature.....**

**Semester Fourth**

**Name.....**

**T.U. Central Department**

## Appendix A

**Please tick the best response the indicates your response.**

**(Close Ended Questionnaire for students)**

1. Do you think you are fluent in English speaking?  
a.) yes                      b.) No
  
2. Do you think the English syllabuses at SEE level are good enough to improve your speaking and listening?  
a.) yes                      b.) No
  
3. Are you motivated from anybody else to learn speaking skill?  
a.) Yes                      b.) No
  
4. Do you think learning speaking skills are challenging then learning any other skill?  
a.) Yes                      b.) No
  
5. Do you do any other activity as presentation at your school to learn speaking skill?  
a.) Yes                      b.) No                      c.) Seldom.                      d.) Sometimes
  
6. Do you agree that motivation plays a vital role to learn speaking Skills in ELT classroom?  
a.) Yes                      b.) No
  
7. Do you practice the activities by the teachers in your classroom?  
a.) Always.                      B.) Never                      c.) Sometimes                      d.) Rarely
  
8. How long hours have you been practicing speaking English per day?  
a.) 2                      b.)3                      c.)1                      d.) 4
  
9. Are you taking any help from your teachers or ICT to develop your fluency in English?

a.) Yes                      b.) No                      c.) Sometimes                      d.) Rarely

10. Do you like the English teacher uses mother tongue while teaching English subject?

a.) Yes                      b.) No                      c.) Never                      d.) No idea

11. Do you think Speaking Skill can help you to make your career in figure?

a.) Yes.                      B.) No                      c.) Never                      d.) No Idea

12. Which factor mostly affects in learning speaking skill?

a.) Poverty    b.) Social discrimination    c.) Environment    d.) Geographical structure

13. Do you think that speaking skill must be focused at Secondary level?

a.) Agree    b.) Disagree.                      C.) Strongly agree.                      D.) strongly disagree

14. Do you agree that English textbooks are sufficient to develop all skills of language?

a.) Agree                      b.) Strongly disagree                      c.) Strongly agree                      d.) Disagree

15. Do you think that present English textbook of secondary level need some changes for the betterment of Speaking Skill?

a.) Disagree    b.) Strong agree    c.) Strongly disagree    d.) Agree

16. Are you satisfied with the practical evaluation system of secondary level English subject?

a.) Agree.                      b.) Strongly disagree                      c.) Disagree                      d.) Strongly agree

17. Learning speaking skill is my aim from the very beginning. Therefore, I am learning it.

a.) Agree                      b.) Strongly agree                      c.) Disagree                      d.) Strongly disagree

18. Do you like to listen English news?

a.) Yes      b.) No      c.) Sometimes.      d.) Rarely

19. Do you feel shy while speaking in English?

a.) Yes      b.) No.      c.) Never.      D.) A little

20. Do you agree that speaking removes learner' hesitation?

a.) Agree      b.) Disagree.      C.) Strongly agree.      D.) Strongly disagree



## Appendix B

**The following open-ended questions are for teachers to collect relevant data.**

1. What kinds of speaking activities do you use?

.....  
.....

2. Where do the topics for speaking activities come from?

.....  
.....

3. What kind of feedback do you give your students for their speaking skill?

.....  
.....

4. What rules do you have for speaking activities? Who developed them?

.....  
.....

5. How do you correct mistakes in speaking activities?

.....  
.....

6. How do your students treat a colleague with a rather poor speaking skill?

.....  
.....

7. What kind of relationship do your students have concerning their speaking skill?

.....  
.....

8. How do you deal with anxious students?

.....  
.....

9. What is your opinion on promoting contact with native speakers?

.....  
.....

10. Do you motivate the learners only in the beginning or keep them motivated from beginning to end?

.....  
.....

## Appendix C

### Teachers' Interview Questionnaire

1. Do you think that students become more motivated to learn English in the new teaching approach that you applied in secondary level classes?
2. According to you, what are the five most important problems hinder the students' progress in the language classes?
3. Do you think that students' speaking proficiency improved as a result of implementing the new teaching approach?
4. According to you, what are the best ways of improving students' proficiency level in speaking?
5. Do you think motivation enhances students in learning speaking in ELT classroom?
6. What types of problem do the students face in oral activities in your classroom?
7. What are the best ways to motivate the students who are quite negative to their target language?
8. What types of activities do you apply in the classroom to make your students proactive to learn speaking?
9. What do you do in your classroom for maintaining English environment?
10. How do you motivate to the students who are poor in oral proficiency?
11. What kind of speaking activities do you frequently use in your daily class?
12. How do you improve your students speaking skills?
13. What types techniques do you use to teach pronunciation?
14. What types teaching materials do you use in your classroom to make your teaching fruitful?
15. How do you provide feedback to the students in ELT classrooms ?

**Thank you for your kind Cooperation.**